

PONDICHERRY UNIVERSITY

B.A.M.S. CURRICULUM (Bachelor of Ayurvedic Medicine and Surgery)

2021-22 Onwards

IN ACCORDANCE WITH

**CENTRAL COUNCIL OF INDIAN MEDICINE
NEW DELHI**

CENTRAL COUNCIL OF INDIAN MEDICINE
(MINIMUM STANDARDS OF EDUCATION IN INDIAN MEDICINE)
(Amendment)REGULATIONS, 16th February, 2022.

Submitted by

RAJIV GANDHI AYURVEDA MEDICAL COLLEGE

(A Puducherry government institute)

CHALAKKARA – NEW MAHE

U.T.OF PUDUCHERRY

673 311

INDEX

Contents

CHAPTER – I

Aim and objects

Degree to be awarded:

Medium of instruction:

CHAPTER – II

ADMISSION QUALIFICATIONS

Qualifying Examination

Age:

CHAPTER – III

DURATION OF COURSE

CHAPTER – IV

EXAMINATION SUBJECTS FOR FIRST PROFESSIONAL

CHAPTER – V

SAMSKRITAM EVAM AYURVED ITIHAS (SANSKRIT AND HISTORY OF AYURVEDA)

Course Code and Name of Course	
AyUG SN & AI	
Table 1- Course learning outcomes and matched PO.....	
Sanskrit.....	
Ayurved Itihas	
Table 2 : Contents of Course AyUG SN & AI	
Paper I Sanskrit	
Paper II – Part A Sanskrit.....	
Paper II – Part B – Ayurved Itihas	
Table 3: Learning objectives (Theory) of Course AyUG-SN & AI	
Paper I – Sanskrit	
Paper II Part A - Sanskrit Learning Objective.....	
PAPER II Part B Ayurved Itihas	

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

CHAPTER – VI

PADARTHA VIJANANAM

(FUNDAMENTAL PRINCIPLES OF AYURVEDA & QUANTUM MECHANICS)

Course Code and Name of Course .....	.....
Table 1- Course learning outcomes and matched PO.....	.....
Table 2 : Contents of Course AyUG-PV .....	.....
Paper I .....	.....
Paper II .....	.....
Table 3: Learning objectives (Theory) of Course AyUG-PV .....	.....
Paper I .....	.....
Paper II .....	.....
List of Practicals.....	.....
Table 4: Learning objectives (Practical) of AyUG-PV .....	.....
Table 5: Non Lecture Activities Course AyUG-PV .....	.....
Table 6: Assessment Summary AyUG-PV .....	.....
6 A - Number of Papers and Marks Distribution.....	.....

6 B - Scheme of Assessment (formative and Summative)	
6 C - Calculation Method for Internal assessment Marks (30 Marks).....	
6 D -Evaluation Methods for Periodical Assessment.....	
6 E- Paper Layout.....	
Paper-I.....	
Paper-II.....	
6 F- Disribution of Theory Exam	
Paper I	
Paper II	
6 G- Question paper blue print	
Paper I	
Paper II	
6 H Distribution of Practical Exam	
7. References /Resourses	

CHAPTER – VII

RACHANA SHARIR (HUMAN ANATOMY)

Course Code and Name of Course	
AyUG RS	
Rachana Sharir (Human Anatomy)	
Table 1- Course learning outcomes and matched PO.....	
Table 2: Contents of Course AyUG-RS	
Paper I	
Paper II AyUG-RS	
Table 3: Learning objectives (Theory) of Course AyUG-RS.....	
Paper I	
Paper II	
List of Practicals AyUG-RS	
Table 4: Learning objectives (Practical) of AyUG- RS	
Table 5: Non-Lecture Activities Course AyUG-RS.....	
Table 6: Assessment Summary	
6 A - Number of Papers and Marks Distribution.....	
6 B - Scheme of Assessment (formative and Summative) AyUG-RS	
6 C - Calculation Method for Internal assessment Marks (30 Marks) AyUG-RS.....	
6 D - Evaluation Methods for Periodical Assessment.....	
6 E - Paper Layout.....	
PAPER-1	
PAPER-1I.....	
6 F – I - Distribution of Theory exam AyUG- RS.....	

Paper I	
Paper II	
6 F – II - Theme table	
Paper-I:	
Paper-II.....	
6 G Question paper Blue print for AyU-RS:	
PAPER-I.....	
PAPER-II	
6 H - I - Distribution of Practical Exam	
6 H - II Practical Spot examination	
6 H - III Viva Voce.....	
7. Reference and Resources	

CHAPTER – VIII

KRIYA SHARIR (HUMAN PHYSIOLOGY)

Course Code and Name of Course	
AyUG KS	
Kriya Sharir (Human Physiology).....	
Table 1- Course learning outcomes and matched PO.....	
Table 2 : Contents of Course AyUG KS	
Paper I – AyUG-KS	
Paper II – AyUG-KS	
Table 3: Learning objectives (Theory) of Course AyUG-KS	
PAPER I	
PAPER II.....	
List of Practicals.....	
Table 4: Learning objectives (Practical) of AyUG- KS	
Table 5: Non-Lecture Activities Course AyUG- KS.....	
Table 6: Assessment Summary	
6 A- Number of papers and Marks Distribution.....	
6 B - Scheme of Assessment (formative and Summative)	
6 C - Calculation Method for Internal assessment Marks (30 Marks).....	
6 D - Evaluation Methods for Periodical Assessment.....	
6 E- Paper Layout.....	
Paper-I	
Paper-II.....	
6 F- Disribution of Theory Exam	
Paper I	

Paper II	
6 G- Question paper blue print	
Paper I	
Paper II	
6 H Distribution of Practical Exam	
7. References / Resources	

CHAPTER – IX

SAMHITA ADHYAYAN -1

Course Code and Name of Course	
AyUG-SA1	
Samhita Adhyayan 1	
Table 1- Course learning outcomes and matched PO.....	
Table 2 : Contents of Course AyUG-SA1	
Table 3: Learning objectives (Theory) of Course AyUG-SA1	
Table 4 : Practical/ Activities for AyUG - SA 1.....	
Table 5: Non Lecture Activities Course AyUG-SA1	
Table 6: Assessment Summary	
6 A- Number of Papers and Marks Distribution	
6 B - Scheme of Assessment (formative and Summative)	
6 C - Calculation Method for Internal assessment Marks (15 Marks).....	
6 D - Evaluation Methods for Periodical Assessment.....	
6 E - Paper Layout.....	
6 F - Disribution of Theory Exam	
6 G - Question paper blue print	
6 H - Distribution of Practical Exam.....	
7. Reference books/Resources.....	

CHAPTER – X

VALUATION

CHAPTER - XI

MIGRATION

CHAPTER - I

AIMS AND OBJECTIVES

The Bachelor of Ayurveda education shall aim at producing graduates, having profound knowledge of Ashtanga Ayurveda supplemented with knowledge of scientific advances in modern medicine along with extensive practical training so as to become efficient physicians and surgeons fully competent to serve the health care services.

Degree to be awarded:

The candidate shall be awarded *Ayurvedacharya* (**Bachelor of Ayurvedic Medicine and Surgery- B.A.M.S.**) degree after passing all the examinations and completion of the prescribed course of study extending over the prescribed period and the compulsory rotatory internship extending over twelve months.

Medium of instruction:

The medium of instruction for the course shall be Sanskrit or English.

CHAPTER - II

ADMISSION QUALIFICATIONS

Qualifying Examination

The eligibility to seek admission in Bachelor of Ayurveda education is as under-

12th standard with science or any other equivalent examination recognised by concerned State Governments and Education Boards with at least 50% (fifty percent) aggregate marks in the subjects of Physics, Chemistry and Biology.

For reserved category or special category like physically handicapped students in 10+2, they shall be given relaxation in marks for admission in Bachelor of Ayurvedic Medicine and Surgery as per rules for time being in force.

For foreign students any other equivalent qualification to be approved by the concerned authority may be allowed.

Age:

The candidate should have completed 17 years on or before 31st day of December of the year of admission.

CHAPTER - III
DURATION OF COURSE

The duration of the course shall be **5 ½ years** (*five years and six months*) comprising-

Sl.No.	Profession	Duration
1.	First Profession	Eighteen (18) months
2.	Second Profession	Eighteen (18) months
3.	Third Profession	Eighteen (18) months
4.	Compulsory Rotatory Internship	Twelve (12) months

CHAPTER - IV

EXAMINATION SUBJECTS FOR FIRST PROFESSIONAL

The First Profession

The first professional examination shall be held in the following subjects, namely-

1. Samskritam evam Ayurved Ithihas (Sanskrit and History of Ayurveda)
(SUBJECT CODE-AyUG-SN & AI)
2. Padartha vijnanam (Fundamental principles of ayurveda and quantum mechanics)
(SUBJECT CODE- AYUG-PV)
3. Kriya Sharira (Human Physiology)
(SUBJECT CODE- AYUG-KS)
4. Rachana Sharira (Human Anatomy)
(SUBJECT CODE- AYUG-RS)
5. Samhita Adhyayan-1 (Study of Ayurveda Classical Text)
(SUBJECT CODE- AYUG-SA1)

NCISM

I professional Ayurvedcharya

(BAMS)

SAMSKRITAM EVAM AYURVED ITHIHAS

(SUBJECT CODE-AyUG-SN & AI)

SANSKRIT AND HISTORY OF AYURVEDA

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

Summary

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

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

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.

Index

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

Course Code and Name of Course

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

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.
Sanskrit		
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 संधिषु समासेषु च ज्ञानं तद्द्वारा आयुर्वेदसंहितासु अर्थावबोधनम् प्रायोगिकविज्ञानञ्च |	PO-5, PO-7, PO-9
CO 3	Discriminate and interpret the Cases & meanings (विभाक्त्यर्थ) used in various verses of Ayurveda texts (आयुर्वेद संहिता). कारकविभक्त्यर्थादिषु परिज्ञानं तथा आयुर्वेदसंहितासु तेषां प्रयोगपरिचयञ्च |	PO-5, PO-7, PO-9
CO 4	Formulate the Prose order (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
Ayurved Itihas		
CO 8	Analyse and explain the important milestones in the history of Ayurveda	PO-1
CO 9	Appreciate the status of Ayurveda in different time periods and Contributions made by different Acharyas to Ayurveda.	PO-1

Table 2 : Contents of Course AyUG SN & AI

Sr No	A2 List of Topics AyUG-SN & AI Paper I	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours
Paper I Sanskrit					
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, निस्, निस्, दुस्, दुस्, 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:-एडि पररूपम्, पूर्वरूपसन्धि- एडः पदान्तादति, प्रकृतीभाव- सर्वत्र विभाषा गोः , प्लुत प्रगृह्य अचि नित्यम् |</p> <p>सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि |</p> <p>6.2 - हल्सन्धिः /व्यञ्जनसन्धिः - श्रुत्वसन्धि:- स्तोः श्रुता श्रुः, श्रुत्वसन्धि:- णुना णुः, जश्त्व सन्धि:-झलां जशो/न्ते, अनुनासिकसन्धि:- यरोऽनुनासिकेऽनुनासिको वा/प्रत्यये भाषायां नित्यम्, परसवर्णसन्धि:-तोर्लिः/वा पदान्तस्य, चर्त्वसन्धिः</p> <p>खरि च, पूर्वसवर्णसन्धि:-झयोऽहोऽन्यतरस्याम्, छुत्वसन्धिः शश्छोऽति/ छत्वममीति वाच्यम्, अनुस्वारसन्धि:- मोऽनुस्वारः, तुगागमसन्धि:- शि तुक्/छे च/पदान्ताद्वा, रुत्वआदेशसन्धि:-नश्छव्यप्रशान्</p> <p>सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि |</p> <p>6.3 - विसर्गसन्धिः - रुत्वसन्धि:-ससजुषो रुः, उत्त्वसन्धि:-अतो रोरप्लुदादप्लुते/हशि च, रो रि, भो भागो अघो अपूर्वस्य योऽशि , रोऽसुपि , एतत्तदोः सुलोपोऽकोरनञ् समासे हलि, सोऽचि लोपे चेत् पादपूर्णम् |</p> <p>सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि |</p> <p>6.4.- रुत्वप्रकरणसन्धि:- [सङ्क्षिप्य पाठनम् – Brief teaching]</p> <p>समः सुटि, कानाप्रैडिते च, अत्रानुनासिको पूर्वस्य तु वा, अनुनासिकात्परोऽनुस्वारः, खरवसानयोर्विसर्जनीयः, विसर्जनीयस्य सः, सम्पुङ्कानां सो वक्तव्यः |</p>				
7.	<p>समास</p> <p>7.1 - अव्ययीभावसमासः - 7.1.1 - अव्ययम्</p> <p>विभक्तिसमीपसमृद्धिव्यर्थार्थाभावात्ययसम्प्रतिशब्दप्रादुर्भावपश्चायथानुपूर्व्ययोगप द्यासादृश्यसम्प्रतिसाकल्यान्तवचनेषु | 7.1.2.- प्रथमा निर्दिष्टम् उपसर्जनम्/ उपसर्जनं पूर्वम् /नाव्ययीभावादतो/ म् त्वपञ्चम्याः/ तृतीयासप्तम्योर् बहुलम्/अव्ययीभावे चाकाले |</p> <p>7.2. - तत्पुरुष समासः - द्वितीया श्रितातीतपतितगतात्यस्तप्राप्तापनैः, तृतीया तत्कृतार्थेन गुणवचनेन, कर्तृकरणे कृता बहुलम्, चतुर्थी तदर्थार्थ बलिहितसुखरक्षितैः, पञ्चमीभयेन, षष्ठी, सप्तमीशौण्डैः, विशेषणं विशेष्येणबहुलम्, उपमानानि सामान्यवचनैः, नञ्, कर्मधारय, द्विगुः, उपपद तत्पुरुष</p> <p>7.3 - बहुव्रीहि समासः - अनेकमन्यपदार्थे</p> <p>7.4 - द्वन्त्वसमासः - चार्थे द्वन्द्वः</p> <p>सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि |</p>	II	15	09	10
8.	<p>शब्दरूपणि</p> <p>8.1 - पुल्लिङ्गः शब्दरूपाणि</p> <p>अकारान्तः - वात, वैद्य, रुण, 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>8.2 - स्त्रीलिङ्गः शब्दरूपाणि 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>8.3 - नपुंसकलिङ्गः शब्दरूपाणि अकारान्तः - पितृ, 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>8.4 - सर्वनामपदानि - अस्मद्, युष्मद्, तद्, एतद्, यद्, किम्, इदम् आदि</p>				
9.	<p>धातुरूपाणि - [विस्तरेण पाठनम्-detailed teaching]</p> <p>9.1 - परस्मैपदि - लट्/लृट्/लङ्/विधिलिङ्/लोट् 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- चिज् चयने, शक्, श्रु तुदादि गण- तुद् व्यथने, कृष् विलेखने, लिख् लेखने, दिश्, कृन्त्, क्षिप्, स्पृश्</p>	I	10	05	05

	<p>रुधादि गण- रुधिर आवरणे, भिदिर् विदारणे, भुज्</p> <p>तनादि गण- तनु विस्तारे, कृज् करणे</p> <p>क्रयादि गण- प्रीज् -तर्पणे कान्ते च, ग्रह उपादाने, ज्ञा</p> <p>चुरादि गण- गण संस्थाने, साध्, ताड्, धृ, कथ् वाक्यप्रबन्धे</p> <p>आत्मनेपदि-</p> <p>भ्वादि गण - वृतु वर्तने, वृध्(वर्ध), लभ्, सेव्, रुच्</p> <p>अदादि गण - शीङ् स्वप्ने, ब्रू</p> <p>जुहोत्यादि गण- धा धारणपोषणयोः, दा (दाज्),</p> <p>दिवादि गण- जनी प्रादुर्भाव, मन्, बुध्, पद्, विद्</p> <p>स्वादि गण- चिज् चयने,</p> <p>तुदादि गण- तुद् व्यथने, कृष् विलेखने, म्रि, विद्, मुच्, सिञ्च्,</p> <p>रुधादि गण- रुधिर आवरणे, भिदिर् विदारणे, भुज्</p> <p>तनादि गण- तनु विस्तारे, कृज् करणे</p> <p>क्रयादि गण- प्रीज् -तर्पणे कान्ते च, ग्रह उपादाने, ज्ञा</p> <p>चुरादि गण- चुर्, क्षाल्, कथ्, घोष्, भक्ष्</p> <p>आयुर्वेदसंहितासु विद्यमानानां धतुरूपाणां परिचयीकरणम् अभिकाम्यम्</p> <p>9.2 - लृङ्ग , आशीर्लिङ्ग, लिट , लुङ्ग, लुड [सङ्क्षिप्त पाठनम्-Brief teaching] भ्वादि गण, अदादि गण, जुहोत्यादि गण, दिवादि गण, स्वादि गण, तुदादि गण, रुधादि गण, तनादि गण, क्रयादि गण, चुरादि गण</p> <p>पूर्वोक्तधातुष्वेकस्य पञ्चलकारेषु रूपाणि दर्शयेत् | परं परीक्षायाम् न पृष्टव्यानि |</p>				
10	<p>प्रत्ययाः</p> <p>10.1 – क्त - क्तवत्, तव्यत् – अनीयर्, शतृ – शानच्, ल्युट् - ण्वुल्, क्त्वा - ल्यप्, णिनिः, क्तिन्, तुमुन्</p> <p>प्रत्ययाणाम् प्रयोगाः एव पृष्टव्याः |</p> <p>10.2 - भावे घञ्, करणे घञ्, भावे ष्यञ्, कर्मणि ण्यत्, कर्त्तरि अच् अपू</p> <p>आयुर्वेदसंहितायां विद्यमानानां भावे/करणे/कर्त्तरि/ताच्छील्ये/ आदि प्रत्ययानां परिचयः करणीयः | परं परीक्षायाम् न पृष्टव्याः | परीक्षायाम् वाच्य प्रयोगः स्वरूपे पृष्टव्यः |</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-</p> <p>A) आयुः, शरीर, मनः, अग्निः, जलम्, वातः, पित्तम्, कफः</p> <p>B) रस, रक्त, मांस, मेद, अस्थि, मज्जा, शुक्र, इन्द्रियम्, श्रोत्रः, चक्षुः, रसना, घ्राण</p> <p>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, सम्सर्गः, 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 भावार्थ 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 –

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

4	Structure, Contributions and importance of Laghutrayee and Commentaries: Madhava Nidana, Sharngadhara Samhita, Bhavaprakasha.	II		1	3
5	Origin and period of different systems of medicine in the world.	II		1	2
6	Introduction to Vrukshayurveda, Hastayurveda and Ashwayurveda. (Included in Transitional Curriculum)	II	5	-	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		1	2
9	Globalization of Ayurveda	III	5	1	2
10	1)Developmental activities in Ayurveda in the post-independence period: <ul style="list-style-type: none"> • Introduction to various committees and their recommendations • Introduction of activities of the following Organizations : Department of AYUSH, CCIM/ NCISM, CCRAS, 2) National institutions Viz- All India Institute of Ayurved (AIIA), National Institute of Ayurveda, Jaipur. ITRA, Jamnagar. Faculty of Ayurveda, BHU, Varanasi. Rashtriya Ayurveda Vidyapeetha, New Delhi.	III		1	2

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

Paper I – Sanskrit									
A3 Course outcome	B3 Learning Objective (At the end of the session, the Students should be able to)	C3 Domain/sub	D3 Must to know/ desirable to know/Nic e to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formati ve /summa tive	I3 Te rm	J3 Integrat ion
Topic 1- संस्कृतवर्णानाम् परिचयः(5 marks) Time: 13 hrs (Lecture:- 3 hours Non lecture10 hrs)									
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	
Topic 2- संज्ञा (10 marks)- Time: 05 Hrs (Lecture:- 5 hours Non lecture 00 hrs)									
CO 2, CO 4, CO	2.1 Explain the terms related to संज्ञा in Sanskrit grammar	Cognitive domain- 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 1									
CO 3	Construct the sentences using अव्ययानि	Cognitive domain - Synthesis	Must Know	Shows how	Lectures with Power point presentation.	Oral & Written	F&S		
CO 2, CO 4, CO 6					Group Discussions Conversation Sessions	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.		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	

CO 2, CO 3	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 करणम्, कारणम्.			
Topic 6- सन्धि: (15 marks) Time: 20 Hrs (Lecture:- 10 hours Non lecture 10 hrs)									
CO 2, CO 6	6.1 Identify सन्धि: Explain the meaning of the context by splitting. Formulate the joined words while writing the sentences	Cognitive domain - Application and problem solving	Must know	Knows how	Lectures with Power point presentation. Group Discussions Classes by the students Ashtang hrudaya with the सन्धि:	Oral & Written Objective type, very short answer – compare, differentiate etc. Assignments to find the सन्धि: in Ashtangahrudaya Quiz on सन्धि:	F&S	II	
CO 2, CO 6	6.2 Identify सन्धि: Explain the meaning of	Cognitive domain - Application and problem solving	Must know	Knows how	Lectures with Power point presentation. Group Discussions	Oral & Written objective type very short	F&S	II	

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

CO 2	Identify समास: Discriminate between the सन्धि:and समास:	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 समास: in Ashtanga hrudaya Quiz on समास: Puzzles Word cloud Cross words etc.	F&S	II	
CO 2, CO 6	7.1 Identify समास: Explain the meaning of the context by writing the विग्रहवाक्यम् Construct the समस्तपदम्while writing the sentences	Cognitive domain - Application and problem solving	Must 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 समास: in Ashtangahrdaya a Quiz on समास: 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 & Written</p> <p>objective type very short answer Assignments to find the समासः in Ashtangahrdaya a</p> <p>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 & 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	

CO 6 CO 7						a Quiz on समास: Puzzles Word cloud Cross words etc. Preparation of charts, mindmaps etc.			
CO 2, CO 6	7.4 Identify समास: Explaining the meaning of the context by writing the विग्रहवाक्यम् Construct the समस्तपदम् while writing the sentences	Cognitive domain - Application and problem solving	Must know	Shows how	Lectures with Power point presentation. Group Discussions Flipped classroom Peer learning Classes by the students on the sutras in Ashtang hrudaya with the विग्रहवाक्यम् Problem Based Learning(PBL)	Oral & Written objective type very short answer Assignments to find the समास: in Ashtangahrday a Quiz on समास: Puzzles Word cloud Cross words etc. Preparation of charts, mindmaps etc.	F&S	II	
Topic 8- शब्दरूपाणि (10 marks) Time: 16 Hrs (Lecture:- 2 hours Non lecture 14 hrs)									
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	

CO 2, CO 3, CO 5	Construct sentences Interpret the meaning according to the लकार: Use for constructing sentences.	Cognitive domain - Synthesis and problem solving	Must know	Shows how	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.			
Topic 9- धातुरुपाणि (10 marks) Time: 10Hrs. (Lecture:- 5 hours Non lecture 05 hrs)									
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							
Topic -10 प्रत्ययाः (10 Marks) Time: 11 Hrs (Lecture:- 5 hours Non lecture 06 hrs)									
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	
Topic 11- विशेषण विशेष्य (05 Marks) Time: 05 Hrs (Lecture:-02 hours Non lecture 03 hrs)									
CO 2, CO 6	Identify and discriminate different types of Visheshanas. Effectively use visheshanas in sentences.	Cognitive domain - Application and problem solving	Must know	Knows how / Shows how	Lectures with Power point presentation. Flipped classroom	Oral & Written Quizzes Word cloud etc.	F&S	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 mativ e	I3 Te rm	J3 Integr ation
-------------------------	---	------------------	---	--	------------------	------------------	---	----------------	-----------------------

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	<p>Explain the meaning of the words and their synonyms with the help of their nirukti (निरुक्तिः)</p> <p>A) आयुः ,शरीर, मनः, अग्निः, जलम्, वातः, पित्तम्, कफः</p> <p>B) रस, रक्त, मांस, मेद, अस्थि, मज्जा, शुक्र , इन्द्रियम्, श्रोत्र, चक्षु ,</p> <p>रसना, घ्राण</p> <p>C) धी, धृति, स्मृति ,बुद्धी , मति प्रज्ञा ,मूत्र ,पुरीषः, स्वेद, आत्मा, रोगः, निदानम् ,रोगि , भेषजचिकित्सा , आदि</p>	Cognitive domain - comprehension	Must know	Knows how	<p>Lectures with Power point presentation.</p> <p>Flipped classroom</p> <p>Peer learning</p> <p>Ayurveda Samhita Group Discussions</p>	<p>Oral & Written objective type</p> <p>very short answer</p> <p>compare differentiate meanings</p> <p>meaning with reference to the context etc</p> <p>Assignments</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.
---------------	--	----------------------------------	-----------	-----------	--	---	-------	--------------------------	--

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)</p> <p>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, विरुद्धाहम्, विरुद्धाहारः, विदाहि, विष्टम्भि, सात्त्विकम्, ओक्सात्त्विकम्, देशसात्त्विकम्, अत्यशनम्, अध्यशनम्, स्थानी, योगवाही, पथ्यम्, अपथ्यम्, कृतान्तवर्गः, अवस्थापाकः, वेगः, शोधन, शमन, लघन, 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 & 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	Samhita, Krिया Shari r, Ra ch an a Sh ari r.
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)									
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 & Written</p> <p>Objective type</p> <p>Very short answer</p> <p>Anvaya writing</p>	F&S	A - I B - II C- III	Samhita

CO 1 CO 1	Write the पदच्छेदं विग्रहवाक्यम् अन्वयः वाच्यार्थ and भावार्थम् Of shlokas				Group Discussions	Short answer Assignments on writing पदच्छेदं विग्रहवाक्यम् अन्वयः वाच्यार्थ भावार्थम्		C-III B-II V-I	
CO 2 CO 3	<p>A) अष्टाङ्गहृदयम् सूत्रस्थानम् – अध्यायतः सर्वाणि सूत्राणि | १. आयुष्कामीयम् २. दिनचर्या ३. रोगानुत्पादनीयम्</p> <p>B) अष्टाङ्गहृदयम् सूत्रस्थानम् – अध्यायतः सर्वाणि सूत्राणि | दोषादिविज्ञानीयम् दोषभेदीयम् दोषोपक्रमणीयम् द्विविधोपक्रमणीयम्</p> <p>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>							C-III B-II	

त्रयोदश: 1, 7, 8, 9 चतुर्दश: 2, 3, 4 पञ्चदश: 7, 10 षोडश: 5, 6 सप्तदश: 1, 4 अष्टादश: 1, 2, 3 एकोनविंशति: 2, 3, 4 विंशति: , 12, 3, 4									
---	--	--	--	--	--	--	--	--	--

Topic 4 - पञ्चतन्त्र-अपरीक्षितकारकम् ५ अध्याय (15 marks) Time 07 Hrs (Lecture:- 03 hours Non lecture 04 hrs)

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

PAPER II Part B Ayurved Itihas

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
-------------------------	---	------------------	---	--	------------------	------------------	-------------------------------	------------	-------------------

Topic 1- Time (Lecture:- 1 hour, Non lecture 2 hours)									
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 Discussions or debate	F	I	
CO 8 CO 9	Explain Different Time periods relevant for the Study of Ayurveda itihasa (viz, Prevedic, Vedic, Samhita kala, Sangraha kala etc.)	Cognitive/ K	Must know	Knows	Lecture & Group Discussion, Tutorial, Charts, Edutainment.	Written MCQ	F & S	I	
Topic 2- Time (Lecture:- 1 hour, Non lecture 2 hours)									
CO 8 CO 9	Explain different opinions of origin and lineage of Ayurveda available in Samhitas and Samudra manthana and origin of Dhanvantari.	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, Online search of Archiologi cal sites for Ayurved. Presentatio n by Students,	F	I	

CO 8	Describe Ayurveda as Upaveda of Atharvaveda	Cognitive/comprehension	Desirable to know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I	
Topic 3- Time (Lecture:- 2 hour, Non lecture 2 hours)									
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, elared places.	Written MCQ Chart preparation	F & S	I	
CO 8 CO 9	Briefly explain contribution of Punarvasu Athreya, Agnivesha, Charaka, Drudhabala	Cognitive/K	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I	
CO 8 CO 9	Enumerate the important Commentaries on Charaka Samhita and identify their authors.	Cognitive/K	Must know	Knows	Lecture & Group Discussion, Activity on commentary, Compilation.	Written MCQ Online samhitas, Commento ry search	F & S	I	
CO 8 CO 9	Explain the importance of Ayurveda Deepika, Jalpakalpataru.	Cognitive/K	Must know	Knows	Lecture & Group Discussion.	Written MCQ	F & S	I	
CO 8 CO 9	Justify Charakastu Chikitsite in view of Global medical history.	Cognitive/K	Must know	Knows	Lecture & Group Discussion,	Written MCQ Debate Creativs writing	F	I	Roganida na, Kayachiki tsa
CO 8 CO 9	Describe the Structure, Specialities, Time period of Sushruta Samhita	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 Chart or collage	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	Enumerate the salient	Cognitiv	Desirable to	Knows	Lecture & Group	Written	F	I	
CO 9	features of Bhela Samhita	e/k	know		Discussion, SDL	MCQ			
CO 8	Enumerate the salient	Cognitiv	Desirable to	Knows	Lecture & Group	Written	F & S	I	
CO 9	features of Hareeta Samhita	e/k	know		Discussion, SDL	MCQ			
CO 8	Describe the Structure,	Cognitiv	Must know	Knows	Lecture & Group	Written	F & S	I	
CO 9	Specialties, Time period of	e/k			Discussion	MCQ			
	Kashyapa Samhita					Chart or collage of Events			
CO 8	Briefly explain contribution	Cognitiv	Must know	Knows	Lecture & Group	Written	F & S	I	
CO 9	of Kashyapa, Jeevaka, Vatsya.	e/k			Discussion	MCQ			
CO 8	Identify contribution of	Cognitiv	Must know	Knows	Lecture & Group	Written	F & S	I	
CO 9	Kashyapa Samhita to the field of Pediatrics.	e/k			Discussion	MCQ			
Topic 4- Time (Lecture:- 1 hour, Non lecture 3 hours)									
CO 8	Describe Structure,	Cognitiv	Must know	Knows	Lecture & Group	Written	F & S	II	
CO 9	Contributions and importance of Madhava Nidana.	e/k			Discussion, Library Session for handing of books.	MCQ			
						Library Searching online available Samhitas. Samhita mobile applications			
CO 8	Outline the importance of	Cognitiv	Must know	Knows	Lecture & Group	Written	F & S	II	Roganidana
CO 9	Madhavakara, Vijayarakshita, Shrikanthadatta and Justify nidane madhava shreshtha.	e/k			Discussion	MCQ			
CO 8	Describe Structure,	Cognitiv	Must know	Knows	Lecture & Group	Written	F & S	II	

CO 9	Contributions and importance of Sharngadhara Samhita.	e/k			Discussion	MCQ			
CO 8 CO 9	Briefly explain contribution of Sharngadhara, Adhamalla, Kashiram.	Cognitiv e/k	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	II	
CO 8 CO 9	Explain about Bhavamishra and Enumerate the salient features of Bhavaprakasha.	Cognitiv e/k	Must know	Knows	Lecture & Group Discussion,	Written MCQ	F & S	II	
Topic 5- Time (Lecture:- 1 hour, Non lecture 2 hours)									
CO 8 CO 9	Enlist origin and period of different systems of medicine in the world.	Cognitiv e/k	Must know	Knows	Lecture & Group Discussion	Written MCQ Assignments	F & S	II	
Topic 6- Time (Lecture:- 0 hour, Non lecture 1 hours)									
CO 8 CO 9	Explain in brief about Ashwayurveda, Gajayurveda, Gavayurveda and Vrukshayurveda.	Cognitiv e/k	Must know	Knows	Lecture (Included in Transitional Curriculum)& Group Discussion	Written MCQ Serach of Use of Ayurved plats in different cattle food. Poster making	F & S	II	
Topic 7- Time (Lecture:- 1 hour, Non lecture 2 hours)									
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	

[illegible]

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**

Hours: 180 Hrs

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

Sanskrit Practical									
A4 Course outcome	B4 Learning Objective (At the end of the session, the Students should be able to)	C4 Domain/sub	D4 Must to know/ 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
Practical 1- अमरकोशः -वनीषधिवर्गः, शब्दकल्पद्रुमः, वाचस्पत्यम्, Dictionaries Time: 15 Hrs (Practical/ Clinical 15 hours)									
CO 5	Refer the dictionaries. Refer the Books on synonyms	Cognitive domain - comprehensi on	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 - comprehensi on	Desirabl e know	knows	Group Discussions Record writing	Oral Recitation Competition s Aksharashlo ka competitions etc.	F & S	II	
Practical 2 - Translation from Sanskrit to desirable language. Time: 15 Hrs. (Practical/ Clinical 15 hrs)									
CO 3, 4, 5, 6	Translate from Sanskrit to	Cognitive domain -	Must to know	Shows how	Demonstration Group Activity	Oral Written	F & S	II	

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

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

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

Topic wise details –

List non lecture Teaching-Learning methods	No of Activities
Presentation of videos about Maheshwar Sutra, Prayatna, Uccharana Sthanani 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)

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- 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.							
	<p>Maximum Marks in Parentheses</p> <p>*Select an Evaluation Methods which is appropriate for the objectives of Topics from the Table 6 D for Peroadic 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 total marks to 15 marks.</p>							

6 D- Evaluation Methods for Periodical Assessment

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

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 Sanskrit	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>6.1 - अच् सन्धिः/स्वरसन्धिः - यण् सन्धि- इको यणचि, गुण सन्धि-आहुणः वृद्धिसन्धिः-वृद्धिरेचि, अयवायाव सन्धिः - एचोऽयवायव/वान्तो यि</p> <p>प्रत्यये, लोप सन्धि-लोपः शाकल्यस्य, पररूपसन्धि-एङि पररूपम्, पूर्वरूपसन्धि- एङः पदान्तादति, प्रकृतीभाव- सर्वत्र विभाषा गोः, प्लुत प्रगृह्य अचि नित्यम् |</p> <p>6.2 - हल्सन्धिः /व्यञ्जनसन्धिः - श्रुत्वसन्धि-स्तोः श्रुना श्रुः, श्रुत्वसन्धि-ः श्रुना श्रुः, जश्त्व सन्धि-ः झलां जशो/न्ते, अनुनासिकसन्धि-ः यरोऽनुनासिकेऽनुनासिको वा/प्रत्यये भाषायां नित्यम्, परसवर्णसन्धि-ः तोर्लि/वा पदान्तस्य, चर्त्वसन्धिः खरि च, पूर्वसवर्णसन्धि-ः झयोऽहोऽन्यतरस्याम्, छुत्वसन्धिः शश्छोऽटि /छत्वममीति वाच्यम्, अनुस्वारसन्धि-ः मोऽनुस्वारः, तुगागमसन्धि-ः शि तुक्/छे च/पदान्ताद्वा, रुत्वआदेशसन्धि-ः नश्छल्यप्रशान्</p> <p>6.3 - 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>6.4.- रुत्वप्रकरणसन्धिः- [सङ्क्षिप्य पाठनम् – Brief teaching] समः सुटि, कानाम्प्रेडिते च, अत्रानुनासिको पूर्वस्य तु वा, अनुनासिकात्परोऽनुस्वारः, खरवसानयोर्विसर्जनीयः, विसर्जनीयस्य सः, सम्पुङ्कानां सो वक्तव्यः |</p>	II	<p>15 (6.1-5marks)</p> <p>6.2/6.4-5marks</p> <p>6.3 – 5marks)</p>	No	Yes (1 que of 5 marks)	Yes 10 (1 Que. of 10 marks)
7.	<p>समास</p> <p>7.1 - अव्ययीभावसमासः - 7.1.1 - अव्ययम् विभक्तिसमीपसमृद्धिव्यर्थार्थाभावात्ययसम्प्रतिशब्दप्रादुर्भावपश्चाद्यथानुपूर्व्ययोगपक्षसादृश्यसम्पत्तिसाकल्यान्तवचनेषु |</p> <p>7.1.2. - प्रथमा निर्दिष्टम् उपसर्जनम्, / उपसर्जनं पूर्वम् /नाव्ययीभावादतो/ म् त्वपञ्चम्या/ः तृतीयासप्तम्योर् बहुलम्/अव्ययीभावे चाकाले |</p> <p>7.2. - तत्पुरुष समासः - द्वितीया 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>15 (7.1.1 & 7.1.2 – 5marks)</p> <p>7.1.3 – 5marks</p> <p>7.14 & 7.15 – 5marks)</p>	No	Yes (1 que of 5 marks)	Yes 10 (1 Que. of 10 marks)

	<p>7.3 - बहुव्रीहि समास - :अनेकमन्यपदार्थे</p> <p>7.4 - द्वन्द्वसमास - :चार्थे द्वन्द्वः।</p>					
8.	<p>शब्दरूपाणि</p> <p>8.1 - पुल्लिङ्ग 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> <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 - कीदृश, एतादृश् आदि</p> <p>8.2 - स्त्रीलिङ्ग शब्दरूपाणि</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>8.3 - नपुंसकलिङ्ग शब्दरूपाणि</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>8.4- सर्वनामपदानि - अस्मद्, युष्मद्, तद्, एतद्, यद्, किम्, इदम् आदि</p>	I	10	No	Yes (1 que of 5 marks)	Yes (1 que of 5 marks)
9.	<p>धातुरूपाणि-</p> <p>9.1 - परस्मैपदि - लट्/लृट्/लङ्/विधिलिङ्/लोट् भ्वादि गण - भू सत्तायाम्, क्षि क्षये, गम्/गम् (गतौ, पा</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 हिंसागत्योः, वा</p> <p>गतिगन्धनयोः पा रक्षणे, अस्, शस्स्वप्, ्र ब्रू,</p> <p>जुहोत्यादि गण- धा धारणपोषणयोः, पृ - पलनपूरणयोः, हा</p> <p>त्यागे, दा (दाञ्)</p> <p>दिवादि गण- दिव् क्रीडादौ, त्रसी उद्वेगे, पुष् पुष्टौ, कुप्, नश्,</p> <p>तुष्, स्निह्, जृ</p> <p>स्वादि गण- चिञ् चयने, शक्श्चु,</p> <p>तुदादि गण- तुद् व्यथने, कृष् विलेखने, लिख् लेखने, दिश्,</p> <p>कृन्त्, क्षिप्, स्पृश्</p> <p>रुधादि गण- रुध् आवरणे, भिदिर् विदारणे, भुज्</p> <p>तनादि गण- तनु विस्तारे, कृञ् करणे</p> <p>त्रयादि गण- प्रीञ्- तर्पणे कान्ते च, ग्रह् उपादाने ज्ञा</p> <p>चुरादि गण- गण् संस्थाने, साध्, ताड्, धृ, कथ् वाक्यप्रबन्धे</p> <p>आत्मनेपदि -</p> <p>भ्वादि गण - वृत् वर्तने, वृध् (वर्ध्), लभ्, सेव्, रुच्</p> <p>अदादि गण - शीङ् स्वप्ने ब्रू,</p> <p>जुहोत्यादि गण- धा धारणपोषणयोः, दा (दाञ्),</p> <p>दिवादि गण- जनी प्रादुर्भावे, मन्, बुध्, पद्, विद्</p> <p>स्वादि गण- चिञ् चयने,</p> <p>तुदादि गण- तुद् व्यथने, कृष् विलेखने, मि, विद्, मुच्, सिञ्च्,</p> <p>रुधादि गण- रुध् आवरणे, भिदिर् विदारणे भुज्, ्र</p> <p>तनादि गण- तनु विस्तारे, कृञ् करणे</p> <p>त्रयादि गण- प्रीञ्- तर्पणे कान्ते च, ग्रह् उपादाने ज्ञा</p> <p>चुरादि गण- चूर्, क्षाल्, कथ्, घोष्, भक्ष्</p> <p>आयुर्वेदसंहितासु विद्यमानानां धतुरूपाणां परिचयीकरणम्</p> <p>अभिकाम्यम्</p> <p>9.2 - लृङ्ग, आशीर्लिङ्ग, लिट्, लुङ्ग, लुट् [सङ्क्षिप्य</p> <p>पाठनम्-Brief teaching] भ्वादि गण, अदादि गण,</p> <p>जुहोत्यादि गण, दिवादि गण, स्वादि गण, तुदादि गण, रुधादि</p> <p>गण, तनादि गण, त्रयादि गण, चुरादि गण</p> <p>पूर्वोक्तधातुष्वेकस्य पञ्चलकारेषु रूपाणि दर्शयेत् | परं</p> <p>परीक्षायाम् न पृष्ठव्यानि |</p>					
10	<p>प्रत्ययाः</p> <p>10.1 - क्त - क्तवत्, तव्यत् - अनीयर्, शतृ - शानच्,</p> <p>ल्युट् - ण्वुल्, क्त्वा - ल्यप्, णिनि, क्तिन्, तुमुन्</p> <p>प्रत्ययाणाम् प्रयोगाः एव पृष्ठव्याः |</p> <p>10.2 - 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

	Paper II Sanskrit and Ayurved Itihas			D Type of Questions "Yes" can be asked. "No" should not be asked.		
	Part A Sanskrit List of Topics	B Term	C Mar ks	MCQ (1 Mar k)	SAQ (5 Marks)	LAQ (10 Marks)
1	निरुक्ति तथा पर्याय पदानि— A) आयुः, शरीर, मनः, 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, स्थानसम्श्रयः, दोषगतिः भेदः, रसः, वीर्यम्, विपाकः, कार्यकारणभावः C) स्रोतस्, कोष्ठः, आमम्, विरुद्धाह्वम्, 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 –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	A- I B - II C - III	30 (A B C 10 mark s each)	No	Yes (3 que of 5 marks)	Yes (1 Que. of 10 marks and 1 Que of 5 marks as part A of Que. 3)

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

6 G- Question paper blue print
Paper I – Sanskrit

A Question Sr. No	B Type of Question	C Question Paper Format
Q1	Multiple choice Questions (MCQ) 20 Questions 1 mark each All compulsory Must know part 15 MCQ, Desirable to know 3 MCQ. Nice to Know 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	Short answer Questions (SAQ) 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	Long answer Questions (LAQ) 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 Vighra 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.)

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

A Question Sr. No	B Type of Question	C Question Paper Format
Q1	Multiple choice Questions (MCQ) Ayurved Itihas 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 Ayurved Itihas . 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	Short answer Questions (SAQ) Sanskrit 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 रेखाङ्कितानां 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 mark each 5. Topic number 2 अधोदत्तानाम् टिप्पणिर्लिखत | 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	Long answer Questions (LAQ) Sanskrit All compulsory 4 questions 10 marks for each que.	1. Topic 4 अधोदत्तकथायाः साराम्शं सम्स्कृत भाषायाम् लिखत | or Comprehension. 2. Topic 2 अधोदत्तानाम् टिप्पणिर्लिखत | 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 अघोदतस्य श्लोकस्य पदच्छेदं विग्रहवाक्यम् अन्वयः वाक्यार्थं शास्त्रार्थं च लिखत | 5 Que. X 2 marks
--	--	---

6 H - Distribution of Practical Exam

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

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

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

www.monierwilliams.com

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

Ayurved Itihas

Reference book

1. Upodghata of Kashyapasamhita (Paragraph of acceptance of Indian medicine) Rajguru Hem Raj Sharma
2. Upodghata of Rasa Yogasagar Vaidya Hariprapanna Sharma
3. Ayurveda Ka Itihas Kavira Suram Chand
4. Ayurveda Sutra Rajvaidya Ram Prasad Sharma
5. History of Indian Medicine (1-3 part) Dr. Girindr Nath 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 Acharya Priyavrata 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. Ravindra Nath Tripathi
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. Ravidutta Tripathi
33. Ayurveda Ke Pranacharya Ratnakara Shastri
34. Ayurveda Itihasa Parichaya Prof. Banwari Lal Gaur

NCISM

I professional Ayurvedacharya (BAMS)

Subject Code: AyUG-PV

Padartha Vijnanam

FUNDAMENTAL PRINCIPLES OF AYURVEDA AND QUANTUM MECHANICS

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

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 (yuganurupasandarbhā). The syllabus of Ayurveda also needs reformation for effective dissemination of principles of Ayurveda which is strongly based on Padarthavijnanam. Acharya Vagbhata says one who seeks long life should respect Ayurveda by four strategies that are knowledge (Adhiti), comprehension (Bodha), skill (Acharana) and Attitude (pracharana). These teaching methodologies are evolved from the ancient upanishadic way of teaching (Adhyapanavidhi). The new principles of teaching strategies of blooms taxonomy correlate with the ancient way of teaching and the syllabus of Padarthavijnanam has been revamped according to the need of hour.

