



*Where talent meets opportunity*

# **SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES**

## **SYLLABUS REVISION**

**Name of School-School of Ayurveda & Siddha Studies**

**Department/Program- Ayurveda/BAMS**

**2017-18 TO 2021-22**

[www.sssutms.co.in](http://www.sssutms.co.in)

Opp.Oilfed Plant, Bhopal-Indore Road,Sehore (M.P), Pin - 466001



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**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES**  
[Established Under Act. 06 of 2014 by Govt. of Madhya Pradesh]

Approved by Madhya Pradesh Private University Regulatory Commission  
Bhopal Indore Road, Opposite Pachama Oilfield Plant, Pachama, Sehore.  
Phone: (07562) - 222482

Name of Faculty: School of Ayurveda & Siddha Studies.

Minutes of Board of Studies Committee Meeting held on Dated 18/02/2021

The Board of Studies Committee Meeting was held in the Board Room at 2:30 PM. 18/02/2021.  
Following members were present.

1. Dr. G.R. Selokar, Professor, Registrar,
2. Dr. Hiranman Das Banjare, Principal & Professor (Rachana Sharir),
3. Dr Himandri Yadu, Professor (Samhita Siddhant),
5. Dr.Chittaranajan Nakade, Professor ( Rachana Sharir ).
6. Dr.Rohit Padalkar, Associate Professor, (Samhita Siddhant),
7. Dr.Nilesh Gajjewar, Associate Professor, (Samhita Siddhant),
8. Dr.Ankita Mishra, Associate Professor ( Rachana Sharir ).

Employability - Pink  
Entrepreneurship - Turquoise  
Skill Development - Bright Green

All the member elected Dr. G.R.Selokar chairman for today's Board of Studies Meeting. The Chairman welcomed the members of all department of SOA and appreciated the efforts put up by the faculty for progress of the School of Ayurveda & Siddha Studies.

The following Agenda points were discussed.

**Agenda:** Approval of the syllabus prescribed by the NCISM as per the norms.

**Discussion:**

Committee member discussed the syllabus prescribed by the NCISM as per the norms. It is decided that first year BAMS scheme should be applicable to the batche i.e. 2021-22. The 1st Term for the batch 2021-22 will be started from 1<sup>st</sup> November 2022 and Term for student will be started from may 2022 to Oct. 2022.

Scheme and syllabus was put up before the committee members as per guidelines of NCISM, It was discussed in detail and some modification was suggested. So as to finalized the scheme.



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Sri Satya Sai University of Technology  
& Medical Sciences Scheme (M.P.)



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## **SCHEME & SYLLABUS**

**NAME OF SCHOOL: SCHOOL OF AYURVEDA &  
SIDDHA STUDIES**

**COURSE: BACHELOR OF AYURVEDIC MEDICINE &  
SURGERY (B.A.M.S)**

**YEAR: 1<sup>st</sup> PROFESSIONAL**

**2021-22 TO 2022-23**

**(As per MSE-UG 2021 & NCISM guidelines)**

**Website: [www.sssutms-soa.in](http://www.sssutms-soa.in)  
Email id: [soa.sssutms@gmail.com](mailto:soa.sssutms@gmail.com)**



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& Medical Sciences Sehore (M.P.)**

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



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

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



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



Rachana



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Sri Satya Sri University of Technology  
& Medical Sciences Sehore (M.P.)

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			



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## Preamble

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

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



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Course Code and Name of Course

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

AyUG RS

Table 1- Course learning outcomes and matched PO.

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

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

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

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	in Sushruta Samhita and as per the modern science.	Psychomotor							
CO1	Appraise the concept of body donation and its relevance in present scenario	Cognitive - Analysis, Affective	NK	Knows	Lecture/ educational video/ SDL	Written/ viva-voce	F&S	I	
<b>Topic 2- Paribhaaba Sharir [Time: Lecture: 03 hours, non-lecture 01 hours] Practical:- 6 hours</b>									
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 Sanghat	Cognitive/ Application	DK	Knows how	Lecture/ Demonstration/ SDL	Written/ viva-voce	S	I	
<b>Topic 3- Garbha Sharir [Time: Lecture: 17 hours, non-lecture 05 hours]</b>									
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 Anava 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 pancamahabhuta 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, Beejhaag, Beejabhagavayava	Cognitive / Comprehension	MK	Knows	Lecture/ GD/ IT	Written/ viva-voce	F & S	I	Dept. of Streerog Prasuti tantra




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Rachana Shrivastava, J. BAMS(Ayurvedacharya), NCTISM

	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/ BCE/ SDL/ Seminar	Written/ viva-voce/ Assignment	F&S	II
Topic 6- Sanyu Sharir [Time: Lecture: 02 hours, non-lecture 01 hours]								
CO 6	Describe Snyu 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- Kasha, 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 kasha, danta, nakha as diagnostic tool	Cognitive/ comprehension	MK	Knows how	Lecture with demonstration with JD 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

1. Rachana Sharir, I BAMS(Ayurvedacharya), NCISM

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		

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Rachana Shrivastava (BAMS/Ayurvedacharya), NCISM

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	Reginidan
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	Swasthviria
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	Swasthviria
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	Swasthviria
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	

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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/ comprehension	MK	Knows how	Lecture	Written / viva-voce	F&S	III
<b>Topic 14- Endocrinology [Time: 08 hours, non-lecture (3 hours) Practical-02 hours]</b>								
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/ Comprehension	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 / comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III
CO 6	Describe the Blood Supply, Nerve Supply & Lymphatic drainage of Pituitary	Cognitive /comprehension	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/Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III
CO 6	Describe the lobes, border & surfaces of Thyroid gland with its relation.	Cognitive /comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III
CO 6	Describe the blood supply, nerve Supply & lymphatic drainage of Thyroid gland	Cognitive /comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III

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 Exam Vikriti Vigyan

**Paper II**

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

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

CO1	Define of Koshha and Ashaya	Cognitive/ knowledge	MK	Knows	Lecture	Written/ viva-voce/ Open book test	F&S	I	
CO1	Describe the concept of various numbers of Koshhanga 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	

CO-4	Explain the classification of Dhamani	Cognitive/Comprehension	MK	Knows how	Lecture/ Seminar	Written / viva-voce/ Open book test	F & S	II	
CO-4	Locate the Dhamani in the body according to region	Cognitive / application Psychomotor	DK	Shows	Lecture/ Demonstration	Viva-voce/ Practical performance	F & S	II	
<b>Topic 5- Srotasa Sharir [Time: Lecture: 08 hours, non-lecture 03 hours]</b>									
CO-4	Define Srotasa and state its Nirukti and types	Cognitive/ Recall	MK	Knows	Lecture/ Seminar	Written / viva-voce/ Open book test	F & S	II	
CO-4	Explain the Classification of Srotasa	Cognitive / Comprehension	MK	Knows	Lecture/ Seminar	Written / viva-voce/ Open book test	F & S	II	
CO-4	State the Moolsthans of all Srotasa as per Acharya Sushrut and Charak and its clinical aspect	Cognitive / Recall	MK	Knows how	Lecture/ Seminar/ ECE	Written / viva-voce/ Assignment/ Open book test	F & S	II	Kayachit kittsa/ Panchak arma
<b>Topic 6- Kala Sharir [Time: Lecture: 02 hours, non-lecture 02 hours] Practical-03 hours</b>									
CO1	Define Kala and explain the formation & functions of seven Kala	Cognitive - / comprehension	MK	Knows	Lecture/ Seminar	Written / viva-voce/ Open book test	F&S	III	
CO1	Describe Saptakalas with its applied aspect	Cognitive /comprehension +application	MK	Knows	Lecture/ demonstration/ ECE	Written / viva-voce/ Open book test	F&S	III	Agallantr
CO1	Relate the Sapta Kala with Sapta Dhatu	Cognitive - application + affective - awareness	NK	Knows how	Lecture/ Seminar/ IT	Written / viva-voce	F&S	III	
<b>Topic 7- Indriya Sharir [Time: Lecture: 03 hours, non-lecture 01 hours]</b>									

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 Medical Sciences Sionam (M.P.)

Rachana Sharir, I BAMS(Ayurvedacharya), NCISM



CO 5	Discuss the classification of Marma	Cognitive – Comprehension	MK	Knows	Lecture/ ECE/ PBL	Written / viva-voce/ Open book test	F&S	II	Shalya tantra
CO 5	Narrate the importance of marmā in Sharir and Shalya vigan	Cognitive – application	MK	Knows how	Lecture/ ECE/ PBL	Written/ Open book test	F&S	II	
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	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	

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CO6	Describe the blood supply, nerve supply, lymphatics of Pleura	Cognitive /comprehension	DK	Knows how	Lecture	Open book test/ 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	Keyachi Kista
<b>Topic 11- Digestive system [Time: Lecture: 10 hours, non-lecture 06 hours] Practical- 22 hours</b>									
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	

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CO 6	Describe internal features of the chambers, valve and auscultatory areas of Heart and its applied anatomy	Cognitive – application	MK	Knows how	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Open book test/ Assignment	F & S	II	
CO 6	Describe the major arteries and veins of Heart.	Cognitive – Recall	MK	Knows	Lecture/ Demonstration	Written/ Viva-voce	F & S	II	
CO 6	Describe the histology and applied anatomy of Heart.	Cognitive – application	MK	Knows how	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Open book test/ Assignment	F & S	II	
<b>Topic 13- Urinary System [Time: Lecture: 08 hours, non-lecture 03 hours] Practical- 04 hours</b>									
CO 6	Enlist the components of Urinary System	Cognitive / Recall	MK	Knows	Lecture	Written / viva-voce	F & S	II	
CO 6	Describe the anatomical structure of Kidney, Ureter, Urinary bladder, Urethra	Cognitive / Comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce/ Open book test/ Assignment	F & S	II	Kayachik itsa /Panchkar ma/Shala ya-Tantra
CO 6	Explain histology and clinical anatomy of Kidney, Ureter, Urinary bladder, Urethra and its importance	Cognitive / Comprehension & Application	MK	Knows how	Lecture/ Demonstration/ ECE/ PBL/ IT	Written / viva-voce/ Open book test/ Assignment	F & S	II	
CO 6	Enlist developmental anomalies of Kidney, Ureter, Urinary bladder, Urethra	Cognitive / Recall	NK	Knows	Lecture	Written / viva-voce/ Open book test/ Assignment	F & S	II	
<b>Topic 14- Reproductive System [Time: Lecture: 07 hours, non-lecture 03 hours] Practical-07 hour</b>									

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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	Shalabya dept. Kaya chikitsa dept
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	Shalabya dept. Kaya chikitsa dept

\*MK-Must Know, DK- Delectable 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



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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)	C3 Domain/sub	D3 Must to know/ desirable to know/ Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F4 T-L method	G4 Assessment	H4 Formative/summative	I4 Term	J4 Integration
<b>Practical 1- Definition and branches of anatomy. History of Anatomy [Time: Practical or other activity - 02 hours]</b>									
CO1	Define and describe branches of anatomy and its history	Cognitive / knowledge / recall	MK	Know	Lecture/ Tutorial	Written +viva-voce	F&S	1	
CO9	Practice of ethics in the context of human dissection	Cognitive / knowledge / recall/ Affective/ psychomotor or	MK	Knows Shows	Tutorial/ Demonstration	viva-voce	F&S	1	
<b>Practical 2- Anatomical Terminologies [Time: Practical- 2 hours and other activity 2 hours]</b>									
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	1	

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<b>Practical 3- Preservation methods of the cadaver, Mrut sharir Samshodhan [Time: Practical or other activity - 02 hours]</b>						
CO9	Describe and demonstrate preservation methods of the cadaver and Mrut sharir Samshodhan	Cognitive / knowledge / recall	MK	Knows, Shows	Tutorial/ Demonstration	Written +viva-voice 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-voice, spotting, OSPE F&S I
<b>Practical 4- Introduction of Anatomy Act and Brief detailing about Bio medical waste management act 1960 [Time: Practical or other activity - 02 hours]</b>						
CO9	Describe and follow the Anatomy Act and Bio medical waste management act 1960	Cognitive - comprehension, Affective/ psychomotor or	NK	Knows, know how, Shows	Lecture/ Tutorial/ Demonstration	Written +viva-voice/ Practical performance/ Public awareness F&S I
<b>Practical 5- Shava vichhedana – detailed dissection of the whole body [Time: Practical- 26 hours and other activity 20 hours]</b>						
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-voice, 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-voice, spotting, OSPE F&S I

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	external features of thoracic and abdominal viscera	psychomotor or					OSPE/ Practical performance		
<b>Practical 7- Practical study of bones [Time: Practical- 30 hours or other activity 06 hours]</b>									
CO3	Describe and demonstrate external features of bones and muscle attachments	Cognitive - comprehension + psychomotor or	MK	Knows, Shows	Demonstration / Simulations	Written +viva-voce, 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, OSPE	F&S	I	
<b>Practical 8- Surface and Radiological anatomy [Time: Practical- 20 hours and other activity 08 hours]</b>									
CO10	Describe and demonstrate the normal alignment of chest X Ray - A.P And P.A view	Cognitive - comprehension + psychomotor or	MK	Knows, Shows	Tutorial/ Demonstration	Written +viva-voce, 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 or	MK	Knows, Shows	Tutorial/ Demonstration	Written +viva-voce, 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, OSPE/	F&S	III	Kaychikitan, Shalyatantra

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process in awareness													
speech or counselling													
for Body donation.													

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### 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 Methods 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 GJ as per indicated term and objective of the topic.

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

	Paper I	A List of Topics	B Term	C Marks	D Type of Questions "Yes" can be asked. "No" should not be asked.		
					MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1		Shatropkramaniya 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, Dana, Nekha 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	No
15		Lymphatic system	III		Yes	No	No

	Paper II	A List of Topics	B Term	C Marks	D Type of Questions "Yes" can be asked. "No" should not be asked.		
					MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1		Pramana Shaarira:	II	Refer Next Table	Yes	No	No
2		Koshtha Evam Asbaya 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		Judriya 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	No

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PAPER-II

Question Sr. No		SET
Q1	<p><b>Multiple choice Questions (MCQ)</b></p> <p>20 Questions</p> <p>1 mark each</p> <p>All compulsory</p> <p><b>Must know part: 15 MCQ</b>  <b>Desirable to know: 3 MCQ.</b>  <b>Nice to know: 2 MCQ</b></p>	<ol style="list-style-type: none"> <li>1. Theme a</li> <li>2. Theme b</li> <li>3. Theme b</li> <li>4. Theme c</li> <li>5. Theme c</li> <li>6. Theme c</li> <li>7. Theme c</li> <li>8. Theme c</li> <li>9. Theme c</li> <li>10. Theme d/e</li> <li>11. Theme d/e</li> <li>12. Theme d/e</li> <li>13. Theme e/d</li> <li>14. Theme e/d</li> <li>15. Theme f</li> <li>16. Theme g</li> <li>17. Theme g</li> <li>18. Theme g</li> <li>19. Theme g</li> <li>20. Theme g</li> </ol>
Q2	<p><b>Short answer Questions (SAQ)</b></p> <p>Eight Questions</p> <p>5 Marks Each</p> <p>All compulsory</p> <p><b>Must know part: 7 SAQ</b>  <b>Desirable to know: 1 SAQ</b>  <b>Nice to know: Nil</b></p>	<ol style="list-style-type: none"> <li>1. Theme a</li> <li>2. Theme b</li> <li>3. Theme c</li> <li>4. Theme d/e</li> <li>5. Theme e/d</li> <li>6. Theme e/d</li> <li>7. Theme f</li> <li>8. Theme g</li> </ol>
Q3	<p><b>Long answer Questions (LAQ)</b></p> <p>Four Questions</p> <p>10 marks each</p> <p>All compulsory</p> <p><b>All questions on Must to know</b>  <b>No Questions on Nice to know and Desirable to know</b></p>	<ol style="list-style-type: none"> <li>1. Theme a</li> <li>2. Theme b</li> <li>3. Theme c</li> <li>4. Theme g</li> </ol>

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**PAPER-II**

Question Sr. No		SET
Q1	<p><b>Multiple choice Questions (MCQ)</b></p> <p>20 Questions</p> <p>1 mark each</p> <p>All compulsory</p> <p><b>Must know part: 15 MCQ</b>  <b>Desirable to know: 3 MCQ</b>  <b>Nice to know: 2 MCQ</b></p>	<ol style="list-style-type: none"> <li>1. Theme a</li> <li>2. Theme b</li> <li>3. Theme b</li> <li>4. Theme c</li> <li>5. Theme c</li> <li>6. Theme c</li> <li>7. Theme c</li> <li>8. Theme c</li> <li>9. Theme c</li> <li>10. Theme d/e</li> <li>11. Theme d/e</li> <li>12. Theme d/e</li> <li>13. Theme e/d</li> <li>14. Theme e/d</li> <li>15. Theme f</li> <li>16. Theme g</li> <li>17. Theme g</li> <li>18. Theme g</li> <li>19. Theme g</li> <li>20. Theme g</li> </ol>
Q2	<p><b>Short answer Questions (SAQ)</b></p> <p>Eight Questions</p> <p>5 Marks Each</p> <p>All compulsory</p> <p><b>Must know part: 7 SAQ</b>  <b>Desirable to know: 1 SAQ</b>  <b>Nice to know: Nil</b></p>	<ol style="list-style-type: none"> <li>1. Theme a</li> <li>2. Theme b</li> <li>3. Theme c</li> <li>4. Theme d/e</li> <li>5. Theme e/d</li> <li>6. Theme e/d</li> <li>7. Theme f</li> <li>8. Theme g</li> </ol>
Q3	<p><b>Long answer Questions (LAQ)</b></p> <p>Four Questions</p> <p>10 marks each</p> <p>All compulsory</p> <p><b>All questions on Must to know</b>  <b>No Questions on Nice to know and Desirable to know</b></p>	<ol style="list-style-type: none"> <li>1. Theme a</li> <li>2. Theme b</li> <li>3. Theme c</li> <li>4. Theme g</li> </ol>

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

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



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

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



प्रमाणितः प्राजापत्यब्रह्मणः

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



Kriya

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## 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 (Mitra, Purish, Sweda) are very important in the critical understanding of the disease. Kriya Sharir also deals with Pralamb, Stravas, Koshha, Agni, Oja, Mana, Aahar (Basic principles of food), shukriyakal, the system-wise study of contemporary science, senses function and dysfunction, etc. All these fundamental topics are essential for the proper understanding of etiopathogenesis, diagnosis of disease, and its management which will be covered in para-clinical and clinical subjects.

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



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**Course Code and Name of Course**

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

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

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, Koshha, 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




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Table 2 : Contents of Course AyUG KS

Paper I – AyUG-KS					
Sr No	A2 List of Topics AyUG-KS  Paper I	H2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours
PART-A (Marks-40)					
1	<b>Sharir:</b> Definition and synonyms of term Kriya, Sharir & Sharir. Description of Sharir Dasha and Manasa Dasha. Mutual relationship between Triguna-Tridosha & Pancmahabhuta.	I	08	2	1
2	<b>Basic principles of Ayurveda:</b> Dasha dhatu mala mulam hi shariram. Description of basis of Srotas	I		2	1
3.	<b>Tridosha:</b> General description of Tridosha. Inter relationship between Ritu-Dosha-Rasa- Guna. Biological rhythms of Tridosha on the basis of day-night-age-season and food intake. Role of Dosha in the formation of Prakriti of an individual and in maintaining of health. Prakriti and Vairiti Dosha.	I		3	0
4.	<b>Vata Dosha:</b> Vyutpatti (derivation), Nirukti (etymology) of the term Vata, general locations, general properties and general functions of Vata, five types of Vata (Prana, Udana, Samana, Vyana, Apana) with their specific locations, specific properties, and specific functions.	I	26	6	2
5.	<b>Pitta Dosha:</b> Vyutpatti, Nirukti of the term Pitta, general locations, general properties and general functions of Pitta, five types of Pitta (Pachaka, Ranjaka, Alochaka, Bhrajaka, Sadhaka) with their specific locations, specific properties, and specific functions. Similarities and differences between Agni and Pitta.	I		5	1
6.	<b>Kapha Dosha:</b> Vyutpatti, Nirukti of the term Kapha, general locations, general properties and general functions of Kapha, five types of Kapha (Bodhaka, Avalambaka, Kledaka, Tarpaka, Sleshaka) with their specific locations, specific properties, and specific functions.	II		4	1
7.	<b>Dosha Vridhi-Kshaya:</b> Etiological factors responsible for Dosha Vridhi, Dosha Kshaya and their manifestations.	II		1	1
8.	<b>Kriyakala:</b> Concept of Kriyakala, applied physiology of diseases produced due the vitiation of vata, pitta and kapha.	II		1	1
9	<b>Prakriti:</b> <b>Deha- Prakriti:</b> Vyutpatti, Nirukti, various definitions and synonyms for the term "Prakriti". Intra-uterine and extra-uterine factors influencing Deha-Prakriti, classification and characteristic features of each kind of Deha-Prakriti. <b>Manasa- Prakriti:</b> Introduction and types of Manasa- Prakriti	II	7	3	
10.	<b>Ahara:</b> Definition, classification and significance of Ahara.	III		3	1

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Paper II – AyUG-KS					
A2 List of Topics Paper II	R2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours	
<b>PART-A (Marks-60)</b>					
1. <b>Dhatu:</b> Etymology, derivation, definition, general introduction of term Dhatu, different theories related to Dhatuposhana (Dhatuposhana Nyaya)	I	18	2	1	
2. <b>Rasa Dhatu:</b> Etymology, derivation, location, properties, functions and Praman of Rasa-dhatu. Physiology of Rasavaha Srotas, Formation of Rasa Dhatu from Anhara 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 Aushrya-Aushryi Bhasya and its relation to Rasa and Kapha. Manifestations of Kshaya and Vriddhi of Rasa	I		4	1	
3. <b>Rakta Dhatu:</b> Etymology, derivation, synonyms, location, properties, functions and Praman of Rakta Dhatu. Panchabhautikava of Rakta Dhatu, physiology of Raktavaha Srotas, formation of Raktadhatu, Ranjana of Rasa by Ranjaka Pita, features of Shuddha Rakta, specific functions of Rakta, characteristics of Raktasara Purusha, manifestations of Kshaya and Vriddhi of Raktadhatu, mutual interdependence of Rakta and Pita.	I		3	1	
4. <b>Mamsa Dhatu:</b> Etymology, derivation, synonyms, location, properties and functions of Mamsa Dhatu, physiology of Mamsavaha Srotas, formation of Mamsa Dhatu, characteristics of Mamsasara Purusha, manifestations of Kshaya and Vriddhi of Mamsa Dhatu, Concept of Peshi.	I		2	1	
5. <b>Meda Dhatu:</b> Etymology, derivation, location, properties, functions and Praman of Meda Dhatu, physiology of Medovaha Srotas, formation of Medo Dhatu, characteristics of Medasara Purusha and manifestations of Kshaya and Vriddhi of Meda.	I		3	1	
6. <b>Asthi Dhatu:</b> Etymology, derivation, synonyms, location, properties, functions of Asthi Dhatu. Number of Asthi. Physiology of Asthivaha Srotas and formation of Asthi Dhatu, characteristics of Asthisara Purusha, mutual interdependence of Vata and Asthi Dhatu, manifestations of Kshaya and Vriddhi of Asthi Dhatu.	II		19	2	1
7. <b>Majja Dhatu :</b> Etymology, derivation, types, location, properties, functions and Praman of Majja 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



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



  
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CO I	<i>Arsha-asha</i> Explain role of <i>Aras</i> in the body.	Cognitive (comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I
CO I	Explain the basic concepts of <i>Aras</i> and classify different <i>Aras</i> based on <i>Rachana</i> (morphological), <i>Bhya</i> (functions) and <i>Guna</i> (properties)	Cognitive (comprehension)	Mk	Kh	Lecture Discussion Flipped classroom	Written/ Viva voce	F & S	I
CO I	Describe the significance of the knowledge of <i>Aras</i> in <i>Bhya Sharira</i>	Cognitive (comprehension)	Mk	Kh	Discussion	Written/ Viva voce	F & S	I
CO I	Compare <i>Aras</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 I	Find out similarities and differences between <i>Aras</i> and system of contemporary science.	Cognitive (application)	Nk	Kh	Discussion Self-learning Think-Pair-Share	Short notes	F	I
CO I	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 I	Recognize the contribution of Ayurveda in the formation of four basic principles of Biosthics mentioned in contemporary science.	Cognitive (recall) (comprehension)	Nk	Kh	Lecture Discussion	Written	F	I
Topic 3 – <i>Tridasha</i> (Three humors of the body) (3 hr) [Lecture: 3 hours, non-lecture: 0 hours]								
CO I	Describe <i>Arpati</i>	Cognitive	Mk	K	Lecture	Written	F & S	I

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	Immortalism of Bridosha	Comprehension							
<b>Topic 4 - Vata dosha (8 hr) [Lecture: 6 hours, non-lecture: 2 hours]</b>									
CO 1	Define the vyayanti and nripiti of vata.	Cognitive (Recall)	Mk	K	Lecture	Written/ Viva voce	F & S	I	
CO 1	Describe guna and general locations of vata dosha.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe general properties & functions of vata dosha and demonstrate the normal guna, karma of vata dosha in a healthy person.	Cognitive (Comprehension)	Mk	Kh/Sh	Lecture Discussion	Written/ Viva voce	F & S	I	Rogvidan Vikriti Vidnyan
CO 1	Enlist five types of vata and describe prana, udana vata with their specific locations, properties and functions.	Cognitive (Recall & Comprehension)	Mk	Kh	Lecture Confusion technique Demonstration Chart, Model	Written/ Viva voce Skill assessment.	F & S	I	
CO 1	Explain the term nurbha, uchha, shwasan & describe the role of prana vata & udana vata in shwasan prariva.	Cognitive (Comprehension)	Mk	Kh	Lecture	Written/ Viva voce	F & S	I	
CO 1	Describe shwasan prariva according to shranigadhi.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Model, Video	Written/ Viva voce	F & S	I	
CO 1	Describe clinical importance of classification of svasa and vyanga according to their accharana shan.	Cognitive (Application)	Nk	Sh	Demonstration Discussion Assignment PBL/CBL	Self- assessment	SA	I	Sanskrit
CO 1	Describe the formation and articulation of shabd (words) and explain the bio-physiology of	Cognitive (Comprehension)	Dk	Kh	Lecture A/V aids.	Written/ Viva voce	F & S	I	

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CO 1	Document & discuss your observations on correlation of functions of <i>apana</i> <i>rajya</i> with which type of nervous system & why?	Cognitive (Comprehension)	Nk	K	Discussion	Self- Assessment	SA	I	
CO 1	Illustrate <i>gati</i> (directions) of types of <i>vata</i> by using label diagramme.	Cognitive (analysis)	Dk	Kh	Illustration	Self- assessment Peer- evaluation.	SA	I	
CO3	Explain difference between <i>akhyata</i> & <i>vridhhi lakshana</i> of <i>vata</i> <i>Dosh</i> .	Cognitive (Comprehension)	Mk	Kh	Chalk-board Presentation Symposium Discussion	Written/ Viva voce	F & S	I	
CO3	Interpret which type of <i>vata dosha</i> gets vitiated and in which clinical condition the use of proper <i>achar dravya</i> is prevalent as per <i>akhyata</i> , <i>vridhhi</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> . (eg- <i>risana</i> , <i>krama</i> , <i>tya</i> , <i>vridhhi</i> and <i>akhyata</i> )	Cognitive (Recall)	Dk	Sh	Discussion Recitation	Written/ Viva voce	F & S	I	Sanskrit Samhita
<b>Topic 5 – Pitta dosha (6 hr) [Lecture: 5 hours, non-lecture: 1 hour]</b>									
CO 1	Define the <i>vyupatti</i> and <i>nivarti</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>Rogynidhi</i>



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>saukha pitta</i> in <i>saukha</i> , concentration and observe changes upon heart rate and respiratory rate	Attitude (Imitation)	Nk	Sh	Discussion Demonstration	Self-assessment	SA	II	
CO 1	Find out similarities and differences between functions of <i>sushaka pitta</i> and neurotransmitter.	Cognitive (Analysis)	Nk	Kh	Self study	Self-assessment	SA	II	
CO 1	Explain difference between <i>kahaya</i> & <i>vridhhi lakshana</i> of <i>pitta Dosha</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 3	Interpret which type of <i>pitta dosha</i> gets vitiated and in which clinical condition the use of proper <i>ashar dravya</i> is prevalent as per <i>kahaya, vridhhi</i> of <i>pitta dosha</i> .	Cognitive (Application)	Dk	Sh	Demonstration Discussion PBL	Written/ Viva voce	F & S	II	Swasthauratta
CO 1	Distinguish the similarities & differences between <i>agni</i> and <i>pitta</i> in terms of their <i>guna</i> with examples in <i>compendia</i> .	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> . (CB-	Cognitive (Recall)	Dk	Kh	Discussion Recitation	Written/ Viva voce	F & S	II	



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	Goal/ambition in heart protection and <i>shleshala</i> <i>Lapka</i> in arthritis.	(Comprehension)				Discussion	Viva voce		
CO 1	Explain difference between <i>akshaya</i> & <i>viridhi lakshana</i> of <i>kapha</i> <i>Dosha</i>	Cognitive (Comprehension)	Nk	Kh		Lecture Discussion	Written/ Viva voce	F & S	II
CO 1	State importance of <i>prabhā shleshmit bala</i> / <i>swarya</i> & <i>viridhi shleshmit mala</i> & find out significance of above cognitive in applied aspect	Cognitive (Application)	Nk	Kh		Lecture Discussion	Self-assessment	SA	II
CO 5	Interpret which type of <i>Lapka dosha</i> gets vitiated and in which clinical condition the use of proper <i>akar-draya</i> is prevalent as per <i>akshaya viridhi</i> of <i>Lapka dosha</i>	Cognitive (Application)	Nk	Sh		Demonstration Discussion PBL	Viva voce	F & S	II
CO 1	Recite and explain the important venues of <i>Lapka dosha</i> (e.g. <i>shama, Larma, viridhi and akshaya</i> )	Cognitive (Recall & Comprehension)	Dk	Sh		Discussion Recitation	Written/ Viva voce	F & S	II
CO 1	Describe neural & chemical communication system of body	Cognitive (Comprehension)	Nk	Kh		Self study	Self-assessment	SA	II
<b>Topic 7 – <i>Dosha Viridhi-Akshaya</i> (Hyper and hypo state of <i>dosha</i>) (2 hr) [Lecture: 1 hour, non-lecture: 1 hour]</b>									
CO 1	Describe etiological factors causing <i>viridhi</i> <i>viridhi</i> & <i>akshaya</i> on the basis of <i>dravya guna, karma, aahar &amp; vihara</i> .	Cognitive (Comprehension)	Nk	Kh		Lecture Discussion	Written/ Viva voce	F & S	II
CO 1	Describe, observe and interpret individual	Cognitive (Comprehension)	Nk	Sh		Demonstration Discussion	Self-assessment	SA	II

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CO 1	meanings of the term <i>prakriti</i> . Describe the role of different <i>maniyach bhava</i> (genetic, intrinsic and extrinsic factors) influencing <i>prakriti</i> according to Charaka and Sushruta	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Symposium	Written/ Viva voce	F & S	II
CO 1	Describe the classification of different <i>prakriti</i> according to various Samhitas	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II
CO 1	Enumerate types of <i>deha prakriti</i> and classify <i>deha prakriti</i> into <i>eka-doshaja, dvandvaja, samadushaja</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 Charaka Samhita	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 Charaka Samhita	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 Charaka Samhita	Cognitive (Comprehension)	Mk	Sh	Lecture Discussion video show Simulation	Written/ Viva voce	F & S	II
CO 1	Describe <i>guna</i> of <i>vata, pitta &amp; kapha prakriti</i> according to Vagbhata (abhinava) & Sushruta samhita (anukative)	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, pitta &amp; kapha prakriti</i> according to	Cognitive (Comprehension)	Nk	Sh	Discussion	SA	SA	II

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CO-1	Define, enlist and describe <i>ahara vikara-vidhi-vishayata</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	Swadhavrita
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	Explain 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 dhara</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>virudha 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	Swadhavrita
CO-1	Explain the role of <i>ahara</i> in today's aspects related to <i>aharyasa</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	



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CO 1	abakhi Enumerate the factors affecting the normal functioning of Agni and the symptoms of improper functioning of agni seen in certain clinical conditions	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Viva voce	F	III
CO 1	Enumerate and discuss different entities in the body that can represent different forms of agni from the contemporary physiology and biochemistry (hormones, enzymes etc) point of view	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Self assessment Debate	SA	III
CO 1	Record the opinions among your friends on the concept of free radicals & antioxidant	Cognitive (Application)	Nk	Sh	Team project work	Team assessment	TA	III
CO 1	Identify digestive and metabolic functions of Agni & its clinical importance.	Cognitive (Application)	Nk	Sh	Group discussion	Self Assessment	SA	III
CO 1	Distinguish the similarities & differences between agni and pitta in terms of their guna with examples in compendia. (mentioned in pitta also).	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion PBL	Written/ Viva voce	B	III
Topic-17. Annapachana / Anjara-pala (Digestion and metabolism in Ayurveda) (9 hr) [Lecture: 7 hours, non-lecture: 2 hours]								
CO 1	Describe the anaraha aroras along with its maia sharaa	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III
CO 1	Enumerate and describe different organs of anaraha	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III



CO 1	Describe the process of separation of <i>sarpa</i> and <i>krita</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	State the application of the theory of <i>gula-paka</i> and <i>pitthava paka</i> in <i>abharagata</i>	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Self assessment	SA	III	
CO 1	Explain the role of <i>grahan</i> & <i>pitthakara kala</i> & describe possible relation between <i>pitthakara</i> and <i>majadikara kala</i> .	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	State the importance of <i>pachaka pita</i> and <i>foraragni</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>hraswati</i> and <i>dhartvati</i> in <i>abara parikrama</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the process of formation of <i>abara-rasa</i> and absorption of <i>sara dhagu</i> / <i>anna-reera</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>abara garl</i> , <i>abhyacharana shala</i> , <i>anagratana</i> , <i>pachana vimuktana</i> , <i>manchana</i> and <i>paranashakti</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Discuss applied clinical aspect of <i>anavaha</i> , <i>svava</i> : <i>anachala</i> , <i>ajirna</i> , <i>anirna</i> , <i>grahani</i> , <i>charal</i> , <i>parinama shala</i> etc	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Viva voce CBD	F & S	III	

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CO 1	organelles, genetic material (DNA & RNA.) 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 & buffers systems in the body and Na-K pump	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe and discuss transport mechanisms across cell membranes. (Active & facilitated)	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe and discuss the molecular basis of resting membrane potential and action potential	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
<b>Table 2 - Physiology of respiratory systems: (7 hr) [Lecture: 5 hours, non-lecture: 2 hours]</b>									
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 capacity, 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	

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CO 1	metabolism of proteins, fats and carbohydrates	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the physiological role of vitamins	Cognitive (Comprehension)	Tk	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)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
<b>Topic 4 - Physiology of Nervous System (10 hr)   Lecture: 7 hours, non-lecture: 3 hours</b>									
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 autonomic 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	




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CO 1	Explain the etymology, derivation, location, properties, functions and <i>pranava</i> of <i>rasa-dhatu</i> <i>panchabhautikarva</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>raktavaha srotas</i> & <i>muta</i> of <i>raktavaha 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>sahara rasa</i> , and circulation of <i>rasa-rakta</i> ( <i>rasa-rakta samvahanam</i> ).	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I
CO 1	Describe <i>kahaja-vridhhi</i> & <i>rastagrandhaja vikara</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Assignment	Written/ Viva voce	F & S	I
CO 1	Description of functioning of <i>Ajaya</i> and physiological significance of <i>Araidaya</i> .	Cognitive (Comprehension)	Lx	Kh	Lecture Discussion Flipped classroom	Written/ Viva voce	F & S	I
CO 1	Description of <i>Arva</i> , <i>dhoman</i> and <i>Arat</i>	Cognitive (Comprehension)	Nk	Kh	Discussion Video show	Written/ Viva voce	F & S	I
CO 1	Enumerate <i>Ashvasidha</i> <i>sora</i> (8 types of <i>sora</i> ), and describe the features of individuals belonging to <i>svak-sura parvaha</i> .	Cognitive (Recall)	Mk	K	Lecture, Role play, real life experience, Discussion, Brainstorming	Written/ Viva voce	F & S	I
<b>Topic-3. Rakta Dhara (4 hr) [Lecture: 3 hours, Non-lecture: 1 hour]</b>								
CO 1	Explain the etymology, derivation, synonyms, location, properties, functions and <i>pranava</i> of <i>rakta dhatu</i> & explain the <i>panchabhautikarva</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>muta</i> of <i>rakta-vaha srotas</i> and mutual interdependence of <i>rakta</i> and <i>pitte</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I



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CO 1	Describe the etymology, derivation, location, properties, functions and synonyms of <i>meda dhatri</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the <i>medoraka</i> <i>svras</i> , its <i>mala</i> , the physiology of <i>medoraka</i> <i>svras</i> , formation of <i>medo dhatri</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the characteristics of <i>medasara parusha</i> and manifestations of <i>lekha</i> and <i>vridhi</i> of <i>meda</i> . Name <i>meda pradambhaja vikara</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Assignment	Written/ Viva voce	F & S	II	
CO 1	Describe the clinical features of <i>svravaya</i> and <i>karnava</i> along with the physiological basis of these clinical conditions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	Vidhi Vidhana
CO 1	Record the properties of lipid & <i>mamsa dhata</i> .	Cognitive (Comprehension)	Mk	Kh	Discussion	Self assessment	F	II	
<b>Topic-6. Arth/ Dhata (3 hr) [Lecture: 2 hours, non-lecture: 1 hour]</b>									
CO 1	Describe the definition, synonyms, classification, properties ( <i>guna</i> ), and formation of <i>asht dhata</i> .	Cognitive (Comprehension)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the <i>asht dhata</i> <i>kafa</i> ; relation with <i>pari-ksharaka</i> and the features of <i>asht karaka</i> .	Cognitive (Comprehension)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the applied physiology of <i>asht dhata</i> ( <i>asht vridhi</i> )/ <i>asht lekha</i> ) and name <i>asht pradambhaja vikara</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Assignment	Written/ Viva voce	F & S	II	Vidhi Vidhana



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	shukra dhatu & shukra pradoshaja vikara	Cognitive (Comprehension) Psychomotor	Mk	Kh	Assignment	Practical Skill assessment OSPE	F & S		
CO 4	Identify histological structure explain structure of different tissue (dhatu)				Demonstration Perform				
Topic-9, Ashraya- Ashraya bhava (2 hr) [Lecture: 1 hour, non-lecture: 1 hour]									
CO 1	Describe the concept of ashraya-energy bhava i.e. inter-relationship among doha, dhava mala and trasa.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	Vibrati Pignata
CO 1	Describe the applied physiology of diseases affecting saptotham enlisted under dhatu pradoshaja vikara.	Cognitive (Comprehension)	Dk	Kh	Discussion Seminar	Written	F	III	
CO 1	Explain use of Ashraya- Ashraya bhava in lughan braban.	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 pramona of oja	Cognitive (Recall)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the process of formation of oja along with locations and properties	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the concept of vyadhikarana, explain bala viddhikara bhava.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Classify bala and describe etiological factors (Arhaya karan) for oja vikarama, vyapar and Arhaya and elaborate	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	Vibrati Pignata


  
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	( <i>dashakarama, vandhyajana, prasara</i> etc.)																				
CO 1	Describe the classification, thickness of each layer and functions of roof	Cognitive (Comprehension)	Mk	Kh			Lecture Discussion	Written/ Viva voce	F & S											III	
CO 1	Interpret the skin layers as per contemporary science.	Cognitive (Recall)	Nk	Kh			Discussion	Written	F											III	
Topic 12. <i>Maia</i> (3 hr) [Lecture: 6 hours, non-lecture: 2 hours]																					
CO 1	Describe the etymological derivation and definition of the term <i>maia</i> .	Cognitive (Comprehension)	Mk	Kh			Lecture Discussion	Written/ Viva voce	F & S											III	
CO 1	Enumerate <i>abrahamala</i> and describe of the process of formation of <i>abrahamala</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>parisha</i> .	Cognitive (Comprehension)	Mk	Kh			Lecture Discussion	Written/ Viva voce	F & S											III	
CO 1	Describe the physiology of <i>parishavaha srotas</i> , <i>parish vitarjana</i> and manifestations of <i>viridaha</i> and <i>kshudra</i> of <i>parisha</i> .	Cognitive (Comprehension)	Mk	Kh			Lecture Discussion	Written/ Viva voce	F & S											III	
CO 1	Explain the relation between <i>parishakura kafo</i> and <i>asishkura kafo</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>maura</i> .	Cognitive (Comprehension)	Mk	Kh			Lecture Discussion	Written/ Viva voce	F & S											III	
CO 1	Describe the physiology of <i>mauravaha srotas</i> and the process of urine formation and <i>maura vichajana</i> in Ayurveda.	Cognitive (Comprehension)	Mk	Kh			Lecture Discussion	Written/ Viva voce	F & S											III	



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CO 7	Describe the physiology of <i>ahar, dehi, shroti</i> and <i>manovjha</i> <i>arasa</i> along with the applied physiology of <i>anamas</i> and <i>aprasara</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Real life experience	Written/ Viva voce	F & S	III	Kavyachintna
CO7	Describe <i>triyamat</i> (physiological) importance of <i>manas</i>	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
Topic 15. <i>Ahar</i> (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	Padarth vijnyan
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>triyamat</i> (physiological) importance of <i>atma</i>	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
Topic 16. <i>Mitra &amp; Srapas</i> (2 hr) [Lecture: 2 hours, non-lecture: 0 hours]									
CO 1	Describe the process of <i>nidra/rajni</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>aprasrajati</i> and types of <i>aprasa</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Discuss about different types of <i>aprasa</i> among your friends and try to understand relation of <i>aprasa</i> & <i>prabriti</i> .	Cognitive (Comprehension)	Nk	Kh	Group Discussion	Team assessment	TA	III	




  
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	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			
CO 1	Describe the physiological basis of manifestations of different blood disorders (anemia, jaundice etc.)	Cognitive (Comprehension)	Dk	Kh			Lecture Discussion	Written/ Viva voce	F & S			
CO 1	Describe the functions of spleen.	Cognitive (Comprehension)	Dk	Kh			Lecture Discussion	Written/ Viva voce	F & S			
CO 1	Describe the functions of lymph.	Cognitive (Comprehension)	Dk	Kh			Lecture Discussion	Written/ Viva voce	F & S			
	Topic 2. Immune System (3 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			
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			
CO 1	Distinguish between the passive immunization and active immunization	Cognitive (Comprehension)	Dk	Kh			Lecture Discussion	Written/ Viva voce	F & S			
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			
	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			



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 PRINCIPAL  
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 MEDICAL SCIENCES SEMESTER (M.P.)