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

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

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

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

Index

Course Code and Name of Course	5
Table 1- Course learning outcomes and matched PO	5
Table 2 : Contents of Course AyUG-PV	6
Paper I	6
Paper II	8
Table 3: Learning objectives (Theory) of Course AyUG-PV	10
Paper I	10
Paper II	27
List of Practicals	41
Table 4: Learning objectives (Practical) of AyUG-PV	46
Table 5: Non Lecture Activities Course AyUG-PV	58
Table 6: Assessment Summary AyUG-PV	58
6 A - Number of Papers and Marks Distribution	58
6 B - Scheme of Assessment (formative and Summative)	58
6 C - Calculation Method for Internal assessment Marks (30 Marks)	59
6 D -Evaluation Methods for Periodical Assessment	59
6 E- Paper Layout	60
Paper-I	60
Paper-II	60
6 F- Disribution of Theory Exam	61
Paper I	61
Paper II	61
6 G- Question paper blue print	62
Paper I	62
Paper II	63
6 H Distribution of Practical Exam	64
7. References /Resourses	65

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 (Siddhanta) of Darshana along with their similarities and relevance in Ayurveda and contemporary sciences.	PO1, PO2, PO6
CO 3	Analyse and interpret Padartha (Prameya) in Darshana and Ayurveda. Recognize their applications in Ayurveda.	PO1, PO2, PO9
CO 4	Distinguish, analyse and apply concept of Pramana shastra (Epistemology) in Darshana and Ayurveda. Demonstrate their applications in Ayurveda.	PO1, PO2, PO9
CO 5	Analyse and apply concept of Karya Karana Bhava in Ayurveda.	PO1, PO2, PO9

Table 2 : Contents of Course AyUG-PV

Sr No	A2 List of Topics AyUG-PV Paper I	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours
1	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.	I		5	6

2	<p>Padartha and Darshana Nirupana</p> <p>2.1 Padartha Lakshana, Enumeration and classification of Padartha, Bhava and Abhava Padartha, Padartha according to Acharya Charaka (Karana-Padartha).</p> <p>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.</p> <p>2.3 Ayurveda as unique and independent school of thought (philosophical individuality of Ayurveda).</p> <p>2.4 Principles and examples in contemporary sciences which will enhance understanding concept of Padartha.</p> <p>2.5 Relevance of Study of Darshana and Padartha Vignana in Ayurveda</p>	I	25	10	14
3.	<p>Dravya vijñāneeyam</p> <p>3.1 Dravya: Lakshana, Classification and Enumeration</p> <p>3.2 Panchabhuta: Various theories regarding the creation (theories of Taittiriya Upanishad, Nyaya-Vaisheshika, Sankhya-Yoga, Sankaracharya, Charaka and Sushruta), Lakshana and qualities of each Mahabhoota.</p> <p>3.3 Kala: Etymological derivation, Lakshana, division / units and significance.</p> <p>3.4 Dik: Lakshana, division and significance.</p> <p>3.5 Atma: Lakshana, classification, seat, Gunas, Linga according to Charaka, the method / process of knowledge formation (atmanah jnasya pravrittih).</p> <p>3.6 Purusha: According to Ayurveda - Ativahikapurusha/Sukshmarsharira/ Rashipurusha/ Chikitsapurusha/ Karmapurusha/ Shaddhatvatmakapurusha.</p> <p>3.7 Manas: Lakshana, Synonyms, Qualities, Objects, Functions, dual nature of mind (ubhayaatmakatvam), as a substratum of diseases, Influence of Panchabhoutika aahara and aushadha (penta-elemental diet) on manas.</p> <p>3.8 Role of Panchamahabhuta and Triguna in Dehaprakriti and Manasaprakriti respectively.</p> <p>3.9 Tamas as the tenth Dravya.</p> <p>3.10 Practical study/Application and Importance of each Kaarana dravya in Ayurveda.</p> <p>3.11 Principles and examples in contemporary sciences</p>	II	48	14	20

	which will enhance understanding concept of Kaarana dravya.				
4.	Guna vijñaneeyam 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.	II		4	6
5.	Karma vijñaneeyam 5.1 – Introduction of concept of Karma According to Darshana and Ayurveda – Classification of Karma 5.3 - Practical application of karma 5.4 - Principles and examples in contemporary sciences which will enhance understanding concept	II		2	4
6.	Samanya vijñaneeyam 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 the concept of Saamanya.	III		3	6
7.	Vishesha vijñaneeyam 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	III	27	3	6
8.	Samavaya vijñaneeyam 8.1 – Introduction of concept of Samavaaya According to Darshana and Ayurveda. 8.2 – Practical application of Samavaaya 8.3- Principles and examples in contemporary sciences which will enhance understanding the concept of Samavaya	III		2	4
9	Abhava vijñaneeyam 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.	III		2	4

Paper II					
	A2 List of Topics – AyUG-PV	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours
1	Pariksha 1.1. Definition, Significance, Necessity and Use of Pariksha. 1.2. Definition of Prama, Aprama, Prameya, Pramata, Pramana. 1.3. Significance and importance of Pramana, Enumeration of Pramana according to different schools of Philosophy. 1.4. Four types of methods for examination in Ayurveda (Chaturvidha-Parikshavidhi), Pramana in Ayurveda. 1.5. Subsumption of different Pramanas under three Pariksha. 1.6. Practical application of methods of examination (Parikshavidhi) in Nidan and Chikitsa.	I	26	6	12
2	2. Aptopadesha Pariksha/Pramana 2.1. Lakshana of Aptopadesha, Lakshana of Apta. 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.	I		6	10
3.	3. Pratyaksha Pariksha/Pramana 3.1. Lakshana of Pratyaksha, types of Pratyaksha- Nirvikalpaka- Savikalpaka with description, description of Laukika and Alaukika types and their further classification. 3.2. Indriya-prapyakaritvam, six types of Sannikarsha. 3.3. Indriyanam lakshanam, classification and enumeration of Indriya. Description of Panchapanchaka, Penta-elemental nature of Indriya (<i>Panchabhautikatva</i> of Indriya) and similarity in sources (<i>Tulyayonitva</i>) of Indriya. 3.4. Trayodasha Karana, dominance of Antahkarana. 3.5. Hindrances in direct perception (<i>pratyaksha-anupalabdhikaarana</i>), enhancement of direct perception (Pratyaksha) by various	II	42	8	14

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

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

Paper I									
A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/sub	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Format ive /summ ative	I3 Te rm	J3 Integ ration
Topic 1- Ayurveda Nirupana Time (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 and Sukhayu will offer better living	Affective	Must know	Knows	Group Discussion/ Debate	viva	F	I	

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	
Topic 2- Padartha and Darshana Nirupana Time (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 darshana	Cognitive Recall	Must Know	Knows	Lecture / Enquiry Based Learning	Written and Viva	F & S	I	

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/demostration	Written and Viva, quiz	F & S	I	
CO2	Recall content of yogasutra	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 meemamsadarshana & Vedanta darshana Viz. karma siddhanta, atma, maya, vivartavada,	Cognitive comprehension	Must Know	Knows	Lecture Group Discussion/ Debate	Written and Viva, Quiz	F & S	I	

CO1, CO 2	Explain similarity between Nyaya, vaisheshika, Sankyha, yoga, meemamsa and 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 Ayurvedaas unique and independent school of thought (philosophical individuality ofAyurveda).	Cognitive Comprehension Affective	Must Know	Knows how/	Lecture/ Group Discussions PBL	Written and Viva	F & S	I	
CO 1 CO 2	Compare the Srishtiutpatti krama by different darshanas withcontemporary theories like- Big Bang, The multiverse, brane world, the hylographic universe, Simulationtheory etc	Cognitive Comprehension	Nice to Know	Knows	Lecture with Videos, Group discussion/ self learning	Puzzle, viva	F	I	
CO 1	Respect ancientphilosophy and Ayurveda	Affective	Must know	Know	Discussion	Discussion Debate	F	I	
CO1, CO 2	Enumerate padartha according to different schools of thought	CognitiveRecall	Desirable to Know	Knows	Lecture Group Discussion	Written and Viva, Puzzle	F & S	I	
CO1, CO 2	Find principles & examples in contemporary sciences which will enhance understanding concept of Padartha. For ex-matter and energy	Cognitive/ Comprehension	Nice to know	knows	Lecture/ Discussions/ Self-learning,	-	F	I	

CO1, CO 2	Analyse role of padartha in darshana and in Ayurveda and Demonstrate the role of Padarthavijnana in Ayurveda	Cognitive / Comprehension	Must Know	Knows how	Lecture/ Seminars /PBL	Written and Viva, Open Book Test	F & S	I	
CO2	Recite concern verses	Cognitive Recall	Desirable to know	knows	Edutainment Audio clips, classroom recitation	Viva, recitation competition	F&S	I	
Topic-3 Dravya vijnaneeyam Time (Lecture:- __14_ hours Non lecture _20_ hours)									
CO3	Explain Nirukti & 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 varioustheories (theories of Taittiriyaopanishad, Nyaya-Vaisheshika, Sankhya-Yoga, Sankaracharya, Charaka and Sushruta) regarding creation of Panchamahabhoota	Cognitive/ Comprehension	Must Know	Knows	Lecture Group Discussion /Activity Based Learning	Written and Viva, Quiz	F and S	II	
CO3	Describe Prithvi Mahabhoota Explain qualities of Prithvi Mahabhoota	Cognitive / Comprehension	Must Know	Knows	Lecture Seminar/ GroupDiscussion	Written and Viva	F and S	II	
CO3	Describe AapMahabhoota Explain qualities of Ap Mahabhoota	Cognitive, Comprehension	Must Know	Knows	Lecture Seminar/ GroupDiscussion	Written and Viva	F and S	II	

CO3	DescribeTeja Mahabhoota Explain qualities ofTeja Mahabhoota	Cognitive, Comprehension	Must Know	Knows	Lecture Seminar/ GroupDiscussion	Written and Viva	F and S	II	
CO3	Describe Vayu Mahabhoota Explain qualities ofVayu Mahabhoota	Cognitive, comprehension	Must Know	Knows	Lecture Seminar/ GroupDiscussion	Written and Viva	F and S	II	
CO3	Describe AakashMahabhoota. Explain qualities of Aakash Mahabhoota	Cognitive, Comprehension	Must Know	Knows	Lecture Seminar/ GroupDiscussion	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 elementaryparticles/ 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> & <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 ofkala explained in Ashtang Hridaya.	Cognitive/ Comprehension	Must know	Knows	Lecture/Activity BasedLearning	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 BasedLearning	Written and Viva, puzzle	F & S	II	
CO3, CO1	Illustrate significance of <i>Dishas</i> in Ayurveda withexamples.	Cognitive/ Comprehension	Must know	Knows how	Lecture /Seminar	Written and Viva	F & S	II	
CO3	Find illustrations of Dikexplained in Ashtangahridaya.	Cognitive/ Comprehension	Must know	Knows how	Group Discussion	Written & 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>atmanahjnasya 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 / Shaddhatvatmakapurusha.	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 (pentaelemental 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/ CBL	Written and Viva	F & S	II	

CO3	Discuss the role of Tamasas 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 Based 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 test	F	II	

Topic -4 Guna vijñaneeyam Time (Lecture:-4 hours Non lecture 6 hours)

CO3	Define Guna and classify Guna according to various Darshanas & Charakasamhita	Cognitive Recall	Must know	knows how	Lecture / Demonstration	Written and Viva	F&S	II	
CO3	Explain the Lakshana of indriyarthas 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 Indriyarthas 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 GurvadiGuna 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&examplesin contemporary scienceswhich will enhance understanding the concept of Guna.	Cognitive Comprehension	Nice to know	Knows	Lecture/ Discussions/Self-learningactivity	-	F	II	

Topic - 5. Karma vijnaneeyam Time (Lecture:-__2_ hours Non lecture _4_ hours)

CO3	Define <i>Karma</i> acco. to various <i>Darshana&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 & destruction of <i>Laukikakarma</i> with one example	Cognitive Comprehension	Desirable to know	Knows how	Lecture and demonstration	Written And Viva	F&S	II	

CO3	Describe the <i>Adhyaatmika</i> karma & 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>Karmain Ayurveda</i> . <i>Viz: Panchakarma, Shastrakarma, Lekhana, 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 on competition	II	
CO1 CO2	Discuss principles & examples in contemporary sciences which will enhance understanding the concept of Karma.	Cognitive Recall	Nice to know	Knows	Lecture/ Discussions/Self-learning	-	F	II	
Topic - 6 . Samanya vijnaneeyam Time (Lecture:- _3 hours Non lecture _6 hours)									
CO3	Explain the Samanya (According to <i>Ayurveda & 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 Darshana	Cognitive Comprehension	Must know	Knows	Lecture and discussion	Written And Viva	F&S	III	
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 samanya 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-karmaSamanya</i> with each <i>DOSHA-DHATU-MALA</i>	Cognitive Comprehension	Must know	Knows how	Lecture and Demonstration/ Group Discussion	Written And Viva ,Open BookTest	S	III	
CO3	Recite the concernverses from TarkaSangrah andCharak Samhita	Cognitive Recall	Desirable to know	kmows	Audio clip/ classroom recitation	viva	F&S Recitati on Com petition		
CO1	Discuss principle & examples in contemporary sciences which will enhance understanding the concept of SamanyaFor ex-systembiology	Cognitive Comprehension	Nice to know	knows	Self -Directed learning	-	F	III	
Topic - 7 . Vishesh vijñaneeyam Time (Lecture:- 3_ hours Non lecture 6_hours)									
CO3	Explain Vishesha According to <i>Ayurveda & 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>VyavruttiBuddhi</i>	CognitiveRecall	Desirable to know	knows	Lecture and discussion	Written	F & S	III	
CO3	Explain <i>Vishesha</i> in the context of <i>MahabhootaParamanu</i>	CognitiveRecall	Nice to know	knows	Lecture	Written	F & S	III	
CO3	Discuss the <i>ViruddhaVishesha</i> and <i>Aviruddha Vishesh aand other types of Vishesha</i>	Cognitive Comprehension	Must know	Knows how	Lecture and discussion, demonstration	Written And Viva	F&S	III	
CO3	Explain the statement “ <i>Pravruttirubhayasyatu</i> ”	Cognitive Comprehension	Must know	Knows how	Lecture,Problem BasedLearning	Written Viva	F&S	III	
CO3	Provide differentclassifications of vishesha and their utility in Diagnosis and Treatment.	Cognitiverecall	Must know	Knows how	Lecture/ Activity BasedLearning	Written, Viva, Open Book Test	F&S	III	

CO3	Identify the examples of <i>Dravya-guna-karmaVishesha</i> with each <i>DOSHA-DHATU-MALA</i>	Cognitive Comprehension	Must know	Knows how	Lecture and demonstration/ Game Based Learning	Written And VivaQuiz	S	III	
CO1, CO2	Describe principles and examples in contemporary sciences which will enhance understanding the concept of Vishesha For ex- System Biology	Cognitive Comprehension	Nice toknow	knows	Lecture/ Discussions/Self-learningactivity	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 Recitati on competi tion	III	
Topic - 8. Samavay vijñaneeyam Time (Lecture:- 2_ hours Non lecture _4 hours)									
CO3	Explain Samavaya (Acc. To <i>Ayurveda</i> and <i>Darshana</i>)	CognitiveRecall	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 contemporarysciences which will enhance understanding the concept of Samavaya	CognitiveRecall	Nice to know	knows	Lecture/ Discussions/Self-learningactivity	-	F	III	
CO3	Recite the concernverses from TarkaSangrah andCharak Samhita	CognitiveRecall	Desirable to know	knows	Audio clip/ classroom recitation	Viva, Recitation competition	F&S		
Topic - 9. Abhav vijñaneeya Time (Lecture:-2_ hours Non lecture 4_hours)									
CO3	Define <i>Abhava</i>	CognitiveRecall	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 <i>Ayurveda</i>	Cognitive Comprehension	Must know	Knows how	Lecture, Group discussions Problem Based Learning	Written And Viva	F&S	III	
CO1 CO2	Discuss principles and examples in contemporary sciences which will enhance understanding the concept of <i>Abhava</i>	Cognitive Recall	Nice to know	knows	Lecture/ Discussions/Self-learning activity	-	F	III	
CO3	Recite the concern verses from <i>Tarka Sangraha</i> and <i>Charak Samhita</i>	Cognitive Recall	Desirable to know	knows	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 & 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 Tarkasangraha & Charak Samhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	I	

7. Topic 2- (Aptopadesha Pariksha/Pramana) Time (Lecture:- __6_ hours Non lecture _10_ hours)I

CO 4	Describe Aptas 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 Shabaartha bodhaka Vrutti	Cognitive / Recall	Must know	Knows	Lecture/ group discussion	Written And Viva	F&S	I	
CO 4	Enumerate Shabaarthabodhaka 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 Tatparyakhyavrutti with example	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I	
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 Tarkasangraha & 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/ roleplay	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 & Panchamahabhuta.	Cognitive / Comprehension	Must know	Knows	Group discussion/ roleplay/debate	Written And Viva,open book test	F&S	II	
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-anupalabdhi (Antahkarana)	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 illustrations	Cognitive / Application	Must know	Knows how	Lecture/ Activity based learning/ Problem based learning / Group discussion	Written And Viva, open book test	F&S	II	
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 & 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 Tarkasangraha & Charak Samhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competition	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 & 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 PanchaAvayava 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 Hetwabhāsa	Cognitive / Recall	Must know	Knows	Lecture/ Problem based learning	Written And Viva	F&S	II	
CO4	Explain the types of Hetwabhāsa	Cognitive / Comprehension	Must know	Knows	Lecture/Tutorial group discussion	Written, 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 TarkaSangraha	Cognitive / Recall	Must know	Knows	LectureTutorial/ Problem based learning	Written And Viva,quiz	F&S	II	
CO4	Distinguish between Tarka as Aprama andtool 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 Tarkain Anumana	Cognitive / Comprehension	Must know	Knows how	Activity based learning/Problem based learning / Groupdiscussion	Written And Viva,open book test	F&S	II	
CO4	Demonstrate the practical applications ofAnumana Pariksha (with few examples) in Sharir, Nidan, Chikitsa and Anusandhan (research).	Cognitive / Application	Must know	Knows how	Role play/ Game based learning / Groupdiscussion	Written And Viva,open book test	F&S	II	
CO4	Recite the concernVerses from Tarkasangrah & CharakSamhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competetion	F&S	I	
Topic 5 - Yukti pariksha/Pramana Time (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 ofAnumana	Cognitive / Comprehension	Must know	Knows how	Lecture/ Activity based learning/ Problem based learning / Group discussion	Written And Viva,open book test	F&S	III	
CO4	Describe theImportance of Yukti inAyurveda	Cognitive / Recall	Must know	Knows how	Lecture / Activity based learning/ Problem based learning / Group discussion	Written And Viva	F&S	III	

CO4	Describe the practical application of Yukti in Sharir, Nidan, Chikitsa and Anusandhan (research).	Cognitive Recall	Must know	Knows how	Lecture/ Activity based learning/ Problem based learning / Group discussion	Written And Viva	F&S	III	
CO4	Recite the concern Verses from Charak Samhita	Cognitive Recall	Desirable to know	knows	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 Upaman in Ayurveda	Cognitive / Recall	Must know	Knows	Lecture/ Problem based learning / Group discussion	Written And Viva	F&S	III	
CO4	Describe the practical applications of Upamana in Sharir, Nidan, Chikitsa and Anusandhan.	Cognitive/ Comprehension	Must know	Knows	Lecture/ Game based learning/ Problem based learning / Group discussion	Written And Viva, quiz	F&S	III	
CO4	Recite the concern Verses from Tarkasangraha & Charak	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	III	

Topic 7 - Karya- Karana Siddhanta Time (Lecture:- _11__ hours Non lecture _13__ hours)

CO5 CO2	Define Karya & Karana. List types of Karana. Charakokta Dashavidha Parikshya Bhava.	Cognitive/ Recall	Must know	Knows	Lecture Tutorial	Written and Viva	F & S	III	
CO5	Explain Charakokta Dashavidha Parikshya Bhava.	Cognitive/ Comprehension	Must know	Knows	Lecture/ Problem Based learning	Written and Viva	F & S	III	
CO5 CO2	Describe the significance of Karya and Karana in Ayurveda	Cognitive/ Comprehension	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/ Roleplay/ 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/debate	Written and Viva, quiz	F & S	III	
CO5 CO2	Analyse Satkaryavada & relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture & Group Discussion/debate	Written and Viva	F & S	III	
CO5 CO2	Analyse Asatkaryavada & relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture & Group Discussion/debate	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 & 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 & 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 & relate it with Ayurveda Siddhanta	Cognitive/ Comprehension	Must know	Knows how	Lecture & Group Discussion/debate	Written and Viva	F & S	III	
CO5	Explain Anekantavada & relate it with Ayurveda Siddhanta	Cognitive/ Comprehension	Must know	Knows how	Lecture & Group Discussion	Written and Viva	F & S	III	

C05 CO2	ExplainSwabhavoparamavada.	Cognitive/ Comprehension	Must know	Knows how	Lecture & Group Discussion	Written and Viva	F & S	III	
CO5 CO2	Recite the concernVerses from Tarkasangrah&ḍarakSamhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	III	
CO5, CO2	Value cause and effecttheory	Affective	Must know	Knows	Debate/Group Discussion	Viva	F	III	
CO 5, CO2	Analyse cause effect relationship,causality,causation in contemporary sciences	Cognitive / Comprehension	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"> Darshan concept development: Find and write names of different philosophies? Discussions: meanings of philosophy, darshana, spirituality, religion. Are they same or different? Write in Activity Book.
P3	Hitayu/ Sukhayu lakshanas	I	<ul style="list-style-type: none"> Identification of characters of Hitayu, & Sukhayu in Healthy individuals.
P4	Dravya	I	<ol style="list-style-type: none"> Identification of Guna and Karma. Make a list of 10 dravyas surrounding you and identify Guna and Karma in it. Panchbhautik nature identification: Demonstrate the Panchamahabhuta in any five ahara dravya and five sharira dravya/ avayava with a neat labeled diagramme. (ex-cell, blood, vata, pitta, kapha etc). Determination of Directions: Identify the directions in and enlist the content in each direction in your campus. Conceptualize Time : Discussion and understanding of Kala as per Ayurved and contemporary sciences. Categorization of Aushadhi dravya by dominance of Mahabhoot e.g. Parthiv /

			<p>Jaleeya/ Agney/ Vayaveey/ Akasheey dravya with reasons.</p> <p>6. Early Clinical Exposure(ECE): Visit the OPD, find the diseases common for different age groups (balyavastha/ tarunyavastha/ vruddhavastha)</p>
P5	Guna	II	<p>Identification:</p> <p>Sartha Guna : Identify concept of Shabda, Sparsha, Rupa, Rasa, Gandha in Dravya.</p> <p>Application and demonstration find the different therapies based on 5 Sartha Gunas. e.g. Gandha. Shabda, Sparsha.</p> <p>Observe /Experience/ Study / Read book or article present on (any one)</p> <p>Aromatherapy- Gandha Chikitsa. Music therapy/ Mamtra Chikitsa -Shabda guna.</p> <p>Sparsha- Touch therapy.</p> <p>Gurvadi Guna: Identify guna in any five ahara dravya : different vargas.</p> <p>in Sharir dravya: dosha, dhatu mala.</p> <p>Comparison Gurvadi gunas and correlate with concepts learned in Physics, Chemistry and Biology.</p> <p>Observation(survey) of the effects of Seasons on Gurvadi gunas in body, nature etc.</p> <p>Paradi Guna and their application in five examples.</p> <p>Atma Guna identification: Making or Framing their real life situations related to Atma Guna(sukha, dukkha etc)</p>
P6	Karma	II	<p>Conceptualization Karma, its application in branch of Ashtanga Ayurveda.(panchakrma/ Shastrakarma etc</p> <p>Illustration: Make a collage of pictures/ photos depicting five types of karma and their similarity with concepts learned in Physics, Chemistry etc.</p>

P7	Pratyaksha Praman	II	<p>Observation: Note down the factors from Prakruti analysis which you can understand through pratyaksh (like- colour, dry skin)</p> <p>Identification: Find few identification marks for identification of herbs/ minerals which need Pratyaksha.</p> <p>ECE: 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>Observation: Find out how one can overcome limitations of Pratyaksha by advances in equipment. (microscope, telescope etc)</p> <p>Justification of use of various equipment in examination of patient and Diagnosis of disease. (X ray, USG etc)</p>
P9	Anuman Praman	II	<p>Application in Real life situation</p> <p>Write 3 examples of Vyapti (associations)in real life.</p> <p>Find and explain 5 examples of 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>Identification: Visit vanaushadhi udyan of your college. Find samanyatva and visheshatva among plants.</p> <p>Illustration : Make a chart of food articles and activities to illustrate the relationship of</p>

			<p>samanya/vishesha with dosha-dhatu-malas.</p> <p>Application: Make a list/ collection of seasonal vegetables and fruits which are Samanya/Vishesha with the dosha.(five examples)</p>
P11	Samvay	III	Conceptualization Mention five real life examples of Nitya and anitya sambandha.
P12	Abhav	III	Application: Write five real life experiences of pragabhava, pradhwamsabhava, atyantabhava and anyonyabhav.
P13	Upman Praman	III	Illustration : Upamana in practical life or with your prior learning. (Examples of upamana from Ashtang Hridaya and Charak samhita)and prior learning (Examples in Physics, chemistry etc)
P14	Yukti Praman	III	<p>Conceptualization: How various factors influence the process of the decisionmaking?</p> <p>Application : Write 5 examples of Yukti in practical life or with your prior learning.</p> <p>ECE: Role of Yukti in Sharir, Nidan, Chikitsa and Anusandhan.</p>
P15	Satkaryavad and othervadas	III	<p>Justification : Parinama vada: Describe 3 real life or with your prior learning examples (Physics, Chemistry etc).</p> <p>Justification of Satkarya vada.: Describe 3 real life or with your prior learning examples.</p> <p>Swabhavoparama vada : Describe 3 real life or with your prior learning examples.</p> <p>Pakajotpatti siddhanta.: Write 3 examples of real life or with your prior learning.</p> <p>Justification of Arambhavada Describe 3 real life or with your prior learning examples</p>

P16	Cause and effect theory	III	<p>Illustration: Karya Karan Bhav: Write Samavayi, asamavayi and Nimitta Karana ofa karya in real life examples (5 examples).</p> <p>Examples learned in Physics, Chemistry, Biology.</p> <p>Search Find out use of cause effect theory in other sciences.</p> <p>Schematic representation of cause effect in any examples.</p> <p>Application: Assess the 10 factors of Charakokta Karyakarana bhava regarding any task consider the task as karya</p> <p>Remember and write theories of evolution you learned within and other than syllabus.</p>
A1	Other Activities in Journal.	I, II, III.	<ol style="list-style-type: none"> 1. Oral presentation: on allotted topic, PPT slides be made and Copy of slides be pasted in activity book 2. Quiz: Participation of all students in Quiz on some topic of Padartha vijnana. 3. Recitation: Important shloka of padartha vijnana recitation everyday or alternate days by students and written in diary. 4. Each student will do Pick and speak on topics of Padartha Vijnana. 5. e charts / animations etc.

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

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/ desirab le 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
	Practical1-Ayurved Nirupan Time (practical- 2 hours)								
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	Psychom otor	MK	Shows	Demonstration/ discussion	Viva	F&S	I	
	Practical2-Darshan and Padarth (Practical- 1hour)								
CO2	Discuss and compare the meanings of philosophy, darshana, spirituality, religion.	Cognitive / Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F &S	I	
CO2	Find and write names of different philosophies?	Cognitiv e/Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I	

Practical - 3(hitayu/Sukhayu) Time (Practical/ Clinical 2 hours) :									
CO 1	Discuss characters of hitayu, & Sukhayu	Cognitive /Recall	MK	Knowshow	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 Time (Practical/ Clinical 6 hours)									
CO1,3	Define dravya, discuss nature of dravya	Cognitive Recall	MK	Knowshow	Demonstration/ discussion/ brainstorming	Viva	F&S	I	
CO1,3	Identify penta elemental nature of Ahar Dravya Aushadh Dravya in given examples	Cognitive/ Comprehension	MK	Shows	Practical/ Demonstration	Viva/ Practicals	F& S	I	
CO1,3	Identify the Guna and Karma in the given dravya	Cognitive/ Comprehension	MK	Knowshow	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	Knowshow	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 & contemporary sciences.	Cognitive/ Recall	MK	Knows	Demonstration/ discussion/ brainstorming	Viva	F&S	I	

CO1,3	find the diseases common for different age groups balyavastha/ tarunyavastha/vruddhavastha	Cognitive/ Comprehension	MK	Knows how	Early Clinical Exposure.	Viva/ Practicals	F&S	I	
Practical - 5(Guna) Time (Practical/ Clinical 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/ Comprehension	MK	Knows How	Demo/Practical	Viva/ Practicals	F&S	II	
CO 3	Identify Gunas in given Sharir dravya.	Cognitive/ Comprehension	MK	Knows how	Practical/Demonstration	Viva/ Practicals	F&S	II	
CO 3	Identify the specification of Shabda, Sparsha, Rupa,Rasa, Gandha in Dravy	Cognitive/ Comprehension	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/ Comprehension	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- aparatva 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	
Practical -6 Karma Time (Practical/ Clinical 3 hours)									
CO 3	Discuss Karma	Cognitive/Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	II	
CO 3	Classify Karma in given examples (Panchakarma / Shastrakarma)	Cognitive/ Comprehe nsion	MK	Knows how	Demonstration/ Practical	Viva/ Practicals	F&S	II	
CO 3	Illustrate five types of Karma in collage of pictures/ photos	Cognitive/ Comprehension	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	II	
CO 3	compare Karma with concepts learned in Physics, Chemistry etc.	Cognitive/ Comprehension	MK	Knows	Practical/Demon stration	Viva/ Practicals	F&S	II	
Practical – 7 Pratyaksha Praman Time (Practical/ Clinical 5 hours)									
CO4	Discuss Pratyaksha Praman	Cognitive/Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	II	
CO4	Find identification marks for identification of herbs/ minerals which need Pratyaksha.	Cognitive/ Comprehension	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/ Comprehension	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	II	
CO4	Discuss the use of pratyaksha in examination of patientand Diagnosis of disease.	Cognitive/ Comprehension	MK	Knowshow	ECE/ discussion	Viva/ Practicals	F&S	II	
	identifies with examples of Shabda,(snigdha/ ruksha etc)	Cognitive/ Comprehension		Knowshow	Practical/Demon stration/ Shabd	Viva/			

CO4	Sparsha(snigdha/ ruksha etc),		MK		from recordings, (snigdha/	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	Know show	Demonstration/ discussion/ brainstorming	Viva/ Practicals	F&S	II	
Practical -8 Pratyaksha Badhakar Bhav Time (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/ Comprehension	MK	Knows how	Demonstration/ discussion/ brainstorming/ Video Clips	Viva/ Practicals	F&S	II	

Practical -9 Anuman praman Time (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/ Comprehension	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 reallife.	Cognitive/ Comprehension	MK	Knows how	Practical/Demon stration. Ask examples or encourage to identify examples.	Practical/De monstration	F&S	II	
CO4	Apply panchavayavavakya for drawing inference in practicals conducted	Cognitive/ Comprehension	MK	Knows how	Practical/Demon stration	Practical/De monstration	F&S	II	
CO4	Identify and discuss Hetvabhas in given examples	Cognitive/ Comprehension	MK	Knows how	Practical/Demon stration. Ask examples or encourage to identify examples.	Practical/De monstration	F&S	II	
CO4	Draw inference in various sciences on thebasis of Vyapti.	Cognitive/recall	MK	knows	Demonstration/ discussion/ brainstorming	Practical/De monstration	F&S	II	
Practical -10 Samanya Vishesh Siddhant Time (Practical/ Clinical 5 hours)									
CO 3	Discuss Samanya vishesh Siddhant	Cognitive/Rcall	MK	Knows	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO 3	Identify and classifies Samanya vishesh Siddhant with type ingiven examples.	Cognitive/ Comprehension	MK	Knows how	Demonstration/ Practical/ Ask examples or encourage to identifyexamples.	Viva/ Practical	F&S	III	
CO 3	Identify samanyatva and visheshatva amongplants in	Cognitive/ Comprehension	MK	Knows how	Practical/Demon stration.	Viva/ Practicals	F&S	III	

	Vanaushadhi udyan								
CO 3	Make a chart/ eChart of food articles and activities to illustrate the relationship of samanya/vishesha with dosha-dhatu-malas.	Cognitive/ Comprehension	MK	Knows how	Practical/Demonstration	Presentation/ Viva/ Practicals	F&S	III	
CO 3	Make a poster seasonal vegetables and fruits which are Samanya/Vishesha with the dosha.	Cognitive/ Comprehension	MK	Knows how	Practical	Presentation /Viva/ Practicals	F&S	III	
Practical -11 Samavay Time (Practical/ Clinical 1 hour)									
CO 3	Discuss Samavay	Cognitive/Recall	MK	Knows	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO 3	Mention five real life examples of Nitya and anitya sambandha.	Cognitive/ Comprehension	MK	Knows how	Demonstration/ Practical/ Ask examples or encourage to identify examples	Viva/ Practical	F&S	III	
Practical -12 Abhav Time (Practical/ Clinical 1)									
CO 3	Discuss Abhav	Cognitive/Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO 3	Write real life experiences of pragabhava, pradhwa, sambhava, atyantabhava & anyonyabhava.	Cognitive/ Comprehension	MK	Shows	Demonstration/ Practical/ Ask examples or encourage to identify examples.	Viva	F&S	III	
Practical - 13 Upman Praman Time (Practical/ (Practical/ Clinical 1 hour)									
CO4	Discuss Upaman Praman	Cognitive/Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva/ Practical	F&S	III	

CO4	Illustrate Upamana in practical examples and real life situation.	Cognitive/Comprehension	MK	Knows how	Demonstration/ Practical/ Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
CO4	Identify Examples of upamana from Ashtang Hridaya and Charak Samhita	Cognitive/Comprehension	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva/ Practicals	F&S	III	
CO4	Identify examples in Physics, chemistry biology where Upamanis used	Cognitive/Comprehension	MK	Knows how	Demonstration/ discussion/ brainstorming/ Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
Practical -14 Yukti Praman Time (Practical/ Clinical 1 hour)									
CO4	Discuss Yukti Praman	Cognitive/Recall	MK	Knows	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO4	Illustrate examples of Yukti in practical life or with your prior learning.	Cognitive/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	
Practical -15 Various Vadas Time (Practical/ Clinical 3 hour)									
CO5 CO2	Discuss Satkaryavad	Cognitive/Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO5 CO2	Justify Satkaryavad through real life examples/ examples from prior learning	Cognitive/ comprehension	MK	Knows how	Demonstration/ Practical/ Ask examples or encourage to identify examples	Viva/ Practicals/ PBL	F&S	III	

CO5 CO2	Justify Parinamvad through real life examples/ examples from prior learning	Cognitive/ comprehension	MK	Knows how	Practical/Demonstration/ /Ask examples or encourage to identifyexamples.	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 identifyexamples.	Viva/ Practicals	F&S	III	
CO5 CO2	Justify Swabhavoparamvad through real life examples/ examplesfrom prior learning	Cognitive/ comprehension	MK	Knows how	Demonstration/ discussion/ brainstorming//Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
CO5 CO2	Justify Arambhavad through real life examples/ examples from prior learning	Cognitive/ comprehension	MK	Knows how	Demonstration/ Practical//Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
Practical -16 Cause and Effect theory Time (Practical/ Clinical 2 hours)									
CO5, CO2	Discuss Cause and effecttheory	Cognitive/ comprehend	MK	Knows	Demonstration/ discussion/ brainstorming	Viva/ Quiz	F&S	III	
CO5 CO2	Identify Samavayi, Asamavayi and Nimitta karan of a Karya in reallife examples/ examples withprior learning	Cognitive/ Comprehension	MK	Knows How	Demonstration/ Practical/Ask examples or encourage toidentify examples.	Viva/ Practicals	F&S	III	
CO5	Find out use of cause effect theory in othersciences.	Cognitive/ comprehension	MK	Knows how	Practical/ Demonstration	Viva/ Debate / Practicals	F&S	III	
CO5	Represent cause and effect schematically inany 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 & other thansyllabus.	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**

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

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

S.No.	Subject Code	Papers	Theory	Practical/Clinical Assessment					Grand Total
				Practical/ Clinical	Viva	Electives	IA	Sub Total	
1.	AyUG-PV	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
Final IA	Average of Three Term Assessment Marks as Shown in 'H' Column.							
	Maximum Marks in Parentheses *Select an Evaluation Method which is appropriate for the objectives of Topics from the Table 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C. ** Conduct Theory (100 Marks)(MCQ(20*1 Marks), SAQ(8*5), LAQ(4*10)) and Practical (100 Marks) Then convert to 30 marks.							

6 D -Evaluation Methods for Periodical Assessment

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

6 E- Paper Layout

I PROFESSIONAL BAMS EXAMINATIONS

AyUG-PV

Paper-I

Time: 3 Hours

Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

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

I PROFESSIONAL BAMS EXAMINATIONS AyUG PV

Paper-II

Time: 3 Hours

Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

		Number of 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			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	Ayurveda nirupana	I	25	Yes	Yes	Yes
2	Padartha and darshana nirupana	I		Yes	Yes	Yes
3.	Dravya vijnaneeyam	II	48	Yes	Yes	Yes
4.	Guna vijnaneeyam	II		Yes	Yes	Yes
5.	Karma vijnaneeyam	II		Yes	Yes	Yes
6.	Samanya vijnaneeyam	III	27	Yes	Yes	Yes
7.	Vishesha vijnaneeyam	III		Yes	Yes	Yes
8.	Samavaya vijnaneeyam	III		Yes	Yes	No
9	Abhava vijnaneeyam	III		Yes	Yes	No

	Paper II			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	Pariksha	I	26	YES	YES	YES
2	Aptopdesha Pariksha/Pramana	I		YES	YES	YES
3.	Pratyaksha Pariksha/Pramana	II	42	YES	YES	YES
4.	Anumanapariksha/Pramana	II		YES	YES	YES
5.	Yuktipariksha/Pramana	III	32	YES	YES	NO
6.	UpamanaPramana	III		YES	YES	NO
7.	Karya- Karana Siddhanta	III		YES	YES	YES

6 G- Question paper blue print

Paper I –

A Question Sr. No	B Type of Question	C Question Paper Format
.Q1	Multiple choice Questions (MCQ) 20 Questions 1 mark each All compulsory (Must Know 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	Short answer Questions (SAQ) 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	Long answer Questions (LAQ) 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

A Question Sr. No	B Type of Question	C Question Paper Format
Q1	Multiple choice Questions (MCQ) 20 Questions 1 mark each All compulsory (Must know 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	Short answer Questions (SAQ) 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	Long answer Questions (LAQ) Four Questions 10 marks each All compulsory (All questions on must know No Questions on Nice to know and Desirable to know)	1. Topic no.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
1	Practical (Total Marks 100)	100
a.	Spotting (4 Spots) Problem based on Principles in PV.Topics 1. Pratyaksha praman/Pratyaksha Badhakar Bhav 2. Vada (Any one) 3. Abhav/Samavay 4. Upaman/Yukti	20
b.	Journal of Activity book/ Projects. (Viva on journal and communication skill)	20
c.	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 dravyas for different students.)	30
d.	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 inthe 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
2	Viva Voce	60
	Recitation of Shloka: 10 marks (sutras in Tarka sangraha, Samhitas, other)	
	Questions on Darshan 10 marks	
	Question on Dravya/ Guna/ Karma. 10 marks	
	Question on Samany/vishesh/samavaya/ Abhav 10 Marks	
	Question on one Praman 10 Marks	
	Question on Karya karan bhav 10 Marks.	
3	Internal Assessment	30
4	Electives	10
		200

7. References /Resources

Reference Books

Sl.No	Name of the Book	Name of the Author
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

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.

Index

Course Code and Name of Course	5
AyUG RS	5
Rachana Sharir (Human Anatomy)	5
Table 1- Course learning outcomes and matched PO	5
Table 2: Contents of Course AyUG-RS	6
Paper I	6
Paper II AyUG-RS	8
Table 3: Learning objectives (Theory) of Course AyUG-RS	10
Paper I	10
Paper II	21
List of Practicals AyUG-RS	32
Table 4: Learning objectives (Practical) of AyUG- RS	34
Table 5: Non-Lecture Activities Course AyUG-RS	40
Table 6: Assessment Summary	40
6 A - Number of Papers and Marks Distribution	40
6 B - Scheme of Assessment (formative and Summative) AyUG-RS	40
6 C - Calculation Method for Internal assessment Marks (30 Marks) AyUG-RS.....	41
6 D - Evaluation Methods for Periodical Assessment.....	41
6 E - Paper Layout	42
PAPER-1	42
PAPER-II.....	42
6 F – I - Distribution of Theory exam AyUG- RS	43
Paper I	43
Paper II.....	43
6 F – II - Theme table.....	44
Paper-I:.....	44
Paper-II.....	44
6 G Question paper Blue print for AyU-RS:.....	45
PAPER-I.....	45
PAPER-II	46
6 H - I - Distribution of Practical Exam	47
6 H - II Practical Spot examination	47
6 H - III Viva Voce	49
7. Reference and Resources.....	49

Course Code and Name of Course

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

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

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

Table 2: Contents of Course AyUG-RS

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

	as diagnostic tool				
9	Embryology <ul style="list-style-type: none"> Definitions and branches of embryology. Embryo and Fetus. Sperm and Ovum, Fertilization, Cleavage. Germ layers formation and their derivatives. Laws of heredity, Sex determination and differentiation, Month-wise development of embryo. Fetal circulation, Placenta formation, Umbilical cord formation 	I	5	7	2
10	Osteology <ul style="list-style-type: none"> Bone: structure, types and ossification. Description of each bone with clinical anatomy 	I	12	9	6
11	Arthrology <ul style="list-style-type: none"> Joints: structure, types and movements. Description of joints of extremities, inter-vertebral joints and temporomandibular joint with their clinical anatomy. 	II	10	10	6
12	Myology <ul style="list-style-type: none"> Structure and types of muscles. Description of important muscles: origin, insertion, actions, nerve supply and clinical anatomy. Muscle movements in Yogasana 	II	4	6	2
13	Nervous System <ul style="list-style-type: none"> Nervous system: Introduction and classification Meninges Description of Brain and Spinal cord. Description of Peripheral Nervous System: Cranial and Spinal nerves, Brachial, Cervical, Lumbar and Sacral nerve plexus, Anatomical consideration of Autonomic Nervous System, Formation and circulation of cerebrospinal fluid Blood supply of Brain and Spinal cord. 	III	14	14	4
14	Endocrinology <ul style="list-style-type: none"> Description of endocrine glands (Pituitary, Thyroid, Parathyroid, Thymus, Pineal and Suprarenal glands) with clinical aspects. Histology of all glands. 	III	8	8	3
15	Lymphatic system <ul style="list-style-type: none"> Introduction Structure included in lymphatic system: Lymph vessels, Lymph nodes, Lymph glands with their clinical importance. 	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	Pramana Sharira: Anguli pramana & Anjali praman with its applied importance	II	2	2	1
2	Koshtha Evam Ashaya Sharira <ul style="list-style-type: none"> • Definition of Kostha with its applied importance and • Enumeration of Koshthanga and its description • Concept of Ashaya with its clinical importance 	I	4	2	1
3.	Sira Sharir <ul style="list-style-type: none"> • Concept of Sira • Nirukti, types, enumeration of Sira and its applied aspect • Introduction to Sira vedha 	II	4	3	1
4.	Dhamani Sharir <ul style="list-style-type: none"> • Concept of Dhamani • Nirukti, types, enumeration of Dhamani and its applied aspect 	II	2	2	1
5.	Strotas Shaarira <ul style="list-style-type: none"> • Concept of Strotas • Nirukti, types, number of Srotas, Strotomool and its applied aspect • Types of Strotas and its description. • Applied aspect of Strotas 	II	7	8	3
6.	Kala Shaarira <ul style="list-style-type: none"> • Definition and etymology of Kala • Enumeration and description of Kala • Applied aspect of Kala 	III	4	2	2
7.	Indriya Shaarira <ul style="list-style-type: none"> • Definition of Indriya, Indriya artha and Indriya adhisthan, • Number and importance of Indriya • Description of Gyanendriya, Karmendriya and Ubhayendriya (Manas). • Ayurved sharir of Indriya adhistan- Karna, Twacha, Netra, Jivha, Nasa • Applied aspect of Indriya 	III	3	3	1
8.	Twacha Sharir Definition, types and characteristics of Twacha with its clinical importance, significance of Twacha adhisthana in disease manifestation, its relation with Dhatu.	III	3	2	2
9	Marma Sharira <ul style="list-style-type: none"> • Marma: definition, enumeration, classification, location • Surface demarcation of Marma • Explanation of Trimarma 	II	15	13	4

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

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

Paper I RACHANA SHARIR –									
A3 Course outcom e	B3 Learning Objective (At the end of the session, the students should be able to)	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
Topic 1- Shariroupkramaniya [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	
Topic 2- Paribhasha Sharir [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	
Topic 3- Garbha Sharir [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
Topic 4- Asthi Shaarira [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	
Topic 5- Sandhi Sharir [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
Topic 6- Snayu Sharir [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/ comprehension	MK	Knows how	Lecture with demonstration/ SDL/Seminar	Written/ Viva -voce/ Open book test	F&S	II	
Topic 7- Peshi Sharir [Time: Lecture: 02 hours, non-lecture 01 hours]									
CO 5	Describe Peshi Sharir and its classification as per Ayurveda	Cognitive – comprehension	MK	Knows	Lecture/ Demonstration/ SDL/ Seminar	Written/ Viva-voce/ Open book test	F&S	II	
Topic 8- Kesha, Danta, Nakha Sharir [Time: Lecture: 02 hours, non-lecture 01 hours]									
CO 6	Describe Panchabhautik Swaroop, Swabhav (Pitruja) with its applied value in Prakriti and also explain related diseases with importance of examination kesha, danta, nakha as diagnostic tool	Cognitive/ comprehension	MK	Knows how	Lecture with demonstration with 3D animated video/ SDL	Written/ Viva -voce/ Open book test/ Assignment	F&S	II	
Topic 9- Embryology [Time: Lecture: 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 ta
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

Topic 10- Osteology [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	
Topic 11- Arthrology [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
Topic 12- Myology [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
Topic 13- Nervous System [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	
Topic 14- Endocrinology [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	
-----	--	-------------------------	----	-------	----------------------------	------------------------------------	-------	----	--

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/ Comprehension application	NK	Knows How	Lecture/ GD/ ECE	Written/ viva-voce/ Assignments/ Open book test	F&S	I	Kayackit
Topic 3- Sira sharir [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	Shalyatantra
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	Shalyatantra
Topic 4- Dhamani Sharir [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- adhishtan	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 Adhishtan – 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
Topic 8- Twacha Sharir [Time: Lecture: 02 hours, non-lecture 02 hours]									
CO 7	Define Twacha, its types and characteristics with its clinical importance, significance of twacha adhishtana 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	
Topic 9- Marma Sharir [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
Topic 10- Respiratory system [Time: Lecture: 06 hours, non-lecture 04 hours] Practical- 10 hours									
CO6	Enlist the parts of the Bronchial tree	Cognitive / Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	State the location and dimension of Lungs	Cognitive - Knowledge	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Differentiate between Right and left Lungs	Cognitive -/ comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Describe the Borders, Surfaces and lobes of the Lungs	Cognitive/ comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce/ 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
Topic 11- Digestive system [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	
Topic 12- Cardiovascular System [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	
Topic 15- Sensory organ [Time: Lecture: 14 hours, non-lecture 05 hours]									
CO7	Explain five sensory receptors, hierarchy of development of five senses and need of five senses	Cognitive - comprehension	MK	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	Shalaky dept. Kaya chikitsa dept

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

List of Practicals AyUG-RS**Marks: 200****Hours: 240**

SN	Name of Practical	Term	Hours
P1	<ul style="list-style-type: none">• Branches of anatomy. History of Anatomy• Ethics in dissection hall	I	2
P2	<u>Anatomical Terminologies</u> Anatomical position, Planes, and explanation of anatomical terms related to skin, fasciae, bones, joints and their movements, muscles, ligaments, tendons, blood vessels, nerves.	I	4
P3	Preservation methods of the cadaver, Mrut sharir Samshodhan <ul style="list-style-type: none">• Different methods of preservation techniques. Brief introduction of chemical composition of preservative fluid.	I	2
P4	Introduction of Anatomy Act and Brief detailing about Bio medical waste management act 1960	I	2
P5	Shava vichhedana – detailed dissection of the whole body <ul style="list-style-type: none">• Line of incision• Dissection technique• Identification of different tools and its Uses• Identification and characteristics of Different layers and its relation	I	32
	<u>In Extremities:</u> Dissection of extremities & Identification of related structures	II	40
	<u>In Trunk region:</u> Demonstration of visceral relation of thoracic, abdominal and pelvic organ	II	38
	<u>In Head Region:</u> Dissection of head, Identification of Meninges, Major Sulci and gyri, Superficial origin of Cranial Nerve and and venous Sinus.	III	14
	Dissection of sensory organs	III	22
P6	<ul style="list-style-type: none">• Practical study of vital organs, Histological slides• Identification of external features of thoracic, abdominal and pelvic viscera	II	06
P7	Practical study of bones	I	36

	Identification of external features of bones and different attachment		
	<p>Surface and Radiological anatomy</p> <p><u>In Radiology Anatomy:</u> Characteristics of 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"> Chest X Ray – A.P And P.A view Detailing of A.P view of Shoulder joint, Elbow Joint, Wrist joint, Hip joint, knee joint, Ankle joint. Identification of basic clinical finding through X ray film related to long bones and joints 	III	22
P8	<p><u>In Surface Anatomy Section:</u></p> <ul style="list-style-type: none"> Identification of Underlying viscera of Nine region based upon Cadaveric and Living Anatomy Surface marking of thoracic, abdominal and pelvic viscera 	III	6
P9	<p>Practical study of Marma</p> <p>Surface markings of all Marma points and its anatomical demarcation.</p>	III	12
P10	<p>Brief detailing about body donation, organ donation and its awareness</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

A4 Course outcome	B4 Learning Objective (At the end of the session, the students should be able to)	C4 Domain/s ub	D4 Must to know/ desirabl e to know/N ice to know	E4 Level Does/ Shows how/ Knows how/ Know	F4 T-L method	G4 Assessment	H4 Form ative /sum mative	I4 Te rm	J4 Integration
Practical 1- Definition and branches of anatomy. History of Anatomy [Time: Practical or other activity - 02 hours]									
CO1	Define and describe branches of anatomy and its history	Cognitive / knowledge / recall	MK	Know	Lecture/ Tutorial	Written +viva-voce	F&S	I	
CO9	Practice of ethics in the context of human dissection	Cognitive / knowledge / recall/ Affective/ psychomotor	MK	Knows Shows	Tutorial/ Demonstration	viva-voce	F&S	I	
Practical 2- Anatomical Terminologies [Time: Practical- 2 hours and other activity 2 hours]									
CO1	Demonstrate anatomical position, Planes, and explanation of anatomical terms related to skin, fasciae, bones, joints and their movements, muscles, ligaments, tendons, blood vessels, nerves.	Cognitive / knowledge / recall	MK	Knows	Tutorial/ Demonstration/ Simulation	Written +viva-voce/ Open book test/ Assignments	F&S	I	

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

					Cadaveric dissection				
CO9	Identify and demonstrate muscles of extremities and its related structures	Cognitive / knowledge / recall	DK	Knows, Shows	Tutorial/ Demonstration / Cadaveric dissection	Written +viva-voce	F&S	II	
CO6	Describe and demonstrate the visceral relation of thoracic and abdominal organ	Cognitive - comprehension + psychomotor	DK	Knows, Shows	Demonstration / Simulations / Cadaveric dissection	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	II	
CO6	Describe and demonstrate surface identification of parts of brain, major sulci and gyri, superficial origin of cranial nerve and meninges and venous sinus.	Cognitive - comprehension + psychomotor	MK	Knows, Shows	Demonstration / Simulations/ Cadaveric dissection	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	
CO6	Describe, dissect and demonstrate the sensory organs	Cognitive - comprehension + psychomotor	MK	Knows, Shows	Demonstration / Simulations/ Cadaveric dissection	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	
Practical 6- Practical study of vital organs, Histological slides and identification of external features of thoracic and abdominal viscera [Time: Practical- 04 hours and other activity 02 hours]									
CO6	Focus the histological slides of identified organs	Cognitive / knowledge / recall	DK	Knows	Tutorial/ Demonstration	Written +viva-voce spotting, OSPE	F&S	II	
CO6	Describe and demonstrate the	Cognitive - comprehension +	MK	Knows Shows	Demonstration	Written +viva-voce, spotting,	F&S	II	

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

	related to long bones and joints	Psychomotor				Practical performance			
CO8	Describe and demonstrate underlying viscera of Nine region based upon cadaveric and Living Anatomy	Cognitive - comprehension + psychomotor	DK	Knows, Shows	Tutorial/ Demonstration	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	
CO8	Describe and 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	
Practical 9- Practical study of Marma [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
Practical 10- Body donation, organ donation and its awareness [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.								
--	---	--	--	--	--	--	--	--	--

Table 5: Non-Lecture Activities Course AyUG-RS

1	List non lecture Teaching-Learning methods	No of Activities (Values in hours)
a	Seminar / Workshop	14
b	Tutorial (TT) / Group Discussion (GD)	14
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
		80
2	Practical (refer Table 4)	240
	Total	320

Other Educational Activities(Additional):

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

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

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

6 D - Evaluation Methods for Periodical Assessment

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

6 E - Paper Layout

I PROFESSIONAL BAMS EXAMINATIONS

AyUG-RS

PAPER-1

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsoryTOTAL

MARKS 100

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

I PROFESSIONAL BAMS EXAMINATIONS

AyUG-RS

PAPER-1I

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsoryTOTAL

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

	Paper I				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	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

	Paper II				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	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	Multiple choice Questions (MCQ) 20 Questions 1 mark each All compulsory Must know part: 15 MCQ Desirable to know: 3 MCQ. Nice to know: 2 MCQ	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	Short answer Questions (SAQ) Eight Questions 5 Marks Each All compulsory Must know part: 7 SAQ Desirable to know: 1 SAQ Nice to know: Nil	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	Long answer Questions (LAQ) Four Questions 10 marks each All compulsory All questions on must know No Questions on Nice to know and Desirable to know	1. Theme b 2. Theme c 3. Theme e 4. Theme f/g

PAPER-II

Question Sr. No		SET
Q1	Multiple choice Questions (MCQ) 20 Questions 1 mark each All compulsory Must know part: 15 MCQ Desirable to know: 3 MCQ. Nice to know: 2 MCQ	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	Short answer Questions (SAQ) Eight Questions 5 Marks Each All compulsory Must know part: 7 SAQ Desirable to know: 1 SAQ Nice to know: Nil	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	Long answer Questions (LAQ) Four Questions 10 marks each All compulsory All questions on Must to know No Questions on Nice to know and Desirable to know	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
	Total Marks	200

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

SN	Question	Mark allotment
Topic- Garbha/Sira/Kala		
1	Identify the structure & give the Drushtant/ Metaphor related with it. e.g.- Gunja Phala- Artava, Spatik-Shukra, etc	Identification- 1 Drushtant- 1
Topic- Marma		
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
Topic- Bones, Muscles		
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
Topic- Joints		
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
Topic- Organs		
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 it's the 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
Topic- Radiology		
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
Topic- Central Nervous System/ Sense organs		
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	Comprehension Questions	Application Questions
40 Marks	20 Marks	10 Marks
1. Sira-Dhamani-Strotas 2. Shariropakramaniya Sharir 3. Paribhasha Shaarir 4. Praman Shaarira 5. Anatomical terminologies 6. Kalaa Sharir 7. Indriya Sharir & Sensory organ 8. Reproductive system	1. Nervous system 2. Endocrine system 3. Lymphatic system 4. Cardiovascular system 5. Urinary system	1. Garbha Sharir, 2. Embryology 3. Respiratory system 4. Digestive system
e.g., Definition, types, numbers, planes, parts, Shlokas, etc.	e.g., Relations, Blood supply, Nerve Supply, Venous & Lymphatic drainage, etc.	e.g., Applied anatomy, Clinical anatomy, Surgical anatomy, Congenital anomalies etc.