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 Seminar	Written/ Viva voce	F & S	III	

List of Practicals

PRACTICALS (Marks-100)					
List of Topics	Term	Lecture	Non-Lecture		
1. Dhau saravala parikshana	I	0	10		
2. Demonstrate laboratory equipment (sponging)	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. Dosa vridhi kshaya parikshana	II	0	4		
9. Dhau vridhi 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. Koshiha 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		

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

	dhara vedha kshaya.	(Recall) & Comprehension			Recitation		
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7. Assessment of nadi pariksha (3 classes) [Lecture: 0 hours, non-lecture: 3 hours]							
CO 5	Describe the procedure of nadi pariksha	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observation Tutorial	Practical Viva voce	F & S II
CO 5	Demonstrate nadi pariksha 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, venipuncture 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

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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 OSPE	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 OSPE	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)	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce Skill assessment OSPE	F & S	III	
CO-4	Perform the procedure of examining the cranial nerves and	Psychomotor	Mk	Sh	Lecture Demonstration Discussion Perform	Practical Viva voce Skill assessment OSPE	F & S	III	

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

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




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**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
<b>Final IA</b>	Average of Three Term Assessment Marks as Shown in 'H' Column.							
	Maximum Marks in Parentheses *Select an Evaluation Methods 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.							





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Q2	Short answer questions (SAQ)	8	5	40
Q3	Long answer questions (LAQ)	4	10	40
				100

#### 6 F- Distribution of Theory Exam

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

*(Signature)*



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## 6 G- Question paper blur print

### Paper I

AyUG-KS		
A Question Sr. No	B Type of Question	C Question Paper Format
Q1	<p><b>Multiple choice Questions (MCQ)</b></p> <p>20 Questions</p> <p>1 mark each</p> <p>All compulsory</p> <p>Must know part - 15 MCQ</p> <p>Desirable to know - 3 MCQ</p> <p>Nice to know part - 2 MCQ</p>	<p>MCQ no.      Topic No</p> <ol style="list-style-type: none"> <li>1. Topic number part A 1</li> <li>2. Topic number part A 2</li> <li>3. Topic number part A 3</li> <li>4. Topic number part A 4</li> <li>5. Topic number part A 4</li> <li>6. Topic number part A 5</li> <li>7. Topic number part A 6</li> <li>8. Topic number part A 7</li> <li>9. Topic number part A 8</li> <li>10. Topic number part A 9</li> <li>11. Topic number part A 9</li> <li>12. Topic number part A 10</li> <li>13. Topic number part A 11</li> <li>14. Topic number part A 12</li> <li>15. Topic number part A 12</li> <li>16. Topic number part B 1</li> <li>17. Topic number part B 2</li> <li>18. Topic number part B 3</li> <li>19. Topic number part B 4</li> <li>20. Topic number part B 5</li> </ol>
Q2	<p><b>Short answer Questions (SAQ)</b></p> <p>Eight Questions</p> <p>5 Marks Each</p> <p>All compulsory</p> <p>Must know - 7 SAQ</p> <p>Desirable to know - 1 SAQ</p> <p>No questions on Nice to know</p>	<ol style="list-style-type: none"> <li>1. Topic no. Part A 1/ Topic no. Part A 2/ Topic no. Part A 3</li> <li>2. Topic no. Part A 4/ Topic no. Part A 5/ Topic no. Part A 6</li> <li>3. Topic no. Part A 7/Topic no. Part A 8</li> <li>4. Topic no. Part A 9/Topic no. Part A 10</li> <li>5. Topic no. Part A 11/ Topic no. Part A 12/</li> <li>6. Topic no. Part B 1/ Topic no. Part B 2/</li> <li>7. Topic no. Part B 3</li> <li>8. Topic no. Part B 4/ Topic no. Part B 5</li> </ol>
Q3	<p><b>Long answer Questions (LAQ)</b></p>	<ol style="list-style-type: none"> <li>1. Topic no. Part A 4/ Topic no. Part A 5/ Topic no. Part A 6</li> <li>2. Topic no. Part A 9/ Topic no. Part A 10/ Topic no. Part A 11/</li> </ol>





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	Desirable to know - 1 SAQ No questions 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 prakruti character. 5. Problem based sara/agni parikshan. 6. Case of vrudhhi kshay lakshan. 7. Applicability of one spot used in haematological practical. 8. Identify the difference between two things & use. 9. Model based 10. Human experiment related	10 Marks
2	Ayu. Practical	Performance based components, (Take only one practical separately OR make combination of few components of more than one practical) Ayurveda practical - Prakriti parikshana (Self / volunteer / patients)	40 Marks




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## 7. References / Resources

- Ayurvediya Kriyasharir - Ranjit Rai Desai
- Kayachikitsa Parichaya - C. Dwarikanath
- Prakriti Agni Vigyan - C. Dwarikanath
- Sharir Kriya Vigyan - Shiv Charan Dhyani
- Abhinava Sharir Kriya Vigyana - Acharya Priyavrata Sharma
- Dosha Dhatu Mala Vigyana - Shankar Gangadhar Vaidya
- Prakriti Dosha Vigyana - Acharya Niranjana Dev
- Tridosha Vigyana - Shri Upendranath Das
- Sharira Tatva Darshana - Hirdekar Shastri
- Prakriti 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 I and 2) - Nandini Dhargalkar
- Sharir Kriya Vigyana - Prof. Jayaram Yadav & Dr. Sunil Verma.
- Kriya Sharir mcq - Dr. Kiran Tawale
- 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 Parwardhan
- Textbook of Physiology - Gyton & Hall
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- Essentials of Medical Physiology - Sembulingam, K.
- Concise Medical Physiology - Chaudhari, Sujit, K.
- Fundamentals of Anatomy & Physiology - Martini
- Principles of Anatomy & Physiology - Tortora & Grabowski
- Human Physiology - Richards, Pocock
- Samson Wrights Applied Physiology, Keels, Neil, joels
- Ayurveda Kriya Sharira - Yogesh Chandra Mishra
- Textbook of Medical Physiology - Indu Khurana
- Tridosha Theory - Subrahmanya Shastri
- Dosha Dhatu Mala vigyan - S. G. Varak
- Purush Vichaya - Jayarad Thakar
- All Samhitas.
- Ayurvediya Shabda kosha.
- Vachaspathyam
- Shabdakalpadrum
- Monir Williams Sanskrit dictionary.



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

शास्त्रं जगोति अकाराण्यं तद्विदुः पितृवराणां

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

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



प्रपञ्चविदरः प्रपञ्चतन्त्रज्ञानम्

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



Padartha



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NCISM

**I professional Ayurvedacharya  
(BAMS)**

Subject Code: AyUG-PV


**Padartha Vijnanam  
FUNDAMENTAL PRINCIPLES OF AYURVEDA AND QUANTUM MECHANICS**

Total number of Teaching hours: 230			
Lecture hours (LH) - Theory		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 (Set-FB)	30
Paper II	100				
Sub-Total	200	200			
Total marks		400			



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& Medical Sciences Scheme (M.S.)

## PREFACE

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

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

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

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

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



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### Course Code and Name of Course

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

### AyUG-PV Course

Table 1- Course learning outcomes and matched PO,

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



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

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



	which will enhance understanding concept of Kaarana dravya.				
4.	Guna vijnaneeyam 4.1 Etymological Derivation, Classification and Enumeration according to various Darshana and Charaka, 4.2 Lakshana and Classification of Sarda Guna, Curvadiguna, 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 vijnaneeyam 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 vijnaneeyam 6.1 - Introduction of concept of Saamanya According to Darshana and Ayurveda. - Classification of Saamanya 6.3 - Practical application of saamanya 6.4 - Principle and examples in contemporary sciences which will enhance understanding the concept of Saamanya.	III		3	6
7.	Vishesha vijnaneeyam 7.1 - Introduction of concept of Vishesha according to Darshana and Ayurveda 7.2 - Classification of Vishesha 7.3 - Practical Application of vishesha 7.4 - Principles and examples in contemporary sciences which will enhance understanding the concept of Vishesha	III	27	3	6
8.	Samavaya vijnaneeyam 8.1 - Introduction of concept of Samavaya According to Darshana and Ayurveda, 8.2 - Practical application of Samavaya 8.3 - Principles and examples in contemporary sciences which will enhance understanding the concept of Samavaya	III		2	4
9	Abhava vijnaneeyam 9.1 - Introduction of concept of Abhaava According to Darshana and Ayurveda. 9.2 - Classification of Abhaava. 9.3 - Practical application of Abhaava 9.4 - Principles and examples in contemporary sciences which will enhance understanding the concept of Abhaava.	III		2	4





Paper II					
	A2 List of Topics – AyUG-PV	I1 Term	C1 Marks	D2 Lecture hours	E2 Non-Lecture hours
1	<p><b>Pariksha</b></p> <p>1.1. Definition, Significance, Necessity and Use of Pariksha.</p> <p>1.2. Definition of Prama, Aprama, Prameya, Pramata, Pramana.</p> <p>1.3. Significance and importance of Pramana, Enumeration of Pramana according to different schools of Philosophy.</p> <p>1.4. Four types of methods for examination in Ayurveda (Chaturvidha-Parikshavidhi), Pramana in Ayurveda.</p> <p>1.5. Subsudation of different Pramanas under three Pariksha.</p> <p>1.6. Practical application of methods of examination (Parikshavidhi) in Nidan and Chikitsa.</p>	I	26	6	12
2	<p><b>2. Aptopadesha Pariksha/Pramana</b></p> <p>2.1. Lakshana of Aptopadesha. Lakshana of Apra.</p> <p>2.2. Lakshana of Shabda, and its types.</p> <p>2.3. Shabdavrtti-Abhidha, Lakshana, Vyanjana and Tatparyakhya. Shaktigrahahetu.</p> <p>2.4. Vaakya: Characteristics, Vaakyarthajnanahetu- Aakanksha, Yogyata, Samidhi.</p> <p>2.5. Importance of Aptopadesha in maintaining Health, Prevention of Diseases, Diagnostics, Therapeutics and Research.</p>	I		6	11
3.	<p><b>3. Pratyaksha Pariksha/Pramana</b></p> <p>3.1. Lakshana of Pratyaksha, types of Pratyaksha- Nirvikalpaka- Savikalpaka with description, description of Laukika and Alaukika types and their further classification.</p> <p>3.2. Indriya-prapyakarivam, six types of Sannikarsha.</p> <p>3.3. Indriyanam lakshanam, classification and enumeration of Indriya. Description of Panchapanchaka, Penta-elemental nature of Indriya (Panchabhautikarva of Indriya) and similarity in sources (Tulyatmitva) of Indriya.</p> <p>3.4. Trayodasha Karana, dominance of Amahkarana.</p> <p>3.5. Hindrances in direct perception (pratyaksha-anupalabdhikarana), enhancement of direct perception (Pratyaksha) by various</p>	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.	<b>4. Anumanapariksha/Pramana</b> 4.1. Lakshana of Anumana. Introduction of Anumiti, Paramarsha, Vyapti, Hetu, Sadhya, Paksha, Drishtanta, Types of Anumana mentioned by Charaka and Nyayadarshana. 4.2. Characteristics and types of Vyapti. 4.3. Lakshana and types of Hetu, Description of Ahetu and Hetwabhasa. 4.4. Characteristics and significance of Tarka (logic). 4.5. Practical study/ application of Anumanapramana in Sharir, Nidan, Chikitsa and Anusandhan.	II		10	15
5.	<b>5. Yuktipariksha/Pramana</b> 5.1. Lakshana and description. 5.2. Importance in Ayurveda. 5.3. Practical study and utility in diagnostics, therapeutics and research.	III		2	2
6.	<b>6. Upamanapramana</b> 6.1. Lakshana. 6.2. Application in Sharir, diagnostics, therapeutics and research.	III		2	4
7.	<b>Karya- Karana Siddhanta</b> 7.1. Lakshana of Karya and Karana. Types of Karana. 7.2. Significance of Karya and Karana in Ayurveda. 7.3. Different opinions regarding the manifestation of Karya from Karana: Satkaryavada, Parinamavada, Vivartavada, Asatkaryavada, Arambhavada, Paramanuvada, Kshanabhangurvada, Pilupaka, Pitharpaka, Anekamavada, 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



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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/subh	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 /summative	I3 Term	J3 Integ ration
<b>Topic 1- Ayurveda Nirupana Time (Lecture: - 5 hours Non lecture 6 hours)</b>									
CO1	Describe the Nirukti (etymology) and Definition of Ayu	Cognitive/ Recall	Must Know	Knows	Lecture Group discussion	Written and Viva	F and S	I	
CO1	Describe the components of Ayu	Cognitive/ Recall	Must Know	Knows	Lecture Group Discussion Enquiry Based learning	Written and Viva	F and S	I	
CO1	Explain Synonyms of Ayu with their meaning and importance	Cognitive Recall	Must Know	Knows	Lecture Group Discussion	Written and Viva	F and S	I	
CO1	Distinguish between 4 types Ayu namely Sukhayu, Dukhayu, Hitayu, Ahitayu	Cognitive Comprehension	Must Know	Knows	Lecture Group Discussion/ Problem Based Learning	Written and Viva, Quiz	F and S	I	
CO1	Realises that the balance between hitayu	Affective	Must know	Knows	Group Discussion/	viva	F	I	

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	and Sukhaya will offer better living											
CO1	Describe Lakshana of Ayurveda and Enlist Synonyms of Ayurveda	Cognitive Recall	Must Know	Knows	Debate	Written and Viva	F and S	I				
CO1	Explain difference 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 Nityaiva (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 Vishesh Siddhanta Karma 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				

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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 Tribhangantra and Charak Samhita	Cognitive Recall	Desirable to know	Knows	Audio clips, classroom recitation	Viva, recitation competition	F and S	I
<b>Topic 2- Padartha and Darshana Nirupana Time  Lecture- 10_ hours Non lecture - 14_ hours)</b>								
CO1, CO 2	Classify padartha, differentiate bhava, abhava padartha and Appreciate Shat karana of Acharya Charaka.	Cognitive Recall	Must Know	Knows	Lecture/ Discussions PBL	Written and Viva, puzzle	F & S	I
CO1, CO 2	Discuss similarity and dissimilarity of padartha	Cognitive Comprehension	Desirable to Know	Knows	Lecture/ Discussions/ Activity based learning	Written and Viva	F & S	I
CO2	Explain nirukti and vyakhya (definition) of darshana	Cognitive Recall	Must Know	Knows	Lecture	Written and Viva	F & S	I
CO2	Describe Origin of darshana and Explain Importance of darshana (prayojana)	Cognitive Comprehension	Must know	Knows how	Lecture / Group Discussion	Written and Viva, Quiz	F & S	I
CO1, CO 2	Analyse terms viz - philosophy, metaphysics, aesthetics, epistemology, psychology in relation with darshana	Cognitive Comprehension	Nice to know	Knows	Lecture / Group Discussion/ Activity Based learning	Written and Viva	F & S	I
CO2	Classify darshana and differentiate between asthika, nasthika, asthikanasthika	Cognitive Recall	Must Know	Knows	Lecture / Enquiry Based Learning	Written and Viva	F & S	I

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	darshana.												
CO1, CO 2	Enumerate darshana relevant for Ayurveda study and mention the pioneers of each darshana	Cognitive Recall	Must Know	Knows	Lecture/ Role play/Group Discussion	Written and Viva, Purzie	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- chaturvīda pramana, pitharapaka, arambhayaala.	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					

  
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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 24 talvas	Cognitive Recall	Must Know	Knows	Lecture discussion	Written and Viva puzzle	F & S	I
CO2	Recall the trividhukha, triguna, saikaryavada	Cognitive Recall	Must Know	Knows	Lecture/ Inquiry based learning	Written and Viva	F & S	I
CO2	Define yoga and explain ashtangayoga	Cognitive comprehension	Must Know	Knows	Lecture Group discussion/demonstration	Written and Viva, quiz	F & S	I
CO2	Recall content of yoga sutra	Cognitive Recall	Nice to know	Knows	Lecture	Written and Viva	F & S	I
CO2	Enumerate chitavrutti, panchaklesha, ashlasidduhi	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 mīmāṃsā darshana and Vedānta darshana Viz. karma siddhānta, ātma, māya, vivartavada.	Cognitive comprehension	Must Know	Knows	Lecture Group Discussion/ Debate	Written and Viva, Quiz	F & S	I



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

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	which will enhance understanding concept of Padartha. For ex- matter and energy.											
CO1, CO 2	Analyse role of padartha in darshana and in Ayurveda and Demonstrate the role of Padarthavijnana in Ayurveda	Cognitive / Comprehension	Must Know	Knows how	Lecture/ Seminars /PBL	Written and Viva, Open Book Test	F & S	I				
CO2	Recite concern verses	Cognitive Recall	Desirable to know	knows	Edutainment Audio clips, classroom recitation	Viva, recitation competition	F&S	I				
<b>Topic-3 Dravya vijñānecyam Time (Lecture- 14 hours Non lecture_ 20 hours)</b>												
CO3	Explain Nirukti and Paribhasha (definition) of Dravya	Cognitive Recall	Must Know	Knows	Lecture	Written and Viva	F and S	II				
CO3	Classify Dravya and Differentiate between Karana and Karya dravya	Cognitive Recall	Must Know	Knows	Lecture Group Discussion/ Enquiry Based Learning	Written and Viva, Puzzle	F and S	II				
CO3	Enumerate Darvya as per different schools of thoughts	Cognitive Recall	Must Know	Knows	Lecture Group Discussion	Written and Viva, puzzle	F and S	II				
CO3, CO1	Value Practical application of study of Dravya in Ayurveda	Affective	Desirable to know	Knows how	Lecture Group Discussion	Written and Viva	F and S	II				
CO3	Explain the various theories (theories of Talitriyapanishad, Nyaya-Vaisheshika,	Cognitive/ Comprehension	Must Know	Knows	Lecture Group Discussion /Activity Based	Written and Viva, Quiz	F and S	II				

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

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CO2	Compare elementary particles/subatomic particles with Tanmatra-triguna.	Cognitive/ Recall	NK	Know	Video clips, discussions SDL	Quiz	F	II
CO3, CO4	Define the term <i>Kala</i> from various <i>darshanas</i> and <i>Ayurveda</i> .	Cognitive/ Recall	Must know	Knows	Lecture	Written and Viva	F & S	II
CO3	Explain classification/types of <i>Kala</i>	Cognitive/ Recall	Must know	Knows	Lecture	Written and Viva	F & S	II
CO3, CO1	Find illustrations of <i>kala</i> explained in <i>Ashlang Hiridaya</i> .	Cognitive/ Comprehension	Must know	Knows	Lecture /Activity Based Learning	Written and Viva	F & S	II
CO3, CO2, CO1	Give examples of importance of <i>Kala</i> in <i>Ayurveda</i> and time as per contemporary sciences	Cognitive/ Recall	Must know	Knows how	Problem Based Learning/ Group Discussion	Written and Viva, Quiz	F & S	II
CO3	Define the term <i>Dik</i> . Explain classification/ division of <i>Dik</i> .	Cognitive/ Recall	Must know	Knows	Lecture /Activity Based Learning	Written and Viva, puzzle	F & S	II
CO1, CO1	Illustrate significance of <i>Dikshas</i> in <i>Ayurveda</i> with examples.	Cognitive/ Comprehension	Must know	Knows how	Lecture /Seminar	Written and Viva	F & S	II
CO3	Find illustrations of <i>Dik</i> explained in <i>Ashlangabridaya</i> .	Cognitive/ Comprehension	Must know	Knows how	Group Discussion	Written and Viva, Open book test	F & S	II
CO3	Define the term <i>Atma</i> .	Cognitive/ Recall	Must know	Knows	Lecture	Written and Viva	F & S	II
CO3	Explain <i>atma</i> at different levels, seat, Gunas of <i>Atma</i> ,	Cognitive/ Recall	Must know	Knows	Lecture	Written and Viva	F & S	II

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CO1 CO2	Explain Atma Jinga 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>amanah jnasya pravritih</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 Aivahikapurusha/ Sukshmatharira/ Rshipurusha/ Chikitsapurusha/ Karmapurusha/ Shad-dhatvatmaka-purusha.	Cognitive/ Comprehension	Must know	Knows how	Lecture / Group discussions	Written and Viva	F & S	II	
CO3	Recognize and state significance of Atmavijnanam	Affective	Desirable to know	Knows	Group Discussions/ Problem Based Learning	viva	F	II	
CO3	Define term Manas. Enlist synonyms. Explain it's Guna. Karma, Vishay. Explain dual nature of mind. ( <i>abhyasatmakatvam</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 ahara and aushadha (penic- elemental diet) on manas	Cognitive/ Recall	Must know	Knows how	Lecture/ discussions/ PBL.	Written and Viva. Open Book Test	F & S	II	

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

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

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CO3	Describe the practical application of Adhyatma Guna.	Cognitive Comprehension	Must know	knows how	Lecture / Demonstration/ Problem Based Learning	Written And Viva	F&S	II	
CO3	Recite the concern verses from Tarka Sangrah and Charak Samhita	Cognitive Recall	Desirable to know	knows	Audio clip/ classroom recitation	viva	F&S Recital on competition	II	
CO1 CO2	Discuss Principles and examples in contemporary sciences which will enhance understanding the concept of Guna.	Cognitive Comprehension	Nice to know	Knows	Lecture/ Discussions/ Self-learning activity	.	F	II	
<b>Topic - 5. Karma vijñāneyam Time (Lecture:- __2__ hours Non lecture _4_ hours)</b>									
CO3	Define <i>Karma</i> acco. to various <i>Darshana</i> and <i>Ayurveda</i> .	Cognitive Recall	Must know	Knows	Lecture	Written And Viva	F&S	II	
CO3	Compare the <i>Karma</i> ( <i>Lakshana</i> (characteristics) from <i>Charaka Samhita</i> and <i>Darshana</i>	Cognitive Comprehension	Must know	Knows	Lecture/ Group discussion/ Flipped Classroom	Written And Viva	F&S	II	
CO3	Explain the types of <i>Karma</i>	Cognitive Comprehension	Must know	Knows	Lecture and discussion, demonstration	Written And Viva	F&S	II	
CO3	Describe the process of production and destruction of <i>Laukika Karma</i> with one	Cognitive Comprehension	Desirable to know	Knows how	Lecture and demonstration	Written And Viva	F&S	II	

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CO3	example. Describe the <i>Adhyatmika</i> karma and its causal relationship with health and disease.	Cognitive Comprehension	Must know	Knows how	Lecture and discussion	Written And Viva	F&S	II
CO3	Enlist the other types of processes or pharmacological actions which came under the title of <i>Karma</i> in <i>Ayurveda</i> . Viz: <i>Panchakarman</i> , <i>Shastrakarman</i> , <i>Lekhanam</i> , <i>Bruhana</i> etc.	Cognitive Recall	Must know	Knows how	Lecture and discussion/ Self Directed Learning	Written And Viva	S	II
CO3	Recite the concern verses from <i>TarkaSangrah</i> and <i>Charak Samhita</i>	Cognitive Recall	Desirable to know	knows	Audio clip/ classroom recitation/ Edutainment	viva	F&S Recitation competition	II
CO1 CO2	Discuss principles and examples in contemporary sciences which will enhance understanding the concept of <i>Karma</i> .	Cognitive Recall	Nice to know	Knows	Lecture/ Discussions/ Self-learning	-	F	II
<b>Topic - 6 . Samanya vijnanceyam</b> Time (Lecture:- 3 hours Non lecture 6 hours)								
CO3	Explain the <i>Samanya</i> (According to <i>Ayurveda &amp; Darshana</i> )	Cognitive Comprehension	Must know	Knows	Lecture	Written And Viva	F&S	III
CO3	Distinguish the <i>Samanya</i> concept of <i>Ayurveda</i> from	Cognitive Comprehension	Must know	Knows	Lecture and discussion	Written And Viva	F&S	III

  
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	<i>Darshana.</i>												
CO3	Describe the <i>Anuvratni Buddhi</i>	Cognitive Recall	Desirable to know	knows	Lecture and discussion	Written	F & S	III					
CO3	Explain the types of <i>Samanya</i> (Acc, To <i>Ayurveda</i> and <i>Darshana</i> )	Cognitive Recall	Must know	Knows	Lecture and discussion/ Flipped Classroom	Written And Viva	F & S	III					
CO3	Explain the importance of <i>samanya</i> in diagnosis and treatment	Cognitive Comprehension	Must know	Knows	Lecture and discussion/Case Based Learning	Written And Viva Quiz	S	III					
CO3	Identify the examples of <i>Dravya-guna-karma Samanya</i> with each <i>DOSHA-DHATU-MALA</i>	Cognitive Comprehension	Must know	Knows how	Lecture and Demonstration/ Group Discussion	Written And Viva Open Book Test	S	III					
CO3	Recite the concern verses from <i>TarkaSangrah</i> and <i>Charak Samhita</i>	Cognitive Recall	Desirable to know	knows	Audio clip/ classroom recitation	viva	F&S Recitation on competition						
CO1	Discuss principle and examples in contemporary sciences which will enhance understanding the concept of <i>Samanya</i> . For ex-system biology	Cognitive Comprehension	Nice to know	knows	Self-Directed learning	-	F	III					
<b>Topic - 7. Vishesh vijñaneyam</b> Time (Lecture:- 3 hours Non lecture - 6 hours)													
CO3	Explain <i>Vishesha</i> According to <i>Ayurveda</i> & <i>Darshana</i>	Cognitive Comprehension	Must know	Knows	Lecture and Group Discussion	Written And Viva	F&S	III					

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

  
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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	III	
<b>Topic - 8. Samavay vijñāneyam</b>									
<b>Time (Lecture:- 2 hours Non lecture 4 hours)</b>									
CO3	Explain Samavaya (Acc. To <i>Ayurveda</i> and <i>Darshana</i> )	Cognitive Recall	Must know	Knows	Lecture	Written And Viva	F&S	III	
CO3	Describe the eternal relation between <i>ayusiddhavruti</i>	Cognitive Comprehension	Must know	Knows how	Lecture and demonstration	Written And Viva	F&S	III	
CO1 CO2	Discuss principles and examples in contemporary sciences which will enhance understanding the concept of Samavaya	Cognitive Recall	Nice to know	knows	Lecture/ Discussions/ Self-learning activity	-	F	III	
CO3	Recite the concern verses from TarkaSangrah and Charak Samhita	Cognitive Recall	Desirable to know	knows	Audio clip/ classroom recitation	Viva, Recitation competition	F&S		
<b>Topic - 9. Abhav vijñāneyam</b>									
<b>Time (Lecture:- 2 hours Non lecture 4 hours)</b>									
CO3	Define <i>Abhava</i>	Cognitive Recall	Must know	Knows	Lecture and discussion	Written And Viva	F&S	III	
CO3	Discuss the supportive and contradictory views for the acceptance of <i>Abhava</i> as a <i>Padartha</i>	Cognitive comprehension	Must know	Knows How	Lecture Group Discussion/ debate	Written And Viva	F&S	III	
CO3	Explain the view of <i>Ayurveda</i> about <i>Abhava</i>	Cognitive Recall	Must know	Knows	Lecture demonstration	Written And Viva	F&S	III	



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CO3	Explain the four types of <i>Abhava</i>	Cognitive Recall	Must know	Knows	Lecture .Activity Based Learning	Written And Viva, Puzzle	F&S	III
CO3	Demonstrate the utility of the knowledge of <i>Abhava</i> in Ayurveda	Cognitive Comprehension	Must know	Knows how	Lecture, Group discussions Problem Based Learning	Written And Viva	F&S	III
CO1 CO2	Discusses 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 ecom verses from <i>TarkaSangrah</i> and <i>Charak Samhita</i>	Cognitive Recall	Desirable to know	knows	Audio clip/ classroom recitation	viva	F&S Recital on competition	

Paper II

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

CO4	Describe <i>Pariksha</i>	Cognitive/ Recall	Must know	Knows	Lecture/Group Discussion	Written And Viva	F&S	I
CO4	Explain the necessity & significance of <i>pariksha</i>	Cognitive Comprehension	Must know	Knows how	Lecture/Problem Based Learning/Debate	Written And Viva	F&S	I
CO4	Describe <i>Buddhi</i> and its classification	Cognitive / Recall	Must know	Knows	Lecture/Activity based learning	Written And Viva	F&S	I
CO4	Describe <i>Prama</i> , <i>Prameya</i> , <i>Pramata</i> , <i>Pramana</i> and differentiate <i>Prama</i> and <i>Aprama</i>	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva, open book test	F&S	I



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

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7. Topic 2- (Aptopdesha Pariksha/Pramana) Time (Lecture:- 6 hours Non lecture\_10\_hours)

CO 4	Describe Apta and Aptopadesh	Cognitive / Recall	Must know	Knows	Lecture	Written And Viva	F&S	I
CO 4	Describe the significance of Aptopadesha in Chikitsa	Cognitive / Recall	Must know	Knows	Case based learning/ Group discussion	Written And Viva	F&S	I
CO 4	Define the term Shabda	Cognitive / Recall	Must know	Knows	Lecture	Written And Viva	F&S	I
CO 4	Describe types of Shabda	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I
CO 4	Define the term Shaba artha bodhaka Vruti	Cognitive / Recall	Must know	Knows	Lecture/ group discussion	Written And Viva	F&S	I
CO 4	Enumerate Shabzartha bodhaka vruti	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva, quiz	F&S	I
CO 4	Define Abhidha Vruti with illustration	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I
CO 4	Define Lakshana Vruti 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 vruti with example	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I
CO 4	Define Talparyakhya vruti with	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I



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CO-4	example Define the term Pada with specification in Shakti and enumerate the types of Pada	Cognitive / Recall	Must know	Knows	enquiry based learning	Written And Viva	F&S	I
CO-4	Enumerate Shakti-graha 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 Vaakyarthajanya 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 Yogyaya 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



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CO 4	Describe importance of Aptopadesha in maintaining Health. Prevention of diseases, diagnostics, therapeutics and research.	Cognitive/ Comprehension	Must know	knows	Lecture/ Activity based learning/ Problem based learning	Written And Viva, open book test	F&S	I
CO4	Recite the concern Verses from Tarkasangrah & Charak Samhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	I
<b>Topic 3- Pratyaksha Pariksha/Pramana Time (Lecture:- 3 hours Non lecture 14 hours)</b>								
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 Prapyakariva 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



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CO4	Describe the types of Sannikarsha	Cognitive / comprehension	Must know	Knows how	Lecture/ Problem based learning	Written And Viva, puzzle	F&S		
CO4	Define Indriya	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S		
CO4	Enumerate the types of Indriya	Cognitive / Recall	Must know	Knows	Lecture/ role play	Written And Viva	F&S		
CO4	Define Jnanendriya	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S		
CO4	List the functions of Karmendriya	Cognitive / Recall	Must know	Knows	Problem based learning	Written And Viva	F&S		
CO4	Describe the function of Manas in relation to Jnanotpatti	Cognitive / Recall	Must know	Knows	Lecture/ Problem based learning	Written And Viva	F&S		
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		
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		
CO4	Enumerate and describe briefly the various theories of Darshana and Ayurveda, which highlight the relationship of Indriya	Cognitive / Comprehension	Must know	Knows	Group discussion/ role play/debate	Written And Viva, open book test	F&S		



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CO4	and Panchamahabhuta. 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 role functions of Antahkarana	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	II
CO4	Illustrate the role Antahkarana in Jnanospati 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-anupalabdhiakarana)	Cognitive / Comprehension	Must know	Knows	Activity based learning/ Problem based learning / Group discussion	Written And Viva, puzzle	F&S	II
CO4	Enumerate a few equipments or aids which help in enhancing the direct perception	Cognitive / Recall	Must know	Knows	demonstrations/ Problem based learning / Group discussion	Written And Viva, quiz	F&S	II
CO4	Justify the necessity of other pramana with textual references and	Cognitive / Application	Must know	Knows how	Lecture/ Activity based learning/	Written And Viva, open book	F&S	II



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CO4	CO4	CO4	CO4	CO4	CO4	CO4	CO4	CO4	CO4	CO4	CO4
CO4	CO4	CO4	CO4	CO4	CO4	CO4	CO4	CO4	CO4	CO4	CO4
Illustrations	Describe the practical application of Pratyaksha in Sharir, Nidan, Chikitsa and Anusandhan (research).	Justify the role Pratyaksha (Observation and interpretation skills for generalization of results) in research	Realizes importance as well as limitation of Pratyaksha	Recite the concern Verses from Tarkasangrah & CharakSamhita	Cognitive / comprehension	Must know	Knows	Problem based learning / Group discussion	Written And Viva	F&S	II
					Cognitive / Application	Must know	Knows how	Lecture/ Activity based learning/ Problem based learning / Group discussion	Written And Viva	F&S	II
					Affective	Must know	Knows	Group discussion	Viva	F&S	II
					Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	II
<b>Topic 4 - Anumana pariksha/Pramana Time (Lecture:- 10 hours Non lecture_ 15 hours)</b>											
CO4	Describe Anumana	Cognitive / Recall	Must know	Knows	Lecture	Written And Viva	F&S	II			
CO4	Define the terms with an example (Anumiti, Paramarsha, Vyapti, Hetu, Sadhya, Paksha, Dristhanta)	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			



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



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CO4	Describe Tarkaas per Nyaya Sutra and Tarka Sangraha	Cognitive / Recall	Must know	Knows	Lecture Tutorial/ Problem based learning	Written And Viva, quiz	F&S	II
CO4	Distinguish between Tarka as Aprama and Inani in Anumana	Cognitive / Comprehension	Must know	Knows how	Enquiry based learning/ group discussion/debate	Written And Viva	F&S	II
CO4	Justify the role of Tarka in Anumana	Cognitive / Comprehension	Must know	Knows how	Activity based learning/ Problem based learning / Group discussion	Written And Viva, open book test	F&S	II
CO4	Demonstrate the practical applications of Anumana Pariksha (with few examples) in Sharir, Nidan, Chikitsa and Anusandhan (research).	Cognitive / Application	Must know	Knows how	Role play/ Game based learning / Group discussion	Written And Viva, open book test	F&S	II
CO4	Recite the concern Verses from Tarkasangrah & Charak Samhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competition	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 of Anumana	Cognitive / Comprehension	Must know	Knows how	Lecture/ Activity based learning/ Problem based	Written And Viva, open book test	F&S	III



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CO4	Describe the Importance of Yukti in Ayurveda	Cognitive / Recall	Must know	Knows how	Lecture / Activity based learning / Problem based learning / Group discussion	Written And Viva	F&S	III	
CO4	Describe the practical application of Yukti in Sharir, Nidan, Chikitsa and Anusandhan (research).	Cognitive Recall	Must know	Knows how	Lecture/ Activity based learning/ Problem based learning / Group discussion	Written And Viva	F&S	III	
CO4	Recite the concern Verses from Charak.Sambhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	III	
a. Topic 6 ~ Upamana Pramana Time (Lecture)- 3_ hours Non lecture_ 4_ hours									
CO4	Define Upamana..Enlist the types of Upaman	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	III	
CO4	Describe the Importance of Upamana in Ayurveda	Cognitive / Recall	Must know	Knows	Lecture/ Problem based learning / Group discussion	Written And Viva	F&S	III	
CO4	Describe the practical applications of Upamana in Sharir, Nidan, Chikitsa and Anusandhan.	Cognitive/ Comprehension	Must know	Knows	Lecture/ Game based learning/ Problem based learning / Group discussion	Written And Viva, quiz	F&S	III	
CO4	Recite the concern Verses from Tarkasangrah & Charak.	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	III	



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Topic 7 - Karya- Karana Siddhanta Time (Lecture:- 11 hours Non lecture\_ 13 hours)

CO5 CO2	Define Karya and Karana. List types of Karana. Charakokta Dashvidha Parikshya Bhava.	Cognitive/ Recall	Must know	Knows	Lecture Tutorial	Written and Viva	F & S	III
CO5	Explain Charakokta Dashvidha Parikshya Bhava.	Cognitive/ Comprehension	Must know	Knows	Lecture/Problem Based learning	Written and Viva	F & S	III
CO5 CO2	Describe the significance of Karya and Kaarata 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/ Role play/ Debate		F	III
CO5 CO2	Distinguish different opinions regarding the manifestation of Karya from Karana	Cognitive / Application	Must know	Knows how	Edutainment Role play/ Debate group discussion/debate	Written and Viva, quiz	F & S	III
CO5 CO2	Analyse Saikaryavada and relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture & Group Discussion/debate	Written and Viva	F & S	III
CO5 CO2	Analyse Asaikaryavada & relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture & Group Discussion/debate	Written and Viva	F & S	III



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



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CO6 CO2	Recite the concern Verses from Tarkasangrah & Charak Samhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	III	
CO5, CO2	Value cause and effect theory	Affective	Must know	Knows	Debate/Group Discussion	Viva	F	III	
CO 5, CO2	Analyse cause effect relationship, causality, causation in contemporary sciences	Cognitive / Comprehension	Nice to know	Knows	Self directed learning, Flipped classroom, Group Discussions.	.	.	III	

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List of Practicals

Course AyUG-PV: Practical List

Marks: 100

Hours:- 45 (included in non Lecture hours)

SN	Name of Topic/ Name of Practical	Term	Activity / Practical
P1	Ayurved Nirupan	I	Ayurved Perception identification: Ask the meaning of Ayurveda to your parents, friends and family members (min 10) and write it. give your opinion on it. Introduction to communication skills, Conduct of survey.
P2	Darshana and Padartha	I	<ul style="list-style-type: none"> <li>Darshan concept development: Find and write names of different philosophies?</li> <li>Discussions: meanings of philosophy, darshana, spirituality, religion. Are they same or different? Write in Activity Book.</li> </ul>
P3	Hitayu/ Sukhayu-lakshanas	I	<ul style="list-style-type: none"> <li>Identification of characters of Hitayu, &amp; Sukhayu in Healthy individuals.</li> </ul>
P4	Dravya	I	<ol style="list-style-type: none"> <li>Identification of Guna and Karma. Make a list of 10 dravyas surrounding you and identify Guna and Karma in it.</li> <li>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).</li> <li>Determination of Directions: Identify the directions in and enlist the content in each direction in your campus.</li> <li>Conceptualize Time : Discussion and understanding of Kala as per Ayurved and contemporary sciences.</li> <li>Categorization of Aushadh) dravya by dominance of Mahabhoot e.g. Harthiv / Jalceya/ Agney/ Vayaveey/ Akasheey dravya with reasons.</li> <li>Early Clinical Exposure(ECE): Visit the OPD. find the diseases common for different age groups ( balyavastha/ tarunayavastha/ vrudhdhavastha)</li> </ol>



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

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

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

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

  
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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/ desirable to know/ Nice to know	E4 Level Does/ Shows how/ Knows how/ Know	F4 T-I, method	G4 Assessment	H4 Formative /summative	I4 Term	J4 Integration
<b>Practical1-Ayurved Nirupan Time (practical- 2 hours)</b>									
CO1	Define Ayurved	Cognitive Recall	MK	knows	discussion	Viva	F&S	I	
CO1	Conduct the survey to identify the perception about Ayurved in the society	Psychomotor	MK	Shows	Demonstration/ discussion	Viva	F&S	I	
<b>Practical2-Darshan and Tadarib (Practical- 1hour)</b>									
CO2	Discuss and compare the meanings of philosophy, darshana, spirituality, religion.	Cognitive / Recall	MK	Knows how	Demonstration/ discussion/ brainstorming.	Viva	F&S	I	
CO2	Find and write names of different philosophies?	Cognitive / Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I	
<b>Practical - 3(Chitayu/Sukhaya) Time (Practical/ Clinical 2 hours) :</b>									



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CO 1	Discuss characters of hitayu, & Sukhaya	Cognitive /Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I
CO 1	Identifies characters of hitayu, & Sukhaya in healthy individuals	Cognitive / Comprehension	MK	Knows How	Demo/Practical	Viva	F&S	I

**Practical 4- Dravya Time (Practical/ Clinical 6 hours)**

CO1,3	Define dravya, discuss nature of dravya	Cognitive Recall	MK	Knows how	Demonstration/ Discussion/ brainstorming	Viva	F&S	I
CO1,3	Identify pentaclemental nature of Ahar Dravya Aushadh Dravya in given examples	Cognitive/ Comprehension	MK	Shows	Practical/Demonstration	Viva/ Practicals	F&S	I
CO1,3	Identify the Guna and Karma in the given dravya	Cognitive/ Comprehension	MK	Knows how	Practical/Demonstration	Viva/ Practicals	F&S	I
CO1,3	Categorize the Aushadhi dravya by dominance of Mahabhoot e.g. Puthiv /Jaleeya/ Agney/ Vayavya/ Akasheey dravya with reasons	Cognitive/ Comprehension	MK	Knows how	Practical/Demonstration	Viva/ Practicals	F&S	I
CO1,3	Identify the directions in and enlist the content in each direction in your campus.	Cognitive/ Comprehension	MK	Knows how	Practical/Demonstration	Viva/ Practicals	F&S	I
CO1,3	Discuss the concept of Kala as per Ayurved and	Cognitive/ Recall	MK	Knows	Demonstration/ discussion/	Viva	F&S	I



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Contemporary sciences,						brainstorming			
CO-3 find the diseases common for different age groups (balyavastha/ tarunyavastha/ vrudhdhavastha)	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 Dravya	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 1	Observe and record the effects of Seasons on Guna's in body and nature	Cognitive/analysis	MK	Knows how	Practical/Demonstration	Viva/Practicals	F&S	II
CO 3	Correlate Guna's 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 pancha-aparava in five examples	Cognitive/Comprehension	MK	Knows how	Practical/Demonstration	Viva/Practicals	F&S	II
CO 3	Perform the Sanskar (trayasankarha/vasna/Bhavana)	Psychomotor	MK	Shows	Practical/Demonstration	Viva/Practicals	F&S	II
CO 3	Frame the real life situations related to Alma Guna(sukha, dukkha etc)	Cognitive/Comprehension	MK	Knows how	Demonstration/discussion/brainstorming	Viva/Practicals	F&S	II
<b>Practical-6 Karma Time (Practical/Clinical 3 hours)</b>								
CO 3	Discuss Karma	Cognitive/Recall	MK	Knows how	Demonstration/discussion/brainstorming	Viva	F&S	II
CO 3	Classify Karma in given	Cognitive/Comprehension	MK	Knows how	Demonstration/Practical	Viva/Practicals	F&S	II