7. Reference and Resources

1. 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 Cunningham Practical Manual Vol-1, Vol-2, Vol-3
10. Clinical Anatomy in Ayurveda - Prof. D.G. Thatte & Prof. Suresh Chandra
11. Ayurvedic Human Anatomy - Prof. Dr. Giridhar M. Kanthi
12. Sharir Rachana Vigyan Vol I & II– Dr. Sunil Kumar Yadav
13. Regional Anatomy - B. D. Chaurasia
14. Rachana Sharir Vigyana - Dr. Mahendra 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. RakeshKumar Sharma.

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.

Index

Course Code and Name of Course	5
AyUG KS	5
Kriya Sharir (Human Physiology).....	5
Table 1- Course learning outcomes and matched PO	5
Table 2 : Contents of Course AyUG KS	6
Paper I – AyUG-KS	6
Paper II – AyUG-KS	8
Table 3: Learning objectives (Theory) of Course AyUG-KS	11
PAPER I.....	11
PAPER II.....	36
List of Practicals.....	52
Table 4: Learning objectives (Practical) of AyUG- KS.....	53
Table 5: Non-Lecture Activities Course AyUG- KS	60
Table 6: Assessment Summary	62
6 A- Number of papers and Marks Distribution	62
6 B - Scheme of Assessment (formative and Summative).....	62
6 C - Calculation Method for Internal assessment Marks (30 Marks)	62
6 D - Evaluation Methods for Periodical Assessment.....	63
6 E- Paper Layout	63
Paper-I.....	63
Paper-II.....	63
6 F- Disribution of Theory Exam.....	64
Paper I	64
Paper II.....	65
6 G- Question paper blue print.....	66
Paper I	66
Paper II.....	67
6 H Distribution of Practical Exam.....	68
7. References / Resourses.....	70

Course Code and Name of Course

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

AyUG KS Course

Table 1- Course learning outcomes and matched PO.

SR1 CO No	A1 Course learning Outcomes (CO) AyUG KS At the end of the course AyUG-KS, the student should be able to-	B1 Course learning Outcomes matched with program learning outcomes.
CO 1	Explain all basic principles & concepts of Kriya Sharir along with essentials of contemporary human physiology and biochemistry related to all organ systems.	PO1, PO2
CO 2	Demonstrate and communicate normal and abnormal variables pertaining to Kriya Sharir such as Sara, Agni, Koshtha, Srotas etc.	PO2, PO3
CO 3	Differentiate between Prakriti and Vikriti in the individuals after 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

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

	Ahara-vidhi-vidhana, Ashta Aharavidhi Viseshayatana, Ahara Parinamkar Bhava.		26		
11.	Agni: Definition and importance, synonyms, classification, location, properties and functions of Agni and functions of Jatharagni, Bhutagni, and Dhatvagni.	III		4	1
12.	Aharapaka (Process of digestion): Description of Annavaha Srotas and their Mula. Description of Avasthapaka (Madhura, Amla and Katu). Description of Nishthapaka (Vipaka) and its classification. Role of Grahani & Pittadhara Kala. Separation of Sara and Kitta. Absorption 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

PART-B (Marks-40)

1	Physiology Homeostasis: 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	Physiology of Respiratory system: 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	Physiology of Gastrointestinal system: Functional anatomy of gastro-intestinal tract, mechanism of secretion and composition of different digestive juices. Functions of salivary glands, stomach, liver, pancreas, small intestine and large intestine in the process of digestion and absorption. Movements of the gut (deglutition, peristalsis, 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	Physiology of Nervous System: General introduction to nervous system, neurons, mechanism of propagation of nerve impulse, physiology of CNS, PNS, ANS; physiology of sensory and motor nervous system, Functions of different 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	Physiology of Endocrine glands: 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
PART-A (Marks-60)					
1	Dhatu: Etymology, derivation, definition, general introduction of term Dhatu, different theories related to Dhatuposhana (Dhatuposhana Nyaya)	I	18	2	1
2	Rasa Dhatu: Etymology, derivation, location, properties, functions and Praman of Rasa-dhatu. Physiology of Rasavaha Srotas, Formation of Rasa Dhatu from Aahara Rasa, circulation of Rasa (Rasa-Samvahana), role of Vyana Vayu and Samana Vayu in Rasa Samvahana. Description of functioning of Hridaya. Ashtavidha Sara, characteristics of Tvakasara Purusha, conceptual study of Aashraya-Aashrayi Bhaava and its relation to Rasa and Kapha. Manifestations of Kshaya and Vriddhi of Rasa	I		4	1
3.	Rakta Dhatu: Etymology, derivation, synonyms, location, properties, functions and Praman of Rakta Dhatu. Panchabhautikatva of Rakta Dhatu, physiology of Raktavaha Srotas, formation of Raktadhatu, Ranjana of Rasa by Ranjaka Pitta, features of Shuddha Rakta, specific functions of Rakta, characteristics of Raktasara Purusha, manifestations of Kshaya and Vriddhi of Raktadhatu, mutual interdependence of Rakta and Pitta.	I		3	1
4.	Mamsa Dhatu: Etymology, derivation, synonyms, location, properties and functions of Mamsa Dhatu, physiology of Mamsavaha Srotas, formation of Mamsa Dhatu, characteristics of Mamsasara Purusha, manifestations of Kshaya and Vriddhi of Mamsa Dhatu, Concept of Peshi.	I		2	1
5.	Meda Dhatu: Etymology, derivation, location, properties, functions and Praman of Meda Dhatu, physiology of Medovaha Srotas, formation of Medo Dhatu, characteristics of Medasara Purusha and manifestations of Kshaya and Vriddhi of Meda.	I		3	1
6.	Asthi Dhatu: Etymology, derivation, synonyms, location, properties, functions of Asthi Dhatu. Number of Asthi. Physiology of Asthivaha Srotas and formation of Asthi Dhatu, characteristics of Asthisara Purusha, mutual interdependence of Vata and Asthi Dhatu, manifestations of Kshaya and Vriddhi of Asthi Dhatu.	II	19	2	1
7.	Majja Dhatu : Etymology, derivation, types, location, properties, functions and Praman of Majjaa Dhatu, physiology of Majjavaha Srotas, formation of Majja Dhatu, characteristics of Majja Sara Purusha, relation of Kapha, Pitta, Rakta and Majja, manifestations of Kshaya and Vriddhi of	II		3	1

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

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

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

PAPER I									
A3 Course outcome	B3 Learning Objective (At the end of the session, the Students should be able to)	C3 Domain/sub	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formative /summative	I3 Term	J3 Integration
Paper I (Part A) (60 Hours)									
Topic 1 – Sharir (human body) (3 hr) [Lecture: 2 hours, non-lecture: 1 hour]									
CO 1	Explain the definition and synonyms of the term <i>kriya, sharira</i> and <i>shaarira</i>	Cognitive (recall, comprehension)	Mk	K	Lecture	Written/ (MCQ, MEQ, LAQ, SAQ) 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, panchmahabhuta</i> and <i>tridosha</i>	Cognitive (comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
Topic 2 – Basic Principles of Kriya Sharir (3 hr) [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>dhātu-māla</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	
Topic 3 – Tridosha (Three humors of the body) (3 hr) [Lecture: 3 hours, non-lecture: 0 hours]									
CO 1	Describe <i>utpatti</i>	Cognitive	Mk	K	Lecture	Written/	F & S	I	

	(<i>prasad & 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 & niram</i> lakshana of <i>dosha</i>	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>vrudhhi-kshaya</i> of <i>dosha</i>	Cognitive (comprehension)	Dk	Kh	Discussion PBL	Viva voce	S	I	
CO 1	State materialism and	Cognitive	Mk	Kh	Discussion	Viva voce	F	I	

	immaterialism of tridosha	(comprehension)							
	Topic 4 – Vata dosha (8 hr) [Lecture: 6 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, karma of vata dosha</i> in a healthy person.	Cognitive (Comprehension)	Mk	Kh/Sh	Lecture Discussion	Written/ Viva voce	F & S	I	<i>Rognidan Vikriti Vidnyan</i>
CO 1	Enlist five types of <i>vata</i> and describe <i>prana, 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, ucchwas, 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</i> , <i>vriddhi</i> of <i>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</i> , <i>karma</i> , <i>types</i> , <i>vriddhi</i> and <i>kshaya</i>)	Cognitive (Recall)	Dk	Sh	Discussion Recitation	Written/ Viva voce	F & S	I	Sanskrit Samhita
Topic 5 – Pitta dosha (6 hr) [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	Interpret stages of erythropoiesis and role of intrinsic factor, vit. B ₁₂ etc in hemopoiesis.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Viva voce	F & S	II	
CO 1	Describe <i>alochaka, 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 bhrajaka 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 fuctions 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>vriddhi 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</i> , <i>vriddhi</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, vriddhi and kshaya</i>)								
	Topic 6 – <i>Kapha dosha</i> (5 hr) [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>vriddhi 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, vriddhi</i> of <i>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, vriddhi 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	
Topic 7 – Dosha Vriddhi-Kshaya (Hyper and hypo state of dosha) (2 hr) [Lecture: 1 hour, non-lecture: 1 hour]									
CO 1	Describe etiological factors causing <i>tridosha vriddhi</i> & <i>kshaya</i> on the basis of <i>dravya, guna, karma, aahaar & 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> . (Ashtanga Hridaya nidana sthana 16)	Application)			PBL				
CO 1	Describe <i>vridhhi-kshaya lakshana of vata dosha</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe <i>vridhhi & kshaya lakshana of pitta and kapha dosha</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Enumerate the <i>nanatmaj vyadhi of tridosha</i>	Cognitive (Recall)	Nk	K	Lecture	Self-assessment	SA	II	
	Topic 8 – Kriyakala (Treatment as per prevalent kala) (2 hr) [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 & 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	
	Topic 9 – Prakriti (Deha- Prakriti, Manasa- Prakriti) (Body constitution, personality, temperament of individuals) (10 hr) [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 prakriti</i> 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 <i>pitta prakriti</i> 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 prakriti</i> 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 (<i>abhiruchi</i>) & <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 & 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 & S</i>	II	
CO 1	Similarities and difference between the <i>sharirik & manas prakriti</i> descriptions given in various Samhitas.	Cognitive (Comprehension)	Dk	Kh	Discussion Team project work	Written	F	II	<i>Kayachikitsa</i>
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, pitta & 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, pitta</i> and <i>kapha</i> by IGIB. Link: https://doi.org/10.1186/1479-5876-6-48	Cognitive (Application)	Nk	Sh	Team project work	Team assessment	TA	II	
CO 1	Observe standardized <i>prakriti</i> assessment tool by CCRAS. Link: doi/10.5005/jp-journals-10064-0019	Cognitive (Application)	Nk	Sh	Team project work	Team assessment	TA	II	
CO 1	Compare human constitution (<i>prakriti</i>) & 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 thes Immunophenotyping & human dosha <i>prakriti</i> .	Cognitive (Comprehension)	Nk	Kh	Online material	Self-assessment	SA	II	
Topic 10 – Ahara (Diet and nutrition in Ayurveda) (4 hr) [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 Evidence 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	
Topic 11 – Agni (The digestive fire of the body) (5 hr) [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	
Topic-12. Annapachana / Aahara-paka (Digestion and metabolism in Ayurveda) (9 hr) [Lecture: 7 hours, non-lecture: 2 hours]									
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	
------	---	---------------------------	----	----	-----------------------	-----------------------	-------	-----	--

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>aroachaka</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</i> and <i>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	
Part B (40 Hours) –									
Topic 1 - Physiology Homeostasis (6 hr) [Lecture: 5 hours, non-lecture: 1 hour]									
CO 1	Define homeostasis and describe mechanisms of maintenance of homeostasis.	Cognitive (Recall/ Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Distinguish between the shell temperature and core temperature	Cognitive (Recall/ Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Define the terms Cell death, Cell degeneration, Cell aging. Describe animal tissue.	Cognitive (Recall/ Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe mechanism of positive and negative feedback system with at least two examples.	Cognitive (Recall/ Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the structure and function of cell, cell membrane, cytoplasmic	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	

	organelles, genetic material (DNA & RNA.)								
CO 1	Explain the process of DNA replication & inhibitors of replication.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the acid-base balance, water and electrolyte balance.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the concept of pH & buffer systems in the body and Na-K pump	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe and discuss transport mechanisms across cell membranes. (Active & facilitated)	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe and discuss the molecular basis of resting membrane potential and action potential	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
	Topic 2 - Physiology of respiratory system: (7 hr) [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	
Topic 3 - Physiology of Gastrointestinal system (9 hr) [Lecture: 7 hours, non-lecture: 2 hours]									
CO 1	Describe enzyme and its fuctions in metabolism	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe functional anatomy and physiology of the digestive system	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	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	
	Topic 4 - Physiology of Nervous System (10 hr) [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	
Topic 5 - Physiology of Endocrine glands (8 hr) [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
	AyGU-KS								
	Paper II (60 Hours)								
	Topic-1. Introduction to <i>Dhatu</i> (3 hr) [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	
	Topic-3. Rakta Dhatu (4 hr) [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>vridhhi</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	
	Topic-6. Asthi Dhatu (3 hr) [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 vridhhi/ 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>

	Topic-7 Majja Dhatu (4 hr) [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 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 (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	
	Topic-8. Shukra Dhatu (4 hr) [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, 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 & vridhhi</i> of	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	<i>Vikriti Vigyana</i>

	<i>shukra dhatu & 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		
	Topic-9. Ashraya- Ashrayi Bhava (2 hr) [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	
	Topic -10. Oja (4 hr) [Lecture: 3 hours, non-lecture: 1 hour]								
CO 1	Recall etymological derivation, definition, classification, and <i>pramana</i> of <i>oja</i>	Cognitive (Recall)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
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 vridhdikara 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 visramsas</i> , <i>vyapat</i> and <i>kshaya</i> and elaborate	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	<i>Vikriti Vigyana</i>

	the manifestation of these clinical conditions.								
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	
	Topic-11. Upadhatu (7 hr) [Lecture:6 hours, non-lecture: 1 hour]								
CO 1	Describe the general introduction, etymological derivation and definition of the term <i>upadhatu</i>	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the formation, nourishment, properties, location and functions of each <i>upadhatu</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the characteristic features and methods of assessing <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	
	Topic 12. Mala (8 hr) [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>vriddhi</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>kshaya</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	
	Topic 13. Indriya vijnyana (2 hr) [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	
	Topic 14. Manas (3 hr) [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	
	Topic 15. Atma (2 hr) [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	
	Topic 16. Nidra & Swapna (2 hr) [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>swapna</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	

	Part B (40 Hours) –								
	Topic 1. Physiology of Hemopoietic System (7 hr) [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	
	Topic 2. Immune System (2 hr) [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	
	Topic 3. Cardiovascular Physiology (7 hr) [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	
	Topic 4. Muscle physiology (2 hr) [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	
	Topic 5. Skin, Adipose Tissue and circulating Lipids (3 hr) [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	
Topic 7. Renal Physiology (6 hr) [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

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

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

A4 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
	AyUG – KS Practical (100 marks) (Total 200 Hr)								
	Practical (100 marks) =(Kriya Sharir 50 + Physiology 30 + Non Lecture practical activities 20)								
	1. Assessment of prakriti parikshana (20 classes) [Lecture: 0 hours, non-lecture: 20 hours]								
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 & kapha prakriti</i> .	Cognitive (Recall Comprehe nsion)	Dk	Kh	Discussion Recitation	Viva voce	F & S	II	
	2. Assessment of dhatusarata parikshana (10 classes) [Lecture: 0 hours, non-lecture: 10 hours]								
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	
3. Assessment of agni parikshana (6 classes) [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	
4. Assessment of koshtha parikshana (2 classes) [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	
5. Assessment of dosha vrddhi kshaya lakshana (4 classes) [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 Comprehension)	Dk	Kh	Discussion Recitation	Viva voce	F & S	II	
6. Assessment of dhatu vrddhi kshaya parikshana (5 classes) [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				
7. Assessment of nadi parikshana (3 classes) [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	
Part B 30 practical of 2 hr each									
[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 reflexes (superficial/deep/ visceral) by students independently.	Psychomotor	Mk	Sh	Lecture Demonstration Discussion Perform	Practical Viva voce Skill assessment OSPE	F & S	III	

Table 5: Non-Lecture Activities Course AyUG- KS

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

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	<i>Meanings of terminologies used for dhatu poshana nyaya related to dhatu poshana</i>
T – 7 CO1	<i>Ahara dravya vargikarana</i>
T – 8 CO1	<i>Avasthapaka & 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	Digestion of Carbohydrates, proteins & fats
S – 11 CO8	Blood clotting mechanism
S – 12 CO8	Immune system
S – 13 CO8	O ₂ -CO ₂ gaseous 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	<i>Role of ranjak pitta in formation of rakta dhatu</i>
GD – 5 CO1	<i>Concept of srotas</i>
GD – 6 CO1	<i>Physiology of purishadhara kala / asthidhara kala. Pittadhara kala/ majjadhara kala</i>
GD – 7 CO1	<i>Generation of doshas</i>
GD – 8 CO1	<i>Ashraya-ashrayi bhava sambhadha of asthi and vata</i>
GD – 9 CO1	<i>Process of urine formation described in ayurveda compendia</i>
GD – 10 CO1	<i>Avasthapaka</i>
GD – 11 CO1	<i>Concept of 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 (100Marks) 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		Yes	Yes	Yes

5.	Pitta Dosha:	I	26	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	Multiple choice Questions (MCQ) 20 Questions 1 mark each All compulsory Must know part - 15 MCQ Desirable to know - 3 MCQ Nice to know part - 2 MCQ	MCQ no. Topic No 1. Topic number part A 1 2. Topic number part A 2 3. Topic number part A 3 4. Topic number part A 4 5. Topic number part A 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	Short answer Questions (SAQ) Eight Questions 5 Marks Each All compulsory Must know - 7 SAQ Desirable to know - 1 SAQ No questions on Kice to know	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	Long answer Questions (LAQ)	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>
--	--	--

Paper II

AyUG-KS		
A Question Sr. No	B Type of Question	C Question Paper Format
Q1	<p>Multiple choice Questions (MCQ)</p> <p>20 Questions</p> <p>1 mark each</p> <p>All compulsory</p> <p>Must know part - 15 MCQ Desirable to know - 3 MCQ Nice to know part - 2 MCQ</p>	<p>MCQ no. Topic no.</p> <ol style="list-style-type: none"> Topic number part A 1/2 Topic number part A 3 Topic number part A 4/5 Topic number part A 6 Topic number part A 7 Topic number part A 8 Topic number part A 9/10 Topic number part A 11 Topic number part A 12 Topic number part A 13/14/15/16 Topic number part B 1 Topic number part B 2 Topic number part B 3 Topic number part B 4 Topic number part B 5 Topic number part B 6 Topic number part B 6 Topic number part B 7 Topic number part B 7 Topic number part B 8
Q2	<p>Short answer Questions (SAQ)</p> <p>Eight Questions 5 Marks Each All compulsory</p> <p>Must know - 7</p>	<ol style="list-style-type: none"> Topic no. Part A 1/ Topic no. Part A 2/ Topic no. Part A 3/ Topic no. Part A 4/ Topic no. Part A 5 Topic no. Part A 6/ Topic no. Part A 7/ Topic no. Part A 8/ Topic no. Part A 9/ Topic no. Part A 10 Topic no. Part A 11/ Topic no. Part A 12 Topic no. Part A 13/ Topic no. Part A 14/ Topic no. Part A 15

	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
Q3	Long answer Questions (LAQ) Four Questions 10 marks each All compulsory All questions on Must know. No Questions on Nice to know and Desirable to know	1. Topic no. Part 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
A	Practical		
1	Spotting	Spotting (including two problem-based test) 1. Histology slide 2. ECG report (counting heart rate etc.) 3. Blood report (normal-abnormal values and significance) 4. Photograph of prakriti character. 5. Problem based sara/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
2	Ayu. Practical	Performance based components. (Take only one practical separately OR make combination of few components of more than one practical) Ayurveda practical - Prakriti parikshana (Self / volunteer / patients)	40 Marks

		Sara parikshana Agni & koshta <i>parikshana</i> Dosha vrddhi-kshaya lakshana/ Dhatu vriddhi -kshaya Lakshana	
3	Lab. Practical	Laboratory practical (Hb, BT, CT, Blood group, Urine exam) Human physiology practical (pulse examination, BP, heart sounds, reflexes)	30 Marks
4	Project work	Project work (Activity based)	10 Marks
5	Practical Record	Practical Record	10 Marks
		Total	100 Marks
B	Viva Voce	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
C	IA	Internal Assessment	30 Marks
		Total Marks	200 Marks

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
- Shabdakalpadrum
- Monir Williams Sanskrit dictionary.

NCISM

I professional Ayurvedacharya (BAMS)

Subject Code: AyUG-SA1

Samhita Adhyayan 1

Summary

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

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

PREFACE

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

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

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

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

Index

Course Code and Name of Course	5
AyUG-SA1	5
Samhita Adhyayan 1	5
Table 1- Course learning outcomes and matched PO	5
Table 2 : Contents of Course AyUG-SA1.....	6
Table 3: Learning objectives (Theory) of Course AyUG-SA1	16
Table 4 : Practical/ Activities for AyUG - SA 1	67
Table 5: Non Lecture Activities Course AyUG-SA1.....	68
Table 6: Assessment Summary	75
6 A- Number of Papers and Marks Distribution	75
6 B - Scheme of Assessment (formative and Summative).....	75
6 C - Calculation Method for Internal assessment Marks (15 Marks)	75
6 D - Evaluation Methods for Periodical Assessment.....	75
6 E - Paper Layout	76
6 F - Disribution of Theory Exam.....	76
6 G - Question paper blue print.....	77
6 H - Distribution of Practical Exam.....	79
7. Reference books/Resourses.....	79

Course Code and Name of Course

	Course code	Name of Course
	AyUG-SA1	Samhita Adhyayan 1

AyUG SA1 Course

Table 1- Course learning outcomes and matched PO.

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

Table 2 : Contents of Course AyUG-SA1

Sr No	A2 List of Topics AyUG-SA1	B2 Term	C2 Marks	D2 Lecture	E2 Non-Lecture
1.	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 Tantradosha iv. RachanaShaili & BhashaShaili (Composition and Language style) of Bruhatrayee. v. Anubandha Chatushtya vi. Ashta-Prashna vii. Trividha Jnyanopaya	1	(Indicated in Viva)	15	09
Ashtang Hriday Samhita - Sutrasthan (1-15 Adhyaya) -			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) xi. Recitation of important shlokas	1		08	03

3.	AH Su.2. Dinacharya Adhyaya- i. Dincharya vihaar (Importance of various regimen in Dincharya) ii. Shuddhi Niyam (Personal hygiene) iii. Dharmapalan evam sadvrutta palan iv. Recitation of important shloka	1		05	04
4.	AH Su.3. Rutucarya Adhyaya- i. Shadrutu (Classification of seasons according to Uttarayan and Dakshinayan) ii. Rutucharya (detailed regimen of the six seasons) iii. Rutusandhi (inter-seasonal period) iv. Recitation of important shlokas	1		05	04
5.	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 VijnaniyaAdhyaya- i. Jala Varga (Water from different sources, various states of water) ii. Dugdha Varga (Milk and milk products) iii. Ikshu Varga (Sugarcane and its products) iv. Madhu varnana (Properties of honey) v. Tail Varga (Oils of various sources) vi. Madya Varga (Types of alcoholic beverages) vii. Mutra Varnana (Types of urine) viii. Recitation of important shlokas	I		05	04
7.	AH Su.6. Annaswaroopa Vijnaneeya Adhyaya- i. Shuka- DhanyanamSamanya Gunah (Properties of various types of cereals)	II		05	03

	ii. Shimbi- Dhanyananam 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) viii. Vriddhi-kshaya bhesaja ix. Recitation of important shlokas	III		08	05

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 parikshbhaav (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 – Langanhan : 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 Langanhan 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	<p>Ch S Su 1. Deerghanjiviteeya Adhyaya-</p> <ol style="list-style-type: none"> Ayurvedavataranam (Genealogy of Ayurveda) Arogsya chaturvarge pradhanam karanam Trisutra Ayurveda Details of Shat padartha Ayurvedasya lakshanam tatha prayojan Ayusho lakshanam paryayashcha Samanyavisheshayorlakhanam Tridanda Vyadhinam trividho hetusamgrah Vyadhinam ashraya tatha Arogasya karanam Atmano lakshanam Details about Sharira and manas dosha Sadhyaasadhyata vikara chikitsa Rasa varnanam Dravya bheda Aushadhinam nama-rupa-upyog gyan Bhishagbubhushoh kartavyam Yuktasya bhaishajyasya lakshanam Bhishaktamasya lakshanam Recitation of important shlokas 	1		07	02
18	<p>Ch S Su 2. Apamarga Tanduliya Adhyaya-</p> <ol style="list-style-type: none"> Shiro Virechana Dravya & Main Indications Vamana Dravya & Main Indications Virechana Dravya & Main Indications Asthapana Dravya & Main Indications 	II		02	03

	v. Anuvāsana 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> <ol style="list-style-type: none"> Classification Samvastara Visarga Kala Adana kal;a Shadrutuvivechana and Charya Hamsodaka Saatmya Important shlokas for recitation Research Updates: What causes the season: Summer and winter solistice- Equinoxes- Rotation of earth around sun. 	II		04	04
23	<p>Ch S Su 7. Naveganadharaniya Adhyaya-</p> <ol style="list-style-type: none"> Adharneeya-Dharneeya vega lakshan, chikitsa Vyayam (Details regarding exercise) Ahita sevan evam varjya vidhi Deha prakruti (Body constitution) Agantuja evam Pradnyaapradh janya vyadhi evam chikitsa Impotant Shlokas for recitation Research Updates: Corelation of genomic variation with the classification of Prakriti 	II		04	04
24	<p>Ch S Su 8. Indriyopakramaniya Adhyaya-</p> <ol style="list-style-type: none"> Enumeration of Indriya, Dravya, Adhishthana, Artha, Buddhi Manas Lakshana Ekatvam of Manas Sattvikatva, Rajasatva and Tamasatva of Manas Indriya PanchaPanchaka Adhyatma Dravya Guna Sangraha Mahabhuta – Indriya sambandh Prakriti – Vikriti hetu SadvrittaAnushthana Hetuchatushtaya AnuktaSadvritta Important Shlokas for Recitation Research updates: Mental health and gut microbiota. 	II		04	03
25	<p>Ch S Su 9. Khuddakachatushpada Adhyaya-</p> <ol style="list-style-type: none"> Chikitsa Chatushpada Roga-Arogya Lakshana 	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. Catuspaada-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. Chaturvidhpariksha iv. Punarjanma siddhi by Chaturvidhpramanas 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)
• Note- In this column distribution of 130 activity is given. Remaining 130 is for Samhita Pathan.					

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
Topic 1- Introduction To Samhitas: Time (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, Nirdesh, Vaakyashesh, Prayojan, Upadesh, arthapatti, Ekant,	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	Formativ e	I	

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

CO1	Interpret Ashta Prashna with example	Cognitive/ Problem solving	Must know	Knows how	Lecturer/ Demonstration	Enquiry Based Learning	Formative	I	
Topic 2- Ashtang Hriday Samhita Sutrashtan Chapter-1- Ayushkamiya Adhyaya: Time (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 saptadhatu 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/comprehensions	Must know	Know how	Lecture/group discussion	Puzzle / Viva	Formative and summative	I	

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

CO6	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 Dosha 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.								
Topic -3. Ashtang Hriday Samhita Sutrasthan Chapter-2- Dinacharya Adhyaya Time (Lecture:- 05 Non lecture- 04 hours)									
CO4	Explain the need of waking up before sunrise	Cognitive/ Comprehe nsion	Must know	Know how	Lecture	Written & Viva	F & S	I	
CO4	Explain the importance of Shaucha Vidhi	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	Written & Viva	F & S	I	
CO4	Explain the importance and contraindications of brushing (Dantadhavana)	Cognitive/ Comprehe nsion	Must know	Knows 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/Demonstration	Written or Viva Debate (Students will search benefits and harms supported by current literature. Dabate in class)	F & S	I	Visit to Rasash astra dept for Identifi cation of drugs

CO4	Discuss contraindications of betel leaf consumption (Tambula)	Cognitive/ Application	Must know	Know how	Lecture/ Debate on benefits and harms of Betel leaf consumption. supported by current literature.	Written or Viva	F & S	I	
CO4	Elaborate the concept of Abhyanga along with contraindications	Cognitive/ Comprehension	Must know	Know How	Lecture/ /Multimedia aids	Written & Viva	F & S	I	Panchkarma dept
CO4	Discuss the importance, contraindications of exercise	Cognitive/ Application	Must know	Knows How	Lecture/ Multimedia aids	Written & Viva	F & S	I	
CO4	Discuss the rules regarding exercise and adverse effects of excessive exercise	Cognitive/ Application	Must know	Knows how	Group Discussion Debate: Types of Exercise. e.g Aerobic and anaerobic etc. supported by current literature discussions on Concept.	Written & Viva	F & S	I	
CO4	Explain the benefits of powder massage (udvartan)	Cognitive/ Comprehension	Must know	Know how	Lecture/demonstration ECE	Written & Viva	F & S	I	Panchkarma dept
CO4	Elucidate the benefits and contraindications of bathing (snana)	Cognitive/ Comprehension	Must know	Knows how	Lecture/group discussion Literature 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/Comprehension	Must know	Knows	Lecture/group discussions/Multimedia 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/Multimedia aids	Written & Viva	F & S	I	
CO4	Explain the relation between strength (bala)& seasons	Cognitive/Comprehension	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO4	Discuss the climatic conditions, health status(bala, agni, dosha), appropriate food and regimen for Hemant rutu.	Cognitive/Application	Must know	Knows How	Lecture/group discussions/Multimedia 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/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 Shishira rutu.	Cognitive/Application	Must know	Knows How	Lecture/group discussions/Multimedia aids	Written or Viva	F & S	I	
	Discuss the climatic conditions, health status (bala, agni,	Cognitive/Application	Must know	Knows How	Lecture/group discussions/Multimedia 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/ Comprehe nsion	Must know	Knows How	Lecture/group discussions/Multimedia aids	Written & Viva	F & S	I	
CO4	Identify the significance of Rutusandhi	Cognitive/ Comprehe nsion	Must know	Knows How	Lecture	Written or Viva	F & S	I	
CO2	Recite the shloks - 1 to 6, 55-58	Cognitive/ Recall	Must Know	Show	Self learning	Written/viva/quiz	F & S	I	
CO4	Apply the Principles of Rutucharya in practice	Skill	Must Know	Does	Proforma based assessment of healthy individuals or patients	Viva	F & S	I	
CO1	Identify Prayojan, Swasdnya, Apadesh Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	I	

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

CO5	Differentiate between Gangambu (rain water) and Samudrambu (sea water)	Cognitive/Comprehension	Desirable	Knows	Lecture discussion	Written or Viva	Formative	I	
CO5	Describe attributes of water from different sources	Cognitive/Comprehension	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/Comprehension	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/ Comprehension	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/ Comprehension	Must know	Knows	Lecture	Written or Viva	F & S	I	
CO5	Explain the rules for curd consumption	Cognitive/ Comprehension	Must know	Know how	Lecture discussion	Written or Viva	F & S	I	
CO5	Write the properties of various milk preparations	Cognitive/ Recall	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
CO5	Identify the properties and uses of sugarcane and its products	Cognitive/ Recall	Nice to know	Know	Lecture discussion	Written or Viva	F & S	I	
CO5	Enlist the properties of honey and Identify the various guidelines related to use of honey	Cognitive/ Recall	Must know	Knows how	Lecture discussion	Written or Viva	F & S	I	
CO5	Write the properties of tilatailam (Sesame oil)	Cognitive/ Recall	Must know	Know	Lecture discussion	Written or Viva	F & S	I	

CO5	Identify the characteristics of different oils	Cognitive/ Comprehe nsion	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
CO5	Classify various types of madyas (wines)	Cognitive/ Comprehe nsion	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
	explain the properties of Shukta, Dhanyamlam, sauveeraka, tushodaka etc.,	Cognitive/ Comprehe nsion	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
CO5	Describe the properties and uses of various types of urine	Cognitive/ Comprehe nsion	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
CO2	Recite the shlokas- 1,16-17, 20,29-32, 51,52,56	Cognitive/ Recall	Must know	Show	Self-learning	Written or Viva	F & S	I	
CO5	Classify some common dravyas like milk, ghee, sugar, jaggery etc according to their varga (group) and qualities	Skill	Must know	Show how	class Discussion	Viva/ class activities	F & S	I	
CO1	Identify Vaakyashesh, Samucchaya, Yog Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	I	

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

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

CO6	Identify the characteristics adulterated food stuffs	Cognitive/ Comprehe nsion	Nice to know	Knows	Discussion	Written or Viva	Formative	II	Agadatant ra
CO6	Describe the symptoms caused by poisoned or adulterated food	Cognitive/ Comprehe nsion	Desire to know	Know	Discussion	Written or Viva	Formative	II	Agadatant ra
CO6	Discuss the treatment module for poisoning	Cognitive/ Comprehe nsion	Desire to know	Know how	Discussion	Written or Viva	Formative	II	Agadatant ra
CO6	Define virudhahara (incompatible foods) with examples	Cognitive/ Recall	Must know	Know	Lecture discussion	Written & Viva	F & S	II	
CO6	Discuss the treatment methods for virudhahara (incompatible foods)	Cognitive/ Comprehe nsion	Must know	Know how	Lecture discussion	Written & Viva	F & S	II	
CO6	Follow the principles regarding viruddh aahar	Cognitive/ Applicatio n	Must know	Know how	Discussion	Class Activities	Formative	II	
CO4	Explain the process of satmikaran (accustomization)	Cognitive/ Comprehe nsion	Must know	Know how	Lecture discussion	Written & Viva	F & S	II	
CO4	Explain the three accessory pillars of life (diet, sleep and 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.								
Topic -9 Ashtang Hriday Samhita – Sutrasthan- Chapter 8. Annaraksha Adhyaya- Time (Lecture:- 05 ; Non lecture 04 hours)									
CO4	Explain the importance of matra (proper quantity of food) for maintenance of health	Cognitive/ Comprehe nsion	Must know	Knows 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, Upadesha, 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/Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO5	Elaborate the prevalence of Panchamahabhutas in Dravyas	Cognitive/Comprehension	Must know	Knows how		Written or Viva	F & S	II	
CO5	Differentiate between Rasa and Anurasa (primary taste and secondary taste)	Cognitive/Comprehension	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO5	Analyse the characteristics of Panchabhautik dravyas	Cognitive/Application	Must know	Shows	Lecture	Written or Viva	F & S	II	
CO5	Recognise the aushadatva (medicinal value) of all substances	Cognitive/Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO5	Demonstrate the importance of Panchabhautikdravyasin restoration and continuation of health.	Cognitive/Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO5	Explain the importance of Mahabhutas and drug action	Cognitive/Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO5	Define Veerya and Vipaka	Cognitive/Recall	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO5	Discuss the types and the various opinions related with Veerya.	Cognitive/Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO5	Explain Vipaka and its types.	Cognitive/Comprehension	Must know	Knows	Lecture	Written or Viva	F & S	II	

CO5	Discuss the hierarchy of active principles of Dravya (matter)	Cognitive/Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO5	Define Prabhava	Cognitive/Recall	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO5	Recall the exemplified functions of various active principles	Cognitive/Recall	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO5	Describe the Saman pratyayabdhā and Vichitra-pratyayabdhā 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, Nirdesh, Apavarga Tantrayukties in this chapter.	Cognitive/Application	Must know	Knows how	Lecturer/Group discussion	Viva	F & S	II	
Topic -12 Ashtang Hriday Samhita – Sutrasthan- Chapter 11. Doshadi Vijnaniya Adhyaya- <u>Time</u> (Lecture:- 08 ; Non lecture 05 hours)									
CO3	Discuss the importance of dosha dhatu mala	Cognitive/Application	Must know	Know how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	
CO3	Explain dosha dhatu mala prakruta karma (normal functions)	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	

CO3	Identify the normal functions of dosha, dhatu and mala	Skill	Must know	Show How	Activity based proformas	Viva/ through various Activities	Formative or Summative	III	
CO3	Explain dosha dhatu mala vaikruta (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 (vitiating doshas)	Cognitive/ Applicatio n	Must know	Show How	Activity based proformas	Viva/ planned activities	Formative or Summative	III	
CO2	Recite shlokas from 1 to 45	Cognitive	Must Know	Knows	Self-learning	Written or Viva	Formative or Summative	III	
CO1	Identify Samucchaya, Adhikaran, Vakyashesh Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III	
Topic -13 Ashtang Hriday Samhita – Sutrasthan- Chapter 12. Doshabhediya Adhyaya- Time (Lecture:- 08 ; Non lecture 05 hours)									
CO3	Enumerate the seats of vata, pitta and kapha doshas	Cognitive/ Recall	Must know	Knows	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	III	
CO3	Enlist types of vata, pitta and kapha dosha.	Cognitive/ Recall	Must know	Knows	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	III	
CO3	Describe the specific seats and functions of types of vata, pitta and kapha doshas.	Cognitive/ Recall	Must know	Knows	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	III	

CO3	Discuss the importance of types of vata, pitta and kapha doshas.	Cognitive/ 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	
Topic -14 Ashtang Hriday Samhita – Sutrashtan- Chapter 13 Doshopakramaniya Adhyaya-Time (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/ Comprehe nsion	Must to know	Knows how	Lecture	Written or Viva	F & S	III	
CO6	Enumerate the symptoms of saam and niraam doshas.	Cognitive	Must to know	Knows	Lecture	Written or Viva	F & S	III	
CO6	Elaborate the symptoms of saamadosha and their treatment	Cognitive	Must to know	Knows	Lecture	Written or Viva	F & S	III	
CO6	Analyze the 10 types of aushadha sevan kaal (Time, Method and indications of administration of medicine).	Cognitive/ Applicatio n	Must to know	Knows how	Lecture/Dis cussion	Written or Viva	F & S	III	
CO2	Recite the shlokas-1-41	Cognitive/ Recall	Must know	Shows	Self-learning	Written or Viva	F & S	III	
CO1	Identify Swasadnya, Nidarshan, Uddesh, Niradesh Tantrayukties in this chapter.	Cognitive/ Applicatio n	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/ Comprehe nsion	Must know	Know how	Lecture	Written or Viva	F & S	III	
CO6	Describe the indications, methods, benefits of Brihan and symptoms of excess Brihan	Cognitive/ Comprehe nsion	Must know	Know how	Lecture/Dis cussion	Written or Viva	F & S	III	
CO6	Explain the indications, methods, benefits of Langhan and symptoms of excess Langhan	Cognitive/ Comprehe nsion	Must know	Know how	Lecture/ Discussion	Written or Viva	F & S	III	

CO6	Describe the indications of shodhan and shaman therapies	Cognitive/ Comprehe nsion	Must know	Know how	Lecture	Written or Viva	F & S	III	
CO6	Elaborate the concept of Atisthauya 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	

Topic -16 Ashtang Hriday Samhita – Sutrasthan- Chapter 15, Shodhanadigana Sangraha Adhyaya- Time (Lecture:- 02 ; Non lecture 04 hours)

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	

Topic-17. Charak Samhita Sutrasthan Chapter 1. Dirghamjivitiyam Adhyaya; Time (Lecture:- 07 ; Non lecture 02 hours)

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, Nirdesh Tantrayukties in this chapter	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	I	

Topic-18. Charak Samhita Sutrasthan Chapter 2. Apamarga Tanduliya Adhyaya; Time (Lecture:- 02 ; 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 to know	Knows	Lecture/Audiovisual aids/ Herbal garden visit	Written or Viva	F & S	II	Dravyaguna
CO7	Enumerate few Asthapana Basti Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Audiovisual aids/ Herbal garden visit	Written or Viva	F & S	II	Dravyaguna

CO7	Enumerate few 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 Upadesha, Samucchaya Tantrayuktis in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	

Topic-19. Charak Samhita Sutrasthan Chapter 3. Aragvadhya Adhyaya-Time (Lecture:- 01 ; Non lecture 03 hours)

CO7	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
-----	--	------------------	-------------------	-------	--------------------------	-----------------	-----------	----	----------------------------

Topic-20. Charak Samhita Sutrasthan Chapter 4. Shadvirechana-shatashritiya Adhyaya-Time (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/Comprehension	Nice to know	Know how	Lecture	Written or Viva	Formative	II	
CO1	Identify Swasadnya , Samucchaya, Yog Tantrayukties in this chapter.	Cognitive/Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
Topic-21. Charak Samhita Sutrasthan Chapter-05 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	Formative and Summative	II	Swastarutta
CO5	Define and enlist Nature of Ahara (Guru, Laghu)	Cognitive/Recall	Must know	Knows how	Lecturer Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutta
CO5	Explain the significance of MatravatAharaPhala	Cognitive/Recall	Must know	Know how	Lecturer, Audio-Visual aids, Group Discussion	Written or Viva	Formative and Summative	II	Swastarutta
CO5	Discuss role of AharaSevanaVidhana on the bases of its nature	Cognitive/Comprehension	Must know	Know how	Lecturer Audio-Visual aids	Written or Viva	Formative and Summative	II	Swastarutta

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

					Group Discussion				
CO6	Explain Abhyanga with types	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutta, Panchakarma
CO6	Describe Parimarjana	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutta,
CO4	Describe the VastragandhamalyadiDharana	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutta,
CO4	Explain the concept of Shouchavidhi	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutta,
CO4	Discuss the Kshourakarma	Cognitive/Comprehension	Must know	Know how	Lecturer Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutta,
CO4	Define Padatradharana with importance	Cognitive/Recall	Must know	Know how	Lecturer Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutta,
CO4	Explain the Chatradharana	Cognitive/Recall	Must know	knows How	Lecturer Audio-Visual aids	Written or Viva	Formative and Summative	II	Swastarutta,

					Group Discussion				
CO4	Justify the importance of the procedures mentioned as dincharya	Cognitive/ Application	Must know	Shows how	Group Discussion	Group Discussion/ Project work	Formative and Summative	II	
CO2	Recite the shlokas 4, 12-13, 34-35, 56-57,68-69, 81-83, 103	Cognitive/ Recall	Must know	Shows	Swadhyaya (self learning)	Viva	F & S	II	
CO1	Identify Upadesh, Padarth,, Nidarshan Tantrayukties in this chapter.	Cognitive/ 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	

Topic-22. Charak Samhita Sutrasthan Chapter-6. Tasyashiteeya Adhyaya-Time (Lecture:- 04 ; Non lecture 04 hours)

CO2	Discuss the importance of Classification of Samvastara	Cognitive/ Comprehension	Must know	Knows how	Lecture Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	
CO2	Explain the significance of Visarga Kala	Cognitive/ Comprehension	Must know	Know how	Lecture Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	

CO2	Explain the significance of Adana kala	Cognitive/ Recall	Must know	Know how	Lecture Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	
CO4	Explain the nature of climate in Shadrutu	Cognitive/ Recall	Must know	Know how	Lecture Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	
CO4	Explain Sevaniya and Nishiddh Ahara 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- Niradesh , 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/ Application	Nice to know	Knows	Lecture, Audio-vidual aids	Group discussion	-	II	
Topic-23. Charak Samhita Sutrasthan Chapter-7. Naveganadharaniya Adhyaya-Time (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	Swasthavritta
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	Swasthavritta
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/ Application	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/ Comprehension	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/ Comprehen sion	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Elaborate the Do's and Don'ts in Sadvritta	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids/ Group Discussion	Written or Viva	Formative & Summative	II	
CO4	Explain Hetuchatushtaya	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	State the guideline for Anukta Sadvritta	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO2	Recite the shloka number 7-13, 34	Cognitive/ Recall	Must know	Shows	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO1	Identify Upadesh , Samucchaya, Yog Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	Formative & Summative	II	
CO4	Research updates: Mental health and gut microbiota.	Cognitive/ Applicatio n	Nice to know	Know	Lectures/ Audio- Visual Aids	Group discussion	-	II	
Topic-2CO Charak Samhita Sutrasthan Chapter-9. Khuddakachatushpada Adhyaya- Time (Lecture:- 03 ; Non lecture 03 hours)									
CO8	Cite Chikitsa Chatushpada (four components of healthcare)	Cognitive	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	

CO8	Define Roga-Arogya (disease-health)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Define Chikitsa (treatment)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	List the Qualities of Vaidya (physician)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	List the Qualities of Dravya (medicine)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	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/ Comprehe nsion	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Write the duties of the physician	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	List Four types of Vaidya vritti (attitude of the physician)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	

CO8	Recite the shloka number 3,4,5,18,20,21, 24,25,26	Cognitive/ Recall	Must know	Shows	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Discuss the qualities and duties of a good physician	Cognitive/ Application	Must know	Shows how		Written or Viva	Formative	II	
CO1	Identify Uddesh, Nirdeś, 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 Sutrasthan Chapter-10. Mahachatushpada Adhyaya- Time (Lecture:- 03 ; Non lecture 03 hours)

CO6	Substantiation of Chatushpaada- bhesajam alam aarogyaayeti (aatreya-kṛta), Bhesajabhesajayo 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, Swadnya, Sanshaya, Ekant Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
Topic-27. Charak Samhita Sutrasthan Chapter-11. Tisraishaniya Adhyaya- Time (Lecture:- 06 ; Non lecture 05 hours)									
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 yুক্তipramana 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)
I	130 hrs.	50 hrs.	50	30
II	140 hrs.	50 hrs.	40	50
III	130 hrs.	40 hrs.	40	50

Table 5: Non Lecture Activities Course AyUG-SA1

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

: 260 hrs

SN	Name of Practical	Term	
1.	Samhita Pathan	I, II, III	Total 130 in all three terms. (Term I-50 hrs; Term II - 40hrs; Term III - 40hrs)
	In Class Activities/ Case Based Activities/ Field Activities	-	
2.	1. Introduction to Samhita Problem based learning : Application of Tantrayukti for chapter number 1, 2 of Ashtang Hridaya and chapter 1 st of charak Samhita.	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- Dincharya and its application: Proforma based assessment in healthy volunteers/ patients. Daily routine shall be recorded on the basis of predesigned proforma and then shall discuss. Communication Skill introduction. Survey Role play.	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. Annaswaroop 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>	II	4 hrs
12.	<p>10. Rasabhedhiya Adhyaya- Case based learning- Prepare proforma enlisting the sign and symptoms of excess consumption of six Rasas and regular diet pattern. Assess the predominance of Rasa consumption in patients or healthy volunteers. Then Correlate with the case findings.</p>	II	4 hrs
13.	<p>11. Doshadi Vijnaniya Adhyaya- Case Based learning-(CBL)- Assess the patient for Vriddhi and Kshaya Lakshanas of Dosha-Dhatu-Mala, based on predesigned proforma. Discuss these case findings later in class.</p>	III	5 hrs
14.	<p>12. Doshabhedhiya Adhyaya- Model making Activity- Working models on Dosha Sthanas or Subtypes of Doshas, Chaya, Prakop and Prashama of Doshas: PBL/CBL</p>	III	5 hrs

	Give one problem/case based on Samanya 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"> Understand Aushadha Kaal in relation with suntypes of Vata Dosha. Recognize the principles applicable during treatment of Saam Dosha and Dushyas. 	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"> Student has to write 20 terminologies with meanings referring Chakrapani commentary. Then after these terms shall be discussed in class. 	I	2

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

	<p>lifestyle as per the rutu with the parents and elders and also discussing on relevance of rutucharya concept with Indian festivals.</p> <p>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>	II	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>	II	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>	II	3 hrs
27.	<p>CS Su 10. Mahachatushpada Adhyaya- Developing proforma for sadhya asadhya vyadhi lakshanas-</p>	II	3 hrs

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

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

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
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 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), Open-Ended Questions (Problems Based Questions)

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

Time: 3 Maximum Marks: 100

INSTRUCTIONS: All questions compulsoryTOTAL

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
Ashtang Hriday Samhita - Sutrasthan (1-15 Adhyaya) 50 marks						
2.	AH Su.1. Ayushkamiya Adhyaya	1	50	YES	YES	YES

3.	AH Su.2. Dinacharya Adhyaya	I	50	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. Mahachatushpada Adhyaya-	II		YES	YES	YES
27.	S 11. Tisraishaniya Adhyaya-	III		YES	YES	YES
28.	S 12. Vatakalakaliya Adhyaya-	III		YES	YES	YES

6 G - Question paper blue print

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

	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)
--	---	---

6 H - Distribution of Practical Exam

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

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

7. Reference books/Resources

- Introduction to Samhita**

- Ashtanghridayam with the commentaries 'Sarvangasundara' of Arundatta and 'Ayurvedarasayana' of Hemadri, Collated by Dr. Anna Moreshwar Kunte and Krishna Ramchandra Shastri Navre
- Sushruta Samhita by Dr. Ambikadutta Shastri
- Ayurvedeeya Padartha Vijnaan by Prof. C. R. Agnivesh

4. Ayurvedeeya Padartha Vijnaan and Ayurvedeeya itihaasam by Prof. C. R. Agnivesh
5. Ayurvediya Padarth Vidnyan by Vd. Ranjit Rai Desai
6. History of Medicine in India by Aacharya Priyavrat Sharma
7. History of Indian Medicine by J. Jolly

- **Ashtang Hridaya**

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

- **Charak Samhita**

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

CHAPTER - X

VALUATION

Double valuation:

- a) As per Pondicherry University norms.