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CO	examples (panchakarma/Shuakram)	nsion								
CO3	Illustrate five types of Karma in collage of pictures/photos	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	II		
CO3	compare Karma with concepts learned in Physics, Chemistry etc.	Cognitive/ Comprehen sion	MK	Knows	Practical/Demon stration	Viva/ Practicals	F&S	II		
<b>Practical – 7 Pratyaksha Praman Time (Practical/ Clinical 5 hours)</b>										
CO4	Discus Pratyaksha Praman	Cognitive/ Recall	MK	<b>Knows how</b>	Demonstration/ discussion/ brainstorming	Viva/ Practicals	F&S	II		
CO4	Find identification marks for identification of herbs/ minerals which need Pratyaksha.	Cognitive/ Comprehe nsion	MK	Knows how	Demonstration/ Practical	Viva/ Practicals	F&S	II		
CO4	Note down the factors from Prakriti analysis which need pratyaksh ( like- colour, dry skin)	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	II		
CO4	Discuss the use of pratyaksha in examination of patient and Diagnosis of disease.	Cognitive/ Comprehe nsion	MK	Knows how	ECE/ discussion	Viva/ Practicals	F&S	II		
CO4	identifies with examples of Shabda.(smigdha/ ruksha etc) Sparsha (smigdha/ ruksha etc).	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration/ Shabd from recordings, (smigdha/	Viva/ Practicals	F&S	II		

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	Rupa, Rasa(taste threshold video), Gandha.						ruksha etc) Sparsha by touching or instruments, (snigdha/ruksha etc), Rupa, Rasa(taste threshold video), Gandha.(intensity of Smell)				
CO4	Identifies the gunas which can be perceived by one sense (ekendriya) organ and more than one sense organ (Dwiendriya etc).	Cognitive/Comprehension	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva/ Practicals	F&S	II			
<b>Practical -8 Pratyaksha Badhakar Bhav Time (Practical/ Clinical: 2 hours)</b>											
CO4	Discuss Pratyaksha Badhakar Bhav (limitations of pratyaksha.)	Cognitive/evaluation	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			

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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	
<b>Practical -9 Anuman praman Time (Practical/ Clinical 5 hours )</b>									
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/Demonstration	F&S	II	
CO4	Find and discuss examples of Vyapti (associations)in real life.	Cognitive/Comprehension	MK	Knows how	Practical/Demonstration. Ask examples or encourage to identify examples.	Practical/Demonstration	F&S	II	
CO4	Apply panchavyaya vakya for drawing inference in practicals conducted	Cognitive/Comprehension	MK	Knows how	Practical/Demonstration	Practical/Demonstration	F&S	II	
CO4	Identify and discuss Hetvabhas in given examples	Cognitive/Comprehension	MK	Knows how	Practical/Demonstration. Ask examples or encourage to identify	Practical/Demonstration	F&S	II	



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								examples.				
CO4	Draw inference in various sciences on the basis of Vyapti.	Cognitive/ recall	MK	knows				Demonstration/ discussion/ brainstorming	Practical/Demonstration	F&S	II	
<b>Practical -10 Samanya Vishesh Siddhant Time (Practical/ Clinical 5 hours)</b>												
CO3	Discuss Samanya vishesh Siddhant.	Cognitive/ Recall	MK	Knows				Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO3	Identify and classifies Samanya vishesh Siddhant with type in given examples.	Cognitive/ Comprehension	MK	Knows how				Demonstration/ Practical/ Ask examples or encourage to identify examples.	Viva/ Practical	F&S	III	
CO3	Identify samanyatva and visheshtarva among plants in Vanaushadhi udyan	Cognitive/ Comprehension	MK	Knows how				Practical/Demonstration.	Viva/ Practicals	F&S	III	
CO3	Make a chart/ eChar 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	
CO3	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	
<b>Practical -11 Samavay Time (Practical/ Clinical 1 hour)</b>												

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



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	Hridaya and Charak Samhita	mission				brainstorming			
CO4	Identify examples in Physics, chemistry biology where Upaman is used	Cognitive/ Comprehension	MK	Knows how		Demonstration/ discussion/ brainstorming/ Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III
<b>Practical -14 Yukti Praman Time (Practical/ Clinical 1 hour)</b>									
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
<b>Practical -15 Various Vadas Time (Practical/ Clinical 3 hour)</b>									
CO5	Discuss Sankaryavad	Cognitive/ Recall	MK	Knows how		Demonstration/ discussion/ brainstorming	Viva	F&S	III
CO5	Justify Sankaryavad through real life	Cognitive/ comprehension	MK	Knows how		Demonstration/ Practical/ Ask examples or	Viva/ Practicals/ PBL	F&S	III

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	examples/ examples from prior learning					encourage to identify examples.				
CO5 CO2	Justify Parinamvad through real life examples/ examples from prior learning	Cognitive/ comprehension	MK	Knows how		Practical/Demonstration/ Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
CO5 CO2	Justify Pakajolpani through real life examples/ examples from prior learning	Cognitive/ comprehension	MK	Knows how		Practical/Demonstration/ Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
CO5 CO2	Justify Swabhavoparamvad through real life examples/ examples from prior learning	Cognitive/ comprehension	MK	Knows how		Demonstration/ discussion/ brainstorming/ Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
CO5 CO2	Justify Arambhavad through real life examples/ examples from prior learning	Cognitive/ comprehension	MK	Knows how		Demonstration/ Practical/Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
<b>Practical -16 Cause and Effect theory Time (Practical/ Clinical 2 hours)</b>										
CO5, CO2	Discuss Cause and effect theory	Cognitive/ comprehension	MK	Knows		Demonstration/ discussion/ brainstorming	Viva/ Quiz	F&S	III	
CO5 CO2	Identify Samavayi, Asamavayi and Nimitta	Cognitive/ Comprehension	MK	Knows How		Demonstration/ Practical/Ask	Viva/ Practicals	F&S	III	



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

  
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**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-1/B)	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

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

TERM	PERIODICAL ASSESSMENT*					TERM TEST**	TERM ASSESSMENT	
	A	B	C	D	E	F	G	H
	1 (15 Marks)	2 (15 Marks)	3 (15 Marks)	Average (A+B+C/3)	Converted to 30 Marks (D/15)*30)	Term Test (Marks converted to 30)	Sub Total /60 Marks	Term Assessment (..../30)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		E
<b>Final IA</b>	Average of Three Term Assessment Marks as Shown in 'H' Column.							
	Maximum Marks in Parentheses *Select an Evaluation Method which is appropriate for the objectives of Topics from the Table 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C. ** Conduct Theory (100 Marks)(MCQ(20*5), 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/ Sambitas)
6.	Class Presentations; Work Book Maintenance
7.	Problem Based Assignment
8.	Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OPSE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedures (DOP), Case Based Discussion (CBD)
9.	Extra-curricular Activities, (Social Work, Public Awareness, Surveillance Activities, Sports or Other Activities which may be decided by the department).
10.	Small Project
11.	<b>AyUG-PV Specific</b> Test on Topics in list of practicals.



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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. Distribution of Theory Exam

Paper I			D Type of Questions "Yes" can be asked. "No" should not be asked.			
A List of topics	H 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. Vishesh 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	H 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	


  
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6 G- Question paper blue print

Paper I-

A Question Sr. No	B Type of Question	C Question Paper Format
Q1	<p><b>Multiple choice Questions (MCQ)</b></p> <p>20 Questions</p> <p>1 mark each</p> <p>All compulsory</p> <p>(Must Know 15 MCQ Desirable to know 3 MCQ Nice to know 2 MCQ)</p>	<ol style="list-style-type: none"> <li>1. Topic number 1</li> <li>2. Topic number 2</li> <li>3. Topic number 3</li> <li>4. Topic number 4</li> <li>5. Topic number 5</li> <li>6. Topic number 6</li> <li>7. Topic number 7</li> <li>8. Topic number 8</li> <li>9. Topic number 9</li> <li>10. Topic number 2</li> <li>11. Topic number 3</li> <li>12. Topic number 4</li> <li>13. Topic number 5</li> <li>14. Topic number 6</li> <li>15. Topic number 7</li> <li>16. Topic number 9</li> <li>17. Topic number 1</li> <li>18. Topic number 2</li> <li>19. Topic number 3</li> <li>20. Topic number 4</li> </ol>
Q2	<p><b>Short answer Questions (SAQ)</b></p> <p>Eight Questions</p> <p>5 Marks Each</p> <p>All compulsory</p> <p>(Must know 7, Desirable to know 1 No Questions on Nice to know.)</p>	<ol style="list-style-type: none"> <li>1. Topic no.1</li> <li>2. Topic no.2</li> <li>3. Topic no.3</li> <li>4. Topic no.4</li> <li>5. Topic no.5</li> <li>6. Topic no.6/ Topic no.7</li> <li>7. Topic no.8/ Topic no.9</li> <li>8. Topic no.3/ Topic no.4</li> </ol>
Q3	<p><b>Long answer Questions (LAQ)</b></p> <p>Four Questions</p> <p>10 marks each</p> <p>All compulsory</p> <p>(All questions on Must to know. No Questions on Nice to know and Desirable to know.)</p>	<ol style="list-style-type: none"> <li>1. Topic no.1/ Topic no.2</li> <li>2. Topic no.3</li> <li>3. Topic no.4/Topic no.5</li> <li>4. Topic no.6/ Topic no.7</li> </ol>



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**Paper II**

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





## 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 dravya for different students.)	30
d.	Practical II (Problem based questions/ Situations)(10 Marks Each)(Any three) 1. Identify and explain the Karys Karan with types in given problem 2. Frame and Write Panchavayav vakya for the given anumana. 3. Identify Vyapti, Paksh, Sadhya, Hetu, Pakshadharmina, Sapaksha, Vipaksha in the give example. 4. Identify and explain Hetvabhas in given example. 5. Identify the vada applicable in given example.(any one vada.) 6. Identify Upama, Sajna- sajni sambhandha in given example.	30
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	



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

## 7. References /Resources

### Reference Books

#### PadarthaVignana books

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

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

शास्त्रं ज्योतिः प्रकाशयति दानं पुनः परात्मनः

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



प्राणभित्तरः प्राणायतनानाम्

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



Samhita



Registrar

Sri Satya Sai University of Technology  
& Medical Sciences Sohoni (M.P.)

NCISM  
**I professional Ayurvedcharya  
(BAMS)**

Subject Code: AyUG-SA1

**Samhita Adhyayan 1**

Summary

Total number of Teaching : 400			
<b>Lecture (LH) - Theory</b>		140	140 (LH)
Paper I	140		
<b>Non-Lecture (NLH) – Theory</b>		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
<b>Sub-Total</b>	<b>100</b>	<b>100</b>			
<b>Total marks</b>	<b>200</b>				

## PREFACE

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

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

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

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



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**Course Code and Name of Course**

	Course code	Name of Course
	AyUG-SA1	Samhita Adhyayan 1

**AyUG SA1 Course****Table 1- Course learning outcomes and matched PO.**

SR1 CO No	A1 Course learning Outcomes (CO) AyUG SA1 At the end of the course AyUG-SA1, the students should be able to-	B1 Course learning 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>Dinacharya</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



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

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



	xi. Recitation of important shlokas				
3.	AH Su.2. <b>Dinacharya Adhyaya-</b> i. Dinacharya vinaar (Importance of various regimen in Dinacharya) ii. Shuddhi Niyam (Personal hygiene) iii. Dharmapalan evam sadvrutta palan iv. Recitation of important shloka	1		05	04
4.	AH Su.3. <b>Rutucharya Adhvaya-</b> 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. <b>Roganutpadaniya Adhvaya-</b> 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	1		05	04
6.	AH Su.5. <b>Dravadravya Vijnaniya Adhyaya-</b> 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	1		05	04
7.	AH Su.6. <b>Annaswaroopa Vijnanceya Adhyaya-</b> i. Shuka- Dhanyanam Samanya Gunah (Properties of various types of cereals)	II		05	03

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	<ul style="list-style-type: none"> <li>ii. Shimbi- Dhanyananam Samanya Gunah (Properties of various types of Pulses)</li> <li>iii. Mamsasya Samanya Gunah (Properties of meat of various animals )</li> <li>iv. Shakayoh Samanya Gunah (Properties of various types of vegetables)</li> <li>v. Phalayoh Samanya Gunah (Properties of various types of Fruits)</li> <li>vi. Kritanna varganam Samanya Gunah (Properties of various types of cooked food)</li> <li>vii. Aushadhanam Samanya Gunah (Properties of various types of medicinal herbs)</li> </ul>				
8.	<p>AH Su.7. <b>Annaraksha Adhyaya-</b></p> <ul style="list-style-type: none"> <li>i. Rajnikate- Vaidyasthiti ( Important place of Vaidya in Kings palace)</li> <li>ii. Savishanna Lakshanam (Properties of poisoned food)</li> <li>iii. Savishanna Pariksha (Examination of food contaminated with poison)</li> <li>iv. Savishanna-Lakshana- Aushadha ( Signs of food poisoning and its treatment)</li> <li>v. Viruddha Aahar (Incompatible food and food practices)</li> <li>vi. Satmikaran Krama (Method of adaptation of wholesome food habits and to taper unwholesome food habits)</li> <li>vii. Aahar-Shayan-Abrahmacharya – Trayopasthambha (Three accessory pillars of Health)</li> <li>viii. Recitation of important shlokas</li> </ul>	II	04	03	
9.	<p>AH Su.8. <b>Matrashitiya Adhyaya-</b></p> <ul style="list-style-type: none"> <li>i. AaharMatra (appropriate quantity of food)</li> <li>ii. Heen-matra, ati-matra bhojan dosha (Demerits of excess and less quantity of food)</li> <li>iii. Alasak, Visuchika (Etiopathogenesis and management principles of Vishuchika and Alasak)</li> <li>iv. Apatarpan chikitsa</li> </ul>	II	05	04	

	<ul style="list-style-type: none"> <li>v. Types of Ajeerna (indigestion) and its causes</li> <li>vi. Bhojan-samyak yog (Ideal regimen and time for taking food)</li> <li>vii. KukshiVibhag (Imaginary parts of the stomach)</li> <li>viii. Details of Anupan (Liquid consumed along with or after food)</li> <li>ix. Recitation of important shlokas</li> </ul>				
10	AH Su.9. <b>Dravyaadi Vijnaniya</b> Adhyaya- <ul style="list-style-type: none"> <li>i. Dravya shreshthtva(Predominance of Dravya)</li> <li>ii. Dravyasya panchbhautikatvam (Prevalence of Panchamahabhutas in dravyas)</li> <li>iii. Panchbhautik dravyanaam guna(Characteristics of PanchabhautikDravyas)</li> <li>iv. Principles of dravyas viz Veerya- Vipaka- Prabhava</li> <li>v. Recitation of important shlokas</li> </ul>	II	04	04	
11	AH Su.10. <b>Rasabhedhiya Adhyaya-</b> <ul style="list-style-type: none"> <li>i. Shadrasanaam utpatti (Origin of Shadrasa)</li> <li>ii. Shadrasa parichaya (Identity of Six Rasas)</li> <li>iii. Shadrasa karma, guna, atiyoga lakshana (Functions, properties and presentation of excessive intake of Six Rasas.)</li> <li>iv. Recitation of important shlokas</li> </ul>	II	05	04	
12	AH Su.11. <b>Doshadi Vijnaniya Adhyaya-</b> <ul style="list-style-type: none"> <li>i. Importance of dosha dhatu mala</li> <li>ii. Dosha dhatu mala prakruta and vaikruta karma (normal and abnormal functions)</li> <li>iii. Dosha dhatu mala ashraya- ashrayi bhava (relation between dosha and dhatus)</li> <li>iv. Samanya chikitsa siddhanta for dosha dhatu mala vrudhhi kshaya (treatment principles)</li> <li>v. Agni (Digestive fire)</li> <li>vi. General pathophysiology for origin of diseases</li> <li>vii. Ojus (Essence of dhatus)</li> </ul>	III	08	05	

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	viii. Vriddhi-kshaya bshesaja ix. Recitation of important shlokas				
13	AH Su.12. <b>Doshabhediva Adhyaya-</b> 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 parikshbhav (assessment methods) vi. Recitation of important shlokas	III	08	05	
14	AH Su.13. <b>Doshopakramaniya Adhyaya-</b> i. Tridosha-upakrama (Treatment principles of vitiated doshas) ii. Shuddha-ashuddha chikitsa lakshana (Accurate and inaccurate treatment) iii. Dosha gati (movement of doshas inside the body) iv. Concept of aama v. Dasha aushadha-kaala (ten types of times for administering medicines) vi. Recitation of important shlokas vii. Research Updates – Langhan : Fasting and autophagy induction – how cell recycle and renew their content, a process called autophagy.	III	07	06	
15	AH Su.14. <b>Dvidividhopakramaniya Adhyaya-</b> i. Concept of Langhan and Brihan therapies (Treatment procedures for making the body thin and for nourishment) ii. Concept of Shodhan and shaman therapies (Purification and palliative treatments) iii. Concept of Atistaulya and atikarshya (Obesity and emaciation) iv. Recitation of important shlokas	III	05	05	

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

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	<ul style="list-style-type: none"> <li>v. Anuvasana Dravya &amp; Main Indications</li> <li>vi. Ashtavimshathi Yavagu</li> <li>vii. Panchakarma Mahatwa &amp; Vaidya Guna</li> <li>viii. Recitation of important shlokas</li> </ul>				
19	Ch S Su 3. <b>Aragvadiya Adhyaya-</b> i. Dwa Trimshath Churna Pradeha & Main Indications	II	01	03	
20	Ch S Su 4. <b>Shadvirechana-shatashritiya</b> Adhyaya- i. Shadvirechan aashrya ii. Panchkashaya yoni iii. Panchvidh kashaya kalpana iv. Panch kashaya shatani	II	03	04	
21	Ch S Su 5. <b>Matrashiteeya Adhyaya-</b> 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	Ch S Su 6. Tasyashiteeya Adhyaya- i. Classification Samvastara ii. Visarga Kala iii. Adana kala; iv. Shadrutuvivechana and Charya v. Hamsodaka vi. Saatmya vii. Important shlokas for recitation viii. Research Updates: What causes the season: Summer and winter solistice- Equinoxes- Rotation of earth around sun	II	04	04
23	Ch S Su 7. Naveganadharaniya Adhyaya- i. Adharneeya-Dharneeya vega lakshan, chikitsa ii. Vyayam (Details regarding exercise) iii. Ahita sevan evam varjya vidhi iv. Deha prakruti (Body constitution) v. Agantuja evam Pradnyaapradh janya vyadhi evam chikitsa vi. Impotant Shlokas for recitation vii. Research Updates: Corelation of genomic variation with the classification of Prakriti	II	04	04
24	Ch S Su 8. Indriyopakramaniya Adhyaya- i. Enumeration of Indriya, Dravya, Adhishthana, Artha, Buddhi ii. Manas Lakshana iii. Ekatvam of Manas iv. Sattvikatva, Rajasatva and Tamasatva of Manas v. Indriya PanchaPanchaka vi. Adhyatma Dravya Guna Sangraha vii. Mahabhuta – Indriya sambandh viii. Prakriti – Vikriti hetu ix. SadvrittaAnushthana x. Hetuchatushtaya xi. AnuktaSadvritta xii. Important Shlokas for Recitation xiii. Research updates: Mental health and gut microbiota.	II	04	03
25	Ch S Su 9. Khuddakachatushpada Adhyaya- i. Chikitsa Chatushpada ii. Roga-Arogya Lakshana	II	03	03



	<ul style="list-style-type: none"> <li>iii. Chikitsa Lakshana</li> <li>iv. Vaidya, Dravya (Bheshaja), Paricharaka, Aatura guna</li> <li>v. Vaidya pradhanatva</li> <li>vi. Adnya chikitsak dosha</li> <li>vii. Sadvaidya lakshana</li> <li>viii. Vaidya kartavya</li> <li>ix. Vaidya Vritti</li> <li>x. Recitation of important Shlokas</li> <li>xi. Research Updates: Medical ethics-principles Soft Skill development for medical students Emotional Intelligence as a crucial component in medical education</li> </ul>				
26-	<p>Ch S Su 10. Mahachatushpada Adhyaya-</p> <ul style="list-style-type: none"> <li>i. Catushpaada-bheshajam alam aarogyaayeti (aatreya-krta)</li> <li>ii. Bheshaja-abheshajayo tulyatva pratipaadana – (maitreya-krta)</li> <li>iii. Its conclusion by Atreya</li> <li>iv. Pareekshya-kaarino hi kusalaa bhavanthi</li> <li>v. Cikitsaa sootram</li> <li>vi. Cikitsaayaam yasolaabhe kaaranam</li> <li>vii. Asaadhyaroga-cikitsaayaam haani</li> <li>viii. Further division of saadhya-asaadhyata</li> <li>ix. Sukha-saadhya lakshanam</li> <li>x. Krcchra-saadhya lakshanam</li> <li>xi. Yaapya lakshanam</li> <li>xii. Pratyaaakhyeya lakshanam</li> <li>xiii. Benefit of knowledge of prognosis</li> <li>xiv. The versatile usage of the term 'mithyaa-buddhi'</li> <li>xv. Recitation of important shlokas</li> </ul>	II		03	03
27	<p>Ch S Su 11. Tisraishaniya Adhyaya-</p> <ul style="list-style-type: none"> <li>i. TrividhaEshana (Three Desires of life )</li> <li>ii. Paralokaeshana</li> <li>iii. Chaturvidhapariksha</li> <li>iv. Punarjanma siddhi by Chaturvidhapramanas</li> <li>v. Trayopasthambha</li> <li>vi. Trividhabala</li> </ul>	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 Doshha – 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.					



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

AyUG-SAI Learning Objective									
A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/sub	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formative/summative	I3 Term	J3 Integration
<b>Topic 1- Introduction To Samhitas: Time (Lecture:-15 ; Non lecture:-09 hours)</b>									
CO1	Explain the term Samhita	Cognitive/Comprehension	Must know	Knows	Lecture	Written or Viva	F & S	I	
CO1	Identify Bruhatrayee	Cognitive/Recall	Must know	Knows	Lecturer	Written or Viva	F & S	I	
CO1	Discuss the various Samhitas and Commentaries in brief	Cognitive/Comprehension	Must know	Knows	Lecturer / Group Discussion	Written or Viva	F & S	I	
CO1	Discuss the various preceptors, aut hours, redactors and commentators in brief	Cognitive/Comprehension	Must know	Knows	Lecturer	Written or Viva	F & S	I	
CO1	Apply various Tantrayukties like Adhikaran, Yoga, Padarth, Uddesh, Nirdeśh, Vaakyashesh, Prayojan, Upadesh, arthapatti, Ekant,	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	Formative	I	



CO1	Interpret Ashta Prashna with example	Cognitive/ Problem solving	Must know	Knows how	Lecturer/ Demonstration	Enquiry Based Learning	Formative	I
<b>Topic 2- Ashtang Hridaya Sambhita Sutrashtan Chapter-1- Ayushkamiya Adhyaya. Time (Lecture:- 08 ; Non lecture- 03 hours)</b>								
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/ comprehensive nsions	Must know	Knows how	Lecture and Group Discussion	Written & Viva	F & S	I
CO3	Discuss role and superiority of dosha in manifestation of diseases	Cognitive/ comprehensive nsions	Must know	Knows how	Lecture/ Group discussion	Written & Viva	F & S	I
CO3	Identify the dosha sthanas	Cognitive/ comprehensive nsions	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/ Comprehensive nsion	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											



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



Anagatavekshan Tantrayukti in this chapter.											
<b>Topic-3. Ashtang Hriday Sambhita Sutrasthan Chapter-2- Dinacharya Adhyaya Time (Lecture:- 05. Non lecture- 04 hours)</b>											
CO4	Explain the need of waking up before sunrise	Cognitive/Comprehension	Must know	Know how	Lecture	Written & Viva	F & S	I			
CO4	Explain the importance of Shaucha Vidhi	Cognitive/Comprehension	Must know	Knows how	Lecture	Written & Viva	F & S	I			
CO4	Explain the importance and contraindications of brushing (Dantadhavana)	Cognitive/Comprehension	Must know	Knows how	Lecture/ Multimedia aids	Written & Viva	F & S	I			
CO4	Identify the herbs used for Dantadhavan	Cognitive/ Application	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/Comprehension	Must know	Know how	Lecture/Demonstration	Written or Viva Debate (Students will search benefits and harms supported by current literature. Debate in class)	F & S	I			Visit to Rasashastra dept for Identification 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	

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

**Topic - 4. Ashtang Hridaya 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
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



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

**Topic -5.Ashang Hriday Sambhita – 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 mooltra (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



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CO6	Specify the diseases due to suppression of kshudha (hunger) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written/viva	F & S	I	
CO6	Specify the diseases due to suppression of nidra (sleep) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of kaasa (cough) and its treatment	Cognitive/ Recall	Must know	Knows	Lecture	Written & Viva	F & S	I	
CO6	Enumerate the diseases due to suppression of shrama shwasa and its treatment	Cognitive/ Recall	Must know	Knows	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of jumbha (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/Comprehension	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/Comprehension	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Explain the dharaneeya vega (urges to be controlled)	Cognitive/Comprehension	Must know	Knows How	Lecture/Group discussion	Written or Viva	F & S	I	
CO8	Justify the importance of adharneeya and dharneeya vega to maintain health	Cognitive/ Application	Must know	Does	Group discussions	Group discussions/ Class activities	F & S	I	
CO6	Explain importance of Shodhana chikitsa (purification techniques)	Cognitive/Comprehension	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Explain the importance of Brumhana after Shodhana chikitsa	Cognitive/Comprehension	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Explain the concept of Aagantu roga (traumatic diseases) and its treatment	Cognitive/Comprehension	Must know	Knows How	Lecture	Written or Viva	F & S	I	
CO6	Discuss the concept of rutu-shodhana (elimination of doshas according to seasons)	Cognitive/ Application	Must know	Knows How	Lecture/Group Discussion	Written & Viva	F & S	I	



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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 hitaahaar-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 Adharanceeya Vegas.	Skill	Must Know	Show how	Proforma based assessment in healthy volunteers/patients.	Problem based assessment	Formative	I
CO1	Identify Uddesh, Nirdesh, Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/Group discussion	Viva	F & S	I

**Topic -6. Ashtang Hridaya Samhita – Sutrashtan- 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											



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CO5	Identify the characteristics of different oils	Cognitive/Comprehension	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
CO5	Classify various types of madyas (wines)	Cognitive/Comprehension	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
	explain the properties of Shukta, Dhanyamlam, sauveeraka, tushodaka etc.,	Cognitive/Comprehension	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
CO5	Describe the properties and uses of various types of urine	Cognitive/Comprehension	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
CO2	Recite the shlokas- 1,16-17, 20,29-32, 51,52,56	Cognitive/Recall	Must know	Show	Self-learning	Written or Viva	F & S	I	
CO5	Classify some common dravyas like milk, ghee, sugar, jaggery etc according to their varga (group) and qualities	Skill	Must know	Show how	class Discussion	Viva/ class activities	F & S	I	
CO1	Identify Vaakyashesh, Samucchaya, Yog Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	I	
<b>Topic-7 Ashtang Hriday Samhita – Sutrashtan- Chapter 6. Annaswaroopa Vijnaneeya Adhyaya- Time (Lecture:- 05 ; Non lecture 03 hours)</b>									
CO5	To classify the shukadhanya (cereals)	Cognitive/ Recall	Must know	Know	Lecture	Written or Viva	F & S	II	Dravyaguna
CO5	Enumerate the qualities of each shukadhanya (cereals)	Cognitive/ Recall	Desire to know	Know	Lecture	Written or Viva	Formative	II	Dravyaguna
CO5	Classify the shimbhanya (pulses)	Cognitive/ Recall	Must know	Know	Lecture	Written or Viva	F & S	II	Dravyaguna

CO5	Enumerate the qualities of each shimbi dhanya (pulses)	Cognitive/ Recall	Desire to know	Know	Lecture discussion	Written or Viva	Formative	II	Dravyaguna
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	Dravyaguna
CO5	Enumerate the qualities of various types of fruits	Cognitive/ Recall	Desire to know	Knows	Lecture discussion	Written or Viva	Formative	II	Dravyaguna
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	Dravyaguna
CO5	Classify certain common dravyas according to varga and functions.	Skill	Must know	Show how	Group activities	Viva	F & S	II	
CO1	Identify Samucchaya, Prayojan, Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
<b>Topic -8 Ashtang Hriday Sambhita – Sutrasthan- Chapter 7. Annaraksha Adhyaya- Time (Lecture:- 04 ; Non lecture 03 hours)</b>									
CO8	Describe the role of Rajavaidya (Noble Physician)	Cognitive/ Comprehension	Nice to know	Know	Discussion	Written or Viva	Formative	II	



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

swasadnya Tantrayuktis in this chapter.												
<b>Topic-9 Ashtang Hriday Samhita – Sutrashtan- Chapter 8. Annaraksha Adhyaya- Time (Lecture:- 05 ; Non lecture (04 hours)</b>												
CO4	Explain the importance of मात्रा (proper quantity of food) for maintenance of health	Cognitive/ Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II				
CO4	Describe how to quantify food	Cognitive/ Comprehension	Must know	Knows	Lecture	Written or Viva	F & S	II				
CO4	Determine the adverse effects of हेनमात्रा (inadequate quantity of food) and अतिमात्रा (excess quantity of food) ahara	Cognitive/ Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II				
CO6	Discuss the etiopathogenesis, symptoms and treatment principles of आसका and विसुचिका.	Cognitive/ Application	Must know	Knows how	Lecture/PB L	Written or Viva	F & S	II				
CO6	Classify between various types of अपातारण therapies	Cognitive/ Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II				
CO6	Classify various types of अजेरना	Cognitive/ Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II				
CO6	Enlist unwholesome food items	Cognitive/ Recall	Must know	Knows	Group discussion	Written or Viva	F & S	II				
CO4	Identify various unhealthy food habits	Cognitive/ Comprehension	Must know	Knows	Group discussion	Written or Viva	F & S	II				



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CO4	Recommend ideal regimen for consumption of food (aaharvidhi)	Cognitive/Comprehension	Must know	Knows how	Discussion	Written or Viva	F & S	II	
CO4	Differentiate between the food items recommended and non-recommended for daily use	Cognitive/Comprehension	Must know	Knows	Lecture Group Activity.	Written or Viva	F & S	II	
CO4	Advise the right order of food items in a meal	Cognitive/ Application	Must know	Does	Discussion/activities	Viva/ proforma activity	F & S	II	
CO4	Select anupanas (after drink) based on ahara and aushadha	Cognitive/Comprehension	Must know	Knows how	Lecture/Discussion	Written or Viva	F & S	II	
CO4	Identify the conditions where Anupan is contraindicated	Cognitive/Comprehension	Desire to know	Knows	Lecture/Discussion	Written or Viva	F & S	II	
CO4	Advise the right time of food consumption (Aahar Kala)	Cognitive/ Application	Must know	Shows	Lecture/Discussion/activities	Written or Viva	F & S	II	
CO2	Recite the shlokas-1-3, 6,7, 17, 19, 20,21, 25-30, 33-34	Cognitive/ Recall	Must know	Shows	Self - learning	Written or Viva	F & S	II	
CO4	Justify the various principles of diet regarding quantity and time	Cognitive/ Application	Must know	Does	Discussion/activities	Viva/activities	Formative/Summative	II	
CO1	Identify Prayojan, Upadesh, Padartha, Yog, Swasdnya Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
<b>Topic -10 Ashtang Hriday Samhita – Sutrashtan- Chapter 9. Dravyaadi Vijnaniya Adhyaya-Time (Lecture:- 04 ; Non lecture 04 hours)</b>									

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 Panchabhautikdravyas in restoration and continuation of health.	Cognitive/Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO5	Explain the importance of Mahabhutas and drug action	Cognitive/Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO5	Define Veerya and Vipaka	Cognitive/Recall	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO5	Discuss the types and the various opinions related with Veerya.	Cognitive/Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO5	Explain Vipaka and its types.	Cognitive/Comprehension	Must know	Knows	Lecture	Written or Viva	F & S	II	

  
  
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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 pratyayarabdhya and Vichitra-pratyarabdhya 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 Swasdnya, Nirvachan Tantrayukties in this chapter.	Cognitive/Application	Must know	Knows how	Lecturer/Group discussion	Viva	F & S	II	

**Topic -11 Ashtang Hridaya Samhita – Sutrashtan- 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	
<b>Topic -12 Ashtang Hriday Samhita – Sutrashtan- Chapter 11. Doshadi Vijnaniya Adhyaya- Time (Lecture:- 08 ; Non lecture 05 hours)</b>									
CO3	Discuss the importance of dosha dhatu mala	Cognitive/Application	Must know	Know how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	
CO3	Explain dosha dhatu mala prakruta karma (normal functions)	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	



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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/ Comprehension	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/ Comprehension	Must know	Know how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	
CO5	Explain the treatment principles for vitiated dosha, dhatu and mala	Cognitive/ Comprehension	Must know	Know how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	
CO3	Elucidate the concept of agni	Cognitive/ Comprehension	Must know	Know how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	
CO3	Discuss Superiority of Jatharagni	Cognitive/ Application	Must know	Know how	Lecture, Discussion	Written & Viva	Formative or Summative	III	
CO3	Assess the status of Agni.	Skill	Must know	Shows	Activities	Viva/Activites	Formative or Summative	III	
CO6	Explain the general pathophysiology for origin of Diseases	Cognitive/ Comprehension	Must know	Know how	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	III	

CO3 CO6	Explain the concept of Ojas	Cognitive/Comprehension	Must know	Know how	Lecture, Discussion	Written or Viva	Formative or Summative	III	
CO3 CO6	Explain aetiological factors for Ojakshaya	Cognitive/Comprehension	Must know	Know how	Lecturer	Written or Viva	Formative or Summative	III	
CO3 CO6	Explain Ojakshaya Lakshana	Cognitive/Comprehension	Must know	Know how	Lecture, Discussion	Written or Viva	Formative or Summative	III	
CO3 CO6	Identify Ojakshaya Lakshana	Skill	Must know	Show how	Lecturer Audio-Visual aids	Viva/activities	Formative or Summative	III	
CO5	Discuss general diet principles for vriddhi and kshaya (vitiated doshas)	Cognitive/ Application	Must know	Show How	Activity based proformas	Viva/ planned activities	Formative or Summative	III	
CO2	Recite shlokas from 1 to 45	Cognitive	Must know	Knows	Self-learning	Written or Viva	Formative or Summative	III	
CO1	Identify Samucchaya, Adhikaran, Vakyashesh Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III	
<b>Topic -13 Ashtang Hriday Samhita – Sutrasthan- Chapter 12. Doshabhediya Adhyaya- Time (Lecture:- 08 ; Non lecture 05 hours)</b>									
CO3	Enumerate the seats of vata, pitta and kapha doshas	Cognitive/ Recall	Must know	Knows	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	III	
CO3	Enlist types of vata, pitta and kapha dosha.	Cognitive/ Recall	Must know	Knows	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	III	
CO3	Describe the specific seats and functions of types of vata, pitta and kapha doshas.	Cognitive/ Recall	Must know	Knows	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	III	

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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 Laghu Vyadhit (gravity of disease and contrary presentation)	Cognitive/ Comprehension	Must know	Knows how	Lecture, Discussion	Written or Viva	Formative or Summative	III	
CO3	Enlist the 63 types of Permutation and combination of dosha	Cognitive/ Recall	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	



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CO1	Identify Apadesh, Samuechaya Tantrayukties in this chapter Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III
<b>Topic-14 Ashtang Hriday Samhita – Sutrasthan- Chapter 13 Doshopakramaniya Adhyaya-Time (Lecture:- 07 ; Non lecture 06 hours)</b>								
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 how	Lecture/Group Discussions	Written or Viva	F & S	III
CO6	Discuss the importance of treatment of doshas in accumulation stage	Cognitive/ Application	Must know	Knows how	Lecture/Group Discussions	Written or Viva	F & S	III
CO6	Differentiate the accurate and inaccurate therapeutic procedures.	Cognitive/ Comprehension	Must know	Knows how	Lecture/Group Discussions	Written or Viva	F & S	III
CO6	Elaborate the factors responsible for movement of doshas from koshta to shakha and shakha to koshta.	Cognitive/ Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	III
CO6	Elaborate the concept of tiryag-gatadosha (migration to other abodes) and its treatment principle.	Cognitive/ Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	III
CO6	Describe the line of treatment for SthaniDosh (native) and AagantuDosh (immigrant)	Cognitive/ Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	III

CO6	Explain the concept of Aama.	Cognitive/Comprehension	Must to know	Knows how	Lecture	Written or Viva	F & S	III	
CO6	Enumerate the symptoms of saam and niraam doshas.	Cognitive	Must to know	Knows	Lecture	Written or Viva	F & S	III	
CO6	Elaborate the symptoms of saamadoshha and their treatment	Cognitive	Must to know	Knows	Lecture	Written or Viva	F & S	III	
CO6	Analyze the 10 types of aushadha sevan kaal (Time, Method and indications of administration of medicine).	Cognitive/ Application	Must to know	Knows how	Lecture/Discussion	Written or Viva	F & S	III	
CO2	Recite the shlokas-1-41	Cognitive/ Recall	Must know	Shows	Self-learning	Written or Viva	F & S	III	
CO1	Identify Swasadnya, Nidarshan, Uddesh, Nirdeh Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III	
<b>Topic-15 Ashtang Hriday Samhita – Sutrasthan- Chapter 14 Dvividhopakramaniya Adhyaya-Time (Lecture:- 05 ; Non lecture 05 hours)</b>									
CO6	Elaborate the concept of two types of therapies - Langhan and Brihan	Cognitive/ Comprehension	Must know	Know how	Lecture	Written or Viva	F & S	III	
CO6	Describe the indications, methods, benefits of Brihan and symptoms of excess Brihan	Cognitive/ Comprehension	Must know	Know how	Lecture/Discussion	Written or Viva	F & S	III	
CO6	Explain the indications, methods, benefits of Langhan and symptoms of excess Langhan	Cognitive/ Comprehension	Must know	Know how	Lecture/Discussion	Written or Viva	F & S	III	

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CO6	Describe the indications of shodhan and shaman therapies	Cognitive/Comprehension	Must know	Know how	Lecture	Written or Viva	F & S	III	
CO6	Elaborate the concept of Atisthaulya with the treatment module	Cognitive/Comprehension	Must know	Know how	Lecture	Written or Viva	F & S	III	
CO6	Elaborate the concept of Atikarshya with the treatment module	Cognitive/Comprehension	Must know	Know how	Lecture	Written or Viva	F & S	III	
CO2	Recite the shlokas – 1 to 7, 31 to 36	Cognitive/Recall	Must know	Shows	Self-learning	Written or Viva	F & S	III	
CO1	Identify Nirvachan, Samucchay, Nidarshan Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III	
<b>Topic -16 Ashtang Hriday Samhita – Sutrasthan- Chapter 15, Shodhanadigana Sangraha Adhyaya- Time (Lecture:- 02 ; Non lecture 04 hours)</b>									
CO7	Select the vaman, virechan, niruha, nasya gana according to their functions	Cognitive/Comprehension	Nice to know	Knows how	Lecture/Multimedia aids	Viva	Formative	III	Dravyaguna
CO7	Define the dravyas with their ingredients and actions.	Cognitive/Recall	Nice to know	Know	Lecture/Multimedia aids	Viva	Formative	III	
CO7	Identify the dravyas frequently used in treatments	Skill	Nice to know	Shows	Herbal garden visit	Viva	Formative	III	
<b>Topic-17. Charak Samhita Sutrasthan Chapter 1. Dirghamjivitiyam Adhyaya; Time (Lecture:- 07 ; Non lecture 02 hours)</b>									
CO1	Discuss the Ayurvedavatanam (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	
<b>Topic-18. Charak Samhita Sutrasthan Chapter 2. Apamarga Tanduliyi Adhyaya; Time (Lecture:- 02 ; Non lecture 03 hours)</b>									
CO7	Enumerate few Shiro Virechana Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Aud iovisual aids/ Herbal garden visit	Written or Viva	F & S	II	Dravyagu na
CO7	Enumerate few Vamana Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Aud iovisual aids/ Herbal garden visit	Written or Viva	F & S	II	Dravyagu na
CO7	Enumerate few Virechana Dravya & Main Indications	Cognitive	Desirable know	Knows	Lecture/Aud iovisual aids/ Herbal garden visit	Written or Viva	F & S	II	Dravyagu na
CO7	Enumerate few Asthapana Basti Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Aud iovisual aids/ Herbal garden visit	Written or Viva	F & S	II	Dravyagu na



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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	Rasashastra -bhaishjya dept
CO7	Explain the Importance Of Panchakarma	Cognitive	Must know	Knows	Lectures	Written or Viva	F & S	II	Panchkarma
CO7	Explain the features of Vaidya	Cognitive	Must know	Knows	Lecture/Group Discussion	Written or Viva	F & S	II	
CO7	Recite Shlokas 15,16,36	Cognitive/ Recall	Must know	Shows	Self-learning	Written or Viva	F & S	II	
CO7	Identify the dravyas on the basis of actions	Psychomotor	Must know	Shows	Herbal garden visit	Viva	Summative	II	Dravyaguna
CO1	Identify Upadesh, Samucchaya Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
<b>Topic-19. Charak Samhita Sutrasthan Chapter 3. Aragvadhya Adhyaya-Time (Lecture:- 01 ; Non lecture 03. hours)</b>									
CO7	Mention Thirty Two Churna Pradcha & Main Indications	Cognitive	Desirable to know	Knows	Lectures/Multimedia aids	Written or Viva	Formative	II	Ras-bhaishjya/ Kayachikitsa
<b>Topic-20. Charak Samhita Sutrasthan Chapter 4. Shadvirechana-shatashritya Adhyaya-Time (Lecture:- 03 ; Non lecture 04. hours)</b>									
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 &

CO7	Define the five types of medicinal preparations/forms	Cognitive/ Recall	Must know	Know	Lecture / Multimedia aids	Written or Viva	F & S	II	Ras-bhaishya
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 Tantrayuktis in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
<b>Topic-21. Charak Samhita Sutrasthan Chapter-05 Matrashiteeya Adhyaya- Time (Lecture:- 03 ; Non lecture 05 hours)</b>									
CO5	Explain Matravat Ahara	Cognitive/ Recall	Must know	Know	Lecturer, Audio-Visual aids, Group Discussion	Written or Viva	Formative and Summative	II	Swastarut a
CO5	Define and enlist Nature of Ahara (Guru, Laghu)	Cognitive/ Recall	Must know	Knows how	Lecturer Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarut a
CO5	Explain the significance of MatravatAharaPhala	Cognitive/ Recall	Must know	Know how	Lecturer, Audio-Visual aids, Group Discussion	Written or Viva	Formative and Summative	II	Swastarut a
CO5	Discuss role of AharaSevana Vidhana on the bases of its nature	Cognitive/ Comprehension	Must know	Know how	Lecturer Audio-Visual aids	Written or Viva	Formative and Summative	II	Swastarut a



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

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

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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	
<b>Topic-22. Charak Samhita Sutrasthan Chapter-6. Tasyashiteeya Adhyaya-Time (Lecture:- 04 ; Non lecture 04 hours)</b>									
CO2	Discuss the importance of Classification of Samvastara	Cognitive/ Comprehension	Must know	Knows how	Lecture Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	
CO2	Explain the significance of Visarga Kala	Cognitive/ Comprehension	Must know	Know how	Lecture Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	