Re-valuation:

- a) The revaluation of answer script not permitted.

Re-totaling:

- a) The re-totaling of answer script is permitted.

Number of script to be evaluated:

- a) As per exam wing rules.

Grace marks

- a) A maximum of **5 grace marks** to be given for theory paper only to a candidate when he fails in only one subject in each professional exams.

CHAPTER - XI

MIGRATION

The Students may be allowed to take the migration to continue their study to another college after passing the first professional examination, but failed students transfer and mid-term migration shall not be allowed.

For migration, the students shall have to obtain the mutual consent of both colleges and Universities and it shall be against the vacant seat after obtaining “No Objection Certificate” from Central Council.



भारत का राजपत्र The Gazette of India

सी.जी.-डी.एल.-अ.-17022022-233547
CG-DL-E-17022022-233547

असाधारण
EXTRAORDINARY

भाग III—खण्ड 4
PART III—Section 4

प्राधिकार से प्रकाशित
PUBLISHED BY AUTHORITY

सं. 93]
No. 93]

नई दिल्ली, बुधवार, फरवरी 16, 2022/माघ 27, 1943
NEW DELHI, WEDNESDAY, FEBRUARY 16, 2022/MAGHA 27, 1943

भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग अधिसूचना

नई दिल्ली, 16 फरवरी, 2022.

सं. बी.ओ.ए./विनियम/यूजी/7-10/2021.—भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग अधिनियम, 2020 (2020 का 14) के लिए राष्ट्रीय आयोग की धारा 55 की उप-धारा (2) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए, और भारतीय चिकित्सा केंद्रीय परिषद् (भारतीय चिकित्सा में शिक्षा के न्यूनतम मानक) विनियमन, 1986 के अधिक्रमण में, सिवाय ऐसे अधिक्रमण से पहले किया गया है या किए जाने का लोप किया गया है, आयोग केन्द्र सरकार की पूर्व स्वीकृति से निम्न विनियमों का निर्माण करती है, यथा:—

1. संक्षिप्त शीर्षक और प्रारंभ—

- (1) इन विनियमों को भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग स्नातकीय आयुर्वेद शिक्षा के न्यूनतम मानक) विनियम, 2022 कहा जाएगा।
- (2) ये विनियम सरकारी राजपत्र में उनके प्रकाशन की तिथि से प्रभावी होंगे।

2. परिभाषाएँ—

- (1) इन विनियमों में, जब तक कि संदर्भ को अन्यथा अपेक्षित न हो, —
 - (i) "अधिनियम" का अर्थ है भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग, अधिनियम, 2020 (2020 का 14) अभिप्रेत है।
 - (ii) "अनुलग्नक" का अर्थ इन विनियमों के साथ संलग्न एक अनुलग्नक हो;
 - (iii) "परिशिष्ट" का अर्थ इन विनियमों में संलग्न एक परिशिष्ट है।
- (2) यहाँ प्रयुक्त और परिभाषित नहीं किए गए परन्तु अधिनियम में परिभाषित नहीं किए गए शब्दों और अभिव्यक्तियों के वही अर्थ होंगे जो क्रमशः उन्हें अधिनियम में सौंपे गए हैं।

3. बैचलर ऑफ आयुर्वेदिक मेडिसीन एण्ड सर्जरी प्रोग्राम— आयुर्वेदिक शिक्षा में स्नातक अर्थात् बैचलर ऑफ आयुर्वेदिक मेडिसीन एण्ड सर्जरी (बी.ए.एम.एस.) स्नातकों का निर्माण करेगा, जिसमें स्वास्थ्य देखभाल सेवाओं के लिए

एक कुशल चिकित्सकों और सर्जनों के रूप में आयुर्वेद के क्षेत्र में समकालीन प्रगति के साथ-साथ व्यापक व्यावहारिक प्रशिक्षण के साथ आधुनिक विज्ञान और प्रौद्योगिकी में वैज्ञानिक और तकनीकी प्रगति के ज्ञान के साथ अष्टांग आयुर्वेद का गहन ज्ञान होगा,

4. अष्टांग आयुर्वेद—

- (ए) अष्टांग आयुर्वेद का अर्थ आयुर्वेद की आठ नैदानिक विशेषताओं अर्थात् कायचिकित्सा (सामान्य/आंतरिक चिकित्सा), शल्यतंत्र (शल्य चिकित्सा), शालाक्य तंत्र (नेत्र विज्ञान, ओटो-राइनो-लैरिंगोलॉजी और मुख-दंत चिकित्सा), कौमारभृत्य (प्रसूति और पेडियाट्रिक्स), अगदतंत्र (नैदानिक विष विज्ञान), भूत विद्या (नैदानिक सूक्ष्म जीव विज्ञान, नैदानिक मनोविज्ञान और मनोचिकित्सा), रसायन (निवारक, प्रोमोटिव, कायाकल्प चिकित्सा और जरा विज्ञान) और वाजीकरण (प्रजनन चिकित्सा और एपिजेनेटिक्स)।
- (बी) खंड (ए) में उल्लेखित सभी आठ विशिष्टताओं को संबंधित विशेषताओं की सभी प्रकार की नैदानिक समस्याओं से निपटने के लिए विकसित किया गया था, अर्थात्, सामान्य तौर पर नैदानिक शरीर रचना विज्ञान, शरीर क्रिया सहित उनके इटिओपैथोजेनेसिस शारीरिक, मनोवैज्ञानिक, बाहरी (चोट, रोगाणुओं, प्राकृतिक आपदाओं आदि), आहार संबंधी कारकों, दोषपूर्ण जीवन शैली, आनुवांशिक कारणों (जन्मजात, वंशानुगत) आदि के संदर्भ में प्रेरक कारक नैदानिक अभिव्यक्ति, जैविक तरल पदार्थों की परीक्षा/विश्लेषण/स्राव/उत्सर्जन/स्कोपी सहित विभिन्न नैदानिक उपकरण (नाडीयंत्र), नैदानिक मानदंड, पूर्व-सूचना, निवारक, प्रोमोटिव, उपचारात्मक, प्रशामक और शल्य चिकित्सा सहित पुनर्वास प्रबंधन के संदर्भ में प्रबंधन के सिद्धांतों सहित विभिन्न नैदानिक उपकरण फार्माको-थेराप्यूटिक्स के साथ-साथ संबंधित दवाओं और योगों के फार्मास्युटिक्स, भौतिक चिकित्सा तकनीकों जैसे कि बंधन, वेष्टन आदि सहित प्रासंगिक चिकित्सीय प्रक्रियाएं, प्रशासन के उनके तरीके, जटिलताओं और प्रबंधन, आहार और जीवन शैली के नियम उस विशेष नैदानिक स्थिति के संबंध में सुधार/उपचार, पुनरावृत्ति के कारणों आदि के मूल्यांकन की विधियां।
- (सी) खंड (ए) में उल्लेखित विशिष्टताएं उन यंत्र/ उपकरण से भी संबंधित हैं जो विभिन्न चिकित्सीय प्रक्रियाओं/शल्य-चिकित्सा और अन्य प्रक्रियाओं के प्रशासन के लिए अपेक्षित हैं, उनके उपयोग और अनुरक्षण के तरीकों से भी संबंधित हैं। अस्पताल वास्तुकला, भूनिर्माण, वातानुकूलन और मानव संसाधन प्रबंधन, आदर्श रोगी गुणों सहित नर्सिंग स्टाफ के गुण समेत।
- (डी) चिकित्सा शिक्षा के लिए छात्र चयन प्रक्रिया, चिकित्सा विज्ञान के अध्ययन के तरीके, मॉडलों पर नैदानिक कौशल के प्रशिक्षण सहित शिक्षण विधियां, छात्रों, चिकित्सा चिकित्सकों के साथ-साथ शिक्षकों के लिए आचार संहिता, छात्र मूल्यांकन विधियां, डिग्री प्रदान करना, शपथ प्रशासन, चिकित्सा पंजीकरण आदि।

5. प्रवेश के लिए पात्रता मानदंड—

(1) आयुर्वेद शिक्षा में स्नातक में प्रवेश प्राप्त करने हेतु पात्रता निम्नवत् होगी—

- (ए) अभ्यर्थी ने भौतिकी, रसायन विज्ञान, जीव विज्ञान के साथ किसी भी मान्यता प्राप्त बोर्ड से 10 + 2 या इसके समकक्ष परीक्षा उत्तीर्ण की होगी और सामान्य श्रेणी के मामले में भौतिकी, रसायन विज्ञान और जीव विज्ञान में एक साथ लिए गए न्यूनतम पचास प्रतिशत अंक और अनुसूचित जातियों, अनुसूचित जनजातियों और अन्य पिछड़े वर्गों के मामले में चालीस प्रतिशत अंक प्राप्त किए होंगे:

बशर्ते कि विकलांग व्यक्तियों के अधिकार अधिनियम, 2016 (2016 का 49) के तहत निर्दिष्ट विकलांग उम्मीदवारों के संबंध में, उक्त परीक्षाओं में न्यूनतम योग्यता अंक पैंतालीस प्रतिशत होंगे सामान्य श्रेणी के मामले में और चालीस प्रतिशत अनुसूचित जातियों, अनुसूचित जनजातियों और अन्य पिछड़े वर्गों के मामले में।

- (बी) किसी भी उम्मीदवार को बी.ए.एम.एस. डिग्री कार्यक्रम में तब तक प्रवेश नहीं दिया जाएगा जब तक कि उम्मीदवार ने पाठ्यक्रम के पहले वर्ष में प्रवेश के वर्ष के 31 दिसंबर को या उससे पहले 17 वर्ष की आयु प्राप्त नहीं कर लेता और पाठ्यक्रम के पहले वर्ष में प्रवेश के वर्ष के 31 दिसंबर को पच्चीस वर्ष से अधिक नहीं हो गया हो:

बशर्ते कि अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़े वर्गों और शारीरिक रूप से विकलांग उम्मीदवारों के मामले में ऊपरी आयु-सीमा में पांच वर्ष की छूट दी जा सकती है।

(2) राष्ट्रीय पात्रता-सह-प्रवेश परीक्षा—

(i) स्नातक स्तर पर सभी चिकित्सा संस्थानों के लिए एक समान प्रवेश परीक्षा होगी, अर्थात् प्रत्येक शैक्षणिक वर्ष में स्नातक पाठ्यक्रम में प्रवेश के लिए राष्ट्रीय पात्रता-सह-प्रवेश परीक्षा (एन.ई.ई.टी.) और भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा अधिकृत एक संस्थान इस परीक्षा को आयोजित करेगा।

(ii) एक शैक्षणिक वर्ष के लिए स्नातक पाठ्यक्रम में प्रवेश हेतु उम्मीदवार को उक्त शैक्षणिक वर्ष के लिए आयोजित स्नातक पाठ्यक्रम के लिए राष्ट्रीय योग्यता प्रवेश परीक्षा में 50 प्रतिशत पर न्यूनतम अंक प्राप्त करना आवश्यक होगा।

बशर्ते कि निम्न के संबंध में —

(i) अनुसूचित जाति, अनुसूचित जनजाति और अन्य पिछड़े वर्ग के उम्मीदवार को न्यूनतम 40 प्रतिशत अंक प्राप्त करने होंगे।

(ii) विकलांग व्यक्तियों के अधिनियम, 2016 (2016 का 49) के अधिकार के तहत सामान्य श्रेणी के उम्मीदवारों को न्यूनतम अंक 45 प्रतिशत प्राप्त करने होंगे और अनुसूचित जाति, अनुसूचित जनजाति और अन्य पिछड़े वर्ग को 40 प्रतिशत अंक प्राप्त करने होंगे।

बशर्ते कि जहां संबंधित श्रेणियों में उम्मीदवारों की पर्याप्त संख्या स्नातकीय पाठ्यक्रम में प्रवेश के लिए किसी भी शैक्षणिक वर्ष के लिए आयोजित राष्ट्रीय योग्यता – सह – प्रवेश परीक्षा में निर्धारित न्यूनतम अंक प्राप्त करने में विफल रहती है, तो राष्ट्रीय आयोग भारतीय चिकित्सा पद्धति केंद्र सरकार के परामर्श तथा अपने विवेक से संबंधित श्रेणियों के अभ्यर्थियों के लिए स्नातकीय पाठ्यक्रम में प्रवेश हेतु आवश्यक न्यूनतम अंकों को कम करने का निर्णय ले सकते हैं केंद्र सरकार द्वारा इस प्रकार कम किए गए अंक केवल उस शैक्षणिक वर्ष के लिए लागू होंगे।

(3) राष्ट्रीय पात्रता प्रवेश परीक्षा में प्राप्त अंकों के आधार पर पात्र अभ्यर्थियों की एक अखिल भारतीय सामान्य योग्यता क्रमसूची एवं राज्यवार योग्यता क्रमसूची तैयार की जाएगी तथा स्नातकीय पाठ्यक्रम हेतु अभ्यर्थियों, संबंधित श्रेणियों के अन्तर्गत, का प्रवेश मात्र इन सूचियों से होगा।

(4) सरकार, सरकारी सहायता प्राप्त संस्थानों और निजी संस्थानों में प्रवेश के लिए सीट मैट्रिक्स अखिल भारतीय कोटा के लिए 15 प्रतिशत और राज्य और संघ राज्य क्षेत्र के लिए 85 प्रतिशत होगा:

बशर्ते कि, –

(i) सरकारी और निजी दोनों ही प्रकार के सभी सम-विश्वविद्यालयों में प्रवेश के प्रयोजनार्थ अखिल भारतीय कोटा शत-प्रतिशत होगा।

(ii) उन विश्वविद्यालय एवं संस्थानों में, कोटे के रख रखाव हेतु जिसमें पहले से ही 15 प्रतिशत से अधिक अखिल भारतीय कोटा सीटें जारी रहेंगी।

(iii) सरकारी और सरकारी अनुदानित संस्थानों में वार्षिक स्वीकृत प्रवेश क्षमता का 5 प्रतिशत विकलांग व्यक्तियों के अधिकार अधिनियम, 2016 (2016 का 49) के प्रावधानों के अनुसार और राष्ट्रीय पात्रता-सह-प्रवेश परीक्षा की मेरिट सूची के आधार पर निर्दिष्ट विकलांगता वाले उम्मीदवारों द्वारा भरा जाएगा।

स्पष्टीकरण.— इस खंड के प्रयोजन हेतु, परिशिष्ट "ए" में निर्दिष्ट दिव्यांगजन अधिकार अधिनियम, 2016 (2016 का 49) की अनुसूची में निहित विशिष्ट विकलांगता और निर्दिष्ट विकलांगता के साथ भारतीय चिकित्सा प्रणालियों में एक कार्यक्रम को आगे बढ़ाने के लिए उम्मीदवार की पात्रता परिशिष्ट "बी" में निर्दिष्ट दिशानिर्देशों के अनुसार होगी। और यदि किसी विशेष श्रेणी में विकलांग व्यक्तियों के लिए आरक्षित सीटें उम्मीदवारों की अनुपलब्धता के कारण खाली रहती हैं, तो सीटों को संबंधित श्रेणी के लिए वार्षिक स्वीकृत सीटों में शामिल किया जाएगा।

(5) (i) राज्य सरकार, विश्वविद्यालय, न्यास, सोसाइटी, अल्पसंख्यक संस्था, निगम या कंपनी द्वारा स्थापित संस्थानों सहित राज्यों और संघ राज्य क्षेत्रों में सभी आयुर्वेद शैक्षिक संस्थानों में स्नातक पाठ्यक्रम में प्रवेश के लिए राज्य और संघ शासित क्षेत्र कोटा की काउंसिलिंग के लिए नामित प्राधिकारी संबंधित राज्य या संघ शासित क्षेत्र के प्रासंगिक नियमों और विनियमों के अनुसार संबंधित राज्य या संघ शासित क्षेत्र होगा, जैसा भी मामला हो।

(ii) समस्त सरकारी तथा गैर सरकारी मानित विश्वविद्यालयों की 100% सीटों हेतु बैचलर ऑफ आयुर्वेद मेडीसिन एण्ड सर्जरी पाठ्यक्रम में सभी प्रवेशों के लिए काउंसिलिंग केन्द्रीय सरकार द्वारा नामित प्राधिकारी द्वारा आयोजित कराई जाएगी।

(6) केन्द्रीय सरकार द्वारा स्थापित समस्त आयुर्वेद शिक्षण संस्थानों एवं अखिल भारतीय कोटा के अन्तर्गत सीटों हेतु बैचलर ऑफ आयुर्वेद मेडीसिन एण्ड सर्जरी पाठ्यक्रम में सभी प्रवेशों के लिए काउंसिलिंग केन्द्रीय सरकार द्वारा नामित प्राधिकारी द्वारा आयोजित कराई जाएगी।

(7) (i) विदेशी नागरिकों को छोड़कर श्रेणी (केन्द्रीय कोटा, राज्य कोटा या प्रबंधन आदि) की परवाह किए बिना सभी सीटें केवल परामर्श (केन्द्रीय, राज्य या केंद्र शासित प्रदेश) के माध्यम से दी जानी हैं। ऊपर निर्दिष्ट के अलावा किसी अन्य माध्यम से सीधे प्रवेश को मंजूरी नहीं दी जाएगी।

(ii) संस्थानों को एनसीआईएसएम द्वारा निर्दिष्ट प्रारूप में प्रवेश दिए गए छात्रों की सूची सत्यापन के लिए समय-समय पर एनसीआईएसएम द्वारा निर्दिष्ट प्रवेश के लिए कट ऑफ तिथि पर शाम 6 बजे या उससे पहले जमा करनी होगी।

(iii) विश्वविद्यालय उन उम्मीदवारों (विदेशी नागरिकों को छोड़कर) के प्रवेश को मंजूरी देंगे जिन्हें काउंसिलिंग (केंद्र, राज्य या केंद्र शासित प्रदेश जैसा भी मामला हो) के माध्यम से आवंटित किया गया है।

(8) कोई भी उम्मीदवार जो इस विनियम के तहत न्यूनतम पात्रता अंक प्राप्त करने में विफल रहा है, उसे उक्त शैक्षणिक वर्ष में स्नातक कार्यक्रम में प्रवेश नहीं दिया जाएगा।

- (9) प्रवेश के संबंध में इन विनियमों में निर्धारित मानदंड या प्रक्रिया के उल्लंघन में कोई भी प्राधिकरण या संस्थान किसी भी उम्मीदवार को स्नातक कार्यक्रम में प्रवेश नहीं देगा और उक्त मानदंड या प्रक्रिया के उल्लंघन में किए गए किसी भी प्रवेश को भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग के द्वारा तत्काल रद्द कर दिया जाएगा।
- (10) प्राधिकरण या संस्थान जो इन विनियमों में निर्धारित मानदंडों या प्रक्रिया के उल्लंघन में किसी भी छात्र को प्रवेश देता है, अधिनियम के प्रासंगिक प्रावधानों के तहत तदनुसार उत्तरदायी होगा।
- (11) विदेशी छात्रों के लिए कोई भी अन्य समकक्ष अर्हता जो कि सम्बन्धित प्राधिकारी द्वारा अनुमोदित हो, की स्वीकृति होगी तथा और विनियमन 5 का उप-विनियमन (2) उक्त विदेशी छात्रों पर लागू नहीं होगा।
6. **बी.ए.एम.एस पाठ्यक्रम की अवधि**— बी.ए.एम.एस पाठ्यक्रम की अवधि निम्नलिखित तालिका के अनुसार 5 वर्ष और 6 महीने होगी, अर्थात्—

प्रोग्राम-1
(बी.ए.एम.एस. पाठ्यक्रम की अवधि)

क्रम संख्या	बी.ए.एम.एस. का पाठ्यक्रम	अवधि
(ए)	प्रथम व्यावसायिक बी.ए.एम.एस.	अठ्ठारह महीने
(बी)	द्वितीय व्यावसायिक बी.ए.एम.एस.	अठ्ठारह महीने
(सी)	तृतीय (अंतिम) व्यावसायिक बी.ए.एम.एस.	अठ्ठारह महीने
(डी)	अनिवार्य परिश्रामीविशिष्टानुप्रवेश	बारह महीने

7. **प्रदान की जाने वाली उपाधि**—अभ्यर्थी को सभी परीक्षाओं को पास करने और निर्धारित अवधि में विस्तारित अध्ययन के निर्धारित पाठ्यक्रम को पूरा करने और निर्धारित अवधि में विस्तारित अध्ययन के निर्धारित पाठ्यक्रम को पूरा करने के बाद आयुर्वेदाचार्य (बैचलर ऑफ आयुर्वेदिक मेडिसिन एंड सर्जरी —बी.ए.एम.एस.) की डिग्री से सम्मानित किया जाएगा और डिग्री का नामकरण आयुर्वेदाचार्य (आयुर्वेदिक चिकित्सा एवं शल्य चिकित्सा मे स्नातक बैचलर ऑफ आयुर्वेदिक मेडिसिन एंड सर्जरी —बी.ए.एम.एस.) होगा।
8. **शिक्षा का माध्यम**— कार्यक्रम के लिए शिक्षा का माध्यम संस्कृत या हिंदी या कोई मान्यताप्राप्त क्षेत्रीय भाषा या अंग्रेजी होगा: बशर्ते कि यदि कोई संस्थान विभिन्न राज्यों या अंतर्राष्ट्रीय छात्रों को प्रवेश दे रहा है, तो शिक्षा का माध्यम अंग्रेजी होगा।
9. **अध्ययन का माध्यम**—
- (1) बी.ए.एम.एस प्रोग्राम में मुख्य प्रोग्राम और ऐच्छिक शामिल होंगे और अध्ययन के माध्यम का निम्नलिखित तरीके से पालन किया जाएगा, अर्थात् —
- (ए) (i) (ए) प्रवेश के पश्चात् छात्र को संक्रमणकालीन पाठ्यक्रम पर आधारित कम से कम 15 कार्यदिवसों के एक प्रस्तावना कार्यक्रम के माध्यम से बी.ए.एम.एस. पाठ्यक्रम में प्रतिष्ठापित किया जाएगा। जिसका उद्देश्य नये प्रवेश प्राप्त छात्रों को आयुर्वेद से परिचित कराना है तथा उन्हें उस पाठ्यक्रम के लिए अध्ययन करने वाले बी.ए.एम.एस. कार्यक्रम से अच्छी तरह से अवगत कराना है।
- (बी) प्रस्तावना कार्यक्रम के दौरान, आयुर्वेद के विद्यार्थी को पाठ्यक्रम में यथा निर्धारित अन्य विषयों के साथ-साथ आयुर्वेद के लिए संस्कृत की बुनियादी शिक्षा और बुनियादी जीवन सहायता और प्राथमिक चिकित्सा सीखेंगे।
- (सी) पन्द्रह दिन का प्रस्तावना कार्यक्रम होगा जो 90 घंटे से कम नहीं होगा और प्रत्येक दिन में 6 घंटे हो सकते हैं।
- (ii) प्रत्येक व्यावसायिक सत्र के लिए कुल कार्य दिवस 320 दिनों से कम नहीं होंगे।
- (iii) (ए) प्रथम व्यावसायिक सत्र के लिए कुल कार्य दिवस प्रस्तावना कार्यक्रम के लिए 15 दिनों को छोड़कर 305 दिनों से कम नहीं होंगे।
- (बी) प्रथम व्यावसायिक सत्र के लिए कुल शिक्षण घंटे 1920 से कम नहीं होंगे।
- (iv) द्वितीय व्यावसायिक सत्र के लिए कुल शिक्षण घंटे 2240 से कम नहीं होंगे और व्याख्यान से गैर-व्याख्यान में अध्यापन के घंटों का अनुपात 1 : 2 होगा।
- (v) तीसरे (अंतिम) व्यावसायिक सत्र के लिए कुल शिक्षण घंटे 2240 से कम नहीं होंगे और तीसरे (अंतिम) व्यावसायिक सत्र के दौरान, प्रातः कालीन घंटों के दौरान अस्पताल में तीन घंटे की नैदानिक कक्षाएं आयोजित की जाएंगी और व्याख्यान से गैर-व्याख्यान घंटे में शिक्षण घंटों का अनुपात 1 : 2 होगा।
- (vi) विश्वविद्यालय या संस्थान द्वारा अपेक्षित गतिविधियों को पूर्ण करने हेतु आवश्यकतानुसार शिक्षण के घंटों में वृद्धि की जा सकती है।

स्पष्टीकरण:— इस विनियमन के प्रयोजनों के लिए अभिव्यक्ति "व्याख्यान" का अर्थ है उपदेशात्मक शिक्षण यानी, कक्षा शिक्षण और अभिव्यक्ति "गैर-व्याख्यान" में व्यावहारिक/नैदानिक और प्रदर्शनकारी शिक्षण शामिल हैं और

- प्रदर्शनात्मक शिक्षण में छोटे समूह शिक्षण/ट्यूटोरियल/सेमिनार/संगोष्ठी/असाइनमेंट/रोल प्ले/फार्मसी प्रशिक्षण/प्रयोगशाला प्रशिक्षण/विच्छेदन/फील्ड विजिट/कौशल प्रयोगशाला प्रशिक्षण/एकीकृत शिक्षा/समस्या आधारित शिक्षण/मामले आधारित अधिगम/प्रारंभिक नैदानिक जोखिम/साक्ष्य आधारित अधिगम आदि विषय की आवश्यकता के अनुसार और गैर-व्याख्यानों में, नैदानिक/व्यावहारिक भाग सत्तर प्रतिशत होगा। और प्रदर्शनकारी शिक्षण तीस प्रतिशत होगा।
- (vii) पुस्तकालय और शारीरिक शिक्षा के लिए प्रति सप्ताह कम से कम एक घंटा होगा और सभी बैचों की नियमित समय सारणी में प्रति माह एक घंटे का मनोरंजन (प्रतिभा की अभिव्यक्ति और पाठ्येतर गतिविधियों) का आबंटन किया जाना चाहिए।
- (बी) प्रथम व्यावसायिक सत्र आमतौर पर अक्टूबर के महीने में शुरू होगा और निम्नलिखित विषयों को समय-समय पर भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा निर्धारित पाठ्यक्रम के अनुसार पढ़ाया जाएगा, अर्थात: —

तालिका-2
(प्रथम व्यावसायिक बी.ए.एम.एस. के लिए विषय)

क्रम संख्या	विषय कोड	विषय	समतुल्य शब्द
1	एवाईयूजी-एसएन एवं एआई	संस्कृत एवं आयुर्वेद इतिहास	हिस्ट्री ऑफ आयुर्वेद
2	एवाईयूजी-पीवी	पदार्थ विज्ञान	फंडामेंटल प्रिंसिपल्स ऑफ आयुर्वेद और क्वांटम मैकेनिक्स
3	एवाईयूजी-केएस	क्रिया शारीर	ह्यूमन फिजियोलॉजी
4	एवाईयूजी-आरएस	रचनाशारीर	ह्यूमन एनाटोमी
5	एवाईयूजी-एसए 1	संहिता अध्ययन-1	स्टडी ऑफ आयुर्वेद क्लासिकल टेक्स्ट
6	ऐच्छिक (न्यूनतम तीन) विषय		

(सी) दूसरा व्यावसायिक सत्र आमतौर पर पहली व्यावसायिक परीक्षा पूरी होने के बाद अप्रैल के महीने में शुरू होगा और निम्नलिखित विषयों को समय-समय पर भारतीय चिकित्सा पद्धति के लिए राष्ट्रीय आयोग द्वारा निर्धारित पाठ्यक्रम के अनुसार पढ़ाया जाएगा, अर्थात: —

तालिका-3
(द्वितीय व्यावसायिक बी.ए.एम.एस. के लिए विषय)

क्रम संख्या	विषय कोड	विषय	समतुल्य शब्द
1	एवाईयूजी-डीजी	द्रव्यगुण विज्ञान	फार्माकोलॉजी और मटेरिया मेडिका- हर्बल
2	एवाईयूजी-आरबी	रसशास्त्र एवं भैषज्यकल्पना	मटेरिया मेडिका- मिनरल्स और मैटल्स तथा और फार्मास्युटिकल विज्ञान
3	एवाईयूजी-आरएन	रोगनिदान एवं विकृति विज्ञान	मेथड्स ऑफ डायग्नोसिस, डायग्नोस्टिक प्रोसेदूरेस एंड पैथोलॉजी
4	एवाईयूजी-एटी	अगदतंत्र एवं न्याय वैद्यक	क्लीनिकल टॉक्सिकोलॉजी एंड मेडिकल जुरीसप्रूडेंस
5	एवाईयूजी-एसए2	संहिता अध्ययन-2	स्टडी ऑफ आयुर्वेद क्लासिकल टेक्स्ट
6	एवाईयूजी-एस डब्लू	स्वस्थवृत्त एंवम् योग	लाइफस्टाइल मैनेजमेंट, पब्लिक हेल्थ एंड योग
7	ऐच्छिक (न्यूनतम तीन) विषय		

(डी) तीसरा (अंतिम) व्यावसायिक सत्र सामान्यतया द्वितीय व्यावसायिक परीक्षा के पूरा होने के बाद अक्टूबर के महीने में शुरू होगा और निम्नलिखित विषयों को समय-समय पर भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा निर्धारित पाठ्यक्रम के अनुसार पढ़ाया जाएगा, अर्थात: —

तालिका-4
(तीसरा (अंतिम) व्यावसायिक बी.ए.एम.एस. के लिए विषय)

क्रम संख्या	विषय कोड	विषय	समतुल्य शर्त शब्द
1	एवाईयूजी-केसी	मानसरोग, रसायन और वाजीकरण सहित कायाचिकित्सा	इंटरनल मेडिसिन इन्वेलूडिंग साइकाइट्री, रेजुवेनटिव मेडिसिन, रिप्रोडक्टिव मेडिसिन एंड एपिजेनेटिक्स
2	एवाईयूजी-पीके	पंचकर्म और उपकर्म	थेराप्यूटिक प्रोसीजरल मैनेजमेंट
3	एवाईयूजी-एसटी	शल्य तंत्र	जनरल सर्जरी
4	एवाईयूजी-एसएल	शालाक्यतंत्र	ओपथल्मोलॉजी, ऑटो-राइनो-लैरिंगोलोजी
5	एवाईयूजी-पीएस	प्रसूति तंत्र एवं स्त्री रोग	गायनोकॉलोजी एंड आब्सटेट्रिक्स

6	एवाईयूजी-केबी	कौमारभृत्य	पेडिएट्रिक्स
7	एवाईयूजी-एसए3	संहिता अध्ययन-3	स्टडी ऑफ आयुर्वेदा क्लासिकल टेक्स्ट
8	एवाईयूजी-ईएम	आत्ययिक चिकित्सा	इमरजेंसी मेडिसिन
9	एवाईयूजी-आरएम	अनुसंधान पद्धति और चिकित्सा-सांख्यिकी	
10	ऐच्छिक (न्यूनतम तीन) विषय		

(ई) विश्वविद्यालय, संस्था और महाविद्यालय अनुलग्नक-3 में इन विनियमों में दिए गए अनंतिम शैक्षणिक कैलेंडर के टेम्पलेट के अनुसार उस विशेष बैच का शैक्षणिक कैलेंडर तैयार करेंगे और इसे छात्रों को परिचालित किया जाएगा और संबंधित वेबसाइटों में उपयोग के लिए उपलब्ध किया जाएगा और तदनुसार पालन किया जाएगा।

(एफ) बी.ए.एम.एस. कार्यक्रम में निम्नलिखित विभाग और विषय शामिल होंगे, अर्थात्

तालिका-5
(विभाग और विषय)

क्रम संख्या	विभाग	विषयों
01	संहिता सिद्धांत और संस्कृत	संस्कृतम
		आयुर्वेद इतिहास
		पदार्थ विज्ञान
		संहिता अध्ययन-1, 2, 3
02	रचना शारीर	रचना शारीर
03	क्रिया शारीर	क्रिया शारीर
04	द्रव्यगुण	द्रव्यगुण विज्ञान
05	रसशास्त्र एवं भैषज्यकल्पना	रसशास्त्र एवं भैषज्यकल्पना
06	रोग निदान एवं विकृति विज्ञान	रोग निदान एवं विकृति विज्ञान
07	अगद तंत्र	अगद तंत्र एवं न्याय वैद्यक
08	स्वस्थवृत्त और योग	स्वस्थवृत्त एवं योग
		अनुसंधान पद्धति और चिकित्सा सांख्यिकी
09	कायचिकित्सा	मानस रोग, रसायन एवं वाजीकरण सहित कायचिकित्सा
		आत्ययिक चिकित्सा
10	पंचकर्म	पंचकर्म एवं उपकर्म
11	शल्य तंत्र	शल्य तंत्र
12	शालाक्यतंत्र	शालाक्यतंत्र
13	प्रसूति तंत्र एवं स्त्री रोग	प्रसूति तंत्र एवं स्त्री रोग
14	कौमारभृत्य	कौमारभृत्य

(जी) ऐच्छिक-

(i) आयुर्वेद के छात्रों को विभिन्न संबद्ध विषयों को शुरू करने, उजागर करने और उन्मुख करने का अवसर प्रदान करने के लिए बी.ए.एम. एस पाठ्यक्रम में ऐच्छिक विषय प्रस्तुत किए गए हैं, जिन्हें बहुविषयक दृष्टिकोण को समझने और बनाने के लिए आवश्यक है।

(ii) ऐच्छिक को ऑनलाइन पाठ्यक्रम के रूप में आयोजित किया जाएगा।

(iii) प्रत्येक ऐच्छिक विषय 45 घंटे की अवधि का होगा और 5 भाग में विभाजित होगा और प्रत्येक भाग में 9 घंटे होंगे अर्थात्, 5 घंटे का शिक्षण, 2 घंटे का निर्देशित अध्ययन, विशेषज्ञ मार्गदर्शन / प्रतिक्रिया और मूल्यांकन के लिए प्रत्येक में 1-1 घंटा और कुल मिलाकर, प्रत्येक ऐच्छिक में 25 घंटे का शिक्षण, 10 घंटे का निर्देशित अध्ययन होगा तथा विशेषज्ञ मार्गदर्शन / प्रतिक्रिया के 5 घंटे और मूल्यांकन के 5 घंटे (प्रत्येक एक घंटे के 5 आकलन)।

स्पष्टीकरण- इस विनियमन के उद्देश्य के लिए, शिक्षण का अर्थ है वीडियो व्याख्यान, पावर पॉइंट प्रस्तुतियां, ऑडियो व्याख्यान, वीडियो विलपिंग, ऑडियो विलपिंग, तकनीकी छवियां, अध्ययन सामग्री आदि।

(iv) इन विनियमों के अंतर्गत ऐच्छिक के लिए अध्ययन के घंटे बी.ए.एम. एस के निर्धारित शिक्षण घंटों से अधिक हैं।

(एच) नैदानिक प्रशिक्षण-

(i) छात्र का नैदानिक प्रशिक्षण प्रथम व्यावसायिक से प्रारम्भ होगा और संबंधित संकाय और विभाग द्वारा संबंधित अस्पताल में विषय की आवश्यकता के अनुसार गैर-व्याख्यान घंटे में विषय से संबंधित नैदानिक प्रशिक्षण प्रदान किया जाएगा-

- (ए) पहले व्यावसायिक सत्र के दौरान, संहिता एवं सिद्धांत और क्रिया शारीर विभाग द्वारा बहिरंग रोगी विभाग (ओपीडी) और अन्तरंग रोगी विभाग (आईपीडी) के माध्यम से नैदानिक प्रशिक्षण प्रदान किया जाएगा, जिसमें उपर्युक्त विभागों के शिक्षक परामर्शदाता और स्क्रीनिंग ओपीडी है, जिसमें छात्र प्रकृति और सार मूल्यांकन, नाडी का अभ्यास, दोष वृद्धि क्षय लक्षणों की रिकॉर्डिंग, ऊंचाई की माप, वजन, बॉडी मास इंडेक्स (बीएमआई) आदि गतिविधियों की गणना में रहेंगे।
- (ii) (ए) द्वितीय व्यावसायिक सत्र के लिए नैदानिक प्रशिक्षण विनियमन 9 के उप-विनियमन (1) के खंड क (iv) के अनुसार होगा और नैदानिक उपस्थिति संबंधित संकाय और विभाग द्वारा रखी जाएगी।
(बी) द्वितीय व्यावसायिक सत्र के लिए नैदानिक प्रशिक्षण निम्नानुसार विषयों की आवश्यकता के अनुसार प्रदान किया जाएगा—
- (ए) (i) रोगनिदान विभाग विशेष क्लीनिक और बाह्य एवं अन्तः विभाग के माध्यम से नैदानिक प्रशिक्षण प्रदान करेगा जिसमें रोगनिदान विभाग के शिक्षक सलाहकार होंगे,
(ii) विष चिकित्सा बाह्य एवं अन्तः विभाग और बाह्य एवं अन्तः विभाग के माध्यम से अगद तंत्र विभाग,
(iii) स्वस्थ रक्षण बाह्य एवं अन्तः विभाग व बाह्य एवं अन्तः विभाग के माध्यम से स्वस्थवृत्त विभाग,
- (बी) इसके अतिरिक्त, द्वितीय व्यावसायिक बी.ए.एम.एस. छात्रों को प्रिस्क्रिप्शन पैटर्न, दवा नाम, प्रपत्र, खुराक, औषध सेवन काल, अनुपान, सहपान, दवाओं के मिश्रण या कंपाउंडिंग की विधि आदि से परिचित होने के लिए चिकित्सा औषधालय में तैनात किया जाएगा। इसी तरह, आईपीडी पोषण मूल्यांकन में, पथ्य तैयारी इकाई या आहार केंद्र में विभिन्न पथ्य या चिकित्सीय आहार तैयारी से परिचित होने के लिए।
- (iii) विनियमन 9 के उप-विनियमन (1) के खंड क (अ) के अंतर्गत उल्लेखित तीसरे (अंतिम) व्यावसायिक सत्र के दौरान नैदानिक प्रशिक्षण (बहिरंग रोगी विभाग (ओपीडी) और अन्तरंग रोगी विभाग (आईपीडी)/ऑपरेशन थियेटर/लेबर रूम/पंचकर्म थेरेपी रूम) गैर-व्याख्यान/नैदानिक सत्र के अनुसार रोटेशन के आधार पर और निम्नलिखित विषयों के लिए निर्धारित नैदानिक/गैर-व्याख्यान शिक्षण घंटों के अनुसार होगा। अर्थात्—
- (ए) कायचिकित्सा विभाग के अधीन कार्य कर रहे बहिरंग रोगी विभाग (ओपीडी) और अन्तरंग रोगी विभाग (आईपीडी) और विशेष क्लीनिक, यदि कोई हों;
- (बी) पंचकर्म बहिरंग रोगी विभाग (ओपीडी) और अन्तरंग रोगी विभाग (आईपीडी), पंचकर्म चिकित्सा कक्ष जिसमें तैयारी कक्ष और किसी अन्य संबंधित विशेषता इकाइयों या क्लीनिक, यदि कोई हों, सहित
- (सी) शल्यतंत्र बहिरंग रोगी विभाग (ओपीडी) और अन्तरंग रोगी विभाग (आईपीडी), ऑपरेशन थियेटर (बृहत तथा लघु), खेल चिकित्सा, मर्मचिकित्सा, भग्नचिकित्सा आदि जैसी कोई भी विशेषता इकाइयां
- (डी) शालाक्य तंत्र नेत्र, ईएनटी, दंत चिकित्सा क्लिनिक, क्रियाकल्प और कोई अन्य संबंधित विशेष क्लिनिक, यदि कोई हो;
- (ई) स्त्री रोग एवम प्रसूति बहिरंग रोगी विभाग (ओपीडी) और अन्तरंग रोगी विभाग (आईपीडी), प्रसव कक्ष, प्रक्रियात्मक कक्ष (योनि धावन, योनि धूपन, योनि पिचु, उत्तरबस्ति आदि), गर्भसंस्कार और अन्य संबंधित विशेषता क्लीनिक, यदि कोई हो;
- (एफ) कौमारभृत्य बहिरंग रोगी विभाग (ओपीडी) और अन्तरंग रोगी विभाग (आईपीडी), बाल चिकित्सा पंचकर्म कक्ष और अन्य संबंधित विशेषता क्लीनिक, यदि कोई हो; और
- (जी) संहिता और सिद्धांत मधुमेह, हृदय, मेदोरोग, स्थौल्य, अस्थि और संधि आदि जैसे विशिष्ट क्लीनिक/इकाइयां।
- (iv) कायचिकित्सा, पंचकर्म, शल्यतंत्र, शालाक्यतंत्र, स्त्रीरोग एवं प्रसूति तंत्र, कौमारभृत्य, अगद तंत्र (विषचिकित्सा) और स्वस्थवृत्त और योग के अलावा अन्य विभागों से संबंधित शिक्षण स्टाफ संलग्न शिक्षण अस्पताल में नैदानिक गतिविधियों में शामिल हो सकते हैं और विशेष क्लीनिकों/इकाइयों के माध्यम से छात्रों को नैदानिक प्रशिक्षण प्रदान कर सकते हैं। इस तरह के विशिष्ट क्लीनिक उपर्युक्त विभागों में से किसी एक के तहत कार्य करेंगे जैसे कायचिकित्सा, पंचकर्म, शल्यतंत्र, शालाक्यतंत्र, स्त्री एवं प्रसूति तंत्र, कौमारभृत्य, अगदतंत्र (विषचिकित्सा) और स्वस्थवृत्त और योग। उपरोक्त अन्य विभागों से संबंधित शिक्षक स्नातकोत्तर शोध प्रबंध, पीएचडी, विशेष प्रशिक्षण जैसे अपने अनुभवों के आधार पर विशेष क्लीनिक स्थापित कर सकते हैं। रचना, क्रिया, मूल सिद्धांत, द्रव्यगुण, रसशास्त्र और रोगनिदान नाम से कोई ओपीडी नहीं होगी।

10. भारतीय चिकित्सा पद्धति (एसएमएसटीडी –आईएसएम) में आधुनिक प्रगति, वैज्ञानिक और तकनीकी विकास के पूरण के लिए क्रियाविधि.—

- (1) भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग अधिनियम, 2020 के लिए राष्ट्रीय आयोग की धारा 2 की उपधारा (एच) के तहत भारतीय चिकित्सा पद्धति (एसएमएसटीडी–आईएसएम) में आधुनिक प्रगति, वैज्ञानिक और तकनीकी विकास के पूरण के संबंध में आवश्यकता को पूरा करने के लिए, विनियमन 9 के उप-विनियमन (1) के खंड (एफ) में उल्लेखित सभी चौदह विभागों को चौदह कार्यक्षेत्र के रूप में माना जाएगा, इसके अलावा दो और कार्यक्षेत्र होंगे, शिक्षा के लिए एक और अनुसंधान के लिए एक और प्रत्येक कार्यक्षेत्र को नैदानिक उपकरणों, वैचारिक प्रगति और उभरते क्षेत्रों के प्रासंगिक और उचित प्रगति और विकास के साथ पूरण, समृद्ध और अद्यतन किया जाएगा—