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



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CO4	Research Updates: What causes the season: Summer and winter solstice- Equinoxes- Rotation of earth around sun.	Cognitive/ Application	Nice to know	Knows	Lecture, Audio- visual aids	Group discussion	-	II	
<b>Topic-23. Charak Samhita Sutrasthan Chapter-7. Naveganadharaniya Adhyaya-Time (Lecture:- 04 ; Non lecture 04 hours)</b>									
CO4	Enumerate Adharaniya and Dharaniya Vega	Cognitive/ Recall	Must to know	know	lecture/ Group discussion/	Written or Viva	F & S	II	
CO4 CO6	Describe symptoms and treatment pattern of Adharaniya Vega	Cognitive	Must to know	Know how	lecture/ Group discussion /quiz	Written or Viva	F & S	II	
CO4	Cite symptoms and treatment pattern of Dharaniya Vega	Cognitive	Must to know	Know how	lecture/ quiz/Group discussion	Written or Viva	F & S	II	
CO4	Quote the contraindicated actions of mind, speech and body.	Cognitive	Must to know	Know	lecture/ quiz/Group discussion	Written or Viva	F & S	II	
CO4	Describe concept, effects and benefits of exercise	Cognitive	Must to know	Know how	lecture/ recitation/ quiz/Audiov isual aids	Written or Viva	F & S	II	Swasthavr itta
CO4	describe symptoms due to excessive exercise	Cognitive	Must to know	Know	lecture/ Group discussion/ quiz/Audiov isual aids	Written or Viva	F & S	II	Swasthavr itta
CO4	Describe the action which should be avoided in excess	Cognitive	Must to know	Know how	lecture/ Group discussion /quiz	Written or Viva	F & S	II	

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



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: Correlation of genomic variation with the classification of Prakriti	Cognitive/ Recall	Desire to know	Know	lecture/ Audio-visual aids	Group discussion	-	II	
<b>Topic-24. Charak Samhita Sutrashtan Chapter-8. Indriyopakramaniya Adhyaya- Time (Lecture:- 04 ; Non lecture 03 hours)</b>									
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/ Comprehension	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/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	Formative & Summative	II	
CO4	Research updates: Mental health and gut microbiota.	Cognitive/ Application	Nice to know	Know	Lectures/ Audio-Visual Aids	Group discussion		II	
<b>Topic-2CO Charak Samhita Sutrasthan Chapter-9. Khuddakachatushpada Adhyaya- Time (Lecture:- 03 ; Non lecture 03 hours)</b>									
CO8	Cite Chikitsa Chatushpada (four components of healthcare)	Cognitive	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	II	



CO8	Define Roga-Arogya (disease-health)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Define Chikitsa (treatment)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	List the Qualities of Vaidya (physician)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	List the Qualities of Dravya (medicine)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	List the Qualities of Paricharaka (nursing staff)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	List the Qualities of Aatura (patient)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	State the importance of Vaidya in the 4 components of healthcare	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Write the Complications due to ignorant physician	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Describe the Sadvaidya Qualities (good physician)	Cognitive/ Comprehension	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Write the duties of the physician.	Cognitive/ Comprehension	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	List Four types of Vaidya 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, Nirdesh, Nidarshan Tantrayuktis 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	
<b>Topic-26. Charak Samhita Sutrasthan Chapter-10. Mahachatushpada Adhyaya- Time (Lecture:- 03 ; Non lecture 03 hours)</b>									
CO6	Substantiation of Chatushpaada- bhesajam alam aarogyaayeti (aatreya-krta), Bhesajaja-abheshajayo tulyatva pratipaadana – (maitreya-krta), 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 Cikitsaa sootram- Cikitsaayaam yasolaabhe kaaranam,	Cognitive/ Recall	Desirable to know	Knows	Lecture with substantiation of the point by mentioning	Written or Viva	F & S	II	

CO6	Asaadhya-roga-cikitsaayaam haani,	Cognitive/ Recall	Desirable to know	Knows	contemporary examples Lecture with substantiation of the point by mentioning contemporary examples	Written or Viva	F & S	II	
CO6	Describe the upamaana pramaana	Cognitive/ Recall	Desirable to know	Knows	Lecture with substantiation of the point by mentioning contemporary 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 demonstration in OP	Written or Viva	F & S	II	
CO6	Identify, judge and discuss Sukha-saadhya lakshanam, Krocchra-saadhya lakshanam, Yaapya lakshanam and Pratyakhyeya lakshanam	Cognitive/ Recall	Must know	Knows how	Lectures and clinical demonstration	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 Nirmaya, Swasndhya, Sanshaya, Ekant Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II					
<b>Topic-27. Charak Samhita Sutrasthan Chapter-11. Tisraishaniya Adhyaya- Time (Lecture:- 06 ; Non lecture 05 hours)</b>													
CO4	Explain the significance of the three desires for prana (life) and dhana(means of life).	Cognitive/ Recall	Must know	Know how	Lectures/ Audio- Visual Aids	Written & Viva	Formative & Summative	III					
CO4	Discuss the concept of paraloka	Cognitive/ Recall	Must know	Know how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III					
CO4	Discuss different opinions on the concept of punarjanma (re-birth)	Cognitive/ Recall	Must know	Know how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III					
CO2	Define characteristics of Aapta	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III					
CO2	Define pratyaksha, anumana and yuktipramana with example	Cognitive/ Recall	Must know	Know how	Lectures/ Audio- Visual Aids	Lectures/ Audio- Visual Aids	Formative & Summative	III					



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

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



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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	
<b>Topic-28. Charak Samhita Sutrasthan Chapter-12. Vatakalakaliya Adhyaya-Time (Lecture:- 04; Non lecture 05 hours)</b>									
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/Comprehension	Must know	Knows how	Lectures/Audio-Visual Aids	Written or Viva	Formative & Summative	III
CO4	Describe the action of normal and aggravated Kapha	Cognitive/Comprehension	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/Comprehension	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/Application	Must know	Knows how	Lecturer/Group discussion	Viva	Formative & Summative	III

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

Term wise distribution of allotted time

Term	Total teaching (400 hrs)	Lecture (140 hrs)	Non Lecture (260hrs)	
			Sambhita 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



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

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

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



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	<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>3. Doshopakramaniya Adhyaya-</p> <p>Case Based learning-(CBL)- Group activity- Observe the signs and symptoms of Ama in any five patients (Group wise) and present and discuss it in class.</p> <p>Seminar Presentation-</p> <ol style="list-style-type: none"> <li>Understand Aushadha Kaal in relation with suntypes of Vata Dosh.</li> <li>Recognize the principles applicable during treatment of Saam Dosh and Dushyas.</li> </ol>	III	6 hrs
16.	<p>14. Dvividhopakramaniya Adhyaya-</p> <p>Case based learning- Find out the causative factors of Atishualya in present era (On the basis of predesigned proforma) CBL Share video clip of any patient suffering from Atikarshya- On the basis of previous learning discuss the contributing factors responsible for malnourishment. (Explore Dhatu Sneha Parampara in present context).</p>	III	5 hrs
17.	<p>15. Shodhanadigana Sangraha Adhyaya-</p> <p>Group Presentation- Divide the various Aushadha Vargas among students and a group will represent each varga and related practical information.</p>	III	4 hrs
	Charak Samhita – Sutrasthan (1-12 Adhyaya )		
18.	<p>CS Su 1. Deerghanjiviteeya Adhyaya-</p> <p>Compilation work: (based on commentry)</p> <ul style="list-style-type: none"> <li>Student has to write 20 terminologies with meanings referring Chakrapani commentary. Then after these terms shall be discussed in class.</li> </ul>	I	2



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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. Aragvadhya Adhyaya- Group Discussion- Probable mode of action of drugs applied externally? In which form they will more absorbable? (May take help of published literature; discuss linking with Ayurveda fundamentals.)  Practical demonstrations in Panchakarma unit on patients.  Workshop/ demonstration of preparation of different lepas useful in different conditions.	II	3 hrs
21.	CS Su 4. Shadvirechana-shatashritiya Adhyaya- Practical Demonstration: Visit to Dravyaguna Department and demonstration of various Mahakashay and its uses (Integration with Dravyaguna department)	II	4 hrs
22.	CS Su 5. Matrashiteeya Adhyaya- Visit to Panchakarma Unit of Hospital – Demonstration of abhyanga, mardana, udvartana and other procedures to be followed in daily routine (Integration with Panchakarma Department)  Group Project :  Gather information about nutritive values of Nitya Sevaniya Dravyas. Assess their classical 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-</p> <p>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. Khuddakachatuspada Adhyaya-</p> <p>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. Mahachatuspada Adhyaya-</p> <p>Developing protorma for sadhya asadhya vyadhi lakshanas-</p>	II	3 hrs



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	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
<b>Final IA</b>	Average of Three Term Assessment Marks as Shown in 'H' Column.							
	Maximum Marks in Parentheses *Select an Evaluation Methods 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



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

#### 6 E - Paper Layout

### I PROFESSIONAL BAMS EXAMINATIONS

#### AyUG-SAI

Time: 3 Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

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

#### 6 F - Distribution of Theory Exam

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

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



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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. Annaswaroopaa 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.Rasabhedhiya Adhyaya	II		YES	YES	YES	
12.	AH Su.11.Doshadi Vijnaniya Adhyaya	III		YES	YES	YES	
13.	AH Su.12.Doshabhedhiya Adhyaya	III		YES	YES	YES	
14.	AH Su.13.Doshopakramaniya Adhyaya	III		YES	YES	YES	
15.	AH Su.14.Dvididhopakramaniya Adhyaya	III		YES	YES	YES	
16.	AH Su.15.Shodhanadigana Sangraha Adhyaya	III		NO	NO	NO	
<b>Charak Samhita – Sutrasthan (1-12 Adhyaya):</b>							
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. Aragvadhya Adhyaya-	II	NO		YES	NO	
20.	CS S 4. Shadvirechana-shatahritiya Adhyaya-	II	NO		YES	NO	
21.	CS S 5. Matrashiteeya Adhyaya-	II	YES		YES	YES	
22.	CS S 6. Tasyashiteeya Adhyaya-	II	YES		YES	YES	
23.	CS S 7. Naveganadharaniya Adhyaya-	II	YES		YES	YES	
24.	CS S 8. Indriyopakramaniya Adhyaya-	II	YES		YES	YES	
25.	CS S 9. Khuddakachatuspada Adhyaya-	II	YES		YES	YES	
26.	S 10. Mahachatuspada Adhyaya-	II	YES		YES	YES	
27.	S 11. Tisraishaniya Adhyaya-	III	YES		YES	YES	
28.	S 12. Vatakalakaliya Adhyaya-	III	YES		YES	YES	

#### 6 G - Question paper blue print

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



	All questions on Must to know. No Questions on Nice to know and Desirable to know	<p>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)</p> <p>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)</p>
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## 6 H - Distribution of Practical Exam

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

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

## 7. Reference books/Resourses

- **Introduction to Samhita**

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

- **Ashtang Hridaya**



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

• **Charak Samhita**

1. Charakasamhita by Agnivesha Revised by Charaka and Dridhbala with the Ayurveda Dipika commentary of Chakrapanidatta Edited by Vaidya Yadavji Trikamji Acharya
2. Charak Samhita (English Commentary): Dr. Ram Karan Sharma and Vd. Bhagwan Dash or Acharya Priyavrata Sharma
3. Charak Samhita with translation of Chakrapani commentary by Harishchandra Kushvaha
4. Charak Samhita by Acharya P.V.Sharma
5. Charak Samhita (Hindi commentary): Vaidya Jayadev 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))

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

शास्त्रं ज्योतिः प्रकाशार्थं दर्शनं बुद्धिसात्मजम्

**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)**



प्राणाभिरारः प्राणायतनानाम्

**BOARD OF AYURVEDA  
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE  
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Sanskritam



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**NCISM**  
**I professional Ayurvedcharya**  
**(BAMS)**

**SANSKRITAM 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			
<b>Lecture hours (LH) – Theory</b>		<b>100 Hours</b>	<b>100 Hours (LH)</b>
Paper I	50 Hours		
Paper II ( Sanskrit 40+ AI 10)	50 Hours		
<b>Non-Lecture hours (NLH) – Theory</b>		<b>140 Hours</b>	<b>200 Hours (NLH)</b>
Paper I	74 Hours		
Paper II (Sanskrit 46+ AI 20)	66 Hours		
<b>Non-Lecture hours (NLH) – Practical</b>		<b>60 Hours</b>	

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

## Preface

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

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

This changed curriculum involves many new teaching learning techniques and assessment methods. Based on the course outcomes, curriculum is devided 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 Grammer in Samhitadhyayan. Introduction to Niruktis, dictionaries and Shabdakoshas can motivate students to derive and understand meanings from Sanskrit verses on their own. As this is a language, learning to communicate in this language is very much essential. Addition of Sanskrit communication as a part of curriculum is for overcoming the fear of learning a new language.

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



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**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.**

SRI	AI	BI
CO No	Course learning Outcome (CO) AyUG SN & AI At the end of the course AyUG SN & AI, the student should be able to-	Course learning outcomes matched with program learning outcomes.
<b>Sanskrit</b>		
CO1	Read and recite Prose (पठः) and poem (पद्यः) with the appropriate accent (उच्चारणसंज्ञानामि तथा साहाय्यप्रदानानि). उच्चारणसंज्ञानां साहाय्यप्रदानानां च सहाय्येन पाठने तथा लेखने सामर्थ्यम्	PO-5, PO-6, PO-7, PO-8, PO-9
CO 2	Apply various Technical Terms in Ayurveda (वैभक्त्यान्तः), Nouns & Pronouns (नामरूपाणि तथा सर्वनामरूपाणि), Verbs (पदभूतानि), suffixes (प्रत्ययः), Grammatical Terms (संज्ञा), Syntax (संज्ञा) and Compounds (समासः) from Sanskrit Grammar for enhanced interpretation of Ayurveda texts (आयुर्वेद संहिताः). परिभाषाशब्देषु नामरूपेषु सर्वनामरूपेषु क्रियापदेषु प्रत्ययेषु संज्ञासु मन्थितेषु समासेषु च ज्ञानं सदृष्ट्वाऽऽयुर्वेदसंहितासु अर्थावबोधनम् प्रायोगिकविज्ञानस्य	PO-5, PO-7, PO-9
CO 3	Discriminate and interpret the Cases & meanings (विभक्त्यर्थः) used in various verses of Ayurveda texts (आयुर्वेद संहिता), कारकविभक्त्यर्थानि परिज्ञानं तथा आयुर्वेदसंहितासु तेषां प्रयोगपरिचयस्य	PO-5, PO-7, PO-9
CO 4	Formulate the Prose order (अन्वयः) of Slokas/Sutras in Ayurveda Textbooks (संहिता) to derive the meaning (वच्यर्थः), to determine the Scientific Meaning (सामर्थ्य) and to Translate (Regional or other language). अन्वयलेखने साध्याधीनबोधने शास्त्रार्थावबोधने च सामर्थ्यं अस्तुवादनसदृशस्य	PO-5, PO-6, PO-7, PO-8, PO-9
CO 5	Interpret the Synonyms (पर्याय) and Derivations (विकृति) of Ayurveda Terms using sanskrita dictionaries (संस्कृत शब्दकोश). कोशाग्रजानां सहाय्येन आयुर्वेद विद्यमानानां पठनां तेषां पर्यायानाम् विकृत्यर्थैः परिज्ञानं तेषां प्रयोगे परिचयस्य	PO-5, PO-7, PO-9
CO 6	Speak, Write and Summarize and Express in Samskrit (संस्कृतम्). संस्कृतभाषायां भाषणे लेखने सदृशित्वं 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 धर्मबोधः	PO-6 & PO-8
<b>Ayurved Itihas</b>		
CO 8	Analyse and explain the important milestones in the history of Ayurveda	PO-1
CO 9	Appreciate the status of Ayurveda in different time periods and Contributions made by different Acharyas to Ayurveda.	PO-1

5 Sanskrit evam Ayurved Itihas, I BAMS(Ayurvedacharya), NCISM



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Table 2 : Contents of Course AyUG SN & AI

Sr No	A2 List of Topics AyUG-SN & AI Paper I	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours
<b>Paper I Sanskrit</b>					
1	संस्कृतवर्णानाम् परिचयः - माहेश्वरसूत्राणि, उच्चारणस्थानानि, बाह्यप्रयत्नानि, अर्धन्तर प्रयत्नानि	I	05	3	10
2	संज्ञा- 2.1 - संयोगः, संहिता, ह्रस्वदीर्घप्लुतः, अनुनासिकः, परम्, घातुः, उपसर्गः, गुणः, वृद्धिः [विस्तरेण पाठनम् - Detailed teaching] 2.2 - इत्, लोपः, प्रत्याहारः, उदात्तः, अनुदात्तः, स्वरितः, सर्वणः, निपातः, प्रगुह्यम्, [सङ्क्षिप्त पाठनम् - Brief teaching]	2.1 - I 2.2 - II	05	05	-
3.	उपसर्गाः- उपसर्गाः क्रियावाचक प्र, परा, अप, सम्, अनु, अब, निम्, निम्, दुम्, दुम्, वि, आह, नि, अपि, अपि, अति, मु, 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 कृते 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.	कारकप्रकारणम् - कर्तृकारकम्, कर्मकारकम्, करणकारकम्, सम्प्रदानकारकम्, अपादान कारकम्, अधिकरणकारकम्, सम्बन्धः, उपपदविभक्तिः सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि   A) Discriminate the कर्तृक 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 - अन् सन्धिः/स्वरसन्धिः - यन् सन्धि -इको यणचि, गुण सन्धिः=आद्युणः वृद्धिसन्धिः-वृद्धिरेचि, अयवावाच सन्धिः - एचोऽयवाचवः/वान्तो यि	II	15	10	10



	<p>प्रत्यये, लोप सन्धिः-लोपः शाकल्यस्य, परस्परसन्धिः-एङि परस्परम्, पूर्वस्यसन्धि- एङः पदान्तादति, प्रकृतीभाव- सर्वत्र विभाषा गोः, प्लुत प्रगृह्य अचि नित्यम्  </p> <p>सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि  </p> <p><b>6.2 - हत्वसन्धिः/व्यञ्जनसन्धिः - सुत्वसन्धिः- स्तोः शुना सुः, हुत्वसन्धिः- हुना हुः, जत्वसन्धिः-शलां जशो/ने, अनुनासिकसन्धिः- यरोऽनुनासिकेऽनुनासिको वा/प्रत्यये भाषायां नित्यम्, परसवर्णसन्धिः-तोर्लिः/वा पदान्तस्य, चत्वसन्धिः</b></p> <p>खारि च, पूर्वसवर्णसन्धिः-श्रवोऽशोऽन्यतरस्याम्, कुत्वसन्धिः शरुलोऽरि/ उरुत्वमीति वाच्यम्, अनुस्वारसन्धिः- मोऽनुस्वारः, तुगागमसन्धिः- शि तुक्/छे च/पदान्ताद्वा, रुत्वआदेशसन्धिः-नश्छव्यप्रशान्</p> <p>सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि  </p> <p><b>6.3 - विसर्गसन्धिः - रुत्वसन्धिः-सप्तबुधो रुः, उत्वसन्धिः-अतो रोऽप्लुदाद्यप्लुते/हशि च, रो रि, भो भागो अथो अपूर्वस्य योऽशि, रोऽमुषि, एतदोः सुतोपोऽकोरनम् समासे हति, सोऽधि लोपे चेत् पारपूर्वम्  </b></p> <p>सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि  </p> <p><b>6.4.- रुत्वप्रकरणसन्धिः- [ सहक्षिप्य पाठनम् – Brief teaching]</b></p> <p>समः सुटि, कानाम्नेदिते च, अत्रानुनासिको पूर्वस्य तु वा, अनुनासिकात्परयोऽनुस्वारः, खरवसानयोर्विसर्जनीयः, विसर्जनीयस्य सः, सम्पुङ्कानां सो वक्तव्यः  </p>				
7.	<p><b>समास</b></p> <p><b>7.1 - अव्ययीभावसमासः - 7.1.1 - अव्ययम्</b> विभक्तिसमीपसम्बन्धिव्यर्थोभावात्पयसम्प्रतिशब्दप्रादुर्भावात्पञ्चावधानुपूर्व्ययोग्य एसादृश्यसम्प्रतिसाकल्यान्तवचनेषु   <b>7.1.2. - प्रथमा निर्दिष्टम् उपसर्जनम्/ उपसर्जनं पूर्वम् /नाव्ययीभावदत्तो/ म् त्वपञ्चम्याः/ तृतीयासप्तम्योर् बहुलम्/अव्ययीभावे चाकाले  </b></p> <p><b>7.2. - तत्पुरुष समासः - द्वितीया श्रितातीतपतितगतात्यस्तप्राप्तपन्नेः, तृतीया तत्कृतार्थेन गुणवचनेन, कर्तृकरणे कृता बहुलम्, चतुर्थी तदर्थार्थ बलिहितसुखरक्षितेः, पञ्चमीभयेन, षष्ठी, सप्तमीशौचदेः, विशेषण विशेष्येणबहुलम्, उपमानानि सामान्यवचनेः, नञ्, कर्मधारय, द्विगुः, उपपद तत्पुरुष</b></p> <p><b>7.3 - बहुव्रीहि समासः - अनेकमन्वपदार्ये</b></p> <p><b>7.4 - इन्त्वसमासः - चार्थे इन्द्रः</b></p> <p>सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि  </p>	II	15	09	10
8.	<p><b>शब्दरूपाणि</b></p> <p><b>8.1 - पुल्लिङ्गः शब्दरूपाणि</b></p> <p>अकारान्तः - वात, वैद्य, रुग्ण, राम आदि इकारान्तः - अग्नि, मुनि आदि उकारान्तः - ऋतु, भानु गुरु आदि ऋकारान्तः - नृ, घातृ, पितृ आदि</p>	I	10	02	14