- (i) जीव विज्ञान, रसायन विज्ञान, भौतिकी, गणित, सूक्ष्म जीव विज्ञान, जैव सूचना विज्ञान, अणुजैविक विज्ञान आदि जैसे बुनियादी विज्ञानों में नवाचार या प्रगति या नए विकास;
- (ii) नैदानिक प्रगति;
- (iii) चिकित्सीय प्रौद्योगिकी;
- (iv) शल्य चिकित्सा तकनीक या प्रौद्योगिकी;
- (v) औषधियों की गुणवत्ता और मानकीकरण, औषध विकास आदि सहित औषध प्रौद्योगिकी;
- (vi) शिक्षण, प्रशिक्षण विधियाँ और प्रौद्योगिकी;
- (vii) अनुसंधान विधियाँ, पैरामीटर, उपकरण और प्रमापी आदि;
- (viii) प्रौद्योगिकीय प्रगति, स्वचालन, सॉफ्टवेयर, कृत्रिम बुद्धिमत्ता, डिजिटलीकरण, प्रलेखन आदि;
- (ix) जैवचिकित्सा उन्नति;
- (x) चिकित्सा उपकरण;
- (xi) आयुर्वेद में अनुसंधान के किसी भी अन्य नवाचार, प्रगति, प्रौद्योगिकियों और विकास जो समझने, मान्य करने, शिक्षण, जांच, निदान, उपचार, पूर्वानुमान, प्रलेखन, मानकीकरण और चालन के लिए उपयोगी हैं।
- (2) भारतीय चिकित्सा पद्धति में आधुनिक प्रगति, वैज्ञानिक और तकनीकी विकासों के पूरक के प्रयोजनार्थ भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा गठित बहु-विषयक कोर समिति होगी, जो उन अग्रिमों और विकासों की पहचान करती है जो किसी एक या एकाधिक कार्यक्षेत्रों में शामिल करने के लिए उपयोगी और उपयुक्त हैं।
- (3) आयुर्वेद बोर्ड द्वारा गठित प्रत्येक कार्यक्षेत्र के लिए एक विशेषज्ञ समिति होगी, जो उक्त अग्रिमों और विकासों के अनुकूलन और निगमन की विधि को परिभाषित और सुझाव देगी और स्नातक या स्नातकोत्तर स्तर पर भी इसे शामिल करने के लिए निर्दिष्ट करेगी और विशेषज्ञ समिति उपयोग, मानक संचालन प्रक्रिया और आवश्यकतानुसार व्याख्या के लिए विस्तृत पद्धति विकसित करेगी।
- (4) कोई भी शिक्षण कर्मचारी, व्यवसायी, शोधकर्ता, छात्र और नवोन्मेषक आदि भारतीय चिकित्सा पद्धति में आधुनिक प्रगति, वैज्ञानिक और प्रौद्योगिकीय विकासों के पूरक के संबंध में भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा विनिर्दिष्ट एक पोर्टल के माध्यम से अपने सुझाव भेज सकते हैं और ऐसे सुझावों को विचारार्थ कोर समिति के समक्ष रखा जाएगा।
- (5) अध्ययनों द्वारा समर्थित आयुर्वेद के सिद्धांतों के आधार पर उक्त अग्रिमों की उचित व्याख्या के साथ आधुनिक प्रगति को शामिल किया जाएगा और पाठ्यक्रम में ऐसी प्रगति को शामिल करने के 5 वर्षों के बाद उन्हें आयुर्वेद का हिस्सा माना जाएगा, जो की आयुर्वेदीय परिभाषा में वर्णित होगा।
- (6) एक बार जब कोर समिति विशेषज्ञ समिति की सिफारिशों को अनुमोदित कर देती है, तो भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग, आयुर्वेद बोर्ड को निर्देश देगा कि वह विशेषज्ञ समिति द्वारा विनिर्दिष्ट स्नातक या स्नातकोत्तर के पाठ्यक्रम में इसे शामिल करे और आयोग दिशा-निर्देश जारी करेगा या यदि आवश्यक हो तो अनुशंसित आधुनिक प्रगति या वैज्ञानिक और तकनीकी विकास को शामिल करने के लिए शिक्षकों का अभिविन्यास करेगा।
- (7) आधुनिक प्रगति के साथ शिक्षण सामग्री का अनुपात 40 से अधिक नहीं होगा।
- (8) एसएमएसटीडी-आईएसएम के लिए समितियों की संरचना-एक कोर समिति और प्रत्येक कार्यक्षेत्र के लिए एक विशेषज्ञ समिति होगी और ऐसी समितियों की संरचना निम्नानुसार होगी-
(ए) एसएमएसटीडी-आईएसएम कोर कमेटी (आयुर्वेद) की संरचना
एसएमएसटीडी-आईएसएम 11 सदस्यीय समिति में निम्नलिखित शामिल होंगे, -
(i) अध्यक्ष, आयुर्वेद बोर्ड- अध्यक्ष;
(ii) आयुर्वेद के दो विशेषज्ञ (जिसमें से एक संहिता और सिद्धांत के विशेषज्ञ) - सदस्य ;
(iii) सीएसआईआर, सीसीआरएस, आईसीएमआर, डीबीटी, टेक्नोक्रेट, बायोमेडिकल इंजीनियरिंग- सदस्य से प्रत्येक में एक विशेषज्ञ (या तो सेवानिवृत्त या सेवा में) है;
(iv) एक शैक्षिक प्रौद्योगिकीविद्- सदस्य;
(v) आयुर्वेद बोर्ड के सदस्य - सदस्य सचिव।

बशर्ते कि कोर समिति अध्यक्ष, भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग की उचित अनुमति से विशिष्ट आवश्यकताओं के अनुसार किसी भी विशेषज्ञ का सह-चयन कर सकती है।

विचारार्थ विषय- (i) समिति का कार्यकाल उसके गठन की तारीख से तीन वर्ष का होगा।

- (ii) समिति एक वर्ष में कम से कम दो बार बैठक करेगी।
- (iii) समिति ऊपर सूचीबद्ध किसी भी आधुनिक प्रगति, वैज्ञानिक और तकनीकी विकास की पहचान करेगी जो आयुर्वेद के लिए प्रासंगिक और लागू हैं, या तो—
- (ए) आयुर्वेद में अनुसंधान गतिविधियों को समझना, सत्यापित करना, या संचालन के लिए ;
- (बी) एक विशिष्ट नैदानिक स्थिति और उपचार के निदान या पूर्व सूचना के लिए उपयोगी;
- (सी) शिक्षण और प्रशिक्षण के लिए उपयोगी;
- (डी) आयुर्वेद के माध्यम से स्वास्थ्य देखभाल सेवाओं के लिए उपयोगी।
- (iv) समिति संहिता और सिद्धांत के दो आयुर्वेद विशेषज्ञों की सहायता से आयुर्वेद के बुनियादी सिद्धांतों के लिए अभिज्ञात आधुनिक प्रगति या वैज्ञानिक और तकनीकी विकास की प्रयोज्यता आयुर्वेद की समिति सुनिश्चित करेगी।
- (v) आधुनिक अग्रिम या विकास की पहचान करने के लिए कार्यप्रणाली विकसित करने के लिए विशेषज्ञ समिति के लिए उपयुक्त विशेषज्ञों की पहचान करना और उनकी सिफारिश करना।
- (vi) विशिष्ट ऊर्ध्वाधर में इसके उपयोग के संदर्भ में अग्रिमों या विकासों के आवेदन का सुझाव देना या अंडर-ग्रेजुएट या स्नातकोत्तर पाठ्यक्रम आदि में शामिल करना, जैसा भी मामला हो।
- (vii) चूंकि आधुनिक विज्ञान और प्रौद्योगिकी में बदलाव होते रहते हैं, कोर समिति आधुनिक विज्ञान और प्रौद्योगिकी के पुराने हिस्से की पहचान करेगी और इसे उचित आधुनिक प्रगति के साथ बदलने के लिए भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग को सुझाव देगी।

(बी) विशेषज्ञ समिति (आयुर्वेद) की संरचना .—

आयुर्वेद बोर्ड द्वारा 5 सदस्यों की विशेषज्ञ समिति का गठन निम्नानुसार किया जाएगा—

- (i) आयुर्वेद बोर्ड द्वारा यथा निर्धारित विषय विशेषज्ञ — अध्यक्ष;
- (ii) प्रासंगिक आयुर्वेद विषयों के दो विशेषज्ञ — सदस्य ;
- (iii) प्रासंगिक आधुनिक विषय से एक विशेषज्ञ — सदस्य ;
- (iv) शिक्षण प्रौद्योगिकी का एक विशेषज्ञ — सदस्य।

बशर्ते कि विशेषज्ञ समिति अध्यक्ष, आयुर्वेद बोर्ड की अनुमति से चयनित क्षेत्र के अनुसार संबंधित विशेषज्ञ का सह-चयन कर सकती है।

विचारार्थ विषय—(i) समिति का कार्यकाल उसके गठन की तारीख से 3 वर्ष का होगा।

(ii) समिति आयुर्वेद के अध्यक्ष बोर्ड (बीओए) के निर्देशानुसार कई बार बैठक करेगी।

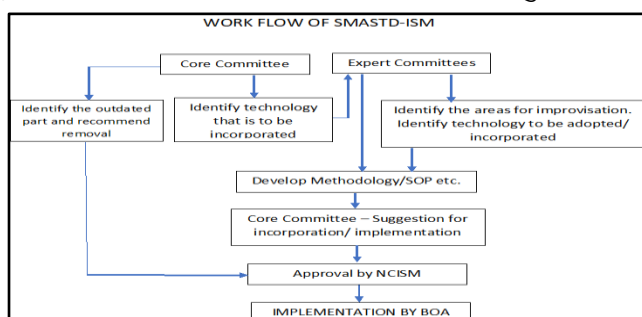
(iii) समिति कोर समिति के सुझाव पर काम करेगी और यह तय करेगी कि इसे पाठ्यक्रम में कैसे शामिल किया जाए, इसके शिक्षण के तरीके (यानी, व्याख्यान/गैर-व्याख्यान) और शैक्षिक प्रौद्योगिकीविद् की मदद से मूल्यांकन।

(iv) समिति पहले आयुर्वेद के मूल सिद्धांतों को शामिल करने के लिए पहचाने गए आधुनिक अग्रिमों के एप्लिकेशन और इसकी प्रासंगिकता को समझेगी।

(v) समिति आयुर्वेद में विशेष रूप से उस ऊर्ध्वाधर के लिए उन्नत प्रौद्योगिकी की आवश्यकता की पहचान करेगी और उपयुक्त प्रौद्योगिकी की पहचान करेगी और मानक संचालन प्रक्रिया या पद्धति के साथ इसके उपयोग की सिफारिश करेगी।

(vi) समिति स्नातक या स्नातकोत्तर स्तर पर शामिल की जाने वाली आधुनिक प्रगति और प्रौद्योगिकी के संबंध में कोर समिति का सुझाव देगी।

(vii) एसएमएसटीडी-आईएसएम का कार्य प्रवाह निम्नानुसार होगा —



11. परीक्षा— (ए) (i) प्रथम व्यावसायिक परीक्षा सामान्यतः प्रथम व्यावसायिक सत्र के अंत में होगी तथा पूर्ण की जाएगी।

(ii) वे छात्र जो, प्रथम व्यावसायिक के एक या दो विषय में अनुत्तीर्ण हों जाते हैं, उन्हें द्वितीय व्यावसायिक सत्र की शर्त रखते हुए तथा द्वितीय व्यावसायिक सत्र में उपस्थित होने की अनुमति दी जाएगी।

(iii) दो से अधिक विषयों में अनुत्तीर्ण होने वाले छात्र को द्वितीय व्यावसायिक सत्र में कार्यकाल रखने की अनुमति नहीं दी जाएगी और प्रथम व्यावसायिक की बाद की पूरक परीक्षा प्रत्येक छह महीने में आयोजित की जाएगी।

(बी) (i) दूसरी व्यावसायिक परीक्षा आमतौर पर आयोजित की जाएगी और दूसरे व्यावसायिक सत्र के अंत तक पूरी की जाएगी,

(ii) द्वितीय व्यावसायिक के एक या दो विषयों में असफल होने वाले छात्र को तीसरे (अंतिम) व्यावसायिक सत्र की अवधि रखने की अनुमति दी जाएगी,

(iii) दो से अधिक विषयों में अनुत्तीर्ण होने वाले छात्र को तीसरे (अंतिम) व्यावसायिक सत्र में कार्यकाल रखने की अनुमति नहीं दी जाएगी और द्वितीय व्यावसायिक की बाद की पूरक परीक्षाएं हर छह महीने में आयोजित की जाएंगी।

(सी) (i) तीसरी (अंतिम) व्यावसायिक परीक्षा आमतौर पर आयोजित की जाएगी और तीसरे (अंतिम) व्यावसायिक सत्र के अंत तक पूरी की जाएगी।

(ii) तीसरी (अंतिम) व्यावसायिक परीक्षा के लिए उपस्थित होने से पहले छात्रों को पहले और दूसरे व्यावसायिक के सभी विषयों को उत्तीर्ण करना होगा एवं 9 ऐच्छिक अर्हताओं में उत्तीर्ण होना होगा।

(iii) तीसरे (अंतिम) व्यावसायिक परीक्षा के बाद की अनुपूरक परीक्षा प्रत्येक 6 महीने में आयोजित की जाएगी।

(डी) विषम बैच के छात्र (वे छात्र जो टर्म नहीं रख सके) के लिए कोई अलग कक्षा नहीं होगी और छात्र को नियमित बैच या जूनियर बैच के साथ कक्षा में शामिल होना होगा।

(ई) अनिवार्य परिश्रमी विशिखानुप्रवेश में शामिल होने के लिए पात्र बनने के लिए, सभी तीन व्यावसायिक परीक्षाएं प्रवेश की तारीख से अधिकतम 10 वर्षों की अवधि के भीतर 9 ऐच्छिक में उत्तीर्ण करनी होंगी।

(एफ) थिअरी परीक्षा में बहुविकल्पीय प्रश्नों (एमसीक्यू) के लिए 10 प्रतिशत अंक, लघु प्रश्नों (एसएक्यू) के लिए 40 प्रतिशत अंक और दीर्घ प्रश्नों (एलएक्यू) के लिए 40 प्रतिशत अंक होंगे और ये प्रश्न विषय के पूरे पाठ्यक्रम को कवर करेंगे।

(जी) परीक्षा उत्तीर्ण करने के लिए अपेक्षित न्यूनतम अंक प्रत्येक विषय में थिअरी के लिए 50 प्रतिशत और व्यवहारिक घटक (जिसमें व्यावहारिक, नैदानिक, साक्षात्कार, आंतरिक मूल्यांकन और ऐच्छिक जहां भी लागू हो) में 50 प्रतिशत होंगे।

(एच) ऐच्छिक विषयों का मूल्यांकन—ऐच्छिक विषयों का मूल्यांकन कोर्स एवं परीक्षा में उपस्थिति और मूल्यांकन से किया जाएगा और मूल्यांकन के आधार पर, छात्रों को क्रेडिट के साथ-साथ ग्रेड भी प्रदान किए जाएंगे—

(i) मॉड्यूलर कार्यक्रम के कम से कम 5 घंटे में भाग लेने के लिए एक क्रेडिट प्रदान किया जाएगा और एक छात्र प्रत्येक ऐच्छिक के लिए अधिकतम 5 क्रेडिट अर्जित कर सकेगा।

(ii) मूल्यांकन प्रत्येक माड्यूल के अंत में किया जाएगा और ग्रेडिंग के लिए 5 मॉड्यूलर मूल्यांकनों के औसत पर विचार किया जाएगा अर्थात् 25 प्रतिशत तक कांस्य, 26–50 प्रतिशत तक रजत, 51–75 प्रतिशत तक स्वर्ण तथा 76 प्रतिशत और इसके ऊपर प्लैटिनम।

(iii) ऐच्छिक विषयों की संरचना निम्नलिखित तालिका के अनुसार होगी, अर्थात् —

तालिका— 6

(ऐच्छिक की संरचना)

प्रत्येक ऐच्छिक नौ घंटे के पांच मॉड्यूल प्रत्येक (5* 9= 45)					
क्रम संख्या	घटक	अवधि (घंटे)		क्रेडिट्स	ग्रेड
		मॉड्यूल	ऐच्छिक		
1	शिक्षण	5	25	प्रत्येक मॉड्यूलर कार्यक्रम के कम से कम पांच घंटे में भाग लेने के लिए एक क्रेडिट। अधिकतम पांच क्रेडिट	ग्रेड सभी पांच मॉड्यूलर मूल्यांकन के औसत के आधार पर सम्मानित किया जाता है। कांस्य: <25 प्रतिशत। रजत: 26–50 प्रतिशत। स्वर्ण: 51–75 प्रतिशत। प्लैटिनम: 76 प्रतिशत और उससे अधिक।
2	मार्गदर्शित शिक्षा	2	10		
3	विशेषज्ञ मार्गदर्शन/ प्रतिक्रिया	1	5		
4	मूल्यांकन	1	5		

- (iv) (ए) छात्र को प्रत्येक व्यावसायिक सत्र के लिए न्यूनतम 3 ऐच्छिक विषयों में अर्हता प्राप्त करनी (कोई भी ग्रेड प्राप्त करना) होगी।
- (बी) ऐच्छिक विषयों की सूची प्रत्येक व्यावसायिक सत्र के लिए तीन सेटों (ए, बी और सी) के तहत उपलब्ध कराई जाएगी। अर्थात्, पहले व्यावसायिक बी.ए.एम.एस के लिए एफए, एफबी और एफसी सेट, दूसरे व्यावसायिक बी.ए.एम.एस के लिए एसए, एसबी और एससी सेट, तीसरे व्यावसायिक बी.ए.एम.एस. के लिए टीए, टीबी और टीसी सेट।
- (सी) छात्र संबंधित व्यावसायिक बी.ए.एम.एस के लिए विनिर्दिष्ट प्रत्येक सेट से अपनी पसंद के अनुसार किसी एक ऐच्छिक विषय का चयन कर सकता है।
- (डी) प्रत्येक क्रेडिट के लिए दो अंकों का वेटेज और प्रत्येक ऐच्छिक के लिए अधिकतम 10 अंक प्रदान किए जाएंगे।
- (ई) इन ऐच्छिक अंकों को इन विनियमों में विनिर्दिष्ट संबंधित विषयों के साक्षात्कार व्यावसायिक अंकों में जोड़ा जाएगा।
- (एफ) प्रत्येक सत्र के लिए तीन अनिवार्य ऐच्छिकों के अलावा, छात्रों को अपनी रुचि के अनुसार अतिरिक्त ऐच्छिकों की संख्या को चुनने और अर्हता प्राप्त करने की स्वतंत्रता है।
- (जी) अंक वेटेज केवल प्रति व्यावसायिक सत्र में तीन ऐच्छिक के लिए होगा अर्थात् संबंधित व्यावसायिक सत्र के प्रत्येक सेट से एक ऐच्छिक विषय।
- (एच) अर्जित क्रेडिट और प्राप्त ग्रेड का उल्लेख करने वाले प्रत्येक ऐच्छिक विषय के लिए एक अलग ऑनलाइन प्रमाण पत्र प्राप्त होगा।
- (v) संस्था की परीक्षा शाखा उपर्युक्त विनिर्दिष्ट छात्रों द्वारा प्राप्त किए गए ऐच्छिकों के अंकों को संकलित करेगी और संस्था के प्रमुख के माध्यम से विश्वविद्यालय को प्रस्तुत करेगी ताकि विश्वविद्यालय **तालिका 11, 13 और 15** में दर्शाए गए अनुसार संबंधित विषयों के साक्षात्कार में इसे जोड़ सके।
- (आई) (i) 65 प्रतिशत और उससे अधिक अंक प्राप्त करने वाले उम्मीदवार को इस विषय में प्रथम श्रेणी प्रदान की जाएगी और 75 प्रतिशत और उससे अधिक अंक प्राप्त करने वाले उम्मीदवार को इस विषय में डिस्टिंशन प्रदान किया जाएगा।
- (ii) क्लास और डिस्टिंशन पूरक परीक्षाओं के लिए लागू नहीं होगा।
- (जे) (i) प्रत्येक छात्र को परीक्षा में उपस्थित होने के लिए थिअरी (यानी, व्याख्यान घंटे) व्यावहारिक और नैदानिक (यानी, गैर-व्याख्यान घंटे) में प्रत्येक विषय में कम से कम 75 प्रतिशत उपस्थिति बनाए रखने की आवश्यकता होगी।
- (ii) जहां संस्थान भौतिक उपस्थिति रजिस्टर रखता है, उसे अनुलग्नक-iv के अनुसार संचयी नंबरिंग विधि में दर्ज किया जाएगा और पाठ्यक्रम/अवधि/पाठ्यक्रम के भाग के अंत में, प्रत्येक छात्र के हस्ताक्षर प्राप्त करने के बाद, इसे संबंधित विभागाध्यक्ष द्वारा प्रमाणित किया जाएगा और संस्थान के प्रमुख द्वारा अनुमोदित किया जाना है।
- (iii) अनुमोदित उपस्थिति विश्वविद्यालय को अग्रेषित की जाएगी।
- (के) यदि कोई छात्र संज्ञानात्मक कारणों से नियमित परीक्षा में उपस्थित होने में विफल रहता है, तो वह नियमित छात्र के रूप में पूरक परीक्षा में उपस्थित हो सकता है और नियमित परीक्षा में उसकी अनुपस्थिति को एक प्रयास के रूप में नहीं माना जाएगा।
- (एल) इन विनियमों के बावजूद –
- (i) खंड 11 (ई) उस छात्र पर लागू होगा जिसने भारतीय चिकित्सा केंद्रीय परिषद (भारतीय चिकित्सा में शिक्षा के न्यूनतम मानक) विनियम, 1986 के तहत दाखिला लिया था, ऐच्छिक को छोड़कर और अनुसूची-1 की धारा 3 के अनुसार (अधिसूचना संख्या 24-14/2016 (यूजी. विनियमन) विनियम, 2016 द्वारा यथासंशोधित) 4 व्यावसायिकों के साथ।
- (ii) भारतीय चिकित्सा केंद्रीय परिषद (भारतीय चिकित्सा में शिक्षा के न्यूनतम मानक) विनियम, 1986 के तहत भर्ती होने वाले छात्र, अनुसूचीआई के खंड 6 (1) (सी), 2 (सी), 3 (सी), 4 (डी), और 4 (ई) के तहत निर्धारित संबंधित व्यावसायिक परीक्षा पास करने के लिए अधिकतम अवसर और वर्षों की अधिकतम अवधि (अधिसूचना संख्या 24-14/2016 (यूजी. विनियमन) विनियम, 2016) उस पर लागू नहीं होगा।

12 मूल्यांकन—छात्रों का मूल्यांकन निम्नानुसार प्रारंभिक और योगात्मक मूल्यांकन के रूप में होगा—

- (ए) **प्रारंभिक मूल्यांकन**— छात्रों का मूल्यांकन कक्षा में उनके प्रदर्शन का आकलन करने, कार्यक्रम सामग्री की समझ और उनके सीखने के परिणाम को निम्नलिखित तरीके से निर्धारित करने के लिए आवधिक रूप से किया जाएगा, अर्थात् –

(i) आवधिक मूल्यांकन किसी विषय या मॉड्यूल या पाठ्यक्रम के किसी विशेष भाग के शिक्षण के अंत में किया जाएगा और निम्नलिखित तालिका के अनुसार मूल्यांकन विधियों को सामग्री के लिए उपयुक्त के रूप में अपनाया जा सकता है, अर्थात् –

तालिका-7

(आवधिक मूल्यांकन के लिए मूल्यांकन विधियाँ)

क्रम संख्या	मूल्यांकन विधि
1.	व्यावहारिक/नैदानिक प्रदर्शन
2.	साक्षात्कार, एमसीक्यू, एमईक्यू (संशोधित निबंध प्रश्न/संरचित प्रश्न)
3.	ओपन बुक टेस्ट (समस्या आधारित)
4.	सारांश लेखन (शोध पत्र/संहिता)
5.	कक्षा प्रस्तुतिकरण कार्य पुस्तिका रखरखाव
6.	समस्या आधारित असाइनमेंट
7.	उद्देश्य संरचित नैदानिक परीक्षा (ओसीएसई), उद्देश्य संरचित व्यावहारिक परीक्षा (ओपीएसई), लघु नैदानिक मूल्यांकन अभ्यास (मिनी-सीईएक्स), प्रक्रियाओं का प्रत्यक्ष अवलोकन (डीओपी), केस आधारित चर्चा (सीबीडी)
8.	पाठ्येतर गतिविधियाँ, (सामाजिक कार्य, सार्वजनिक जागरूकता, निगरानी गतिविधियाँ, खेल या अन्य गतिविधियाँ जो विभाग द्वारा तय की जा सकती हैं)।
9.	छोटा प्रोजेक्ट

(ii) (ए) कॉलेज और संस्थान द्वारा पाठ्यक्रम के 30 प्रतिशत के लिए 6 महीने (प्रथम अवधि परीक्षा) के अंत में और पाठ्यक्रम के 40 प्रतिशत नए भाग के लिए 12 महीने (द्वितीय अवधि परीक्षा) पर आंतरिक मूल्यांकन किया जाएगा।

(बी) शेष 30 प्रतिशत पाठ्यक्रम विश्वविद्यालय परीक्षा से पहले पिछले 6 महीनों (तीसरे कार्यकाल) में पूरा किया जाएगा;

(iii) प्रथम अवधि परीक्षा से पहले प्रत्येक विषय के लिए न्यूनतम 6 आवधिक मूल्यांकन होंगे (आमतौर पर संबंधित व्यावसायिक के बी.ए.एम.एस के छठे महीने में) द्वितीय अवधि परीक्षा से पहले न्यूनतम 3 आवधिक मूल्यांकन (आमतौर पर संबंधित व्यवसायिक बी.ए.एम.एस के 12 वें महीने में) और संबंधित व्यावसायिक बी.ए.एम.एस की अंतिम विश्वविद्यालय परीक्षाओं (योगात्मक मूल्यांकन) से पहले न्यूनतम 3 आवधिक मूल्यांकन।

(iv) योजना और मूल्यांकन की गणना निम्नलिखित तालिकाओं के अनुसार होगी, अर्थात् : –

तालिका-8

मूल्यांकन की योजना (प्रारंभिक और योगात्मक),

क्रम संख्या	व्यावसायिक पाठ्यक्रम	व्यावसायिक पाठ्यक्रम की अवधि		
		पहला कार्यकाल (1-6 महीने)	दूसरा कार्यकाल (7-12 महीने)	तीसरा कार्यकाल (13-18 महीने)
1	पहला व्यावसायिक बी.ए.एम.एस	3 पीए और पहला टीटी	3 पीए और दूसरा टीटी	3 पीए और यू ई
2	दूसरा व्यावसायिक बी.ए.एम.एस	3 पीए और पहला टीटी	3 पीए और दूसरा टीटी	3 पीए और यू ई
3	तीसरा व्यावसायिक बी.ए.एम.एस	3 पीए और पहला टीटी	3 पीए और दूसरा टीटी	3 पीए और यू ई

पीए: आवधिक मूल्यांकन टीटी: टर्म टेस्ट; यूई : विश्वविद्यालय परीक्षाएं

तालिका- 9

(30 अंकों वाले विषय के लिए आंतरिक मूल्यांकन के लिए उदाहरण)

अवधि	आवधिक मूल्यांकन					टर्म टेस्ट	अवधि मूल्यांकन	
	ए	बी	सी	डी	ई	एफ	जी	एच
	1 (15)	2 (15)	3 (15)	औसत (एबीसी/3)	30में कनवर्ट किया गया	टर्म टेस्ट (30)	उप कुल	अवधि मूल्यांकन

					(डी / 45*30)			
पहला							ई+एफ	ई+एफ / 2
दूसरा							ई+एफ	ई+एफ / 2
तीसरा						शून्य	ई	ई
अंतिम आईए	'एच' स्तंभ में दर्शाए गए अनुसार तीन अवधि मूल्यांकन चिह्नों का औसत							
कोष्ठक में अधिकतम अंक								

(बी) **योगात्मक मूल्यांकन**—(i) प्रत्येक व्यावसायिकों बी.ए.एम.एस के अंत में आयोजित अंतिम विश्वविद्यालय परीक्षाएं योगात्मक मूल्यांकन होंगी।

(ii) दोहरी मूल्यांकन प्रणाली होगी और पुनर्मूल्यांकन के लिए कोई प्रावधान नहीं होगा।

(iii) विश्वविद्यालय की प्रैक्टिकल/क्लीनिकल/मौखिक परीक्षा के लिए दो परीक्षक (एक इंटरनल और एक एक्सटर्नल) होंगे।

(iv) योगात्मक मूल्यांकन के परिणामों की घोषणा करते समय, आंतरिक मूल्यांकन घटक और ऐच्छिक अंकों को **तालिका 11, 13 और 15** में दिए गए अंक पैटर्न के वितरण के अनुसार माना जाएगा।

13 व्यावसायिक विषय, पत्रों की संख्या, शिक्षण घंटे और अंक वितरण निम्नलिखित तालिकाओं के अनुसार होंगे, अर्थात: —

तालिका-10

(प्रथम व्यावसायिक बी.ए.एम.एस विषयों के लिए शिक्षण घंटे)

<p>पहला व्यावसायिक बी.ए.एम.एस कार्य दिवस = 320, शिक्षण घंटे = 1920 इंडक्शन कार्यक्रम = 15 कार्य दिवस (90 घंटे) शेष दिन/घंटे = 320-15 = 305 दिन/1830 घंटे</p>			
विषय कोड	शिक्षण घंटों की संख्या		
	व्याख्यान	गैर-व्याख्यान	कुल
एवाईयूजी-एसएन और एआई	100	200	300
एवाईयूजी -पीवी	90	140	230
एवाईयूजी-केएस	150	250	400
एवाईयूजी-आरएस	180	320	500
एवाईयूजी-एसए1	140	260	400
कुल	660	1170	1830

तालिका-11

(प्रथम व्यावसायिक बी.ए.एम.एस विषयों के लिए पत्रों और अंक वितरण की संख्या)

क्रम संख्या	विषय कोड	पत्र	सिद्धांत	व्यावहारिक या नैदानिक मूल्यांकन					कूल योग
				व्यावहारिक/नैदानिक	साक्षात्कार	ऐच्छिक	आईए	उप कुल	
1.	एवाईयूजी-एसएन और एआई	2	200	-	75*	10(सेट-एफए)	15	100	300
2.	एवाईयूजी-पीवी	2	200	100	60	10(सेट-एफबी)	30	200	400
3.	एवाईयूजी-केएस	2	200	100	70	-	30	200	400
4.	एवाईयूजी-आरएस	2	200	100	70	-	30	200	400
5.	एवाईयूजी-एसए1	1	100	-	75	10 (सेट-एफसी)	15	100	200
कुल योग									1700

* साक्षात्कार की परीक्षा संस्कृत के लिए होगी, आयुर्वेद इतिहास के लिए नहीं (सेट-एफए, एफबी, एफसी - पहला व्यावसायिक बी.ए.एम.एस. के लिए ऐच्छिक के सेट।)

तालिका-12

(दूसरे व्यावसायिक बी.ए.एम. एस विषयों के लिए शिक्षण घंटे)

क्रम संख्या	विषय कोड	शिक्षण घंटों की संख्या		
		व्याख्यान	गैर-व्याख्यान	कुल
1	एवाईयूजी-डीजी	150	250	400
2	एवाईयूजी-आरबी	150	300	450
3	एवाईयूजी-आरएन	150	300	450
4	एवाईयूजी-ए टी	100	200	300
5	एवाईयूजी-एसए2	100	140	240
6	एवाईयूजी - एस डब्लू	150	250	400
कुल		800	1440	2240

तालिका-13

(द्वितीय व्यावसायिक बी.ए.एम. एस विषयों के लिए पेपर और अंक वितरण की संख्या)

क्रम संख्या	विषय कोड	पेपर	सिद्धांत	व्यावहारिक या नैदानिक मूल्यांकन					
				व्यावहारिक या नैदानिक	साक्षात्कार	ऐच्छिक	आई ए	उप कुल	कुल योग
1.	एवाईयूजी-डीजी	2	200	100	70	-	30	200	400
2.	एवाईयूजी-आर बी	2	200	100	70	-	30	200	400
3.	एवाईयूजी-आर एन	2	200	100	70	-	30	200	400
4.	एवाईयूजी-एटी	1	100	100	60	10 (सेट-एसए)	30	200	300
5.	एवाईयूजी -एसए2	1	100	.	75	10 (सेट-एसबी)	15	100	200
6.	एवाईयूजी-एस डब्लू	2	200	100	60	10 (सेट-एससी)	30	200	400
कुल									2100
(सेट-एसए, एसबी, एससी - दूसरे व्यावसायिक बी.ए.एम.एस के लिए ऐच्छिक के सेट)									

तालिका-14

(तीसरे व्यावसायिक बी.ए.एम. एस विषयों के लिए शिक्षण घंटे)

तीसरा व्यावसायिक बी.ए.एम.एस. कार्य दिवस = 320, शिक्षण घंटे = 2240				
क्रम संख्या	विषय कोड	शिक्षण घंटों की संख्या		
		व्याख्यान	गैर-व्याख्यान	कुल
1	एवाईयूजी-केसी	150	300	450
2	एवाईयूजी-पीके	100	200	300
3	एवाईयूजी-एसटी	125	250	375
4	एवाईयूजी-एसएल	100	200	300
5	एवाईयूजी-पीएस	100	175	275
6	एवाईयूजी-केबी	100	175	275
7	एवाईयूजी-एसए 3	50	100	150
8	एवाईयूजी-आरएम	25	50	75

9	एवाईयूजी-ईएम	..	40	40
कुल		750	1490	2240

तालिका-15

(तीसरे व्यावसायिक बी.ए.एम.एस विषयों के लिए पेपर और अंक वितरण की संख्या)

क्रम संख्या	विषय कोड	पेपर	सिद्धांत	व्यावहारिक या नैदानिक मूल्यांकन					कुल योग
				व्यावहारिक या नैदानिक	साक्षात्कार	ऐच्छिक	आईए	उप कुल	
1	एवाईयूजी-केसी	3	300	100	70	-	30	200	500
2	एवाईयूजी-पीके	1	100	100	70	-	30	200	300
3	एवाईयूजी-एसटी	2	200	100	70	-	30	200	400
4	एवाईयूजी-एसएल	2	200	100	70	-	30	200	400
5	एवाईयूजी-पीएस	2	200	100	60	10 (सेट-टीए)	30	200	400
6	एवाईयूजी-केबी	1	100	100	60	10 (सेट-टीबी)	30	200	300
7	एवाईयूजी-एसए3	1	100	-	75	10 (सेट-टीसी)	15	100	200
8	एवाईयूजी-आरएम	1	50	-	-	-	.	.	50
कुलयोग									2550
(सेट-टीए, टीबी, टीसी - तीसरे व्यवसायिक बी.ए.एम.एस के लिए ऐच्छिक के सेट)									

14 अध्ययन के दौरान छात्र का स्थानान्तरण :-

(1) छात्र को किसी अन्य महाविद्यालय से अपना अध्ययन जारी रखने हेतु प्रथम वर्ष की परीक्षा उत्तीर्ण करने के पश्चात् स्थानान्तरण लेने की अनुमति दी जाएगी। अनुत्तीर्ण छात्रों को स्थानान्तरण तथा मध्यावधि स्थानान्तरण की अनुमति नहीं दी जाएगी।

(2) स्थानान्तरण के लिए, छात्रों को कॉलेजों और विश्वविद्यालयों दोनों की पारस्परिक सहमति प्राप्त करनी होगी और यह रिक्त सीट की सुनिश्चिति के पश्चात् होगा।

15 अनिवार्य परिभ्रामी विशिखानुप्रवेश- (ए) (i) अनिवार्य परिभ्रामी विशिखानुप्रवेश की अवधि एक वर्ष होगी और आमतौर पर नियमित बैच के छात्रों के लिए अप्रैल के पहले कार्य दिवस और पूरक बैच के छात्रों के लिए अक्टूबर के पहले कार्य दिवस पर शुरू होगी।

(ii) छात्र 9 ऐच्छिक सहित पहले से तीसरे (अंतिम) व्यावसायिक परीक्षा से सभी विषयों को उत्तीर्ण करने के बाद और संबंधित विश्वविद्यालयों से अनंतिम उपाधि प्रमाण पत्र और संबंधित राज्य बोर्ड या अनिवार्य परिभ्रामी विशिखानुप्रवेश के लिए परिषद से अनंतिम पंजीकरण प्रमाण पत्र प्राप्त करने के बाद अनिवार्य परिभ्रामी विशिखानुप्रवेश कार्यक्रम में शामिल होने के लिए पात्र होगा।

(बी) प्रशिक्षणार्थी -वेतन: विशिखानुप्रवेश के दौरान, केंद्र सरकार, राज्य सरकार और संघ राज्य क्षेत्र संस्थान से संबंधित को, प्रशिक्षणार्थी -वेतन का भुगतान संबंधित सरकार के तहत अन्य चिकित्सा प्रणाली के बराबर किया जाएगा और चिकित्सा प्रणालियों के बीच कोई विसंगति नहीं होगी।

(सी) विशिखानुप्रवेश के दौरान स्थानान्तरण -(i) विशिखानुप्रवेश के दौरान स्थानान्तरण कॉलेजों और विश्वविद्यालय दोनों की सहमति से होगा, उस मामले में जहां स्थानान्तरण दो अलग-अलग विश्वविद्यालयों के कॉलेजों के बीच है।

(ii) यदि स्थानान्तरण केवल एक ही विश्वविद्यालय के कॉलेजों के बीच है, तो दोनों कॉलेजों की सहमति आवश्यक होगी।

(iii) संस्थान या कॉलेज द्वारा जारी चरित्र प्रमाण पत्र के आधार पर विश्वविद्यालय द्वारा स्थानान्तरण स्वीकार किया जाएगा और कॉलेज और विश्वविद्यालय द्वारा अग्रेषित आवेदन को अनापत्ति प्रमाण पत्र के साथ, जैसा भी मामला हो सकता है।

(डी) अभिविन्यास कार्यक्रम -(i) प्रशिक्षणार्थी अनिवार्य रूप से विशिखानुप्रवेश के संबंध में एक अभिविन्यास कार्यक्रम में भाग लेंगे और विशिखानुप्रवेश शुरू होने से पहले अभिविन्यास का संचालन करना शिक्षण संस्थान की जिम्मेदारी होगी।

(ii) चिकित्सा पद्धति और व्यवसाय, चिकित्सा नैतिकता, विधि वैद्यक पहलुओं, चिकित्सा अभिलेखों, चिकित्सा बीमा, चिकित्सा प्रमाणन, संचार कौशल, आचरण और शिष्टाचार, राष्ट्रीय और राज्य स्वास्थ्य परिचर्या कार्यक्रम के नियमों और विनियमों के बारे में अपेक्षित ज्ञान प्राप्त करने के लिए प्रशिक्षणार्थी को बनाने के इरादे से अभिविन्यास आयोजित किया जाएगा।

(iii) अभिविन्यास कार्यशाला विशिखानुप्रवेश की शुरुआत में आयोजित की जाएगी और प्रत्येक प्रशिक्षणार्थी द्वारा एक ई-लॉगबुक का रखरखाव किया जाएगा, जिसमें प्रशिक्षणार्थी अभिविन्यास के दौरान उसके द्वारा की गई गतिविधियों का दिनांक-वार विवरण दर्ज करेगा।

(iv) अभिविन्यास की अवधि सात दिनों की होगी।

(v) भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा समय-समय पर यथा निर्धारित अभिविन्यास के संचालन के लिए नियमावली का पालन किया जाएगा।

(ई) विशिखानुप्रवेश के दौरान गतिविधियां— (i) प्रशिक्षणार्थी के दैनिक कार्य घंटे आठ घंटे से कम नहीं होगा प्रशिक्षणार्थी विशिखानुप्रवेश के दौरान प्रशिक्षणार्थी द्वारा की गई सभी गतिविधियों को शामिल करते हुए एक ई-लॉगबुक बनाए रखेगा।

(ii) सामान्यतया एक वर्ष की विशिखानुप्रवेश निम्नानुसार होगी—

(ए) विकल्प I— कॉलेज से जुड़े आयुर्वेद अस्पताल में 6 महीने और प्राथमिक स्वास्थ्य केंद्र या सामुदायिक स्वास्थ्य केंद्र या ग्रामीण अस्पताल या जिला अस्पताल या सिविल अस्पताल या आधुनिक चिकित्सा या आयुर्वेद चिकित्सा के किसी भी सरकारी अस्पताल या एनएबीएच (अस्पतालों के लिए राष्ट्रीय प्रत्यायन बोर्ड) मान्यता प्राप्त आयुर्वेद के निजी अस्पताल में 6 महीने के नैदानिक प्रशिक्षण में विभाजित। केवल एनएबीएच प्रत्यायन वाले ओपीडी आधारित क्लीनिक विशिखानुप्रवेश के लिए पात्र नहीं होंगे।

(बी) विकल्प II— कॉलेज से जुड़े आयुर्वेद अस्पताल में सभी 12 महीने।

(iii) कॉलेज से संबद्ध आयुर्वेद अस्पताल में या राष्ट्रीय भारतीय चिकित्सा पद्धति आयोग द्वारा निर्धारित गैर-शिक्षण अस्पतालों में, जैसा भी मामला हो, 6 या 12 महीनों का नैदानिक प्रशिक्षण निम्नलिखित तालिका के अनुसार आयोजित किया जाएगा, अर्थातः

तालिका-16

(महाविद्यालय से सम्बद्ध आयुर्वेद शिक्षण चिकित्सालय में विशिखानुप्रवेश अवधि का विवरण)

क्रम संख्या	विभाग	विकल्प I	विकल्प II
1	मानस रोग, रसायन और वाजीकरण, स्वस्थवृत्त और योग, आत्ययिक चिकित्सा सहित कायचिकित्सा ओपीडी, संबंधित विशेषताओं और संबंधित आईपीडी	1.5 माह	3 माह
2	ओटी, संबंधित विशेषताओं और संबंधित आईपीडी सहित शल्य ओपीडी	1 माह	2 माह
3	शालाक्य ओपीडी, ओटी, क्रियाकल्प और संबंधित आईपीडी सहित संबंधित विशेषताएं	3 सप्ताह	1.5 माह
4	ओटी और संबंधित आईपीडी सहित स्त्री रोग एवं प्रसूति ओपीडी से संबंधित विशेषताएं	3 सप्ताह	1.5 माह
5	कौमारभृत्य ओपीडी से संबंधित विशेषताएं जिनमें एनआईसीयू बाल चिकित्सा पंचकर्म और संबंधित आईपीडी शामिल हैं	0.5 सप्ताह	1 माह
6	पंचकर्म ओपीडी से संबंधित विशेषताएं, पंचकर्म चिकित्सा कक्ष और संबंधित आईपीडी	1 माह	2 माह
7	विषचिकित्सा ओपीडी किसी भी अन्य विशिष्टताओं, संबंधित आईपीडी, स्क्रीनिंग ओपीडी, पथ्या इकाई आदि (प्रशिक्षु की पसंद के अनुसार)	0.5 माह	1 माह
8	सामुदायिक स्वास्थ्य केंद्र या ग्रामीण अस्पताल या जिला अस्पताल या सिविल अस्पताल इत्यादि	6 माह	....

(iv) (ए) प्रशिक्षणार्थियों को निम्नलिखित में से किसी भी केन्द्र में कार्यरत किया जाएगा जहां राष्ट्रीय स्वास्थ्य कार्यक्रम कार्यान्वित किया जा रहा है और इन प्रविष्टि को उन्मुख होना होगा और राष्ट्रीय स्वास्थ्य कार्यक्रम के कार्यान्वयन के ज्ञान को इस संबंध में परिचित करना होगा, —

(ए) प्राथमिक स्वास्थ्य केन्द्र;

(बी) सामुदायिक स्वास्थ्य केंद्र या सिविल अस्पताल या जिला अस्पताल;

(सी) आधुनिक चिकित्सा के किसी भी मान्यता प्राप्त या अनुमोदित अस्पताल;

(डी) किसी भी मान्यता प्राप्त या अनुमोदित आयुर्वेदिक अस्पताल या औषधालय ;

(ई) केन्द्रीय आयुर्वेदिक विज्ञान अनुसंधान परिषद की नैदानिक इकाई में;

(बी) खंड (ए) से (ई) में उल्लेखित उपर्युक्त सभी संस्थानों को इस तरह के प्रशिक्षण लेने के लिए संबंधित विश्वविद्यालय या सरकार द्वारा नामित प्राधिकारी द्वारा मान्यता प्राप्त करनी होगी।

(v) प्रशिक्षणार्थी कॉलेज से संबद्ध अस्पताल में संबंधित विभाग में निम्नलिखित गतिविधियों को करेगा, अर्थात —

(ए) **कायचिकित्सा**— प्रशिक्षणार्थी को व्यावहारिक रूप से प्रशिक्षित किया जाएगा कि वह निम्नलिखित विषयों में कुशल बनाने हेतु उसे सक्षम बनाए, अर्थात् —

- (i) आयुर्वेदिक चिकित्सा द्वारा सामान्य बीमारियों के मामले में, जांच, निदान और प्रबंधन जैसे सभी नियमित कार्य
- (ii) हीमोग्लोबिन आंकलन, पूर्ण हीमोग्राम, मूत्र विश्लेषण, रक्त परजीवियों की सूक्ष्म जांच, थूक परीक्षा, मल परीक्षा, आयुर्वेदिक विधि द्वारा मूत्र एवं मल परीक्षा, प्रयोगशाला आंकड़ों और नैदानिक निष्कर्षों की व्याख्या और निदान पर पहुंचने और विभिन्न रोग स्थितियों की गंभीरता की निगरानी के लिए उपयोगी सभी रोगविज्ञान संबंधी और क्ष-किरण जांच जैसे नियमित नैदानिक रोगविज्ञान संबंधी कार्य;
- (iii) नियमित वार्ड प्रक्रियाओं में प्रशिक्षण और रोगियों के आहार, आदतों और चिकित्सा अनुसूची के सत्यापन के संबंध में पर्यवेक्षण।

(बी) **पंचकर्म**— प्रशिक्षणार्थी को व्यावहारिक रूप से प्रशिक्षित किया जाएगा कि वह निम्नलिखित विषयों में कुशल बनाने हेतु उसे सक्षम बनाए, अर्थात् —

- (i) पूर्व कर्म, प्रधान कर्म और पश्च्यात कर्म के संबंध में पंचकर्म और उपकर्म प्रक्रियाएं और तकनीकें;
- (ii) प्रक्रियागत जटिलताओं का प्रबंधन, प्रक्रियाओं के लिए रोगियों की काउंसलिंग, चिकित्सा कक्षाओं का अनुरक्षण आदि।

(सी.) **शल्य तंत्र**— प्रशिक्षणार्थी को व्यावहारिक रूप से प्रशिक्षित किया जाएगा कि वह निम्नलिखित विषयों में कुशल बनाने हेतु उसे सक्षम बनाए, अर्थात्—

- (i) आयुर्वेदिक सिद्धांतों के अनुसार नैदानिक परीक्षा, सामान्य शल्य चिकित्सा विकारों का निदान और प्रबंधन;
- (ii) अस्थिभग्न संधिच्युति, तीव्र पेट दर्द जैसी कतिपय आपात शल्य चिकित्सा स्थितियों का प्रबंधन;
- (iii) एसेप्टिक और एंटीसेप्टिक्स तकनीकों का व्यावहारिक प्रशिक्षण, स्टेरलाइजेशन;
- (iv) पूर्व शल्य कर्म तथा पश्च्यात शल्य कर्म प्रबंधनों में शामिल होगा;
- (v) स्थानीय संज्ञाहरण तकनीकों का व्यावहारिक उपयोग और संज्ञाहरण औषधियों का उपयोग;
- (vi) रेडियोलॉजिकल प्रक्रियाएं, एक्स-रे की नैदानिक व्याख्या, इंट्रावीनस पायलोग्राम, बेरियम मील, सोनोग्राफी और इलेक्ट्रो कार्डियो ग्राम;
- (vii) शल्य चिकित्सा प्रक्रियाएं और नियमित वार्ड तकनीकें जैसे—
 - (ए) ताजा चोटों का शमन;
 - (बी) घावों, जलन, अल्सर और इसी तरह की बीमारियों की ड्रेसिंग;
 - (सी) फोड़े का चीरा और जल निकासी;
 - (डी) सिस्ट का उच्छेदन;
 - (ई) वेनेसेक्शन;
 - (एफ) एनो-रेक्टल रोगों में क्षारसूत्र का प्रयोग; और
 - (जी) रक्तमोक्षण, अग्निकर्म, क्षारकर्म

(डी) **शालक्य तंत्र**— प्रशिक्षणार्थी को व्यावहारिक रूप से प्रशिक्षित किया जाएगा कि वह निम्नलिखित विषयों में कुशल बनाने हेतु उसे सक्षम बनाए, अर्थात्—

- (i) आयुर्वेदिक सिद्धांतों के अनुसार सामान्य शल्य चिकित्सा विकारों का निदान और प्रबंधन;
- (ii) पूर्व शल्य कर्म तथा पश्च्यात शल्य कर्म प्रबंधनों में शामिल होगा;
- (iii) कान, नाक, गले, दंत संबंधी समस्याओं, नेत्र संबंधी समस्याओं में शल्य चिकित्सा प्रक्रियाएं;
- (iv) बाह्य रोगी विभाग में सहायक उपकरणों के साथ आंख, कान, नाक, गला और अपवर्तक त्रुटि की जांच; और
- (v) बाह्य रोगी और रोगी विभाग स्तर पर सभी क्रियाकल्प, नस्य, रक्तमोक्षण, कर्णपूरण, शिरोधारा, पुटपाक, कवल, गंडूष।

(ई) **प्रसूति तंत्र एवं स्त्री रोग**— प्रशिक्षणार्थी को व्यावहारिक रूप से प्रशिक्षित किया जाएगा ताकि वह निम्नलिखित विषयों में कुशल बनाने हेतु उसे सक्षम बनाए, अर्थात् —

- (i) प्रसवपूर्व और प्रसवोत्तर समस्याएं और उनके उपचार, प्रसवपूर्व और प्रसवोत्तर देखभाल;
- (ii) सामान्य और असामान्य प्रसवों के प्रबंधन की जानकारी;

- (iii) योनि पूर्णा, योनि पिचू, उत्तरबस्ती आदि सहित लघु और प्रमुख प्रसूति शल्य चिकित्सा प्रक्रियाएं।
- (iv) आयुर्वेदिक चिकित्सा द्वारा सामान्य स्त्री रोग के मामले लेने, जांच, निदान और प्रबंधन जैसे सभी नियमित कार्य;
- (v) महिलाओं में सामान्य कर्करोगजन्य स्थितियों की जांच।

(एफ) कौमारभृत्यः प्रशिक्षणार्थी को व्यावहारिक रूप से प्रशिक्षित किया जाएगा ताकि वह निम्नलिखित विषयों में कुशल बनाने हेतु उसे सक्षम बनाए, अर्थात्—

- (i) स्वर्णप्राशन सहित प्रतिरक्षण कार्यक्रम के साथ-साथ नवजात शिशुओं की देखभाल
- (ii) महत्वपूर्ण बाल चिकित्सा समस्याएं और उनका आयुर्वेदिक प्रबंधन;
- (iii) बच्चों में पंचकर्म।

(जी) स्वस्थवृत्त और योगः— प्रशिक्षणार्थी को व्यावहारिक रूप से प्रशिक्षित किया जाएगा ताकि वह विषयों में कुशल बनाने हेतु उसे सक्षम बनाए, अर्थात्—

- (i) पोषण संबंधी विकारों, प्रतिरक्षण, संक्रामक रोगों के प्रबंधन आदि सहित स्थानीय रूप से प्रचलित स्थानिक रोगों की रोकथाम और नियंत्रण का कार्यक्रम;
- (ii) परिवार कल्याण योजना कार्यक्रम;
- (iii) दिनचर्या, सद्वृत्त (जीवन शैली और आहार परामर्श दैनिक मौसमी दिनचर्या) सहित आहार और विहार परिकल्पना; और
- (iv) अष्टांग योग का अभ्यास।

(एच) आत्ययिकचिकित्सा (आपातकालीन या हताहत प्रबंधन)ः— प्रशिक्षणार्थी को व्यावहारिक रूप से प्रशिक्षित किया जाएगा ताकि वह सभी आपातकालीन स्थितियों से निपटने के लिए परिचित हो सके और उसे सक्षम बना सके और हताहत और आघात के मामलों की पहचान और उनके प्राथमिक उपचार में अस्पताल के हताहत वर्ग में सक्रिय रूप से भाग ले सके और ऐसे मामलों को पहचाने गए अस्पतालों में भेजने की प्रक्रिया भी हो।

(vi) प्रशिक्षणार्थी अपने नियमित कर्तव्यों के अलावा, भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (एनसीआईएसएम) द्वारा निर्धारित सार्वजनिक स्वास्थ्य पर ऑनलाइन कार्यक्रम को पूरा करेगा।

(vii) प्राथमिक स्वास्थ्य केंद्र या सामुदायिक केंद्र या ग्रामीण अस्पताल या जिला अस्पताल या सिविल अस्पताल या आधुनिक चिकित्सा या आयुर्वेदिक अस्पताल या डिस्पेंसरी के किसी भी सरकारी अस्पताल में विशिखानुप्रवेश प्रशिक्षण— प्राथमिक स्वास्थ्य केंद्र या ग्रामीण अस्पताल या सामुदायिक स्वास्थ्य केंद्र या जिला अस्पताल या आधुनिक चिकित्सा या आयुर्वेदिक अस्पताल या औषधालय के किसी भी मान्यता प्राप्त या अनुमोदित अस्पताल में छह महीने के विशिखानुप्रवेश प्रशिक्षण के दौरान, प्रशिक्षणार्थी

- (ए) प्राथमिक स्वास्थ्य केंद्र की दिनचर्या और उनके रिकॉर्ड के रखरखाव से परिचित होना;
- (बी) ग्रामीण और दूरदराज के क्षेत्रों में अधिक प्रचलित बीमारियों और उनके प्रबंधन से परिचित होना;
- (सी) ग्रामीण आबादी को स्वास्थ्य परिचर्या विधियों के शिक्षण तथा विभिन्न प्रतिरक्षण कार्यक्रमों में शामिल करना;
- (डी) प्राथमिक स्वास्थ्य केंद्र के चिकित्सा या गैर-चिकित्सा कर्मचारियों के नियमित कामकाज से परिचित होना और इस अवधि में हमेशा कर्मचारियों के संपर्क में रहना;
- (ई) दैनिक रोगी रजिस्टर, परिवार नियोजन रजिस्टर, सर्जिकल रजिस्टर आदि जैसे प्रासंगिक रजिस्टर को बनाए रखने के काम से परिचित हो जाए और विभिन्न सरकारी स्वास्थ्य योजनाओं या कार्यक्रमों में सक्रिय भागीदारी लें;
- (एफ) राज्य सरकार द्वारा कार्यान्वित विभिन्न राष्ट्रीय स्वास्थ्य कार्यक्रमों में सक्रिय रूप से भाग लेना।

(viii) इलेक्ट्रॉनिक लॉगबुक—(ए) एक प्रशिक्षु के लिए यह अनिवार्य होगा कि वह एक विनिर्दिष्ट ई-लॉगबुक में दिन-प्रतिदिन के आधार पर उसके द्वारा की गई/सहायता/देखी गई प्रक्रियाओं का रिकॉर्ड बनाए रखे और प्रशिक्षु कार्य का एक रिकॉर्ड बनाए रखेगा, जिसे चिकित्सा अधिकारी या यूनिट या विभाग के प्रमुख द्वारा सत्यापित और प्रमाणित किया जाना है, जिसके तहत वह काम करता है।

(बी) विशिखानुप्रवेश प्रशिक्षण कार्यक्रम के अंत में डीन/प्रिंसिपल/निदेशक को संबंधित प्राधिकारी द्वारा विधिवत रूप से प्रमाणित सभी प्रकार से पूर्ण ई-लॉगबुक का उत्पादन करने में विफलता के परिणामस्वरूप विशिखानुप्रवेश प्रशिक्षण कार्यक्रम के किसी भी या सभी विषयों में उसका निष्पादन रद्द हो सकता है।

(सी) संस्था पूर्ण और प्रमाणित ई-लॉगबुक की सॉफ्ट कॉपी अपने पास रखेगी और सत्यापन के लिए उपलब्ध कराई जाएगी।

(ix) विशिखानुप्रवेश का मूल्यांकन— (ए) मूल्यांकन प्रणाली उम्मीदवार के कौशल का आकलन करेगी, जबकि एक उद्देश्य के साथ सूचीबद्ध प्रक्रियाओं की न्यूनतम संख्या का प्रदर्शन करेगी कि इन प्रक्रियाओं के सफल सीखने से उम्मीदवारों को अपने वास्तविक अभ्यास में इसका संचालन करने में सक्षम बनाया जा सके।

(बी) मूल्यांकन प्रत्येक पोस्टिंग के अंत में संबंधित विभाग/यक्ष द्वारा किया जाएगा और रिपोर्टों को अनुलग्नक-1 के तहत प्रपत्र-1 में संस्थान के प्रमुख को प्रस्तुत किया जाएगा।

(सी) सार्वजनिक स्वास्थ्य पर ऑनलाइन पाठ्यक्रम सहित अनिवार्य परिभ्रामीविशिखानुप्रवेश के एक वर्ष के पूरा होने पर, संस्थान के प्रमुख संबंधित तैनाती के अंत में विभिन्न विभागाध्यक्ष द्वारा प्रदान किए गए अनुलग्नक-1 के तहत निर्धारित प्रपत्र-1 में सभी मूल्यांकन रिपोर्टों का मूल्यांकन करते हैं और यदि संतोषजनक पाए जाते हैं, तो प्रशिक्षु को 7 कार्य दिवसों के भीतर अनुलग्नक-2 के तहत प्रपत्र-2 में विशिखानुप्रवेश पूर्णता प्रमाण पत्र जारी किया जाएगा।

(डी) यदि किसी उम्मीदवार का प्रदर्शन अनुलग्नक-2 के तहत फॉर्म -2 के अनुसार पंद्रह अंक से कम या पचास प्रतिशत से कम प्राप्त करने पर असंतोषजनक घोषित किया जाता है। इंटरनशिप प्रशिक्षण और पोस्टिंग में उस विभाग के लिए निर्धारित दिनों की कुल संख्या में से। अंकों की, किसी भी विभाग में मूल्यांकन में उसे संबंधित विभाग में तीस प्रतिशत की अवधि के लिए पोस्टिंग दोहराना आवश्यक होगा। इंटरनशिप प्रशिक्षण और पोस्टिंग में उस विभाग के लिए निर्धारित दिनों की कुल संख्या में से।

(इ) उम्मीदवार को अपने मूल्यांकन के पूरा होने की तारीख से तीन दिनों के भीतर संबंधित विभागाध्यक्ष और संस्थान के प्रमुख को अलग-अलग मूल्यांकन के संचालन और अंक प्रदान करने के किसी भी पहलू में अपनी शिकायत दर्ज करने का अधिकार होगा, और ऐसी शिकायत की प्राप्ति पर, संस्था के प्रमुख संबंधित विभाग के प्रमुख के परामर्श से शिकायत का समाधान और निपटान सात कार्य दिवसों के भीतर सौहार्दपूर्ण करेंगे।

(X) प्रशिक्षणार्थी के लिए अवकाश — (ए) एक वर्ष की अनिवार्य परिभ्रामीविशिखानुप्रवेश के दौरान, 12 अवकाश की अनुमति दी जाती है और 12 दिनों से परे किसी भी प्रकार की अनुपस्थिति को तदनुसार बढ़ाया जाएगा।

(बी) प्रशिक्षणार्थी एक समय में किसी भी प्रकार की अवकाश के समय, पहले या बाद में 6 दिनों से अधिक समय नहीं ले सकता है।

(xi) विशिखानुप्रवेश का पूरा होना यदि अपरिहार्य परिस्थितियों के कारण विशिखानुप्रवेश के दौरान विशिखानुप्रवेश शुरू होने में कोई देरी या असामान्य अवरोध, तो ऐसे मामलों में विशिखानुप्रवेश अवधि तीसरे (अंतिम) व्यवसायिक बी.ए.एम.एस. की योग्यता परीक्षा पास करने की तारीख से तीन साल की अधिकतम अवधि के भीतर पूरी की जाएगी। बी.ए.एम.एस. जिसमें पहले और दूसरे व्यवसायिक विषय और 9 ऐच्छिक शामिल हैं, विशिखानुप्रवेश के लिए पात्रता के रूप में निर्दिष्ट है।

बशर्ते कि ऐसे मामलों में, छात्र को सभी सहायक दस्तावेजों के साथ लिखित रूप में संस्था के प्रमुख से पूर्व अनुमति प्राप्त होगी और यह संस्थान के प्रमुख की जिम्मेदारी होगी कि वह दस्तावेजों की जांच करे, और अनुमति पत्र जारी करने से पहले अनुरोध की वास्तविक प्रकृति का आकलन करे और विशिखानुप्रवेश में शामिल होने के दौरान, छात्र सहायक दस्तावेजों के साथ अनुरोध पत्र प्रस्तुत करेगा, और उप-विनियमन (ए) में उल्लेखित सभी आवश्यक दस्तावेज और उप-विनियमन (डी) में उल्लेखित विशिखानुप्रवेश अभिन्यास कार्यक्रम से गुजरते हैं।

16 शिक्षा शुल्क— संबंधित शासी या शुल्क निर्धारण समितियों द्वारा निर्धारित और निर्धारित शिक्षा शुल्क जैसा कि लागू होता है, केवल साढ़े चार वर्षों के लिए लिया जाएगा और परीक्षाओं में असफल होने की स्थिति में या किसी अन्य कारण से अध्ययन की विस्तारित अवधि के लिए कोई शिक्षा शुल्क नहीं लिया जाएगा और उसी संस्थान में विशिखानुप्रवेश करने के लिए कोई शुल्क नहीं लिया जाएगा।

17. शिक्षण स्टाफ के लिए अर्हताएं और अनुभव— (ए) आवश्यक अर्हता—(i) किसी विश्वविद्यालय से आयुर्वेद में स्नातक उपाधी या इसके समकक्ष जैसा कि भारतीय चिकित्सा केंद्रीय परिषद या अधिनियम के तहत भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा मान्यता प्राप्त है।

(ii) अधिनियम के अंतर्गत भारतीय चिकित्सा केन्द्रीय परिषद या भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा मान्यता प्राप्त विश्वविद्यालय से संबंधित विषय या विशेषता में आयुर्वेद में स्नातकोत्तर अर्हता;

(iii) संबंधित राज्य बोर्ड या परिषद के साथ एक वैध पंजीकरण जहां वह नियोजित है या भारतीय चिकित्सा केंद्रीय परिषद या भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा जारी एक वैध केंद्रीय या राष्ट्रीय पंजीकरण प्रमाण पत्र;

"यह गैर-चिकित्सा योग्यता के शिक्षकों के लिए लागू नहीं है,"

(iv) संस्कृत के शिक्षक के लिए अर्हता विश्वविद्यालय अनुदान आयोग द्वारा मान्यता प्राप्त संस्कृत में स्नातकोत्तर डिग्री होगी और स्नातक स्तर पर आयुर्वेदिक चिकित्सा एवं शल्य चिकित्सा में स्नातक योग्यता वाले उम्मीदवार और संस्कृत में एमए को प्राथमिकता दी जाएगी।

(v) आयुर्वेद चिकित्सा में स्नातक डिग्री रखने वाले और अधिनियम की धारा 2 के खंड (एच) के अनुसार प्रासंगिक आधुनिक विज्ञान विषयों में स्नातकोत्तर करने वाले और जैसा कि उल्लेखित इन विनियमों में से अनुभाग 10 का उल्लेख किया गया है और विश्वविद्यालय अनुदान आयोग/वैज्ञानिक और औद्योगिक अनुसंधान परिषद/ भारतीय आयुर्विज्ञान अनुसंधान परिषद

राष्ट्रीय पात्रता परीक्षा योग्यता रखने वाले शिक्षक राष्ट्रीय शिक्षक पात्रता परीक्षा को अर्हता प्राप्त किए बिना में नियुक्त करने के लिए पात्र होंगे।

(vi) किसी मान्यता प्राप्त विश्वविद्यालय या संस्था से प्राप्त निम्नलिखित अर्हताओं वाले शिक्षक को संबंधित विभागों में निम्नलिखित तालिका के अनुसार नियुक्त किया जा सकता है, अर्थात् –

तालिका-17
(नियुक्ति के लिए योग्यता और विभाग)

क्रम संख्या	योग्यता	विभाग
1	बी.ए.एम.एस. और एमएससी एनाटॉमी	रचना-शारीर
2	बी.ए.एम.एस और एमएससी फिजियोलॉजी	क्रिया-शारीर
3	बी.ए.एम.एस और एम पी एच	स्वस्थवृत्त और योग
4	बी.ए.एम.एस और एम.एससी आयुर्विज्ञान	संहिता और सिद्धांत

उपर्युक्त योग्यता वाले शिक्षक निर्दिष्ट विभागों में एक से अधिक नहीं होंगे।

(बी) अनुभव— (i) प्राध्यापक (प्रोफेसर) के पद हेतु –

(ए) संबंधित विषय में नियमित शिक्षक के रूप में 10 साल का शिक्षण अनुभव या संबंधित विषय में नियमित आधार पर सह-आचार्य (प्रवाचक) (एसोसिएट प्रोफेसर) के रूप में 5 साल का शिक्षण अनुभव या

(बी) केंद्र सरकार या राज्य सरकार या संघ राज्य क्षेत्र या विश्वविद्यालय या राष्ट्रीय संस्थान या परीक्षण और अंशांकन प्रयोगशालाओं के लिए राष्ट्रीय प्रत्यायन बोर्ड (एनएबीएल) मान्यता प्राप्त अनुसंधान प्रयोगशाला की अनुसंधान परिषदों में पूर्णकालिक शोधकर्ता के रूप में (संबंधित विषय में स्नातकोत्तर योग्यता रखने के बाद) के रूप में 10 साल का शोध अनुभव या केंद्र सरकार में नियमित सेवा में 10 साल का अनुभव (संबंधित विषय में स्नातकोत्तर योग्यता रखने के बाद) स्वास्थ्य सेवाएं या राज्य सरकार की स्वास्थ्य सेवाएं, आयुष मंत्रालय या 10 साल का अनुभव (संबंधित विषय में स्नातकोत्तर योग्यता रखने के बाद) भारतीय चिकित्सा की केंद्रीय परिषद में सहायक रजिस्ट्रार या रजिस्ट्रार के रूप में, जिसने राष्ट्रीय शिक्षक पात्रता परीक्षा उत्तीर्ण की है, जिस तारीख से यह चल रही है और निम्नलिखित तीन मानदंडों में से किसी एक के साथ, अर्थात्—

(i) सूचकांक पत्रिकाओं (यूजीसी-केयर, पबमेड, वेब ऑफ साइंस, साइंस साइटेशन इंडेक्स, स्कोपस) में प्रकाशित न्यूनतम पांच शोध लेख; नहीं तो

(ii) सूचकांक पत्रिकाओं (यूजीसी-केयर, पबमेड, वेब ऑफ साइंस, साइंस साइटेशन इंडेक्स, एससीओपीओएस) में प्रकाशित कम से कम तीन शोध लेख और आयुर्वेद के लिए प्रासंगिक एक प्रकाशित पुस्तक या नियमावली; नहीं तो

(iii) किसी भी प्रमुख अनुसंधान परियोजना के लिए अन्वेषक (स्वीकृत पत्र के अनुसार परियोजना की अवधि तीन वर्ष और उससे अधिक); और

(iv) शल्य, शालाक्य और स्त्री रोग एवं प्रसूति तंत्र के विषयों या विशेषता को छोड़कर संबंधित विषय में स्नातकोत्तर अर्हता प्राप्त करना:

बशर्ते कि सेवारत उम्मीदवार अपनी आयु के 45 वर्ष पूरा होने से पहले संबंधित विषय में अपना स्नातकोत्तर पूरा कर लेगा।

(ii) सह-आचार्य (प्रवाचक) (एसोसिएट प्रोफेसर) के पद के लिए—

(ए) संबंधित विषय में नियमित व्याख्याता (असिस्टेंट प्रोफेसर) के रूप में 5 साल का शिक्षण अनुभव नहीं तो

(बी) केंद्र सरकार या राज्य सरकार या केंद्र शासित प्रदेश या विश्वविद्यालय या राष्ट्रीय संस्थानों की अनुसंधान परिषदों या परीक्षण और अंशांकन प्रयोगशालाओं के लिए राष्ट्रीय प्रत्यायन बोर्ड (एनएबीएल) मान्यता प्राप्त अनुसंधान प्रयोगशालाओं में पूर्णकालिक शोधकर्ता (संबंधित विषय में स्नातकोत्तर योग्यता रखने के बाद) के रूप में 5 साल का शोध अनुभव या नियमित सेवा में 5 साल का अनुभव (संबंधित विषय में स्नातकोत्तर योग्यता रखने के बाद) केंद्रीय में सरकारी स्वास्थ्य सेवाएं या राज्य सरकार की स्वास्थ्य सेवाएं, आयुष मंत्रालय या पांच साल का अनुभव (संबंधित विषय में स्नातकोत्तर योग्यता रखने के बाद) भारतीय चिकित्सा की केंद्रीय परिषद में सहायक रजिस्ट्रार या रजिस्ट्रार के रूप में, जिसने राष्ट्रीय शिक्षक पात्रता परीक्षा को उस तारीख से उत्तीर्ण किया है जब यह चालू है और निम्नलिखित तीन मानदंडों में से किसी एक के साथ, अर्थात्—(i) अनुक्रमित पत्रिकाओं (यूजीसी-केयर, पबमेड, वेब ऑफ साइंस, साइटेशन इंडेक्स, स्कोपस) में प्रकाशित न्यूनतम तीन शोध लेख नहीं तो

(ii) अनुक्रमित पत्रिकाओं (यूजीसी—केयर, पबमेड, वेब ऑफ साइंस, साइंस एसिप्रेस इंडेक्स, स्कोपस) और आयुर्वेद से संबंधित एक प्रकाशित पुस्तक या नियमावली में प्रकाशित कम से कम एक शोध लेख नहीं तो

(iii) किसी भी प्रमुख अनुसंधान परियोजना (स्वीकृत पत्र के अनुसार परियोजना की अवधि तीन वर्ष और उससे अधिक की अवधि) या लघु अनुसंधान परियोजना (स्वीकृत पत्र के अनुसार परियोजना की अवधि तीन वर्ष से कम की अवधि) के लिए अन्वेषक और

(iv) शल्य, शालाक्य और स्त्री रोग एवं प्रसूति तंत्र के विषयों या विशेषताओं को छोड़कर संबंधित विषय में स्नातकोत्तर अर्हता प्राप्त करना है।

बशर्ते कि सेवारत उम्मीदवार अपनी आयु के 45 वर्ष पूरा होने से पहले संबंधित विषय में अपना स्नातकोत्तर पूरा कर लेगा।

(iii) सहायक आचार्य अथवा व्याख्याता (असिस्टेंट प्रोफेसर) के पद के लिए— किसी भी शिक्षण अनुभव की आवश्यकता नहीं होगी, लेकिन, पहली नियुक्ति के समय आयु 45 वर्ष से अधिक नहीं होगी।

(iv) अनुसंधान पद्धति और चिकित्सा सांख्यिकी के शिक्षक के लिए अर्हता चिकित्सा सांख्यिकी या बायोस्टैटिस्टिक्स या महामारी विज्ञान या अनुसंधान पद्धति या चिकित्सा सांख्यिकी के अन्य प्रासंगिक अनुशासन में स्नातकोत्तर उपाधी होगी—

बशर्ते कि आयुर्वेद के स्नातकोत्तर, जिन्होंने अपने स्नातकोत्तर में एक विषय के रूप में अनुसंधान पद्धति या चिकित्सा सांख्यिकी का अध्ययन किया है, और आयुर्वेद के स्नातकोत्तर, जिन्होंने भारतीय चिकित्सा अनुसंधान परिषद के राष्ट्रीय महामारी विज्ञान संस्थान द्वारा आयोजित अनुसंधान पद्धति या चिकित्सा सांख्यिकी में ऑनलाइन पाठ्यक्रम सफलतापूर्वक पूरा कर लिया है, वे भी अनुसंधान पद्धति और चिकित्सा सांख्यिकी के विषय को पढ़ाने के लिए पात्र होंगे और उन्हें प्राथमिकता दी जाएगी। नियुक्ति के समय और अनुसंधान पद्धति और चिकित्सा सांख्यिकी के शिक्षक को अंशकालिक आधार पर नियुक्त किया जा सकता है और यह स्वस्थवृत्त और योग विभाग के तहत काम करेगा और ऐसे अंशकालिक शिक्षकों को शिक्षक कोड प्रदान नहीं किया जाएगा।

(v) योग प्रशिक्षक (पूर्णकालिक) के लिए योग्यता योग में स्नातक की डिग्री न्यूनतम होगी और यह स्वस्थवृत्त और योग विभाग के तहत काम करेगी। स्वस्थवृत्त में स्नातकोत्तर भी इसके लिए पात्र होंगे। अनुदेशक पद के लिए शिक्षक कोड नहीं होगा।

(vi) सहायक प्रोफेसर या व्याख्याता के रूप में संस्कृत शिक्षक सहित एमएससी एनाटॉमी, एमएससी फिजियोलॉजी, एमपीएच और एमएससी आयुर् जीव विज्ञान की योग्यता के साथ नियुक्त शिक्षक सात साल के अनुभव के बाद रीडर या एसोसिएट प्रोफेसर के पद और प्रोफेसर के पद के लिए बारह साल के शिक्षण अनुभव के लिए पात्र होंगे और ऐसे शिक्षक विभागाध्यक्ष के साथ-साथ संस्थान के प्रमुख के पद के लिए पात्र नहीं होंगे।

(vii) डॉक्टर ऑफ फिलॉसफी (पीएचडी) का शोध अनुभव— वास्तविक अनुसंधान अवधि अर्थात् थीसिस जमा करने की तारीख से जुड़ने की तारीख और तीन साल से अधिक नहीं, शिक्षण अनुभव और पीएचडी सीट आवंटन पत्र, पूर्णकालिक पीएचडी कार्यक्रम में शामिल होने का प्रमाण और विश्वविद्यालय को थीसिस प्रस्तुत करने के प्रमाण को इस संबंध में सबूत के रूप में माना जाएगा।

(viii) शिक्षक की अस्थायी नियुक्ति या अस्थायी पदोन्नति पर पात्रता के लिए विचार नहीं किया जाएगा।

(ix) शिक्षक के रूप में चिकित्सा अधिकारी की प्रतिनियुक्ति के मामले में, यह इस विनियमन में विनिर्दिष्ट योग्यताओं, पदनामों और अनुभव के साथ होगा और प्रतिनियुक्ति तीन वर्ष से कम नहीं होगी और कोई भी आपातकालीन वापसी उचित प्रतिस्थापन या ऐच्छिक व्यवस्था के बाद होगी।

(x) संबद्ध विषयों में नियुक्त किए गए शिक्षकों को, यदि मूल विभाग में लौटने की इच्छा है, तो वे इस विनियमन की अधिसूचना की तारीख से तीन साल के भीतर वापस आ सकते हैं और ऐसी स्थिति में, भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग अनुमोदित शिक्षकों के संबद्ध विषय के अनुभव को मूल विभाग में नियमित अनुभव के रूप में माना जाएगा और भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग अनुमोदित शिक्षकों के लिए आयोग जो संबद्ध विषयों में बने रहे, उन पर विचार किया जाएगा। संबंधित विभाग के नियमित शिक्षक के रूप में और इस विनियमन में निर्दिष्ट के रूप में नियमित शिक्षक के रूप में पदोन्नति के लिए पात्र है।

(सी) संस्थान के प्रमुख के पद के लिए योग्यता और अनुभव—संस्थान के प्रमुख (प्रिंसिपल या डीन या निदेशक) के पद के लिए योग्यता और अनुभव वही योग्यता और अनुभव होगा जो न्यूनतम तीन साल के प्रशासनिक अनुभव (वाइस प्रिंसिपल या विभागाध्यक्ष या उप चिकित्सा अधीक्षक या चिकित्सा अधीक्षक आदि) के साथ प्रोफेसर के पद के लिए निर्दिष्ट किया गया है।

(डी) वेतन— (ए) सरकारी अथवा सरकारी सहायता प्राप्त संस्थान या सरकारी डीम्ड—विश्वविद्यालय के शिक्षक के लिए— जैसा भी लागू हो, गैर-अभ्यास भत्तों सहित वेतन और भत्तों का भुगतान शिक्षक को केन्द्र सरकार या विश्वविद्यालय अनुदान आयोग या राज्य सरकार या संघ राज्य क्षेत्र द्वारा निर्धारित मानदंडों के समान किया जाएगा, जैसा भी मामला हो और चिकित्सा प्रणालियों के बीच वेतन संरचना की कोई विसंगति नहीं होगी।

(बी) केन्द्रीय निजी डीम्ड-विश्वविद्यालय या राज्य निजी डीम्ड-विश्वविद्यालय सहित स्व-वित्तपोषित महाविद्यालय के शिक्षक के लिए—(i) न्यूनतम मूल वेतन निम्नलिखित सारणी के अनुसार होगा, अर्थात्—

तालिका-18
(न्यूनतम मासिक वेतन)

क्रम संख्या	पद	वेतनमान
1.	व्याख्याता (असिस्टेंट प्रोफेसर)	पे लेवल-10, पे मैट्रिक्स 56,100-1,77,500 रुपये (7वें सीपीसी के अनुसार)
2.	प्रवाचक (एसोसिएट प्रोफेसर)	पे लेवल-12, पे मैट्रिक्स 78,800-2,09,200 रुपये (7वें सीपीसी के अनुसार)
3.	प्राध्यापक (प्रोफेसर)	पे लेवल-13, पे मैट्रिक्स 1,23,100-2,15,900 रुपये (7वें सीपीसी के अनुसार)
4.	संस्था के प्रमुख	पे लेवल-13ए, पे मैट्रिक्स 1,31,100-2,16,600 रुपये (7वें सीपीसी के अनुसार)

(ii) (ए) यह न्यूनतम निर्धारित वेतन होगा और उच्चतर वेतन संरचना के लिए प्रतिबंधात्मक नहीं होगा।

(बी) मासिक वेतन का भुगतान संबंधित नियोक्ता नीति के अनुसार लागू भत्तों और संबंधित संवर्ग या पद के अनुभव के वर्ष के संबंध में वार्षिक वेतन वृद्धि के साथ किया जाएगा।

(सी) वह संस्थान जो पहले से ही अधिक वेतन संरचना का भुगतान कर रहा है, उसी के साथ जारी रहेगा।

(डी) जब भी केन्द्रीय वेतन आयोग (सीपीसी) वेतनमानों में संशोधन करेगा, तब लागू तदनुसारी वेतन संरचना को अपनाया जाएगा।

(सी) वेतन बैंक अंतरण के माध्यम से वेतन खाते में जमा किया जाएगा और शिक्षक को आवश्यक सुविधाएं जैसे भविष्य निधि या कर्मचारी राज्य बीमा, आदि कॉलेज द्वारा प्रदान किए जाएंगे और आयकर कटौती प्रमाण पत्र जैसे कि प्रपत्र 16 वर्ष कॉलेज द्वारा शिक्षक को मौजूदा के मानदंडों के अनुसार जारी किया जाएगा।

(डी) कॉलेज नियुक्ति और पदोन्नति आदेश जारी करेगा जिसमें वेतन, इस्तीफे के लिए नोटिस अवधि, शिक्षक द्वारा रखी जाने वाली न्यूनतम उपस्थिति जैसे विवरणों का स्पष्ट रूप से उल्लेख किया जाएगा।

(ई) **शिक्षक की सेवानिवृत्ति की आयु**— शिक्षकों की सेवानिवृत्ति की आयु केंद्र सरकार या राज्य सरकार या संघ राज्य क्षेत्र के आदेश के अनुसार होगी और शिक्षकों के पात्रता मानदंडों को पूरा करने वाले सेवानिवृत्त शिक्षकों को पूर्णकालिक शिक्षक के रूप में 65 वर्ष की आयु तक पुनः नियोजित किया जा सकता है।

(एफ) **यूनिक टीचर कोड** —(i) सभी पात्र शिक्षकों के लिए एक यूनिक टीचर कोड, भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा कॉलेज में उनकी नियुक्ति के बाद एक ऑनलाइन शिक्षक प्रबंधन प्रणाली के माध्यम से नियुक्ति के बाद, शामिल होने की तारीख से सात कार्य दिवसों के भीतर आवेदन पर आवंटित किया जाएगा और ऐसे सभी शिक्षकों के विभाग की पदोन्नति या कार्यमुक्ति या स्थानांतरण को ऑनलाइन शिक्षक प्रबंधन प्रणाली (ओटीएमएस) के माध्यम से सुविधाजनक और निगरानी की जाएगी।

(ii) संस्थान और शिक्षक पदोन्नति, विभाग स्थानांतरण, कार्यमुक्ति आदि के संबंध में समय-समय पर ऑनलाइन शिक्षक प्रबंधन प्रणाली (ओटीएमएस) में प्रोफाइल अपडेट करेंगे।

(जी) आयोग के पास नैतिक और अनुशासनात्मक आधार पर शिक्षक संहिता को वापस लेने की शक्ति होगी।

(एच) आयोग के पास शिक्षक के कोड को वापस लेने या रोकने की शक्ति होगी यदि शिक्षक शिक्षण व्यवसाय को बंद कर देता है या किसी भी कारण से किसी भी संस्थान में शामिल नहीं होता है और वह समय-समय पर भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा निर्दिष्ट प्रक्रिया को पूरा करने के बाद उसी शिक्षक के कोड के साथ शिक्षण व्यवसाय में फिर से शामिल हो सकता है।

(आई) **शिक्षक की उपस्थिति**— शिक्षक समय-समय पर भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा निर्धारित दिशा-निर्देशों और अधिदेशों का पालन करेगा प्रत्येक कैलेंडर वर्ष के कार्य दिवसों के दौरान उपस्थिति कम से कम 75 प्रतिशत होगी

(जे) **संकाय सदस्यों का विकास और प्रशिक्षण**— प्रत्येक तीन वर्षों में एक बार शिक्षकों को भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग या नामित प्राधिकरण द्वारा संचालित चिकित्सा शिक्षा प्रौद्योगिकी (एमईटी) या गुणवत्ता इनपुट कार्यक्रम (क्यूआईपी) से गुजरना होगा

18 आयुर्वेद में परीक्षक की नियुक्ति—संबंधित विषय में न्यूनतम पांच वर्ष के शिक्षण अनुभव के साथ नियमित या सेवानिवृत्त शिक्षक के अलावा किसी अन्य व्यक्ति को जांच के लिए पात्र नहीं माना जाएगा और परीक्षक की अधिकतम आयु सीमा 65 वर्ष होगी।

नोट:

(ए) पुराने नामकरण नामत आयुर्वेद वाचस्पति-आयुर्वेद सिद्धान्त, आयुर्वेद वाचस्पति-आयुर्वेद संहिता, आयुर्वेद वाचस्पति-आयुर्वेद क्रियाशरीर, (दोष-धातू-मल विज्ञान) और आयुर्वेद वाचस्पति-भैषज्य कल्पना में स्नातकोत्तर डिग्री धारक, जैसा कि स्नातकोत्तर शिक्षा विनियम, 2005 में उल्लेखित है, संबंधित विभाग में नियुक्त किया जा सकता है, जैसे कि क्रिया शरीर विभाग में दोष धातु मालवीय के धारक, आयुर्वेद संहिता एवं सिद्धान्त विभाग में संहिता के धारक, रस शास्त्र एवं भैषज्य कल्पना विभाग में भैषज्य कल्पना के धारक और इसी तरह, पुराने नामकरण में स्नातकोत्तर डिग्री धारक, अर्थात् आयुर्वेद धनवंतरि – शल्य सामान्य –I, आयुर्वेद धनवंतरि – क्षार कर्म एवं अनुशस्त्र कर्म, आयुर्वेद धनवंतरि – शालाक्य – नेत्र रोग, आयुर्वेद धनवंतरि – शालाक्य – शिरो नासा कर्ण एवं कंठ रोग, आयुर्वेद धनवंतरि – शालाक्य – दंत एवं मुख रोग, आयुर्वेद

वाचस्पति संज्ञाहरण, आयुर्वेद वाचस्पति – छाया एवं विकिरण विज्ञान, आयुर्वेद धनवंतरि – अस्थि एवं संधि एवं मर्मगत रोग और आयुर्वेद वाचस्पति- स्वस्थ वृत्त और योग जैसा कि स्नातकोत्तर शिक्षा विनियम, 2012 में उल्लेख किया गया है, को संबंधित विभाग में नियुक्त किया जा सकता है, जैसे कि शल्य के विभाग में शल्य – सामान्य के धारक, शल्य विभाग में क्षार कर्म एवं अनुशस्त्र कर्म के धारक, शालाक्य विभाग में शालाक्य – नेत्र रोग के धारक, शालाक्य विभाग में शालाक्य के धारक – शिरो नासा कर्ण एवं कंठ रोग धारक, शालाक्य विभाग में शालाक्य दंत एवं मुख रोग के धारक, शल्य विभाग में संज्ञाहरण के धारक, रोग निदान विभाग में छाया एवं विकिरण विज्ञान के धारक, शल्य के विभाग में अस्थि संधि और मर्मगत रोग के धारक और स्वस्थ वृत्त विभाग में स्वस्थवृत्त एवं योग के धारक।

(बी) भारतीय चिकित्सा केन्द्रीय परिषद (स्नातकोत्तर आयुर्वेद शिक्षा) विनियम, 2016 में उल्लेखित आयुर्वेद वाचस्पति-योग नामक नवविकसित विशेषता के स्नातकोत्तर डिग्री धारक को स्वस्थवृत्त और योग विभाग में नियुक्त किया जा सकता है। रसायन और वाजीकरण और मानसरोग के स्नातकोत्तर धारकों को काय चिकित्सा में नियुक्त किया जा सकता है।

रघुराम भट्ट उ.प्रभारी सचिव

[विज्ञापन-III / 4 / असा. / 647 / 2021-22]

परिशिष्ट "ए"

[विनियमन 5 (4) देखें]

विकलांग व्यक्तियों के अधिकार अधिनियम, 2016 (2016 का 49) की धारा 2 के खंड (जेडसी) में निर्दिष्ट "निर्दिष्ट विकलांगता" से संबंधित अनुसूची, निम्नानुसार प्रदान करती है: —

1. शारीरिक विकलांगता—

(ए) लोको मोटर विकलांगता (मस्कुलोस्केलेटल या तंत्रिका तंत्र या दोनों के पीड़ा के परिणामस्वरूप स्वयं और वस्तुओं के गति से जुड़ी विशिष्ट गतिविधियों को निष्पादित करने में किसी व्यक्ति की असमर्थता), जिसमें शामिल हैं—

(ए)"कुष्ठ रोग से ठीक हो चुके व्यक्ति" का अर्थ है एक ऐसा व्यक्ति जो कुष्ठ रोग से ठीक हो गया है लेकिन इससे पीड़ित है—

(i) हाथों या पैरों में संवेदना की हानि के साथ-साथ आंखों और पुतली में सनसनी और पैरेसिस की हानि लेकिन बिना किसी प्रकट विकृति के,

(ii) प्रकट विकृति और पैरेसिस लेकिन उनके हाथों और पैरों में पर्याप्त गतिशीलता होने से उन्हें सामान्य आर्थिक गतिविधि में संलग्न होने में सक्षम बनाया जा सके,

(iii) अत्यधिक शारीरिक विकृति के साथ-साथ उन्नत आयु जो उसे किसी भी लाभकारी व्यवसाय को करने से रोकती है, और "कुष्ठ रोग से ठीक होने पर" अभिव्यक्ति का तदनुसार अर्थ होगा।

(ए) "सेरेब्रल पाल्सी" का अर्थ है गति न करने वाला नस से संबंधित स्थिति का एक समूह जो शरीर के गति और मांसपेशियों के समन्वय को प्रभावित करता है, जो मस्तिष्क के एक या अधिक विशिष्ट क्षेत्रों को नुकसान के कारण होता है, आमतौर पर जन्म से पहले, दौरान या कुछ ही समय बाद होता है।

(बी) "बौनापन" का अर्थ एक चिकित्सा या आनुवंशिक स्थिति है जिसके परिणामस्वरूप वयस्क ऊंचाई 4 फीट 10 इंच (147 सेंटीमीटर) या उससे कम होती है,

(ए) "मस्कुलर डिस्ट्रॉफी" का अर्थ वंशानुगत आनुवंशिक मांसपेशियों की बीमारी का एक समूह है जो मांसपेशियों को कमजोर करता है जो मानव शरीर को स्थानांतरित करते हैं और कई डिस्ट्रॉफी वाले व्यक्तियों के जीवन में गलत और गायब जानकारी होती है, जो उन्हें स्वास्थ्य मांसपेशियों के लिए आवश्यक प्रोटीन बनाने से रोकती है। यह प्रगतिशील कंकाल की मांसपेशियों की कमजोरी, मांसपेशियों के प्रोटीन में दोष, और मांसपेशियों की कोशिकाओं और ऊतक की मृत्यु की विशेषता है,

(बी)"एसिड हमले के पीड़ितों" का अर्थ है कि एसिड या इसी तरह के संक्षारक पदार्थ को फेंककर हिंसक हमलों के कारण विकृत व्यक्ति।

(ए) दृष्टिदोष—

(ए)"अंधापन" का अर्थ एक ऐसी स्थिति से है जहां किसी व्यक्ति को सर्वोत्तम सुधार के बाद निम्नलिखित में से कोई भी स्थिति होती है—

(i) दृष्टि की कुल अनुपस्थिति, या

(ii) दृश्य तीक्ष्णता $3/60$ से कम या $1/200$ (स्नेलेन) से कम बेहतर आंखों में सर्वोत्तम संभव सुधार के साथ, या

(iii) दृष्टि के क्षेत्र की सीमा जो 10 डिग्री से कम के कोण को कम करती है।

(ए) "निम्न-दृष्टि" का अर्थ एक ऐसी स्थिति से है जहां किसी व्यक्ति को निम्नलिखित में से कोई भी स्थिति होती है, अर्थात् —

(i) दृश्य तीक्ष्णता $6/18$ से अधिक या $20/60$ से कम $3/60$ तक या $10/200$ (स्नेलेन) तक सर्वोत्तम संभव सुधारों के साथ बेहतर आंखों में नहीं है; नहीं तो

(ii) 40 डिग्री से कम के कोण को 10 डिग्री तक के कोण को कम करने वाली दृष्टि के क्षेत्र की सीमा।

(ब) सुनने में कमी—

(ए) "बहरे" का अर्थ उन व्यक्तियों से है जिनके दोनों कानों में भाषण आवृत्तियों में 70 डीबी सुनवाई हानि होती है;

(बी) "सुनने की कठिन" का अर्थ है दोनों कानों में भाषण आवृत्तियों में 60 डीबी सुनवाई में कमी वाला व्यक्ति,

(डी) "भाषण और भाषा विकलांगता" का अर्थ है एक स्थायी विकलांगता जो कार्बनिक या नस संबंधी कारणों के कारण बोलने और भाषा के एक या अधिक घटकों को प्रभावित करने वाली लैरिंगेक्टोमी या एफेसिया जैसी स्थितियों से उत्पन्न होती है।

2. बौद्धिक विकलांगता दोनों बौद्धिक कामकाज (तर्क, या सीखने, समस्या को सुलझाने) और एक संप्रदान व्यवहार जो हर दिन, सामाजिक और व्यावहारिक कौशल की एक श्रृंखला को शामिल करता है, दोनों में महत्वपूर्ण सीमा की विशेषता एक शर्त, सहित—

(ए) "विशिष्ट सीखने की अक्षमता" का अर्थ उन स्थितियों का एक विषम समूह है जिसमें बोली जाने वाली या लिखित प्रसंस्करण भाषा में कमी होती है, जो खुद को समझने, बोलने, पढ़ने, लिखने, वर्तनी करने या गणितीय गणना करने में कठिनाई के रूप में प्रकट हो सकती है और इसमें अवधारणात्मक विकलांगता, डिस्लेक्सिया, डिस्ग्राफिया, डिस्कैल्कुलिया, डिस्प्रेक्सिया और विकासात्मक एफासिया जैसी स्थितियां शामिल हैं।

(बी) "ऑटिज्म स्पेक्ट्रम डिसऑर्डर" का अर्थ है एक न्यूरो-विकासात्मक स्थिति जो आमतौर पर जीवन के पहले तीन वर्षों में दिखाई देती है जो किसी व्यक्ति की संवाद करने, रिश्तों को समझने और दूसरों से संबंधित करने की क्षमता को काफी प्रभावित करती है और अक्सर असामान्य या रूढ़िवादी अनुष्ठानों या व्यवहारों से जुड़ी होती है।

3. मानसिक व्यवहार—"बीमारी का मतलब है" का अर्थ है सोच, मनोदशा, धारणा, अभिविन्यास या स्मृति का एक पर्याप्त विकार जो निर्णय, व्यवहार, वास्तविकता को पहचानने की क्षमता या जीवन की सामान्य मांगों को पूरा करने की क्षमता को पूरी तरह से बाधित करता है, लेकिन इसमें मंदता शामिल नहीं है जो किसी व्यक्ति के मन के जकड़े या अधूरे विकास की स्थिति है,

4. विकलांगता के कारण—

(ए) क्रोनिक न्यूरोलॉजिकल स्थितियां, जैसे—

(i) "मल्टीपल स्केलेरोसिस" का अर्थ एक भड़काऊ, तंत्रिका तंत्र रोग है जिसमें मस्तिष्क और रीढ़ की हड्डी की तंत्रिका कोशिकाओं के अक्षतंतुओं के चारों ओर माइलिन म्यान क्षतिग्रस्त हो जाते हैं, जिससे डिमाइलाइजेशन होता है और मस्तिष्क और रीढ़ की हड्डी में तंत्रिका कोशिकाओं की एक दूसरे के साथ संवाद करने की क्षमता को प्रभावित करता है।

(ii) "पार्किंसंस रोग" का अर्थ है तंत्रिका तंत्र की एक प्रगतिशील बीमारी जो कंपन, मांसपेशियों की कठोरता और धीमी गति से, अभेद्य आंदोलन द्वारा चिह्नित होती है, जो मुख्य रूप से मस्तिष्क के बेसल गैंग्लिया के अधरू पतन और न्यूरोट्रांसमीटर डोपामाइन की कमी से जुड़े मध्यम आयु वर्ग और बुजुर्ग लोगों को प्रभावित करती है।

(बी) रक्त विकार—

(i) "हीमोफिलिया" का अर्थ एक विरासत में मिली बीमारी है, जो आमतौर पर केवल पुरुष को प्रभावित करती है, लेकिन महिलाओं द्वारा अपने पुरुष बच्चों को प्रेषित होती है, जो बोल्ट की सामान्य थक्के की क्षमता के नुकसान या हानि की विशेषता है ताकि एक नाबालिग के परिणामस्वरूप घातक रक्तस्राव हो सके,

(ii) "थैलेसीमिया" का अर्थ विरासत में मिले विकारों का एक समूह है जो हीमोग्लोबिन की कम या अनुपस्थित मात्रा की विशेषता है।

(iii) "सिकल सेल रोग" का अर्थ है एक हीमोलिटिक विकार जो क्रोनिक एनीमिया, दर्दनाक घटनाओं और संबंधित ऊतक और अंग क्षति के कारण विभिन्न जटिलताओं की विशेषता है, "हीमोलिटिक" लाल रक्त कोशिकाओं की कोशिका झिल्ली के विनाश को संदर्भित करता है जिसके परिणामस्वरूप हीमोग्लोबिन प्रवाह में आती है,

5. एकाधिक विकलांगता (उपर्युक्त निर्दिष्ट विकलांगताओं में से एक से अधिक) बहरे अंधापन सहित जिसका अर्थ है कि एक ऐसी स्थिति जिसमें किसी व्यक्ति को गंभीर संचार, विकासात्मक और शैक्षिक समस्याओं के कारण सुनवाई और दृश्य हानि का संयोजन हो सकता है।

6. कोई अन्य श्रेणी जिसे केन्द्र सरकार द्वारा समय-समय पर अधिसूचित किया जा सकता है।

परिशिष्ट "बी"

[विनियमन 5 (4) देखें]

विकलांग व्यक्तियों के अधिकार अधिनियम, 2016 (2016 का 49) के तहत "निर्दिष्ट विकलांग" वाले छात्रों के प्रवेश के संबंध में दिशानिर्देश, बी.ए.एम.एस.

1. "विकलांगता प्रमाण पत्र" भारत के राजपत्र, असाधारण, भाग II, धारा 3, उप-धारा (i) में प्रकाशित विकलांग व्यक्तियों के अधिकार नियम, 2017 के अनुसार जारी किया जाएगा, दिनांक 15 जून, 2017 की संख्या जी.एस.आर 591 (ई) के माध्यम से।
2. किसी व्यक्ति में "निर्दिष्ट विकलांगता" की सीमा का मूल्यांकन विकलांग व्यक्तियों के अधिकार अधिनियम, 2016 (2016 का 49) के तहत शामिल किसी व्यक्ति में निर्दिष्ट विकलांगता की सीमा का आकलन करने के उद्देश्य से दिशा-निर्देशों के अनुसार किया जाएगा, जिसे भारत के राजपत्र, असाधारण, भाग II, धारा 3, उप-धारा (ii) में प्रकाशित किया गया है, संख्या एस.ओ. 76 (ई) के माध्यम से, दिनांक 4 जनवरी, 2018 को लिया गया।
3. विकलांगता की न्यूनतम डिग्री 40: (बेंचमार्क विकलांगता) होनी चाहिए ताकि निर्दिष्ट विकलांगता वाले व्यक्तियों के लिए आरक्षण का लाभ उठाने के लिए पात्र हो सके।
4. 'विकलांग व्यक्ति' (पीडब्ल्यूडी) शब्द का उपयोग 'शारीरिक रूप से विकलांग' (पी एच) शब्द के बजाय किया जाना है

तालिका

क्रम संख्या	विकलांगता श्रेणी	विकलांगता के प्रकार	निर्दिष्ट विकलांगता	विकलांगता श्रेणी		
				(5)		
(1)	(2)	(3)	(4)	बी.ए.एम.एस कार्यक्रम के लिए पात्र, पीडब्ल्यूडी कोटा के लिए पात्र नहीं	बी.ए.एम.एस कार्यक्रम के लिए पात्र, पीडब्ल्यूडी कोटा के लिए पात्र	कार्यक्रम के लिए पात्र नहीं है,
1.	शारीरिक विकलांगता	(ए) लोकोमोटर विकलांगता, जिसमें निर्दिष्ट विकलांगता (ए से एफ) शामिल है।	(ए) कुष्ठ रोग से ठीक हो चुके व्यक्ति	40% से कम विकलांगता	40-80% विकलांगता 80% से अधिक विकलांगता वाले व्यक्तियों को भी मामले-दर-मामला आधार पर अनुमति दी जा सकती है और उनके कार्य को एक अक्षमता सहायक उपकरणों की सहायता मिलेगी, यदि इसका उपयोग किया जा रहा है, तो यह देखने के लिए कि क्या इसे 80% से नीचे लाया गया है और क्या उनके पास कार्यक्रम को आगे बढ़ाने और संतोषजनक ढंग से पूरा करने के लिए आवश्यक पर्याप्त मोटर क्षमता है।	80% से अधिक
			(बी) सेरेब्रल पाल्सी "			
			(सी) बौनापन			
			(डी) मस्कुलर डिस्ट्रॉफी			
			(ए) एसिड हमले के शिकार			
			(बी) अन्य "" जैसे विच्छेदन, पोलियोमाइलाइटिस आदि।			
			* उंगलियों और हाथों में संवेदनाओं के नुकसान पर ध्यान दिया जाना चाहिए, विच्छेदन, साथ ही साथ आंखों की भागीदारी और संबंधित सिफारिशों को देखा जाना चाहिए।			
			** दृष्टि, सुनवाई, संज्ञानात्मक कार्य आदि की हानि पर ध्यान दिया जाना चाहिए और संबंधित सिफारिशों को देखा जाना चाहिए।			
			*** दोनों हाथों को बरकरार रखते हुए, बरकरार संवेदनाओं के साथ, पर्याप्त शक्ति और गति की सीमा बी.ए.एम.एस कार्यक्रम के लिए पात्र माने जाने के लिए आवश्यक है।			
			(बी) दृश्य दोष (*)	(ए) अंधापन	40% से कम विकलांगता (यानी		40% विकलांगता के बराबर या
	(बी) कम दृष्टि					

			श्रेणी '0 (10%)' I (20%)' और II (30%)		उससे अधिक (यानी श्रेणी III और उससे ऊपर)
		(सी) श्रवण हानि /	(ए) बहरा (बी) सुनने में कठिनाई	40% से कम विकलांगता	40% विकलांगता के बराबर या उससे अधिक
		<p>(*) 40% से अधिक की दृश्य हानि/दृश्य विकलांगता वाले व्यक्तियों को स्नातक बी.ए. एम.एस शिक्षा प्राप्त करने के लिए पात्र बनाया जा सकता है और उन्हें आरक्षण दिया जा सकता है, इस शर्त के अधीन कि दृश्य विकलांगता को दूरबीन/आवर्धक आदि जैसे उन्नत कम दृष्टि एड्स के साथ 40% के बेंचमार्क से कम के स्तर पर लाया जाता है। / 40% से अधिक की श्रवण विकलांगता वाले व्यक्तियों को स्नातक बी.ए.एम.एस शिक्षा का पीछा करने के लिए पात्र बनाया जा सकता है और उन्हें आरक्षण दिया जा सकता है, इस शर्त के अधीन कि सुनवाई विकलांगता को सहायक उपकरणों की सहायता से 40% के बेंचमार्क से कम के स्तर पर लाया जाता है। इसके अलावा, व्यक्ति के पास 60/ से अधिक का भाषण भेदभाव स्कोर होना चाहिए।</p>			
		(डी) आवाज और भाषा विकलांगता	कार्बनिक/न्यूरोलॉजिकल कारण	40% से कम विकलांगता	40% विकलांगता के बराबर या उससे अधिक
		<p>यह प्रस्तावित किया गया है कि बी.ए.ड एस कार्यक्रम में प्रवेश के लिए भाषण बोधगम्यता प्रभावित (एसआईए) स्कोर 3 से अधिक नहीं होगा (जो 40% से कम के अनुरूप होगा) बी.ए.एम.एस कार्यक्रम को आगे बढ़ाने के लिए पात्र होने के लिए। इस स्कोर से परे के व्यक्ति बी.ए.एम.एस कार्यक्रम में प्रवेश के लिए पात्र नहीं होंगे। 40% तक एक एफिसिया भागफल (एक्यू) वाले व्यक्ति कार्यक्रम को आगे बढ़ाने के लिए पात्र हो सकते हैं, लेकिन इसके अलावा वे न तो बी.ए.एम.एस कार्यक्रम को आगे बढ़ाने के लिए पात्र होंगे और न ही उन्हें कोई आरक्षण होगा।</p>			

2.	बौद्धिक विकलांगता	(ए) विशिष्ट अधिगम विकलांगता (अवधारणात्मक विकलांगता, डिस्लेक्सिया, डिस्कैलकुलिया, डिस्प्रेक्सिया और विकासात्मक एफेसिया) रु.	: वर्तमान में एसपीएलडी की गंभीरता का आकलन करने के लिए कोई परिमाणीकरण पैमाने उपलब्ध नहीं है, इसलिए 40% का कट-ऑफ मनमाना है और अधिक सबूत की आवश्यकता है।	40% से कम विकलांगता	40% विकलांगता के बराबर या उससे अधिक लेकिन चयन विशेषज्ञ पैनल द्वारा उपचार/सहायता प्राप्त प्रौद्योगिकी/सहायता/बुनियादी ढांचे के परिवर्तनों की मदद से मूल्यांकन की गई सीखने की योग्यता पर आधारित होगा।	
		(ए) ऑटिज्म स्पेक्ट्रम विकार	अनुपस्थिति या हल्के विकलांगता, एस्पेरर सिंड्रोम (आईएसए के अनुसार 40-60% की विकलांगता) जहां व्यक्ति को एक विशेषज्ञ पैनल द्वारा बी.ए. एम.एस प्रोग्राम के लिए फिट माना जाता है।	वर्तमान में मानसिक बीमारी की उपस्थिति और सीमा स्थापित करने के लिए उद्देश्य विधि की कमी के कारण अनुशासित नहीं है। तथापि, विकलांगता मूल्यांकन के बेहतर तरीकों को विकसित करने के बाद भविष्य में आरक्षण/उद्धृत के लाभ पर विचार किया जा सकता है।	60% से अधिक विकलांगता या संज्ञानात्मक/बौद्धिक विकलांगता की उपस्थिति के बराबर या अधिक और यदि व्यक्ति को एक विशेषज्ञ पैनल द्वारा बी.ए.एम.एस कार्यक्रम का पीछा करने के लिए अयोग्य माना जाता है।	

3.	मानसिक व्यवहार		मानसिक रोग	अनुपस्थिति या अल्प विकलांगता: 40% से कम (आइडियाज के तहत)	वर्तमान में मानसिक बीमारी की उपस्थिति और सीमा स्थापित करने के लिए उद्देश्य विधि की कमी के कारण अनुशंसित नहीं है। तथापि, विकलांगता मूल्यांकन के बेहतर तरीकों को विकसित करने के बाद भविष्य में आरक्षण/कोटा के लाभ पर विचार किया जा सकता है।	40% विकलांगता के बराबर या उससे अधिक या यदि व्यक्ति को अपने कर्तव्यों को पूरा करने के लिए अयोग्य माना जाता है। मानकों को "चिकित्सा का अभ्यास करने के लिए फिट" के निश्चित रूप से तैयार किया जा सकता है जैसा कि भारत के अलावा अन्य देशों के कई संस्थानों द्वारा उपयोग किया जाता है।
----	----------------	--	------------	--	--	--

4.	के कारण होने वाली विकलांगता	(ए) क्रोनिक न्यूरोलॉजिकल स्थितियां	(i) मल्टीपल स्केलेरोसिस	40% से कम विकलांगता	40% 80% विकलांगता	80% से अधिक
			(ii) पार्किंसनिज्म			
		(बी) रक्त विकार	(i) हीमोफिलिया	40% से कम विकलांगता	40% 80% विकलांगता	80% से अधिक
			(ii) थैलेसीमिया			
			(iii) सिकल सेल रोग			
5.	बहरा अंधापन सहित एकाधिक विकलांगता		उपर्युक्त निर्दिष्ट विकलांगताओं में से एक से अधिक	<p>उपरोक्त में से किसी की उपस्थिति के संबंध में व्यक्तिगत मामलों में सिफारिशों का निर्णय लेते समय उपरोक्त सभी पर विचार करना चाहिए, अर्थात्, दृश्य, सुनाई, आवाज और भाषा विकलांगता, बौद्धिक विकलांगता, और एकाधिक विकलांगता के घटक के रूप में मानसिक बीमारी।</p> <p>भारत सरकार द्वारा जारी संबंधित राजपत्र अधिसूचना द्वारा अधिसूचित फार्मूले का संयोजन</p> <p>एबी (90-ए)</p> <p>90</p> <p>(जहां = विकलांगता % का उच्च मान % और बी = विकलांगता % का कम मूल्य जैसा कि विभिन्न विकलांगताओं के लिए गणना की गई है)</p> <p>किसी दिए गए व्यक्ति में एक से अधिक अक्षम करने की स्थिति होने पर उत्पन्न होने वाली विकलांगता की गणना करने के लिए अनुशंसित है। इस सूत्र का उपयोग कई विकलांगों वाले मामलों में किया जा सकता है, और किसी दिए गए व्यक्ति में मौजूद विशिष्ट विकलांगताओं के अनुसार प्रवेश और/या आरक्षण के बारे में सिफारिशें की जा सकती हैं</p>		

नोट: पीडब्ल्यूडी श्रेणी के तहत चयन के लिए, उम्मीदवारों को भारत सरकार के संबंधित प्राधिकरण द्वारा नामित विकलांगता मूल्यांकन बोर्डों में से एक से परामर्श की अपनी निर्धारित तिथि से पहले विकलांगता प्रमाण पत्र प्रस्तुत करना होगा।

अनुलग्नक-1

प्रपत्र 1

[विनियमन 15 ई (ix) बी(सी)(डी)देखें]

(कॉलेज का नाम और पता)

आयुर्वेदाचार्य

(आयुर्वेदिक चिकित्सा एवं शल्य चिकित्सा में – बी.ए.एम.एस प्रोग्राम)

विभाग-----

विशिखानुप्रवेश की उपस्थिति और मूल्यांकन का प्रमाण पत्र

प्रशिक्षणार्थी का नाम

विशिखानुप्रवेश के दौरान उपस्थिति

प्रशिक्षण की अवधि: से-----तक-----

(ए) कार्य दिवसों की संख्या:

(बी) भाग लेने वाले दिनों की संख्या:

(सी) अवकाश के दिनों की संख्या:

(डी) अनुपस्थित दिनों की संख्या:

विशिखानुप्रवेश का आकलन

क्रम संख्या	वर्ग	प्राप्तांक
1	सामान्य	अधिकतम 10
ए	जिम्मेदारी और समय की पाबंदी	(____) 2 में से
बी	अधीनस्थ, सहकर्मियों और वरिष्ठ अधिकारियों के साथ व्यवहार	(____) 2 में से
सी	प्रलेखन क्षमता	(____) 2 में से
डी	चरित्र और आचरण	(____) 2 में से
ई	अनुसंधान की योग्यता	(____) 2 में से
2	नैदानिक	अधिकतम 20
ए	विषय के मूल सिद्धांतों में प्रवीणता	(____) 4 में से
बी	बेडसाइड शिष्टाचार और रोगी के साथ तालमेल	(____) 4 में से
सी	नैदानिक कौशल और योग्यता के रूप में अधिग्रहित	(____) 4 में से
i	प्रक्रियाओं को निष्पादित करके	(____) 4 में से
ii	प्रक्रियाओं में सहायता करके	(____) 4 में से
iii	प्रक्रियाओं का पालन करके	(____) 4 में से
प्रक्रियाओं का पालन करके		(____) 30 में से

अंकों का प्रदर्शन ग्रेड

खराब 8, औसत से नीचे 9-14, औसत 15-21, अच्छा 22-25, उत्कृष्ट 26 और ऊपर

नोट एक प्रशिक्षणार्थी प्राप्त असंतोषजनक स्कोर (15 से नीचे) को संबंधित विभाग में पोस्टिंग की कुल अवधि का एक तिहाई दोहराने की आवश्यकता होगी।

दिनांक

स्थान

प्रशिक्षणार्थी का हस्ताक्षर

विभागाध्यक्ष का हस्ताक्षर

कार्यालय सील

अनुलग्नक-2**प्रपत्र 2****[विनियमन 15 (ई) (ix) डी]****(कॉलेज का नाम और पता)****आयुर्वेदाचार्य****(बैचलर ऑफ आयुर्वेदिक मेडिसीन एण्ड सर्जरी –बी.ए.एम.एस प्रोग्राम)****अनिवार्य परिश्रामी विशिखानुप्रवेश का प्रमाण पत्र**

यह प्रमाणित करने के लिए है कि (प्रशिक्षणार्थी का नाम) प्रशिक्षणार्थी (कॉलेज और पते का नाम), ने निम्नलिखित विभागों में से एक वर्ष की अवधि के लिए (कॉलेज का नाम और पता/पोस्टिंग के स्थान) पर अपनी अनिवार्य परिश्रामी विशिखानुप्रवेश पूरी कर ली है, _____ से _____ तक एक वर्ष की अवधि के लिए,

क्रम संख्या	विभाग का नाम	प्रशिक्षण की अवधि (दिनांक / माह / वर्ष)	प्रशिक्षण की अवधि (दिनांक / माह / वर्ष)

दिनांक:

स्थान:

प्रिंसिपल / डीन / निदेशक कार्यालय सील के
हस्ताक्षर**अनुलग्नक-3****ए. अकादमिक कैलेंडर का अनंतिम टेम्पलेट****पहला व्यवसायिक बी.ए.एम.एस****(18 माह)**

क्रम संख्या	दिनांक / अवधि	शैक्षणिक गतिविधि
1	अक्टूबर का पहला कार्य दिवस	पाठ्यक्रम प्रारंभ
2	15 कार्य दिवस	इंडक्शन कार्यक्रम और संक्रमणकालीन पाठ्यक्रम
3	मार्च का चतुर्थ सप्ताह	पहला आंतरिक मूल्यांकन
4	मई में तीन सप्ताह	ग्रीष्म अवकाश
5	सितंबर का चतुर्थ सप्ताह	दूसरा आंतरिक मूल्यांकन

6	फरवरी के प्रथम और द्वितीय सप्ताह में	पूर्व परीक्षा अवकाश
7	फरवरी के तृतीय सप्ताह से	विश्वविद्यालय परीक्षा
8	अप्रैल का प्रथम कार्य दिवस	द्वितीय व्यावसायिक बी.ए.एम.एस का प्रारंभ।
	नोट.— 1. विश्वविद्यालयों / संस्थानों / कॉलेजों को छात्रों के उस विशेष बैच के अकादमिक कैलेंडर तैयार करते समय तारीखों और वर्ष को निर्दिष्ट करना होगा। उसी को छात्रों को सूचित किया जाना है और संबंधित वेबसाइटों में प्रदर्शित किया जाना है। 2. चरम मौसम की स्थिति में स्थापित संस्थानों / कॉलेजों शिक्षण के निर्धारित घंटों को बनाए रखने के द्वारा आवश्यक रूप में छुट्टी को समायोजित कर सकते हैं। हालांकि, अकादमिक कैलेंडर की संरचना को नहीं बदला जाएगा।	

बी. अकादमिक कैलेंडर का अनंतिम टेम्पलेट

दूसरा व्यवसायिक बी.ए.एम.एस

(18 माह)

क्रम संख्या	दिनांक/अवधि	शैक्षणिक गतिविधि
1	अप्रैल का पहला कार्य दिवस	पाठ्यक्रम प्रारंभ
2	सितंबर का चतुर्थ सप्ताह	पहला आंतरिक मूल्यांकन
3	मार्च का चतुर्थ सप्ताह	दूसरा आंतरिक मूल्यांकन
4	मई में तीन सप्ताह	ग्रीष्म अवकाश
5	अगस्त के प्रथम और द्वितीय सप्ताह में	पूर्व परीक्षा अवकाश
6	अगस्त के तृतीय सप्ताह से	विश्वविद्यालय परीक्षा
7	अक्टूबर का प्रथम कार्य दिवस	तीसरे व्यावसायिक बी.ए.एम.एस का प्रारंभ।
	नोट.— 1. विश्वविद्यालयों / संस्थानों / कॉलेजों को छात्रों के उस विशेष बैच के अकादमिक कैलेंडर तैयार करते समय तारीखों और वर्ष को निर्दिष्ट करना होगा। उसी को छात्रों को सूचित किया जाना है और संबंधित वेबसाइटों में प्रदर्शित किया जाना है। 2. चरम मौसम की स्थिति में स्थापित संस्थानों / कॉलेजों शिक्षण के निर्धारित घंटों को बनाए रखने के द्वारा आवश्यक रूप में छुट्टी को समायोजित कर सकते हैं। हालांकि, अकादमिक कैलेंडर की संरचना को नहीं बदला जाएगा।	

सी. अकादमिक कैलेंडर का अनंतिम टेम्पलेट

तीसरा व्यावसायिक बी.ए.एम. एस

(18 माह)

क्रम संख्या	दिनांक/अवधि	शैक्षणिक गतिविधि
1	अक्टूबर का पहला कार्य दिवस	पाठ्यक्रम प्रारंभ
2	मार्च का चतुर्थ सप्ताह	पहला आंतरिक मूल्यांकन
3	मई में तीन सप्ताह	ग्रीष्म अवकाश
4	सितंबर का चतुर्थ सप्ताह	दूसरा आंतरिक मूल्यांकन
5	फरवरी के प्रथम और द्वितीय सप्ताह में	पूर्व परीक्षा अवकाश

6	फरवरी के तृतीय सप्ताह से	विश्वविद्यालय परीक्षा
7	अप्रैल का प्रथम कार्य दिवस	इंटरनशिप की शुरुआत
	<p>नोट.—</p> <p>1. विश्वविद्यालयों / संस्थानों / कॉलेजों को छात्रों के उस विशेष बैच के अकादमिक कैलेंडर तैयार करते समय तारीखों और वर्ष को निर्दिष्ट करना होगा। उसी को छात्रों को सूचित किया जाना है और संबंधित वेबसाइटों में प्रदर्शित किया जाना है।</p> <p>2. चरम मौसम की स्थिति में स्थापित संस्थानों / कॉलेजों शिक्षण के निर्धारित घंटों को बनाए रखने के द्वारा आवश्यक रूप में छुट्टी को समायोजित कर सकते हैं। हालांकि, अकादमिक कैलेंडर की संरचना को नहीं बदला जाएगा।</p>	

अनुलग्नक-4

उपस्थिति रखरखाव के लिए दिशानिर्देश

(सिद्धांत / व्यावहारिक / नैदानिक / गैर व्याख्यान घंटे)

भारतीय चिकित्सा पद्धति में विभिन्न पाठ्यक्रमों में शिक्षा प्रदान करने वाले संस्थानों, कॉलेजों को ऑनलाइन उपस्थिति प्रणाली बनाए रखने की सिफारिश की जाती है। तथापि, यदि विभिन्न शिक्षण/प्रशिक्षण कार्यक्रमों की उपस्थिति दर्ज करने के लिए भौतिक रजिस्ट्रों का रख-रखाव किया जा रहा है, तो निम्नलिखित दिशा-निर्देशों का पालन किया जाना है—

(1) उपस्थिति संचयी क्रमांकन पद्धति में चिह्नित किया जाना है।

(ए) उपस्थिति को 1, 2, 3, 4, 5, 6 के रूप में चिह्नित किया जाना है... इस तरह से ।

(बी) अनुपस्थिति के मामले में, इसे शून्य के रूप में चिह्नित किया जाना चाहिए ।

(सी) उदाहरण: पी पी ए पी ए पी (1, 2, 3, 4, ए, 5, 6, ए, ए, 7, 8, 9...) के रूप में चिह्नित किया जा सकता है।

(2) उपस्थिति के लिए 'पी' को सख्ती से चिह्नित करने से बचें।

(3) सिद्धांत और व्यावहारिक/नैदानिक/गैर-व्याख्यान गतिविधियों के लिए अलग-अलग रजिस्टर बनाए रखा जाना है।

(4) अवधि या पाठ्यक्रम या पाठ्यक्रम के हिस्से के अंत में, अंतिम संख्या को कुल उपस्थिति के रूप में लिया जाना है।

(5) छात्रों के हस्ताक्षर के बाद कुल उपस्थिति को संबंधित एचओडी द्वारा प्रमाणित किया जाना है और उसके बाद प्रिंसिपल द्वारा अनुमोदन किया जाएगा।

(6) कई टर्मस के मामले में, पाठ्यक्रम के अंत में सभी टर्मस की उपस्थिति को संक्षेप में प्रस्तुत किया जाना है और नैदानिक और गैर-व्याख्यान घंटों सहित सिद्धांत और व्यावहारिक के लिए प्रतिशत की गणना अलग से की जानी है।

[नोट: *यदि हिंदी और अंग्रेजी संस्करण के बीच कोई विसंगति है, तो अंग्रेजी संस्करण को अंतिम माना जाएगा।]

THE NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NOTIFICATION

New Delhi, the 16th February, 2022

F. No. BOA/Regulation/UG/7-10/2021.—In exercise of the powers conferred by sub-section (2) of section 55 of the **National Commission for Indian System of Medicine Act, 2020 (14 of 2020)**, and in supersession of the Indian Medicine Central Council (Minimum Standards of Education in Indian Medicine) Regulation, 1986 except as respects thing done or omitted to be done before such supersession, the Commission hereby makes the following regulations, namely:-

1 Short title and commencement.-(1) These regulations may be called **National Commission for Indian System of Medicine (Minimum Standards of Undergraduate Ayurveda Education) Regulations-2022.**

(2) They shall come into force on the date of their publication in the Official Gazette.

2 Definitions.- (1) In these regulations, unless the context otherwise requires,-

(i) “Act” means the National Commission for Indian System of Medicine, Act, 2020 (14 of 2020);

(ii) “Annexure” means an annexure appended to these regulations;

(iii) “Appendix” means an appendix appended to these regulations.

(2) The words and expressions used herein and not defined but defined in the Act shall have the same meanings as respectively assigned to them in the Act.

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

4 Ashtanga Ayurveda.- (a) Ashtanga Ayurveda means eight clinical specialties of ayurveda viz., Kayachikitsa (General/Internal Medicine), Shalya Tantra (Surgery), Shalakya Tantra (Ophthalmology, Oto-Rhino-Laryngology and Oro-Dentistry), Kaumarabhritya (Obstetrics and Paediatrics), Agada Tantra (Clinical Toxicology), Bhuta Vidya (Clinical Microbiology, Clinical Psychology and Psychiatry), Rasayana (Preventive, Promotive, Rejuvenative Medicine and Gerontology) and Vajikarana (Reproductive Medicine and Epigenetics).

(b) All the eight specialties referred to in clause (a) were developed to deal all sort of clinical problems of respective specialty i.e., in general their etiopathogenesis including clinical anatomy, physiology; causative factors in terms of physical, psychological, external (injury, microbes, natural calamities etc.), dietic factors, faulty lifestyles, genetic causes (congenital, hereditary) etc.; clinical manifestation, examination/analysis of biological fluids / secretions/ excretions; various diagnostic tools including scopy (naadiyantra), diagnostic criteria, prognostication, principles of management in terms preventive, promotive, curative, palliative and rehabilitative management including surgical; pharmaco-therapeutics as well as pharmaceuticals of related drugs and formulations, relevant therapeutic procedures including physiotherapy techniques such as bandhana, vesthana etc., their methods of administration, complications and management, diet and lifestyle regimen; methods of assessment of improvement/cure, causes of recurrence etc. in relation to that particular clinical condition.

(c) The specialties referred to in clause (a) also deals with instruments/equipment that are required for administration of various therapeutic procedures/surgeries and other procedures, their methods of usage and maintenance. Hospital architecture, landscaping, air-conditioning and human resource management, qualities of nursing staff including ideal patient qualities.

- (d) Student selection process for medical education, methods of study of medical science, teaching methods including training of clinical skills on models, code of conduct for students, medical practitioners as well as teachers, student assessment methods, award of degrees, oath administration, medical registration etc.

5 Eligibility criteria for admission.- (1) The eligibility to seek admission in Bachelor of Ayurveda education shall be as under,-

- (a) The candidate shall have passed 10+2 or its equivalent examination from any recognised Board with Physics, Chemistry, Biology and have obtained minimum of fifty per cent. marks taken together in Physics, Chemistry and Biology in the case of general category and forty per cent. marks in the case of the Scheduled Castes, Scheduled Tribes and Other Backward Classes:

Provided that in respect of persons with disability candidate specified under the Rights of Persons with Disabilities Act, 2016 (49 of 2016), the minimum qualifying marks in the said examinations shall be forty-five per cent. in the case of General category and forty per cent. in the case of the Scheduled Castes, Scheduled Tribes and Other Backward Classes.

- (b) No candidate shall be admitted to B.A.M.S Degree programme unless the candidate attained the age of seventeen years on or before the 31st December of the year of admission in the first year of the programme and not more than twenty-five years on the 31st December of the year of admission in the first year of the programme:

Provided that, the upper age-limit may be relaxed by five years in the case of Scheduled Castes, Scheduled Tribes, Other Backward Classes and disabled candidates.

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

- (ii) In order to consider for admission to under-graduate programme for an academic year, it shall be necessary for a candidate to obtain minimum of marks at 50th percentile in the National Eligibility-cum- Entrance Test for under-graduate programme held for the said academic year:

Provided that in respect of,-

- (i) candidates belonging to the Scheduled Castes, Scheduled Tribes and Other Backward Classes, the minimum marks shall at 40th percentile;
- (ii) candidates with specified disabilities under the Rights of Persons with Disabilities Act, 2016 (49 of 2016) the minimum marks shall be at 45th percentile in the case of general category and 40th percentile in the case of the Scheduled Castes, Scheduled Tribes and Other Backward Classes:

Provided further that where sufficient number of candidates in the respective category fail to secure minimum marks in the National Eligibility - cum - Entrance Test held for any academic year for admission to undergraduate programme, the National Commission for Indian System of Medicine in consultation with the Central Government may at its discretion lower the minimum marks required for admission to undergraduate programme for candidates belonging to respective category and marks so lowered by the Central Government shall be applicable for that academic year only.

- (3) An All-India common merit list as well as State-wise merit list of the eligible candidates shall be prepared on the basis of the marks obtained in the National Eligibility-cum-Entrance Test and the

candidates, within the respective category shall be considered for admission to under-graduate programme from the said merit lists only.

- (4) The seat matrix for admission in the Government, Government-aided Institution and Private Institution shall be fifteen per cent. for All-India Quota and eighty-five per cent. for the State and Union territory quota:

Provided that,-

- (i) the All-India Quota for the purpose of admission in all the deemed university both Government and private shall be hundred per cent.;
- (ii) the university and institute which are already having more than fifteen per cent. All-India Quota seats shall continue to maintain that quota;
- (iii) five per cent. of the annual sanctioned intake capacity in Government and Government-aided Institution shall be filled up by candidate with specified disability in accordance with the provisions of the Rights of Persons with Disabilities Act, 2016 (49 of 2016) and based on the merit list of National Eligibility -cum-Entrance Test.

Explanation.- For the purpose of this clause, the specified disability contained in the Schedule to the Rights of Persons with Disabilities Act, 2016 (49 of 2016) specified in **Appendix "A"** and the eligibility of candidate to pursue a programme in Indian Systems of Medicine with specified disability shall be in accordance with the guidelines specified in **Appendix "B"** and if the seats reserved for the persons with disabilities in a particular category remain unfilled on account of unavailability of candidates, the seats shall be included in the annual sanctioned seats for the respective category.

- (5) (i) The designated authority for counseling of State and Union territory quota for admissions to undergraduate programme in all Ayurveda Educational Institutions in the States and Union territories including institutions established by the State Government, University, Trust, Society, Minority Institution, Corporation or Company shall be the respective State or Union Territory in accordance with the relevant rules and regulations of the concerned State or Union territory, as the case may be.
- (ii) The counseling for all admission to Bachelor of Ayurvedic Medicine and Surgery Programme for hundred percent seats of all Deemed Universities both Government and Private shall be conducted by the authority designated by the Central Government in this behalf.
- (6) The counselling for admission to Bachelor of Ayurvedic Medicine and Surgery Programme for seat under All-India Quota as well as for all Ayurveda Educational Institutions established by the Central Government shall be conducted by the authority designated by the Central Government in this behalf.
- (7) (i) All seats irrespective of category (Central quota, State Quota or management etc.) except foreign nationals are to be admitted through counselling (Central, State or UT) only. Direct admission by any means other than above specified shall not be approved.
- (ii) The institutions shall have to submit the list of students admitted in the format specified by NCISM on or before 6 pm on the cut off date for admissions specified by NCISM time to time for verification.
- (iii) Universities shall approve the admission of those candidates (except foreign nationals) who have been allotted through counselling (Central, State or UT as the case may be)
- (8) No candidate who has failed to obtain the minimum eligibility marks under this regulation shall be admitted to under-graduate programme in the said academic year.
- (9) No authority or institution shall admit any candidate to the under-graduate programme in contravention of the criteria or procedure laid down in these regulations in respect of admission and any admission made in contravention of the said criteria or procedure shall be cancelled by the National Commission for Indian System of Medicine forthwith.

- (10) The authority or institution which grants admission to any student in contravention of the criteria or procedure laid down in these regulations shall be liable accordingly, under the relevant provisions of the Act.
- (11) For foreign national candidate, any other equivalent qualification approved by the Central Government may be allowed and sub-regulation (2) of regulation 5 shall not be applicable.
- 6 Duration of B.A.M.S. programme.-** The duration of the B.A.M.S. Programme shall be five years and six months as per the following table, namely:-

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

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

- 7 Degree to be awarded.-** The candidate shall be awarded Ayurvedacharya (Bachelor of Ayurvedic Medicine and Surgery-B.A.M.S) Degree after passing all the examinations and completion of the laid down programme of study extending over the laid down period and the compulsory rotatory internship extending over twelve months and the nomenclature of degree shall be **Ayurvedacharya (Bachelor of Ayurvedic Medicine and Surgery -B.A.M.S)**.
- 8 Medium of instruction.-** The medium of instruction for the programme shall be Sanskrit or Hindi or any recognised regional language or English:

Provided that in case, if any institute is admitting students from different states or international students, the medium of instruction shall be English.

- 9 Pattern of study.-** (1) The B.A.M.S. Programme shall consist of **Main Programme and Electives** and the pattern of study shall be followed in the following manner, namely:-

- (A) (i) (a) After admission, the student shall be inducted to the B.A.M.S. Programme through an Induction Programme not less than fifteen working days based on the Transitional Curriculum which intends to introduce newly admitted student to Ayurveda system of medicine and to make him well aware of the B.A.M.S. Programme he is going to study for next four and a half years.
- (b) During the induction programme, the student of Ayurveda shall learn basic of Sanskrit for Ayurveda and basic life support and first aid along with other subject as laid down in the syllabus.
- (c) There shall be fifteen days induction programme which shall be not less than ninety hours and every day may consist of six hours.
- (ii) Total working days for each professional session shall be not less than three hundred and twenty days.
- (iii) (a) Total working days for the First Professional session shall be not less than three hundred and five days except for fifteen days for the induction programme.
- (b) total teaching hours for First Professional session shall not be less than 1920.
- (iv) Total teaching hours for Second Professional session shall be not less than 2240 and the proportion of teaching hours in Lecture to Non-lecture shall be 1:2.

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

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

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

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

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

Sl.No.	Subject Code	Subject	Equivalent Terms
1	AyUG-DG	Dravyaguna Vigyan	Pharmacology and Materia Medica- Herbal
2	AyUG-RB	Rasashastra evam Bhaishajyakalpana	Materia Medica- Minerals & Metals and Pharmaceutical Science
3	AyUG-RN	Roga Nidan evam Vikriti Vigyan	Methods of Diagnosis, Diagnostic Procedures and Pathology
4	AyUG-AT	Agad Tantra evam Vidhi	Clinical Toxicology and Medical Jurisprudence

		Vaidyaka	
5	AyUG-SA2	Samhita Adhyayan-2	Study of Ayurveda Classical Text
6	AyUG-SW	Swasthavritta evam Yoga	Lifestyle Management, Public Health and yoga
7	Elective (Minimum Three) Subjects		

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

Table-4

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

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

(E) University, Institution and College shall prepare Academic Calendar of that particular batch in accordance with the template of tentative Academic Calendar provided in these regulations in **Annexure-iii** and the same shall be circulated to students and hosted in respective websites and followed accordingly.

(F) The B.A.M.S. programme shall consist of following Departments and subjects, namely:-

Table-5

(Departments and Subjects)

Sl.No.	Department	Subjects
01	Samhita Siddhanta & Sanskrit	Sanskritam
		Ayurved Ithihas
		Padartha Vigyan
		Samhita Adhyayan-1, 2, 3
02	Rachana Sharira	Rachana Sharira
03	Kriya Sharira	Kriya Sharira
04	Dravyaguna	Dravyaguna Vigyan
05	Rasashastra & Bhaishajyakalpana	Rasashastra evam Bhaishajyakalpana
06	Roga Nidan & Vikriti Vigyan	Roga Nidan evam Vikriti Vigyan
07	Agada Tantra	Agada Tantra evam Vidhi Vaidyaka
08	Swasthavritta & Yoga	Swasthavritta evam Yoga
		Research Methodology & Medical Statistics

09	Kayachikitsa	Kayachikitsa including Manasa Roga, Rasayana evam Vajikarana
		Atyaichikitsa
10	Panchakarma	Panchakarma evam Upakarma
11	Shalya Tantra	Shalya Tantra
12	Shalakya Tantra	Shalakya Tantra
13	Prasuti Tantra & Stree Roga	Prasuti Tantra evam Stree Roga
14	Kaumarabhritya	Kaumarabhritya

(G) **Electives.**-(i) Electives are introduced in B.A.M.S. curriculum to provide opportunity to student of Ayurveda to get introduced, exposed and oriented to various allied subjects that are required to understand and build inter-disciplinary approach.

(ii) The electives shall be conducted as online programme.

(iii) Each elective subject shall be of forty-five hours duration and divided in five modules and each module shall have nine hours i.e., five hours of teaching, two hours of guided learning, one hour each for expert interaction/reflection and assessment and in total, each elective will have twenty-five hours of teaching, ten hours of guided learning, five hours of expert interaction/reflection and five hours of assessment (five assessments of one hour each).

Explanation.- For the purpose of this regulation, Teaching means video lectures, Power point presentations, audio lectures, video clippings, audio clippings, technical images, study material etc.

(iv) The study hours for electives are over and above the prescribed teaching hours of B.A.M.S. under these regulations.

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

(a) During first professional session, clinical training shall be provided by department of Samhita & Siddhanta and Kriya Sharira through the specialty Outpatient Department (OPD) and Inpatient Department (IPD) where in teachers of the above departments are consultants and screening OPD; wherein students involve in Prakriti and Saara assessment, practicing of naadi, recording of dosha vridhhi kshaya lakshanas, measurement of height, weight, calculation of Body Mass Index (BMI) etc. activities.

(ii) (a) Clinical training for the Second Professional session shall be as per clause A (iv) of sub-regulation (1) of regulation 9 and clinical attendance shall be maintained by the concerned faculty and department.

(b) Clinical training for the Second Professional session shall be provided in accordance with the requirement of subjects as under-

(A) i. Department of Roganidana will provide clinical training through specialty clinics and IPD wherein teachers of Roganidana department are consultants.

ii. Department of Agada Tantra through Visha Chikitsa OPD and IPD.

iii. Department of Swasthavritta through swastha rakshna OPD and IPD.

(B) In addition, the second professional B.A.M.S. students shall be posted to medicine dispensary to get familiar with prescription patterns, medicine names, forms, dosage, Aushada sevanakaala, anupana, sahapana, method of mixing or compounding of medicines etc. Similarly, in IPD nutritional assessment, pathya preparation unit or diet center to get familiarize with various pathya or therapeutic diet preparations.

(iii) The clinical training(OPD and IPD/Operation Theatre/Labour room/Pancha Karma therapy room) during the third (Final) Professional session as mentioned under clause A (v) of

sub-regulation (1) of regulation 9 shall be on rotation basis as per the non-lecture/clinical batches and in accordance with the clinical/non-lecture teaching hours stipulated for the following subjects, namely:-

- (a) Kayachikitsa: OPD, IPD and specialty clinics functioning under the department if any;
 - (b) Panchakarma: OPD, IPD, Panchakarma therapy rooms including preparation room and any other related specialty units or clinics if any;
 - (c) ShalyaTantra: OPD, IPD, operation theater (major and minor), any specialty units like sports medicine, marmachikitsa, bhagnachikitsa etc.;
 - (d) Shalakyatantra: Eye, ENT, dental clinic, kriyakalpa and any other related specialty clinics if any;
 - (e) Streeroga evam Prasuti: OPD, IPD, labour room, procedural room (yoni dhavana, yoni dhupana, yoni pichu, uttarabasti etc.), garbha samskara, and other related specialty clinics if any;
 - (f) Kaumarabhitya: OPD, IPD, pediatric panchakarma rooms and other related specialty clinics if any; and
 - (g) Samhita & Siddhanta: Specialty clinics/units like madhumeha, hridroga, medoroga, sthoulya, asthi & sandhi etc.
- (v) Teaching staff belonging to the departments other than Kayachikitsa, panchakarma, Shalya Tantra, Shalakyatantra, Streeroga Evam Prasuti Tantra, Kaumarabhitya, Agada Tantra (Visha Chikitsa) and Swasthavritta & Yoga can involve in clinical activities in the attached teaching hospital and can provide clinical training to students through Specialty clinics/units. Such specialty clinics shall function under any one of the above departments viz. Kayachikitsa, Panchakarma, Shalya Tantra, Shalakyatantra, Streeroga Evam Prasuti Tantra, Kaumarabhitya, Agada Tantra (Visha Chikitsa) and Swasthavritta & Yoga. The specialty clinics may be established by teachers having expertise either by Post-graduate dissertation, PhD thesis or by training or exposure. There shall not be any OPD by names Rachana, Kriya, Basic Principles, Dravyaguna, Rasashastra and Roga Nidana.

10 Methodology for supplementing modern advances, scientific and technological development in Indian System of Medicine (SMASD-ISM).-

- (1) To accomplish the requirement under subsection (h) of section 2 of National Commission for Indian System of Medicine Act 2020 regarding, supplementation of modern advances, scientific and technological developments in Indian System of Medicine (SMASD-ISM), all the fourteen departments as mentioned in clause (F) of sub-regulation (1) of regulation 9, shall be treated as fourteen verticals in addition there shall be two more verticals one each for education and research and each vertical shall be supplemented, enriched and updated with relevant and appropriate advances and developments in the area of diagnostic tools, conceptual advancements and emerging areas as under-
- (i) Innovations or advances or new developments in Basic Sciences like biology, chemistry, physics, mathematics, microbiology, bioinformatics, molecular biology etc.;
 - (ii) Diagnostic Advancements;
 - (iii) Therapeutic Technology;
 - (iv) Surgical Technique or Technology;
 - (v) Pharmaceutical Technology including quality and standardization of drugs, drug development etc.;
 - (vi) Teaching, Training Methods and Technology;
 - (vii) Research Methods, Parameters, Equipment and Scales etc.

- (viii) Technological advancements, Automation, Software, Artificial Intelligence, Digitalization, Documentation etc.;
 - (ix) Biomedical Advancements;
 - (x) Medical equipments;
 - (xi) any other innovations, advances, technologies and developments that are useful for understanding, validating, teaching, investigations, diagnosis, treatment, prognosis, documentation, standardization and conduction of research in Ayurveda.
- (2) There shall be multidisciplinary core committee constituted by National Commission for Indian System of Medicine for the purpose of supplementation of modern advances, scientific and technological developments in Indian System of Medicine, that identify the advances and developments that are suitable and appropriate to include in any one or multiple verticals.
 - (3) There shall be an expert committee for each vertical constituted by Board of Ayurveda, to define and suggest the method of adaptation and incorporation of the said advances and developments and also specify the inclusion of the same at under-graduate or post-graduate level and the expert committee shall develop detailed methodology for usage, standard operating procedure and interpretation as required.
 - (4) Any teaching staff, practitioner, researchers, students and innovators etc. may send their suggestions through a portal specified by National Commission for Indian System of Medicine regarding supplementation of modern advances, scientific and technological developments in Indian System of Medicine and such suggestions shall be placed before core committee for consideration.
 - (5) The modern advances shall be incorporated with due interpretation of the said advances based on the principles of Ayurveda supported by the studies and after five years of inclusion of such advances in syllabus, they shall be considered as part of Ayurveda and will be defined/described in Ayurvedic terminology.
 - (6) Once core committee approves the recommendations of the expert committee, National Commission for Indian System of Medicine shall direct the Board of Ayurveda, to include the same in curriculum of under-graduate or post-graduate as specified by expert committee and the commission shall issue guidelines or if required conduct orientation of teachers for incorporation of the recommended modern advancement or scientific and technological development.
 - (7) The proportion of modern advances with that of Ayurveda teaching content shall not exceed 40 per cent.
 - (8) **Composition of the Committees for SMASTD-ISM.-** There shall be a Core Committee and an Expert Committee for each vertical and the composition of such committees shall be as under-

(a) Composition of SMASTD-ISM Core Committee (Ayurveda):

The SMASTD-ISM shall be eleven-member committee comprises of,-

- (i) President, Board of Ayurveda – Chairman;
- (ii) two experts from Ayurveda (one expert from Samhita & Siddhanta) – members;
- (iii) one expert (either retired or in service) each from CSIR, CCRAS, ICMR, DBT, Technocrat, Biomedical Engineering – member;
- (iv) one Educational Technologist – member;
- (v) member of Board of Ayurveda - Member Secretary.

Provided that the core committee can co-opt any expert as per the specific needs with due permission of the Chairman, National Commission for Indian System of Medicine.

Terms of Reference.- (i) The term of the committee shall be three years from the date of its constitution.

(ii) The committee shall meet at least twice in a year.

(iii) The committee shall identify any modern advances, scientific and technical developments as listed above that are relevant and applicable to Ayurveda either to,-

- (A) understand, validate, or for conduction of research activities in Ayurveda;
- (B) useful for diagnosis or prognostication of a specific clinical condition and treatment;
- (C) useful for teaching and training;
- (D) useful for health care services through Ayurveda.

(iv) The committee shall ensure the applicability of the identified modern advancement or scientific and technical development to basic principles of Ayurveda with the help of the two expert members of Ayurveda.

(vi) To identify and recommend suitable experts for the Expert Committee to develop methodology for identification of modern advance or development.

(vi) To suggest the application of the advances or developments in terms of its usage in specific vertical or to incorporate in under-graduate or post-graduate syllabus etc. as the case may be.

(vii) As the modern science and technology is ever changing, the core committee shall identify the outdated part of the modern science and technology and suggest National Commission for Indian System of Medicine to replace it with the appropriate modern advances.

(b) Composition of Expert Committee (Ayurveda).-

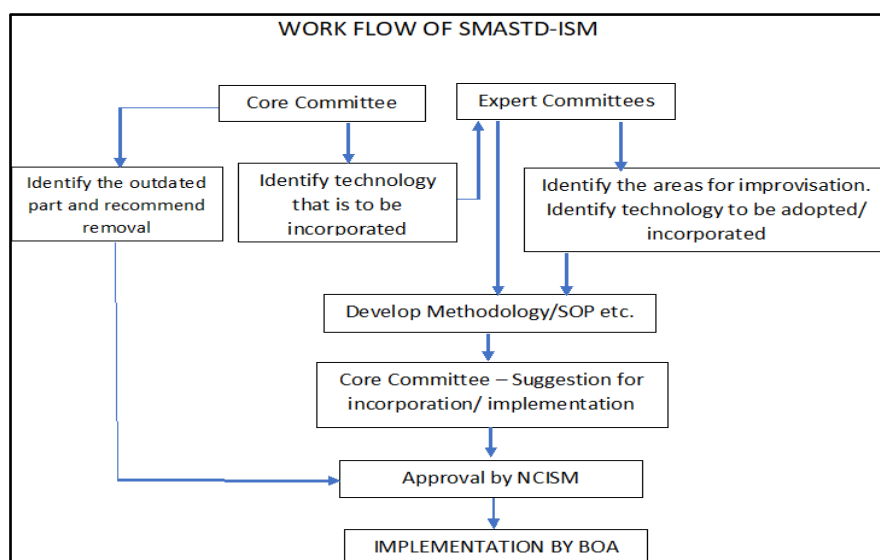
The Expert Committee shall be constituted by Board of Ayurveda comprises of five members as under-

- (i) Subject Expert as decided by Board of Ayurveda – Chairman;
- (ii) two experts from relevant Ayurveda subjects – members;
- (iii) one expert from relevant modern subject – member;
- (iv) one expert from teaching technology – member.

Provided that the Expert Committee can co-opt concerned expert in accordance to the selected area with the permission of President, Board of Ayurveda.

Terms of Reference.- (i) The term of the committee shall be three years from the date of its constitution.

- (ii) The committee shall meet as many times as per the direction of the President Board of Ayurveda (BOA).
- (iii) The committee shall work on the suggestion from the core committee and decide how to incorporate it in the syllabus, its mode of teaching (i.e., lecture/non-lecture) and the assessment with the help of educational technologist.
- (iv) The committee shall first understand the application of modern advances that are identified to incorporate and its relevance to the basic principles of Ayurveda.
- (v) The committee shall also identify the need of advance technology in Ayurveda particular to that vertical and identify the suitable technology and recommends its usage along with standard operating procedure or methodology.
- (vi) The committee shall suggest core committee regarding the modern advances and technology to be included at under-graduate or post-graduate level.
- (vii) The work flow of the SMASTD-ISM shall be as under -



- 11 Examination.-** (a) (i) The First Professional examination shall ordinarily be held and completed by the end of First professional session;
- (ii) the student who failed in one or two subjects of First Professional shall be allowed to keep terms of the Second Professional session and to appear in Second Professional examination;
- (iii) the student who failed in more than two subjects shall not be allowed to keep term in Second Professional session and the subsequent supplementary examination of First Professional shall be held at every six months.
- (b) (i) The Second Professional examination shall ordinarily be held and completed by the end of Second Professional session;
- (ii) the student who failed in one or two subjects of Second Professional shall be allowed to keep the term of the Third (Final) Professional session;
- (iii) the student who failed in more than two subjects shall not be allowed to keep term in Third (Final) Professional session and the subsequent supplementary examinations of Second Professional shall be held every six months.
- (c) (i) The Third (Final) Professional examination shall ordinarily be held and completed by the end of Third (Final) Professional session.
- (ii) Before appearing for Third (Final) Professional examination the students shall have to pass all the subjects of first and second professional and shall qualify nine electives.
- (iii) The subsequent supplementary examination of Third (Final) professional will be held at every six months.
- (d) There shall be no separate class for odd batch student (those students who could not keep the term) and the student has to attend the class along with regular batch or with junior batch as applicable.
- (e) To become eligible for joining the Compulsory Rotatory Internship programme, all three professional examinations shall be passed and qualified in nine electives within a period of maximum ten years from the date of admission.
- (f) The theory examination shall have twenty per cent. marks for Multiple Choice Questions (MCQ), forty per cent. marks for Short Answer Questions (SAQ) and forty per cent. marks for Long Explanatory Answer Questions (LAQ) and these questions shall cover the entire syllabus of the subject.

- (g) The minimum marks required for passing the examination shall be fifty per cent. in theory component and fifty percent in practical component (that include practical, clinical, viva-voce, internal assessment and electives wherever applicable) separately in each subject.
- (h) **Evaluation of Electives.-** Electives shall be evaluated in terms of attendance and assessment and on the basis of evaluation, the student shall be awarded credits as well as grades as under-
- one credit shall be awarded for attending minimum five hours of a modular programme and a student can earn maximum five credits for each elective;
 - Assessment shall be conducted at the end of each module and average of five modular assessments shall be considered for grading i.e., up to 25 per cent. Bronze; 26-50 per cent. Silver; 51-75 per cent. Gold; 76 per cent. and above Platinum.
 - The structure of elective shall be as per the following table, namely:-

Table - 6
(Structure of Elective)

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

- Student shall have to qualify (obtaining any grade) minimum of three elective subjects for each professional session.
- List of elective subjects shall be made available under three sets (A, B and C) for each professional session i.e., sets FA, FB and FC for first professional B.A.M.S.; sets SA, SB and SC for second professional B.A.M.S.; sets TA, TB and TC for third professional B.A.M.S.
- Student may opt any one elective as per their choice from each set specified for respective professional B.A.M.S.
- Weightage of two marks for each credit and maximum of ten marks shall be awarded for each elective.
- These elective marks shall be added to the viva-voce marks of respective subjects as specified in these regulations.
- Apart from three mandatory electives for each profession, students have freedom to choose and qualify as many numbers of additional electives as per their interest.
- Marks weightage shall be only for three electives per professional session i.e., one elective subject from each set of respective professional session.
- A separate online certificate shall be generated for each elective mentioning credits earned and grades obtained.

- (v) The examination branch of the institution shall compile the marks of electives obtained by students as specified above and submit to university through the Head of the Institution so that the university shall add the same in viva-voce of respective subjects as shown in **Tables 11, 13 & 15.**
- (i) (i) A candidate obtaining sixty-five per cent. and above marks shall be awarded first class in the subject and seventy-five percent and above marks shall be awarded distinction in the subject.
- (ii) The award of class and distinction shall not be applicable for supplementary examinations.
- (j) (i) Each student shall be required to maintain minimum seventy-five percent attendance in each subject in theory (i.e., lecture hours) practical and clinicals (i.e., non-lecture hours) separately for appearing in examination.
- (iii) Where the institute maintains physical attendance register, it shall be recorded in cumulative numbering method as per **Annexure-iv** and at end of the course/term/ part of the course, after obtaining each student signature the same is to be certified by respective Head of the Department and approved by Head of the Institute.
- (iv) The approved attendance shall be forwarded to university.
- (k) If a student fails to appear in regular examination for cognitive reasons, he may appear in supplementary examination as regular student and his non-appearance in regular examination shall not be treated as an attempt.
- (l) Notwithstanding anything contained in these regulations,-
- (i) Clause 11(e) shall be applicable to the student who admitted under Indian Medicine Central Council (Minimum Standards of Education in Indian Medicine) Regulations, 1986, except electives and as per section 3 of SCHEDULE I (as amended vide notification no. 24-14/2016 (U.G. Regulation) Regulations, 2016) with 4 professionals.
- (ii) Student who got admitted under Indian Medicine Central Council (Minimum Standards of Education in Indian Medicine) Regulations, 1986, the maximum number of chances and maximum period of years to pass respective professional examination as laid down under the clauses 6(1)(c), 2(e), 3(c), 4(d), and 4(e) of SCHEDULE I (as amended vide notification no. 24-14/2016 (U.G. Regulation) Regulations, 2016) shall not be applicable.

12 Assessment.-Assessment of students shall be in the form of Formative and Summative Assessments as under-

- (a) **Formative Assessment.**- Students shall be assessed periodically to assess their performance in the class, determine the understanding of programme material and their learning outcome in the following manner, namely:-
- (i) Periodical Assessment shall be carried out at the end of teaching of a topic or module or a particular portion of syllabus and the evaluation methods as per the following table may be adopted as suits to the content, namely:

Table-7

Sl. No.	Evaluation Method
1.	Practical / Clinical Performance
2.	Viva Voce, MCQs, MEQ (Modified Essay Questions/Structured Questions)

SECOND							E+F	E+F/2
THIRD						NIL	E	E
Final IA	Average of Three Term Assessment Marks as Shown in 'H' Column							

Maximum Marks in Parentheses

(c) **Summative Assessment.**-(i) Final university examinations conducted at the end of each professional B.A.M.S. shall be the Summative Assessment.

(ii) There shall be double valuation system and shall be no provision for revaluation.

(iii) There shall be two examiner (one internal and one external) for university practical/clinical/viva voca examinations.

(iv) While declaring the results of Summative Assessment, Internal Assessment component and Elective marks shall be considered as per the distribution of marks pattern provided in **Tables 11, 13 & 15.**

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

Table-10

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

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

Table-11

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

Sl.No.	Subject Code	Papers	Theory	Practical or 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
Grand Total									1700

*Viva voce examination shall be for Sanskrit and not for Ayurved Ithihasa

(Set-FA, FB, FC – sets of Electives for First Professional B.A.M.S.)

Table -12

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

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

Table-13

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

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

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

Table-14

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

Third Professional B.A.M.S.				
Working days=320, Teaching hours=2240				
Sl.No.	Subject Code	Number of teaching hours		
		Lectures	Non-Lectures	Total
1	AyUG-KC	150	300	450
2	AyUG-PK	100	200	300
3	AyUG-ST	125	250	375
4	AyUG-SL	100	200	300

5	AyUG-PS	100	175	275
6	AyUG-KB	100	175	275
7	AyUG-SA3	50	100	150
8	AyUG-RM	25	50	75
9	AyUG-EM	--	40	40
Total		750	1490	2240

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

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

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

14 Migration of student during the study.-(1) The students may be allowed to take the migration to continue their study to another college after passing the First Professional examination, but failed student's transfer and mid-term migration shall not be allowed.

(2) For migration, the students shall have to obtain the mutual consent of both colleges and universities and it shall be against the vacant seat.

15 Compulsory Rotatory Internship.- (a) (i) The duration of Compulsory Rotatory Internship including Internship Orientation Programme shall be one year and ordinarily commence on **first working day of April for regular batch students and first working day of October for supplementary batch students.**

(ii) The student shall be eligible to join the Compulsory Internship programme after passing all the subjects from First to Third (Final) Professional examination including nine electives and after getting Provisional Degree Certificate from respective universities and Provisional Registration Certificates from respective State Board or Council for Compulsory Rotatory Internship.

(d) Stipend: During internship, to the interns belonging to Central Government, State Government and Union territory institution, the stipend shall be paid at par with other medical systems under respective government and there shall not be any discrepancy between medical systems.

(e) Migration during Internship.- (i) Migration of internship shall be with the consent of both the colleges and university; in the case where migration is between the colleges of two different universities.

- (ii) If migration is only between colleges of the same university, the consent of both the colleges shall be required.
- (iii) Migration shall be accepted by the university on the production of the character certificate issued by the institute or college and the application forwarded by the college and university with a 'No Objection Certificate' as the case may be.
- (f) Orientation Programme.- (i) The interns shall mandatorily attend an orientation programme regarding internship and it shall be the responsibility of the teaching institution to conduct the orientation before the commencement of the internship.
- (ii) The orientation shall be conducted with an intention to make the intern to acquire the requisite knowledge about the Rules and Regulations of the Medical Practice and Profession, Medical Ethics, Medico-Legal Aspects, Medical Records, Medical Insurance, Medical Certification, Communication Skills, Conduct and Etiquette, National and State Health Care Programme.
- (iii) The orientation workshop shall be organised at the beginning of internship and a e-logbook shall be maintained by each intern, in which the intern shall enter date-wise details of activities undertaken by him during orientation.
- (iv) The period of orientation shall be seven days.
- (v) The manual for conducting the orientation as prescribed from time to time by the National Commission for Indian System of Medicine shall be followed.
- (e) Activities during Internship.- (i) The daily working hours of intern shall be not less than eight hours; the intern shall maintain a e-logbook containing all the activities undertaken by intern during internship.
- (ii) Normally one-year internship shall be as under-
- (A) Option I.- Divided into clinical training of six months in the Ayurveda hospital attached to the college and six months in Primary Health Centre or Community Health Centre or Rural Hospital or District Hospital or Civil Hospital or any Government Hospital of Modern Medicine or Ayurveda Medicine or NABH (National Accreditation Board for Hospitals) accredited private hospital of Ayurveda. Only OPD based clinics having NABH accreditation shall not be eligible for internship.
- (B) Option II.- All twelve months in Ayurveda hospital attached to the college.
- (iii) The clinical training of six or twelve months, as case may be, in the Ayurveda hospital attached to the college or in non-teaching hospitals laid down by the National Commission for Indian System of Medicine shall be conducted as per the following table, namely:-

Table-16**(Distribution of Internship duration at Ayurveda Teaching Hospital, attached to the college)**

Sl. No.	Departments	Option I	Option II
1	Kayachikitsa OPD including Manas Roga, Rasyan and Vajikarana, Swasthavritta and Yoga, Atyayik Chikitsa, related specialties and respective IPD	1.5 months	3 months
2	Shalya OPD including OT, related specialties and respective IPD	1 month	2 months
3	Shalakya OPD, related specialties including OT, Kriyakalpa and respective IPD	3 weeks	1.5 months
4	Strirogevam Prasuti OPD related specialties including OT and respective IPD	3 weeks	1.5 months
5	Kaumarbhritya OPD related specialties including NICU, pediatric Panchakarma and respective IPD	0.5 month	1 month

6	Panchakarma OPD related specialties, Panchakarma therapy rooms and respective IPD	1 month	2 months
7	Visha Chikitsa OPD any other specialties, respective IPD, screening OPD, Pathya unit etc. (as per choice of internee)	0.5 month	1 month
8	Primary Health Centre or Community Health Centre or Rural Hospital or District Hospital or Civil Hospital etc.	6 months	-

(iv) (a) The interns shall be posted in any of the following centers where, National Health Programme are being implemented and these postings shall be to get oriented and acquaint the knowledge of implementation of National Health Programme in regard to,-

- (A) Primary Health Centre;
- (B) community Health Centre or Civil Hospital or District Hospital;
- (C) any recognised or approved hospital of Modern Medicine;
- (D) any recognised or approved Ayurvedic Hospital or Dispensary;
- (E) in a clinical unit of Central Council for Research in Ayurvedic Sciences;

(b) all the above institutes mentioned in clauses (A) to (E) shall have to be recognised by the concerned University or Government designated authority for taking such a training.

(v) The intern shall undertake the following activities in respective department in the hospital attached to the college, namely:-

(A) **Kayachikitsa.-** The intern shall be practically trained to acquaint with and to make him competent to deal with following, namely:-

- (i) all routine works such as case taking, investigations, diagnosis and management of common diseases by Ayurvedic medicine;
- (ii) routine clinical pathological work such as hemoglobin estimation, complete haemogram, urine analysis, microscopic examination of blood parasites, sputum examination, stool examination, Mutra evam Mala pariksha by Ayurvedic method, interpretation of laboratory data and clinical findings and arriving at a diagnosis and all pathological and radiological investigations useful for monitoring the deterioration of different disease conditions;
- (iii) training in routine ward procedures and supervision of patients in respect of their diet, habits and verification of medicine schedule.

(B) **Panchakarma.-** The intern shall be practically trained to acquaint with and to make him competent to deal with following, namely:-

- (i) Panchakarma & Upakarma procedures and techniques regarding Purva Karma, Pradhan Karma and Pashchat Karma;
- (ii) management of procedural complications, counselling of patients for procedures, maintenance of therapy rooms etc.

(C) **Shalya Tantra.-** The intern shall be practically trained to acquaint with and to make him competent to deal with following, namely:-

- (i) clinical examination, Diagnosis and Management of common surgical disorders according to Ayurvedic principles;
- (ii) management of certain surgical emergencies such as fractures and dislocations, acute abdomen;
- (iii) practical training of aseptic and antiseptics techniques, sterilisation;
- (iv) intern shall be involved in pre-operative and post-operative managements;
- (v) practical use of local anesthetic techniques and use of anesthetic drugs;

- (vi) radiological procedures, clinical interpretation of X-ray, Intra Venous Pyelogram, Barium meal, Sonography and Electro Cardio Gram;
- (vii) surgical procedures and routine ward techniques such as-
 - (a) suturing of fresh injuries;
 - (b) dressing of wounds, burns, ulcers and similar ailments;
 - (c) incision and drainage of abscesses;
 - (d) excision of cysts;
 - (e) venesection;
 - (f) application of Ksharasutra in ano-rectal diseases; and
 - (g) rakthamokshana, Agnikarma, Ksharakarma
- (D) **Shalakya Tantra.-** The intern shall be practically trained to acquaint with and to make him competent to deal with following, namely:-
 - (i) diagnosis and management of common surgical disorders according to Ayurvedic principles;
 - (ii) intern shall be involved in Pre-operative and Post-operative managements;
 - (iii) surgical procedures in Ear, Nose, Throat, Dental problems, Ophthalmic problems;
 - (iv) examinations of Eye, Ear, Nose, Throat and Refractive Error with the supportive instruments in Out-Patient Department; and
 - (v) all kriyakalpas, Nasya, Raktamokshan, Karnapuran, Shirodhara, Putpak, Kawal, Gandush at Out-Patient and In patient Department level.
- (E) **Prasuti Tantra & Stree Roga.-** The intern shall be practically trained to acquaint with and to make him competent to deal with following, namely:-
 - (i) antenatal and post-natal problems and their remedies, antenatal and post-natal care;
 - (ii) management of normal and abnormal labours; and
 - (iii) minor and major obstetric surgical procedures including Yoni Purna, Yoni Pichu, Uttarbasti etc.
 - (iv) all routine works such as case taking, investigations, diagnosis and management of common striroga by Ayurvedic medicine;
 - (v) screening of common carcinomatous conditions in women.
- (F) **Kaumarbhritya:** The intern shall be practically trained to acquaint with and to make him competent to deal with following, namely:-
 - (i) Care of new born along with immunization programme including Svarnaprashana;
 - (ii) Important pediatric problems and their Ayurvedic management;
 - (iii) panchakarma in children.
- (G) **Swasthavritta and Yoga.-** The intern shall be practically trained to acquaint with and to make him competent to deal with following, namely:-
 - (i) programme of prevention and control of locally prevalent endemic diseases including nutritional disorders, immunisation, management of infectious diseases, etc.;
 - (ii) family welfare planning programme;
 - (iii) aahar and Vihar Parikalpana including dinacharya, sadvritta (Life style and diet counseling daily seasonal routines); and
 - (iv) practice of Ashtang Yoga.

(H) **Atyayikchkitisa (Emergency or Casualty Management).**- The intern shall be practically trained to acquaint with and to make him competent to deal with all emergency conditions and participate actively in casualty section of the hospital in identification of casualty and trauma cases and their first aid treatment and also procedure for referring such cases to the identified hospitals.

(vi) The intern shall complete online programme on public health as laid down by the National Commission for Indian System of Medicine (NCISM), in addition to their regular duties.

(vii) The internship training in Primary Health Centre or Community Center or Rural Hospital or District Hospital or Civil Hospital or any Government Hospital of modern medicine or Ayurvedic Hospital or Dispensary.- During the six months internship training in Primary Health Centre or Rural Hospital or Community Health Centre or District Hospital or any recognised or approved hospital of Modern Medicine or Ayurvedic Hospital or Dispensary, the interns shall-

- (A) get acquainted with routine of the Primary Health Centre and maintenance of their records;
- (B) get acquainted with the diseases more prevalent in rural and remote areas and their management;
- (C) involve in teaching of health care methods to rural population and also various immunization programme;
- (D) get acquainted with the routine working of the medical or non-medical staff of Primary Health Centre and be always in contact with the staff in this period;
- (E) get familiarised with the work of maintaining the relevant register like daily patient register, family planning register, surgical register, etc. and take active participation in different Government health schemes or programme;
- (F) participate actively in different National Health Programme implemented by the State Government.

(viii) **Electronic Logbook.**- (a) It shall be compulsory for an intern to maintain the record of procedures done/assisted/observed by him on day-to-day basis in a specified e-logbook and the intern shall maintain a record of work, which is to be verified and certified by the Medical Officer or Head of the Unit or Department under whom he works.

(b) Failure to produce e-logbook, complete in all respects duly certified by the concerned authority to the Dean/Principal/Director at the end of Internship Training Programme, may result in cancellation of his performance in any or all disciplines of Internship Training Programme.

(c) The institution shall retain soft copy of the completed and certified e-logbook and is to be made available for verification.

(ix) **Evaluation of Internship.**- (A) The evaluation system shall assess the skills of a candidate while performing the minimum number of procedures as enlisted with an objective that successful learning of these procedures will enable the candidates to conduct the same in his actual practice.

(B) The evaluation shall be carried out by respective Head of Department at the end of each posting and the reports shall be submitted to Head of the institute in Form-1 under **Annexure-i**

(C) On completion of one year of compulsory rotatory internship including online course on Public Health, the Head of the Institute evaluate all the assessment reports in the prescribed Form-1 under **Annexure-i**, provided by various Head of the Department at the end of respective posting and if found satisfactory, the intern shall be issued Internship Completion Certificate in Form-2 under **Annexure-ii** within seven working days.

(D) If a candidate's performance is declared as unsatisfactory upon obtaining below fifteen marks as per Form-2 under **Annexure-ii** or less than fifty per cent. of marks, in an assessment in any of the departments he shall be required to repeat the posting in the respective department for a period of thirty per cent. of the total number of days, laid down for that department in Internship Training and posting.

(E) Candidate shall have the right to register his grievance in any aspects of conduct of evaluation and award of marks, separately to the concerned Head of the Department and Head of the Institution,

within three days from the date of completion of his evaluation, and on receipt of such grievance, the Head of the Institution in consultation with the Head of the concerned department shall redress and dispose of the grievance in an amicable manner within seven working days.

- (x) Leave for interns.- (A) During compulsory rotatory internship of one year, twelve leaves are permitted and any kind of absence beyond twelve days shall be extended accordingly.

(B) Intern cannot take more than six days including prefix or suffix of any kind of holidays leave at a time.

- (xi) Completion of internship: If any delay in the commencement of internship or abnormal break during internship due to unavoidable conditions, in such cases internship period shall be completed within maximum period of three years from the date of passing the qualifying examination of Third (Final) Professional B.A.M.S including First and Second Professional subjects and nine electives, specified as eligibility for internship:

Provided that in such cases, the student shall get prior permission from the head of the institution in written with all supporting documents and it shall be the responsibility of the head of the institution to scrutiny the documents, and assess the genuine nature of the request before issuing permission letter and while joining internship, the student shall submit the request letter along with supporting documents, and all necessary documents as mentioned in the sub-regulation (a) and undergo the internship orientation programme as mentioned in the sub-regulation (d).

16 Tuition Fee.-Tuition fee as laid down and fixed by respective governing or fee fixation committees as applicable shall be charged for four and half years only and no tuition fee shall be charged for extended duration of study in case of failing in examinations or by any other reasons and there shall not be any fee for internship doing in the same institute.

17 Qualifications and experience for teaching staff.- (a) Essential qualification.- (i) a Bachelor Degree in Ayurveda from a university or its equivalent as recognised by the Central Council of Indian Medicine or National Commission for Indian System of Medicine under the Act;

(ii) a Post-graduate qualification in Ayurveda in the concerned subject or specialty from a university recognised by Central Council of Indian Medicine or National Commission for Indian System of Medicine under the Act;

(iii) a valid registration with the concerned State Board or Council where he is employed or a valid Central or National Registration Certificate issued by Central Council of Indian Medicine or National Commission for Indian System of Medicine;

“This is not applicable for teachers of non-medical qualifications,”

(iv) Qualification for teacher of Sanskrit shall be a post-graduate degree in Sanskrit recognised by the University Grants Commission and a candidate with Bachelor of Ayurvedic Medicine and Surgery qualification at under graduate level and M.A. (Regular) in Sanskrit shall be given priority.

(v) The teachers having Bachelor Degree in Ayurveda medicine and having post-graduation in relevant modern science disciplines as referred to clause (h) of section 2 of Act, and as mentioned in section 10 of these regulations and having University Grants Commission/Council of Scientific and Industrial Research/Indian Council of Medical Research National Eligibility Test qualification shall be eligible to appoint without qualifying the National Teachers Eligibility Test.

(vi) Teacher with the following qualifications obtained from a recognised university or institution may be appointed in respective departments as per following table, namely: -

Table-17

(Qualifications and Departments for Appointment)

Sl.No.	Qualification	Department
1	B.A.M.S. and MSc Anatomy	Rachana Sharira
2	B.A.M.S. and MSc Physiology	Kriya Sharira

3	B.A.M.S. and MPH	Swasthavritta & Yoga
4	B.A.M.S. and MSc Ayurbiology	Samhita & Siddhanta

Teachers with above qualifications shall not be more than one in specified departments.

(b) Experience.- (i) For post of Professor.-

- (A) Ten years of teaching experience as regular teacher in the concerned subject or five years teaching experience as Associate Professor (Reader) on regular basis in the concerned subject; or
- (B) Ten years research experience as fulltime researcher (after possessing Post-graduate qualification in the concerned subject) in Research Councils of Central Government or State Government or Union territory or University or National Institution or National Accreditation Board for Testing and Calibration Laboratories (NABL) accredited Research Laboratory or ten years of experience in regular service (after possessing Post-graduate qualification in the concerned subject) in Central Government Health Services or State Government Health services, Ministry of Ayush or ten years of experience (after possessing Post-graduate qualification in the concerned subject) as Assistant Registrar or Registrar in Central Council of Indian Medicine having qualified National Teachers Eligibility Test from the date it is operational and with any one of the following three criteria, namely:-
- (i) Minimum of five research articles published in index journals (UGC-CARE, PubMed, Web of Science, Science Citation Index, SCOPUS); or
 - (ii) Minimum of three research articles published in index journals (UGC-CARE, PubMed, Web of Science, Science Citation Index, SCOPUS) and one Published book or Manual relevant to Ayurveda; or
 - (iii) Investigator for any major research project (duration of the project three years and above as per the sanctioned letter); and
 - (iv) Having post-graduate qualification in concerned subject except in the subjects or specialty of Shalya, Shalakya and Stree Rog evam Prasuti tantra:

provided that the in-service candidate shall have completed his post-graduation in concerned subject before the completion of forty-five years of his age.

(ii) For post of Associate Professor.-

- (A) Five years of teaching experience as regular teacher in the concerned subject; or
- (B) Five years of research experience as fulltime researcher (after possessing Post-graduate qualification in the concerned subject) in Research Councils of Central Government or State Government or Union territory or University or National Institutions or National Accreditation Board for Testing and Calibration Laboratories (NABL) accredited Research Laboratories or five years of experience in regular service (after possessing Post-graduate qualification in the concerned subject) in Central Government Health Services or State Government Health services, Ministry of Ayush or five years of experience (after possessing Post-graduate qualification in the concerned subject) as Assistant Registrar or Registrar in Central Council of Indian Medicine having qualified National Teachers Eligibility Test from the date it is operational and with any one of the following three criteria, namely:-
- (i) minimum of three research articles published in indexed journals (UGC-CARE, PubMed, Web of Science, Science Citation Index, Scopus); or
 - (ii) Minimum of one research article published in indexed journals (UGC-CARE, PubMed, Web of Science, Science Citation Index, Scopus) and one Published book or Manual relevant to Ayurveda; or
 - (iii) Investigator for any major research project (duration of the project three years and above as per the sanctioned letter) or minor research project (duration of the project less than three years as per the sanctioned letter); and
 - (iv) Having post-graduate qualification in concerned subject except in the subjects or specialty of Shalya, Shalakya and Stree Rog evam Prasuti tantra:

Provided that the in-service candidate shall have completed his post-graduation in concerned subject before the completion of forty-five years of his age.

(iii) For post of Assistant Professor.- No teaching experience shall be required but, the age shall not exceed forty-five years at the time of first appointment.

(iv) Qualification for teacher of Research Methodology and Medical Statistics shall be a post-graduate degree in Medical Statistics or Biostatistics or Epidemiology or other relevant discipline of Research Methodology or Medical Statistics:

Provided that the post-graduates of Ayurveda, who have studied Research Methodology or Medical Statistics as one of the subjects in their post-graduation, and the post-graduates of Ayurveda, who have successfully completed the online course in Research Methodology or Medical Statistics conducted by the National Institute of Epidemiology of Indian Council of Medical Research shall also be eligible to teach the subject of Research Methodology and Medical Statistics and shall be given preference at the time of appointment and the teacher of Research Methodology and Medical Statistics can be appointed on part time basis and shall work under the department of Swasthavritta and Yoga and such part time teachers shall not be provided teachers code.

(v) Qualification for Yoga instructor (full time) shall be minimum a graduate degree in Yoga and shall work under department of Swasthavritta and Yoga. Post graduate in Swasthavritta shall also be eligible for the same. There shall not be teacher code for the post of instructor.

(vi) Teachers appointed with qualifications of MSc Anatomy, MSc Physiology, MPH and MSc Ayurbiology including Sanskrit teacher as Assistant Professors or Lecturers will be eligible for the post of Reader or Associate Professor after seven years of experience and twelve years of teaching experience for the post of Professor and such teachers shall not be eligible for the post of Head of the Department as well as Head of the Institution.

(vii) The research experience of Doctor of Philosophy (PhD).- The actual research duration i.e., the date of joining to the date of submission of thesis and not more than three years shall be considered as teaching experience and PhD seat allotment letter, Proof of joining to full-time PhD programme and proof of submission of thesis to the university shall be considered as evidence in this regard.

(viii) Temporary appointment or temporary promotion of teacher shall not be considered for eligibility.

(ix) In case of deputation of Medical Officer as teacher, it shall be with qualifications, designations and experience as specified in this regulation and the deputation shall not be less than three years and any emergency withdrawal shall be after proper replacement or alternate arrangement.

(x) The teachers got appointed in allied subjects, if desires to return to parent department, they may return within three years from the date of notification of this regulation and in such case, the allied subject experience of National Commission for Indian System of Medicine approved teachers shall be considered as regular experience in parent department and the National Commission for Indian System of Medicine approved teachers who remained in allied subjects shall be considered as regular teacher of respective department and eligible for promotion as regular teacher as specified in this regulation.

(c) Qualification and experience for Post of Head of the Institution.- The qualification and experience for the post of Head of the Institution (Principal or Dean or Director) shall be the same qualification and experience as specified for the post of Professor with minimum three years of administrative experience (Vice Principal or Head of the Department or Deputy Medical Superintendent or Medical Superintendent etc.)

(d) Salary.- (a) For the teacher of Government or Government aided institution or Government Deemed University.- The Salary and allowances including Non Practicing Allowance as applicable shall be paid to the teacher at par with the norms laid down by the Central Government or University Grants Commission or the State Government or Union territory as the case may be and there shall not be any discrepancy of salary structure between medical systems.

(b) For the teacher of self-financing college including Central Private deemed University or State Private deemed university.- (i) The minimum basic pay shall be as per the following table, namely:-

Table-18
(Minimum Monthly Salary)

Sl.No.	Post	Pay scale
1.	Assistant Professor	Pay Level-10, Pay Matrix Rs. 56,100-1,77,500 (as per 7 th CPC)
2.	Associate Professor	Pay Level-12, Pay Matrix Rs. 78,800-2,09,200 (as per 7 th CPC)
3.	Professor	Pay Level-13, Pay Matrix Rs. 1,23,100-2,15,900 (as per 7 th CPC)
4.	Head of the Institution	Pay Level-13A, Pay Matrix Rs. 1,31,100-2,16,600 (as per 7 th CPC)

- (ii) (a) This shall be the minimum prescribed salary and shall not be restrictive for higher salary structure.
- (b) Monthly salary shall be paid along with applicable allowances as per respective employers policy and annual increment with respect to the year of experience to the concerned cadre or post.
- (c) The institute which is already paying higher salary structure shall continue with the same.
- (d) Corresponding Pay structure as applicable shall be adopted as and when Central Pay Commission (CPC) revises pay scales.
- (c) The Salary shall be credited to the salary account through bank transfer and necessary facilities to the teacher such as, Provident Fund or Employees' State Insurance, etc. shall be provided by the college and Income Tax deduction certificate such as form 16 shall be issued by the college to the teacher as per the norms.
- (d) The college shall issue appointment and promotion order in which the details such as salary, notice period for resignation, minimum attendance to be maintained by the teacher shall be clearly mentioned.
- (e) **Age of superannuation of teacher.**—The age of superannuation of teachers shall be as per the order of the Central Government or State Government or Union territory and the retired teachers, fulfilling the eligibility norms of teachers may be re-employed up to the age of sixty-five years as fulltime teacher.
- (f) **Unique teacher's code.**—(i) A unique teacher's code for all eligible teachers, shall be allotted by the National Commission for Indian System of Medicine after their appointment in the college through an Online Teachers Management System on application within seven working days from the date of joining and the Promotion or Relieving or Transfer of Department of all such teachers shall be facilitated and monitored through the Online Teachers Management System (OTMS).
- (ii) Institute and Teacher shall update profile in the Online Teachers Management System (OTMS) from time to time with respect to promotion, department transfer, relieving etc.
- (g) The Commission shall have the power to withdraw the teacher's code on ethical and disciplinary grounds.
- (h) The Commission shall have the power to withdraw or withheld the teacher's code if the teacher discontinues the teaching profession or not joined any institution for any reason and he may rejoin the teaching profession with the same teacher's code after completing the procedure as specified by National Commission for Indian System of Medicine from time to time.
- (i) **Attendance of teacher.**— The teacher shall abide by the guidelines and mandates as laid down by the National Commission for Indian System of Medicine from time to time and shall have at least 75 per cent. of attendance during the working days of every calendar year.

- (j) **Development and Training of Faculty Member.-** Once in every three years teachers shall undergo Medical Education Technology (MET) or Quality Improvement Programme (QIP) conducted by National Commission for Indian System of Medicine or designated authority

18 Appointment of examiner In Ayurveda.-No person other than regular or retired teacher with minimum five years of teaching experience in the concerned subject shall be considered eligible for examinership and the maximum age limit of Examiner shall be sixty-five years.

Note:

- (a) The post-graduate degree holder in the old nomenclature, namely, Ayurveda Vachaspati- Ayurveda Sidhant, Ayurveda Vachaspati- Ayurved Samhita, Ayurveda Vachaspati- Kriya Sharir (Dosha-Dhatu-Mala Vigyana) and Ayurveda Vachaspati-Bhaishajya Kalpana as mentioned in Post-graduate Education Regulations, 2005, may be appointed in the concerned department like, holder of Dosha Dhatu Malavigyana in the department of Kriya Sharira, holder of Samhita or Siddhant in the department of Samhita and Basic Principles of Ayurveda, holder of Bhaishajya Kalpana in the department of Rasa Shastra evamBhaishajya Kalpana and similarly, the post-graduate degree holder in the old nomenclature, namely, Ayurveda Dhanvantri - Shalya - Samanya, Ayurveda Dhanvantri - Kshar Karma evamAnushastra Karma, Ayurveda Dhanvantri - Shalakyas - Netra Roga, Ayurveda Dhanvantri - Shalakyas - Shiro- Nasa Karna evam Kantha Roga, Ayurveda Dhanvantri - Shalakyas - DantaevamMukhaRoga, Ayurveda Vachaspati-Sangyahan, Ayurveda Vachaspati- ChhayaevamVikiran Vigyan, Ayurveda Dhanvantri - Asthi Sandhi and MarmagatRoga and Ayurveda Vachaspati- SwasthaVritta and Yoga as mentioned in Post-graduate Education Regulations, 2012, may be appointed in the concerned department like, holder of Shalya - Samanya in the department of Shalya, holder of Kshar Karma evamAnushastra Karma in the department of Shalya, holder of Shalakyas - Netra Roga in the department of Shalakyas, holder of Shalakyas - Shiro- Nasa Karna evam Kantha Roga in the department of Shalakyas, holder of Shalakyas - DantaevamMukhaRoga in the department of Shalakyas, holder of Sangyahan in the department of Shalya, holder of ChhayaevamVikiran Vigyan in the department of RogNidan, holder of Asthi Sandhi and MarmagatRoga in the department of Shalya and holder of Swasthavritta and Yoga in the department of Swasthavritta.
- (b) The post-graduate degree holder of newly developed specialty, namely, Ayurveda Vachaspati-Yoga as mentioned in Indian Medicine Central Council (Post Graduate Ayurveda Education) Regulations, 2016 may be appointed in the department of Swasthavritta and Yoga. Post-graduate holders of Rasayana & Vajikarana and Manasaroga may be appointed in Kayachikitsa.

RAGHURAMA BHATTA U., Secy. I/c.

[ADVT.-III/4/Exty./647/2021-22]

Appendix "A"

[See regulation 5 (4)]

SCHEDULE relating to "SPECIFIED DISABILITY" referred to in clause (zc) of section 2 of the Rights of Persons with Disabilities Act, 2016 (49 of 2016), provides as under:-

1. Physical disability-

- (A) Loco motor disability (a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both), including-
- (a) "Leprosy cured person" means a person who has been cured of leprosy but is suffering from-
- (i) Loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity,
- (ii) Manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity,

- (iii) Extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression “leprosy cured” shall construed accordingly,
- (b) “Cerebral palsy” means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth.
- (c) “Dwarfism” means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimetres) or less,
- (d) “Muscular dystrophy” means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for health muscular. It is characterized by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue,
- (e) “acid attack victims” means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance.

(B) Visual impairment-

- (a) “blindness” means a condition where a person has any of the following conditions, after best correction-
 - (i) Total absence of sight, or
 - (ii) Visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction, or
 - (iii) Limitation of the field of vision subtending an angle of less than 10 degree.
- (b) “Low-vision” means a condition where a person has any of the following conditions, namely:-
 - (i) Visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or
 - (ii) Limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree.

(C) Hearing impairment-

- (a) “Deaf” means persons having 70 DB hearing loss in speech frequencies in both ears;
- (b) “Hard of hearing” means person having 60 DB hearing loss in speech frequencies in both ear,
- (D) “Speech and language disability” means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.

2. Intellectual disability a condition characterized by significant limitation both in intellectual functioning (reasoning, ;learning, problem solving) and in a dative behaviour which covers a range of every day, social and practical skills, including-

- (a) “Specific learning disabilities” means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematic calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia.
- (b) “Autism spectrum disorder” means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person’s ability to communicate, understand relationships and relate to others and is frequently associated with unusual or stereotypical rituals or behaviours.

3. Mental behaviour- “means illness” means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviours, capacity to recognize reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person,

4. Disability caused due to-

(a) Chronic neurological conditions, such as-

(i) “Multiple sclerosis” means an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelisation and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other.

(ii) “Parkinson’s disease” means a progressive disease of the nervous system marked by tremor, muscular rigidity and slow, imprecise movement, chiefly affecting middle-aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine.

(b) Blood disorder-

(i) “Haemophilia” means an inheritable disease, usually affecting only male but transmitted by women to their male children, characterised by loss or impairment of the normal clotting ability of blood so that a minor wound may result in fatal bleeding,

(ii) “Thalassemia” means a group of inherited disorders characterized by reduced or absent amounts of haemoglobin.

(iii) “Sickle cell disease” means a haemolytic disorder characterised by chronic anaemia, painful events, and various complications due to associated tissue and organ damage, “Haemolytic” refers to the destruction of cell membrane of red blood cells resulting in the release of haemoglobin,

5. Multiple Disabilities (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.

6. Any other category as may be notified by the Central Government from time to time.

Appendix “B”

[See regulation 5 (4)]

Guidelines regarding admission of students, with “Specified Disabilities” under the Rights of Persons with Disabilities Act, 2016 (49 of 2016), in B.A.M.S.

1. The “Certificate of Disability” shall be issued in accordance with the Rights of Persons with Disabilities Rules, 2017, published in the Gazette of India, Extraordinary, Part II, Section 3, Sub-section (i), vide number G.S.R. 591 (E), dated the 15th June, 2017.
2. The extent of “specified disability” in a person shall be assessed in accordance with the “guidelines for the purpose of assessing the extent of specified disability in a person included under the Rights of Persons with Disabilities Act, 2016 (49 of 2016)”, published in the Gazette of India, Extraordinary, Part II, section 3, Sub-section (ii), vide number S.O. 76 (E), dated the 4th January, 2018.
3. The minimum degree of disability should be 40% (Benchmark Disability) in order to be eligible for availing reservation for persons with specified disability.
4. The term ‘Persons with Disabilities’ (PwD) is to be used instead of the term ‘Physically Handicapped’ (PH)

TABLE

Sl. No.	Disability Category	Type of Disabilities	Specified Disability	Disability Range		
				(5)		
(1)	(2)	(3)	(4)	Eligible for B.A.M.S. Programme, Not Eligible for	Eligible for B.A.M.S. Programme, Eligible for PwD Quota	Not Eligible for Programme,

				PwD Quota		
1.	Physical Disability	(A) Locomotor Disability, including Specified Disabilities (a to f).	(a) Leprosy cured person* (b) Cerebral Palsy** (c) Dwarfism (d) Muscular Dystrophy (e) Acid attack victims (f) Other* ** such as Amputation, Poliomyelitis, etc.	Less than 40% disability	40-80% disability Persons with more than 80% disability may also be allowed on case to case basis and their function a incompetency will the aid of assistive devices, if it is being used, to see if its is brought below 80% and whether they possess sufficient motor ability as required to pursue and complete the programme satisfactorily.	More than 80%
			* Attention should be paid to loss of sensations in fingers and hands, amputation, as well as involvement of eyes and corresponding recommendations be looked at. ** Attention should be paid to impairment of vision, hearing, cognitive function etc. and corresponding recommendations be looked at. *** Both hands intact, with intact sensations, sufficient strength and range of motion are essential to be considered eligible for B.A.M.S. programme.			
		(B) Visual Impairment (*)	(a) Blindness (b) Low vision	Less than 40% disability (i.e. Category '0 (10%)' I (20%)' & II (30%)		Equal to or More than 40% Disability (i.e. Category III and above)
		(C) Hearing Impairment @	(a) Deaf (b) Hard of hearing	Less than 40% Disability		Equal to or more than 40% Disability
			(*) Persons with Visual impairment/ visual disability of more than 40% may be made eligible to pursue Graduate B.A.M.S. Education and may be given reservation, subject to the condition that the visual disability is brought to a level of less than the benchmark of 40% with advanced low vision aids such as telescopes / magnifier etc. @ Persons with hearing disability of more than 40% may be made eligible to pursue Graduate B.A.M.S. Education and may be given reservation, subject to the condition that the hearing disability is brought to a level of less than the benchmark of 40% with the aid of assistive devices. In addition to this, the individual should have a speech discrimination score of more than 60%.			
		(D) Speech & language	Organic/neurological causes	Less than 40%		Equal to or more than

		disability		Disability		40% Disability
		<p>It is proposed that for admission to B.A.M.S. programme the Speech Intelligibility Affected (SIA) score shall not exceed 3 (Which will correspond to less than 40%) to be eligible to pursue the B.A.M.S. programme. The individuals beyond this score will not be eligible for admission to the B.A.M.S. programme.</p> <p>Persons with an Aphasia Quotient (AQ) upto 40% may be eligible to pursue B.A.M.S. programme but beyond that they will neither be eligible to pursue the B.A.M.S. programme nor will they have any reservation.</p>				

2.	Intellectual disability		(a) Specific learning disabilities (Perceptual disabilities, Dyslexia, Dyscalculia, Dyspraxia & Developmental aphasia)#	# currently there is no Quantification scale available to assess the severity of SpLD, therefore the cut-off of 40% is arbitrary and more evidence is needed.		
				Less than 40% Disability	Equal to or more than 40% disability But selection will be based on the learning competency evaluated with the help of the remediation/assisted technology/aids/infrastructural changes by the Expert Panel.	
			(b) Autism spectrum disorders	Absence or Mild Disability, Asperger syndrome (disability of 40-60% as per ISAA) where the individual is deemed fit for B.A.M.S. programme by an expert panel	Currently not recommended due to lack of objective method to establish presence and extent of mental illness. However, the benefit of reservation/quot a may be considered in future after developing better methods of disability assessment.	Equal to or more than 60% disability or presence of cognitive/intellectual disability and or if the person is deemed unfit for pursuing B.A.M.S. programme by an expert panel.
3.	Mental Behaviour		Mental illness	Absence or mild Disability: less than 40% (under IDEAS)	Currently not recommended due to lack of objective method to establish presence and extent of mental illness. However, the benefit of reservation/quota may be considered in future after developing better methods of disability assessment.	Equal to or more than 40% disability or if the person is deemed unfit to perform hi/her duties. Standards may be drafted for the definite of "fitness to practice medicine" as are used by several institutions of countries other than India.

4.	Disability caused due to	(a) Chronic Neurological Conditions	(i) Multiple Sclerosis	Less than 40% Disability	40%80% disability	More than 80%
			(ii) Parkinsonism			
		(b) Blood Disorders	(i) Haemophilia	Less than 40% Disability	40%80% disability	More than 80%
			(ii) Thalassemia			
			(iii) sickle cell disease			
5.	Multiple disabilities including deaf blindness		More than one of the above specified disabilities	<p>Must consider all above while deciding in individual cases recommendations with respect to presence any of the above, namely , visual, Hearing, Speech & Language disability, Intellectual Disability, and Mental Illness as a component of Multiple Disability.</p> <p>Combining formula as notified by the related Gazette Notification issued by the Govt. of India</p> <p><u>a+b (90-a)</u></p> <p>90</p> <p>(where a=higher value of disability % and b=lower value of disability % as calculated for different disabilities)</p> <p>Is recommended for computing the disability arising when more than one disabling condition is present in a given individual. This formula may be used in cases with multiple disabilities, and recommendations regarding admission and/or reservation made as per the specific disabilities present in a given individual</p>		

Note: For selection under PwD category, candidates will be required to produce Disability Certificate before their schedule date of counselling from one of the disability assessment boards as designated by concerned Authority of Government of India.

Annexure-i

FORM 1

[See regulation 15(e)(ix) (B)(C)(D)]

(NAME OF THE COLLEGE AND ADDRESS)

AYURVEDACHARYA

(BACHELOR OF AYURVEDIC MEDICINE AND SURGERY – B.A.M.S) PROGRAMME

DEPARTMENT OF-----

CERTIFICATE OF ATTENDANCE & ASSESSMENT OF INTERNSHIP

Name of the Intern

Attendance during internship

Period of training From-----To-----

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

Assessment of Internship

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

Performance Grade of marks

Poor <8, Below average 9-14, Average 15-21, Good 22-25, Excellent 26 and above

Note: An intern obtained unsatisfactory score (below 15) shall be required to repeat one third of the total period of posting in the concerned department.

Date:

Place:

Signature of the Intern

Signature of the Head of the Department

Office Seal

Annexure-ii**FORM 2**

[See regulation 15(e) (ix) (C) (D)]

(NAME OF THE COLLEGE AND ADDRESS)

**AYURVEDACHARYA
(BACHELOR OF AYURVEDIC MEDICINE AND SURGERY – B.A.M.S) PROGRAMME
CERTIFICATE OF COMPLETION
OF THE COMPULSORY ROTARY INTERNSHIP**

This is to certify that (name of the intern) Intern of (NAME OF THE COLLEGE AND ADDRESS), has completed his/her Compulsory Rotatory Internship at the (NAME OF COLLEGE AND ADDRESS/PLACE OF POSTING), for the duration of one year from ____ to ____ in the following departments,

Sl. No.	Name of the department	Period of training from (dd/mm/yyyy)	Period of training to (dd/mm/yyyy)

During the internship period the conduct of the student is _____

Date:

Place:

**Signature of the Principal/Dean/Director
Office Seal**

Annexure-iii**A. TENTATIVE TEMPLATE OF ACADEMIC CALENDAR****FIRST PROFESSIONAL B.A.M.S.****(18 MONTHS)**

Sl.No.	DATE/PERIOD	ACADEMIC ACTIVITY
1.	First Working Day of October	Course Commencement
2.	15 working Days	Induction Programme & Transitional Curriculum
3.	Fourth Week of March	First Internal Assessment
4.	Three weeks in May	Summer Vacation
5.	Fourth Week of September	Second Internal Assessment
6.	First & Second week of February	Preparatory holidays
7.	Third Week of February onwards	University Examination
8.	<i>First Working Day of April</i>	<i>Commencement of Second Prof. B.A.M.S.</i>
	NOTE.- 1. Universities/Institutions/Colleges shall specify dates and year while preparing academic calendar of that particular batch of students. The same is to be informed to students and displayed in respective websites. 2. Institutions/Colleges established in Extreme Weather Conditions may adjust the vacation as required by maintaining the stipulated hours of teaching. However, the structure of academic calendar shall not be altered.	

B. TENTATIVE TEMPLATE OF ACADEMIC CALENDAR**SECOND PROFESSIONAL B.A.M.S.****(18 MONTHS)**

Sl.No.	DATE/PERIOD	ACADEMIC ACTIVITY
1.	First Working Day of April	Course Commencement
2.	Fourth Week of September	First Internal Assessment
3.	Fourth Week of March	Second Internal Assessment
4.	Three weeks in May	Summer Vacation
5.	First & Second week of August	Preparatory Holidays
6.	Third Week of August onwards	University Examination
7.	<i>First Working Day of October</i>	<i>Commencement of Third Prof. B.A.M.S.</i>
	NOTE.- 1. Universities/Institutions/Colleges shall specify dates and year while preparing academic calendar of that particular batch of students. The same is to be informed to students and displayed in respective websites. 2. Institutions/Colleges established in Extreme Weather Conditions may adjust the vacation as required by maintaining the stipulated hours of teaching. However, the structure of academic calendar shall not be altered.	

C. TENTATIVE TEMPLATE OF ACADEMIC CALENDAR**THIRD PROFESSIONAL B.A.M.S.****(18 MONTHS)**

Sl. No.	DATE/PERIOD	ACADEMIC ACTIVITY
1.	First Working Day of October	Course Commencement
2.	Fourth Week of March	First Internal Assessment
3.	Three weeks in May	Summer Vacation
4.	Fourth Week of September	Second Internal Assessment
5.	First & Second week of February	Preparatory holidays
6.	Third Week of February onwards	University Examination
7.	First Working Day of April	Commencement of Internship
	NOTE.- 1. Universities/Institutions/Colleges shall specify dates and year while preparing academic calendar of that particular batch of students. The same is to be informed to students and displayed in respective websites. 2. Institutions/Colleges established in Extreme Weather Conditions may adjust the vacation as required by maintaining the stipulated hours of teaching. However, the structure of academic calendar shall not be altered.	

Annexure-iv**GUIDELINES FOR ATTENDANCE MAINTENANCE****(THEORY/PRACTICAL/CLINICAL/NON-LECTURE HOURS)**

Institutes, Colleges offering education in various courses in Indian System of Medicine are recommended to maintain online attendance system. However, in case physical registers are being maintained for recording attendance of various teaching/training activities, the following guidelines are to be followed:

- (1) Attendance is to be marked in cumulative numbering fashion.
 - (a) In case presence is to be marked as 1, 2, 3, 4, 5, 6.....so on;
 - (b) In case of absence, it must be marked as 'A' ;
 - (c) Example: P PPP A P P AA P P P.... may be marked as (1, 2, 3, 4, A, 5, 6, A, A, 7, 8, 9...).
- (2) Avoid strictly marking 'P' for presence.
- (3) Separate register for Theory and practical/clinical/non-lecture activities are to be maintained.
- (4) At the end of term or course or part of syllabus, the last number to be taken as total attendance.
- (5) The total attendance after students signature to be certified by respective HOD followed by approval by Principal.
- (6) In case of multiple terms, at the end of course all term attendance is to be summarised and percentage is to be calculated separately for theory and practical including clinicals & non-lecture hours.

[Note : *If any discrepancy is found between Hindi and English version, the English version will be treated as final.]