	<p>ओकारान्तः - गो आदि  नकारान्त - भ्रोरमन्, रोगिन्, ज्ञानिन् आदि  सकारान्त - चन्द्रमस् आदि  तकारान्त - मरुत् आदि  दकारान्त - सुहृद् आदि  वकारान्त - भिषक्, आदि  शकारान्तः - कीदृश, एतद् आदि</p> <p><b>8.2 - स्त्रीलिङ्गः शब्दरूपाणि</b>  आकारान्तः - बला, कला, स्थिरा, माला आदि  इकारान्तः - सम्प्राप्ति, प्रकृति, मति आदि  ईकारान्तः - धमनी, मदी आदि  उकारान्तः - रज्जु, घेनु आदि  ऊकारान्तः - वर्षाभू, वर्षा आदि  ऋकारान्तः - मातृ आदि  चकारान्तः - वाच् आदि  तकारान्तः - रोषित्, मरित् आदि  दकारान्तः - परिषद् आदि  वकारान्तः - सन् आदि  सकारान्तः - जलौकम्, सुमनस् आदि  षकारान्तः - प्राक् आदि</p> <p><b>8.3 - नपुंसकलिङ्ग शब्दरूपाणि</b>  अकारान्तः - पित, वन आदि  उकारान्तः - अशु, मपु आदि  इकारान्तः - अक्षि, अस्थि, वारि, दधि आदि  ऋकारान्तः - ज्ञात्, धात् आदि  नकारान्तः - कर्मन्, दग्धिन् आदि  सकारान्तः - सोतम्, मनस् आदि  षकारान्तः - सर्पिष्, आपुष् आदि  तकारान्तः - शकृत्, जगत् आदि</p> <p>अष्टाङ्गहृदयसंहितायाम् विद्यमानानाम् अन्वयानामपि समानान्तररूपाणाम्  परिचयकरणम् अभिलषणीयम्   प्रश्नपत्रे न प्रष्टव्यम्  </p> <p><b>8.4 - सर्वनामपदानि - अस्मद्, युष्मद्, तद्, एतद्, वद्, किम्, इदम् आदि</b></p>				
<p><b>9.</b> घातश्रवण -</p>	<p>विस्तरेण पाठनम्-detailed teaching ]</p> <p><b>9.1 - परस्मैपदि - लट्/लृट्/लङ्/विधिलिङ्/लोट्</b>  भ्वादि गण - भू सतायाम्, क्षि क्षये, गम्(गम्) गती, पा पाने, जीव्, पच्,  त्वच्, दृश् (पश्य)  अदादि गण - अद् भक्षणे, हन् हिम्सागतयोः, ना गतिगन्धनयोः पा रक्षणे, अस्,  धस्, स्वप्, वृ  बुहोत्वादि गण- धा धारणपोषणयोः, पू - पलनपूर्णयोः, हा त्यागे, दा (दाञ्)  दिवादि गण- दिव् क्रीडादौ, वसी उद्वेगे, पुष् पुष्टौ, कुप्, नश, तुष्, सिन्हा, वृ  स्वादि गण- चिञ् चयने, शक्, श्रु  तुदादि गण- तुद् व्यथने, कृष् किलेखने, लिख् लेखने, दिश्, कृन्त्, क्षिप्, स्पृश</p>	<p>I</p>	<p>10</p>	<p>05</p>	<p>05</p>

	<p>रुधादि गण- रुधिर् आवरणे, भिदिर् विदारणे, भुञ् तनादि गण- तनु विस्तारे, कृञ् करणे ऋयादि गण- प्रीञ् -तर्पणे कान्ते च, ग्रह् उपादाने, ज्ञा चुरादि गण- गण् संस्थाने, साध्, ताड्, धृ, कञ् वाक्यप्रबन्धे आत्मनेपदि- भ्वादि गण - कृतु वर्तने, वृधुवर्ध्, लभ्, सेव्, रुञ् अदादि गण - शीङ् स्वप्ने, ङ् जुहोत्यादि गण- धा धारणपोषणयोः, दा (दाञ्), दिवादि गण- जनी प्रादुर्भावे, मन्, बुध्, पद्, विद् स्वादि गण- चिञ् चयने, तुदादि गण- तुद् व्यथने, कृञ् विलेखने, भ्रि, विद्, मुञ्, सिञ्चु, रुधादि गण- रुधिर् आवरणे, भिदिर् विदारणे, भुञ् तनादि गण- तनु विस्तारे, कृञ् करणे ऋयादि गण- प्रीञ् -तर्पणे कान्ते च, ग्रह् उपादाने, ज्ञा चुरादि गण- चुर् क्षाल्, कथ्, घोष्, भक्ष् आयुर्वेदसंहितासु विद्यमानानां धतुरुपाणां परिचयीकरणम् अभिक्रम्यम् 9.2 - लृङ्, आशीर्लिङ्, लिट्, लुङ्, लुङ् [सहस्रिष्य पाठनम्-Brief teaching] भ्वादि गण, अदादि गण, जुहोत्यादि गण, दिवादि गण, स्वादि गण, तुदादि गण, रुधादि गण, तनादि गण, ऋयादि गण, चुरादि गण पूर्वोक्तपाठश्लोकस्य पञ्चलकारेषु रूपाणि दर्शयेत्   परं परीक्षायाम् न पृष्टव्यानि  </p>				
10	<p>प्रत्ययाः 10.1 - क्त - क्तवत्, लब्धत् - अनीयत्, शत् - शानच्, ल्युट् - ण्युलु, क्त्वा - ल्यप्, णिनिः, वितन्, तुमुन् प्रत्ययानाम् प्रयोगाः एव पृष्टव्याः   10.2 - भावे पञ्, करणे पञ्, भावे श्यञ्, कर्मणि ण्यत्, कर्त्तरि अच् अच् 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>निर्दिष्ट तथा पर्याय पदानि- A) आयुः, शरीर, मनः, अग्निः, जलम्, वातः, पित्तम्, कफः B) रस, रक्त, मांस, मेद, अस्थि, मज्जा, शुक्र, इन्द्रियम्, श्रोत्रः, चक्षुः, रसना, घ्राण C) धी, धृति, स्मृति, बुद्धी, मति, प्रज्ञा, मूत्र, पुरीषः, स्वेद, आत्मा, रोगः, निदानम्,</p>	A- I B – II C- III	15	7 (A-1, B-3, C-3)	13 (A- 4, B-4, C-5)



	रोगिः, भेषजचिकित्सा, आदि				
2	<p>परिभाषापदानि -</p> <p>A) आयुर्वेदः, पञ्चमहाभूतानि, त्रिगुणम्, दोषाः, मलाः, दूष्यम्, 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, विरुद्धाहम्, विरुद्धाहारः, विदाहि, विष्टम्भि, सात्म्यम्, ओकसात्म्यम्, देशसात्म्यम्, अत्यशनम्, अध्यशनम्, स्थानी, योगवाही, पथ्यम्, अपथ्यम्, कृतान्नवर्गः, अवस्थापाकः, वेगः, शोधन, शमन, लंघन, बृहण, अनुपान आदि</p>	A - I B - II C - III	20	10 (A-2, B-4, C-4)	15 (A-5, B-5, C-5)
3.	<p>अन्वयलेखनम् -</p> <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 - (भास्कर गोविन्द घणेशकर लिखित, चौखम्बा प्रकाशन)  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  त्रयोदशः 1, 7, 8, 9</p>	A - I B - II C - III	30	20 (A-4, B-8, C-8)	14 (A-4, B-5, C-5)

<p>चतुर्दशः 2, 3, 4  पञ्चदशः 7, 10  षोडशः 5, 6  सप्तदशः 1, 4  अष्टादशः 1, 2, 3  एकोनविंशतिः 2, 3, 4  विंशतिः , 12, 3, 4  श्लोकपूर्णं न प्रष्टव्यम् परीक्षायाम्। पदच्छेदं विग्रहवाक्यम् अन्वयः वाक्यार्थं भावार्थं इत्यादयः एव प्रष्टव्याः ।</p>					
<p>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।</p>	III	15	03	04	

Paper II – Part B – Ayurved Itihās –					
	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 Itihāsa. Necessity, Significance and Utility of knowledge of Ayurveda itihāsa. Means and method of study of Ayurveda itihāsa. Different Time periods relevant for the Study of Ayurveda itihāsa (viz, Prevedic, Vedic, Samhita kala, Sangraha kala etc.)	I	5	1	2
2	Origin and lineage of Ayurveda (Ayurvedavatarana) and Introduction of references of Ayurveda in Veda, Upanishat and Puarana.	I		1	2
3	Structure, Specialities, Time period of Ayurveda Samhitas and their commentaries (including Special contributions of authors and commentators): Charaka Samhita, Sushruta Samhita, Ashtanga Sangraha, Ashtanga Hridaya, Bhela Samhita, Hareeta Samhita, Kashyapa Samhita.	I	5	2	2



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

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

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 Ter m	J3 Integrat ion
<b>Topic 1- संस्कृतवर्णानाम् परिचयः (5 marks) Time: 13 hrs (Lecture:- 3 hours Non lecture 10 hrs)</b>									
CO 1, CO 6	Read & write Sanskrit words	Cognitive domain - Knowledge	Must know	Knows how	Practical classes Demonstrations Classroom reading	Oral Written	F&S	I	
CO 1, CO 6	Pronounce Sanskrit as per their appropriate articulations	Cognitive domain – Comprehens ion	Must know	Knows how/ Shows how	1) Practical classes 2) presentation of videos 3) Graphical Representation of Vocal system Class room reading / speaking	Oral / Written Assignment on Identifying the Places of articulation of the words in Ayurveda texts.	F&S	I	
<b>Topic 2- रसज्ञा (10 marks)– Time: 05 Hrs (Lecture:- 5 hours Non lecture 00 hrs)</b>									
CO 2, CO 4, CO	2.1 Explain the terms related to रसज्ञा in Sanskrit grammar	Cognitive domain- Comprehens ion	Desirable to know	Knows	Lecture with Power point presentation	Oral, Conduction of quiz	F&S	II	
CO 2, CO 4, CO 5	2.2 Identify the रसज्ञा Explain the meaning of the रसज्ञा	Cognitive domain- Comprehens ion	Must know	Knows how	Lecture with Power point presentation	Oral / written Very short answer Differentiate, Identify, fill in the blanks etc	F&S	I	



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											Preparation of MSQ (MCQ) Question-answer sessions		
<b>Topic 3 अर्थः - अर्थः ५० अंकाः (05 marks) Time: ०५ Hrs (Lecture:- ०२ hours Non lecture ०३ hrs)</b>													
CO 2, CO 4, CO 6	Identify the अर्थः: Explain the meaning of the words with अर्थः: Identify the difference in meaning according to the अर्थः.	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					
<b>Topic 4- अव्ययानि (05 marks) Time: ०५ Hrs (Lecture:- ०२ hours Non lecture ०३ hrs)</b>													
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					





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



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

	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 विद्वत्शतम्	Oral & Written	F&S	II
CO 2	Identify समास. Discriminate between the सन्धि, and समास.				objective type very short answer- compare differentiate Assignments to find the समास. in Ashtanga hrudaya Quiz on समास. Puzzles Word cloud Cross words etc.		
CO 2, CO 6	7.1 Identify समास. Explain the meaning of the context by writing the विद्वत्शतम् Construct the समासशतम् while writing the sentences	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 विद्वत्शतम्	Oral & Written objective type very short answer Assignments to find the समास. in Ashtangahrday a Quiz on समास. Puzzles Word cloud Cross words	F&S	II







	Interpret the meaning according to the text:	solving							
<b>Topic -10</b> विद्याः (10 Marks) Time: 11 Hrs (Lecture:- 5 hours Non lecture 06 hrs)									
CO 2, CO 6	10.1 Identify the शब्दाः Interpret the meaning with reference to the context with the support of the शब्दाः.	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 शब्दाः. Interpret the meaning with reference to the context with the support of the शब्दाः. (संज्ञानाम् अथ शब्दः सत्यं युक्तः । )	Cognitive domain- Application and problem solving	Must know	Shows how	Lectures with Power point presentation. Group Discussions	Oral Assignments Quizzes	F&S	II	
<b>Topic 11-</b> विद्याः विद्याः (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 mative	I3 Ter m	J3 Integr ation
<b>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)</b>									
CO 2, CO 5	Explain the meaning of the words and their synonyms with the help of their nirukti (निरुक्तिः) A) आयुः, शरीर, मनः, अग्निः, जलम्, वातः, पित्तम्, कफः B) रस, रक्त, मांस, मेद, अस्थि, मज्जा, शुक्र, इन्द्रियम्, श्रोत्र, चक्षु, रसना, घ्राण C) धी, धृति, स्मृति, बुद्धी, मति प्रज्ञा, मूत्र, पुरीषः, स्वेद, आत्मा, रोगः, निदानम्, रोगि, भेषजचिकित्सा, आदि	Cognitive domain - comprehension	Must know	Knows how	Lectures with Power point presentation. Flipped classroom Peer learning Ayurveda Samhita Group Discussions	Oral & Written objective type very short answer compare differentiate meanings meaning with reference to the context etc Assignments Open book test	F & S	A- I B - II C- III	Sa mh ita, Kr iya Sh ari r, Ra ch an a Sh ari r.
<b>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)</b>									



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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 (परिभाषापदाः)</p> <p>परिभाषापदानि –</p> <p>A) आनुवंशिकः, परम्पराहास्यपूर्णानि, विगुणम्, रोषाः, सलाः, दूष्यम्, सम्पूर्णः, सन्निपातः.</p> <p>B) इव्यं, गुणः, कर्म, सामान्य, विशेष, गुणः, लघु, प्रकृतिः, निरुक्तिः, एवः, प्रकीर्णः, प्रसरः, स्वानसम्भारः, दोषगतिः, भेदः, रसः, दीर्घम्, विपाकः, कार्यकारणभावः.</p> <p>C) सोलम्, कोशः, आसम्, निरुक्ताहम्, निरुक्ताहारः, विदादि, विशदिति, सात्त्विकम्, ओकसात्त्विकम्, देहासात्त्विकम्, अथवात्त्विकम्, अप्यजनम्, स्वामी, योगवादी, पथम्, अपथम्, कृतान्तवर्गः, अवस्थापकः, वेगः, रोषधन, रामन, लंघन, ब्रह्म, अनुदान आदि</p>	Cognitive domain – Comprehension Application	Must know	Knows how	Lectures with Power point presentation. Flipped classroom Peer learning Group Discussions	Oral & Written objective type very short answer write short notes Assignments from Ayurveda Samhita Open book test	F&S	A - I B - II C - III	Sa mh ita, Kr iya Sh ari r, Ra ch an a Sh ari r.	
<p><b>Topic 3 - अथर्ववेदान्तम् (30 marks) Time 34 Hrs (Lecture:- 20 (A- 4, B- 8, C-8 hours) Non lecture 14 (A-4, B-5, C-5 hrs))</b></p>										
CO 4, CO 6	<p>Identify the subject object Adjective noun verb in a sentence.</p>	Cognitive domain – Comprehension Application	Must know	Shows how	Self-directed learning Flipped classroom Classes by the students	Oral & Written Objective type Very short answer Anvaya writing	F&S	A - I B - II C - III	Sa mh ita	

	<p>Write the पदच्छेद विग्रहवाक्यम् अन्वयः वाच्यार्थं and भावार्थम् Of shlokas</p> <p>A) अष्टाङ्गहृदयम् सूत्र्यान्म् - अध्यायतः सर्वाणि सूत्रानि   १. आयुष्मान्मरीचम् २. दिनचर्या ३. रोगानुत्पादनीयम्</p> <p>B) अष्टाङ्गहृदयम् सूत्र्यान्म् - अध्यायतः सर्वाणि सूत्रानि   दोषविज्ञाननीयम् दोषभेदीयम् दोषोपशमनीयम् द्विविधोपशमनीयम्</p> <p>C) वैद्यकीय सुश्रुतिसंहिताम् - 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>		<p>Group Discussions</p>	<p>Short answer Assignments on writing पदच्छेद विग्रहवाक्यम् अन्वयः वाच्यार्थं भावार्थम्</p>	
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	<p>श्लोकाः: 1, 7, 8, 9          पशुनाः: 2, 3, 4          पशवराः: 7, 10          भोदराः: 5, 6          समराः: 1, 4          अशराः: 1, 2, 3          एकोनविंशतिः: 2, 3, 4          विंशतिः: 12, 3, 4</p>								
Topic 4 - पञ्चम-अध्यायः (15 marks) Time 07 Hrs (Lecture:- 03 hours Non lecture 04 hrs)									
CO 4, CO 6	<p>Construct Sanskrit sentences and comprehend a passage.          Convert active and passive voice sentences.          १. सपणक कथा          २. नकुलब्राह्मणी कथा          ३. चक्रवर्त कथा          ४. सिंहकारकब्राह्मणपुर कथा          ५. मूर्धपण्डित कथा</p>	<p>Cognitive Domain- Synthesis          Problem Solving</p>	<p>Must know</p>	<p>Shows how</p>	<p>Activity based learning          Self-directed learning          Flipped classroom          Group Discussions</p>	<p>Oral &amp; Written objective type          very short answer          write summery          Assignments          on finding out प्रश्न. and          कथापरिचय          Assignments of changing the voice.          Assignments on translation</p>	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/s 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
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Topic 1- Time (Lecture:- 1 hour, Non lecture 2 hours)							
CO	Describe Etymological derivation (Vyutpatti), syntactical derivation (Nirukti) and definition of the word Itihasa.	Cognitive/ Knowledge e(K)	Must know	Knows	Lecture & Group Discussion,	Written MCQ	F & S
CO 8	Describe of knowledge of history, its significance and utility, means and method of Ayurveda history	Cognitive e/ copenh sion	Must know	Knows	Lecture & Group Discussion, Tutorial, Video clips	Written MCQ Discussions or debate	F
CO 8	Explain Different Time periods relevant for the Study of Ayurveda itihasa (viz, Prevedic, Vedic, Samhita kala, Sangraha kala etc.)	Cognitive e/K	Must know	Knows	Lecture & Group Discussion, Tutorial, Charts, Edutainment.	Written MCQ	F & S
Topic 2- Time (Lecture:- 1 hour, Non lecture 2 hours)							
CO	Explain different opinions of origin and lineage of Ayurveda available in Samhitas and Samudra manthana and origin of Dhavantari.	Cognitive e/K	Must know	Knows	Lecture, video & Group Discussion	Written MCQ	F & S
CO 8	Outline 2-3 references of Ayurveda in Veda, Upanishat and Puarana	Cognitive e/K	Desirable to know	Knows	Lecture, charts & Group Discussion, SDL	Written MCQ, Online search of Archiological sites for Ayurved. Presentation by Students,	F



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CO 8	Describe Ayurveda as Upaveda of Atharvaveda	Cognitive/Comprehension	Desirable to know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I
<b>Topic 3- Time (Lecture:- 2 hour, Non lecture 2 hours)</b>								
CO 8 CO 9	Describe the Structure, Specialities, Time period of Charaka Samhita	Cognitive e/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 e/K	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I
CO 8 CO 9	Enumerate the important Commentaries on Charaka Samhita and identify their authors.	Cognitive e/K	Must know	Knows	Lecture & Group Discussion, Activity on commentary, Compilation.	Written MCQ Online samhitas, Commentary search	F & S	I
CO 8 CO 9	Explain the importance of Ayurveda Deepika, Jalpakalpataru.	Cognitive e/K	Must know	Knows	Lecture & Group Discussion.	Written MCQ	F & S	I
CO 8 CO 9	Justify Charakastu Chikitsa in view of Global medical history.	Cognitive e/K	Must know	Knows	Lecture & Group Discussion,	Written MCQ Debate Creatives writing	F	I Roganidana, Kayachikitsa
CO 8 CO 9	Describe the Structure, Specialities, Time period of Sushruta Samhita	Cognitive e/K	Must know	Knows	Lecture & Group Discussion	Written MCQ Poster making	F & S	I
CO 8 CO 9	Briefly explain contribution of Dhanvantari, Sushruta,	Cognitive e/k	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I Salya tantra

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



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



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



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<b>Topic 8- Time (Lecture:- 1 hour, Non lecture 2 hours)</b>												
CO 8	Name the Contributions of	Cognitiv	Desirable to	Knows	Lecture & Group	Written	F & S	III				
CO 9	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.	e/K	know		Discussion, Tutorial, Self directed learning (SDL)	MCQ, Quiz, Match the pair Edutainment t Poster making, Video clip making, Compilation, n,						
<b>Topic 9- Time (Lecture:- 1 hour, Non lecture 2 hours)</b>												
CO 8	Discuss Globalization of	Cognitiv	Desirable to	Knows	Lecture & Tutorial,	Written	F & S	III				
CO 9	Ayurveda – Expansion of Ayurveda in Misra (Egypt), Sri Lanka, Nepal other nations.	e/K	know		Video Edutainment	MCQ Collect data and make video clip with your own narration.						
<b>Topic 10- Time (Lecture:- 1 hour, Non lecture 2 hours)</b>												

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


  
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## List of Practicals

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	संभाषण 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: <ol style="list-style-type: none"> <li>1. Presentation of videos about Maheshwar Sutra, Prayatna, Uccharana Sthanani etc.</li> <li>2. Graphical Representation of Vocal system</li> <li>3. Reading / Pronunciation</li> <li>4. Preparing different Shabdarupani and recitation</li> <li>5. Preparing different Kriyapadani.</li> <li>6. Practicals on Karakani.</li> <li>7. Practicals on Pratyayas</li> <li>8. Practicals on Sandhis</li> <li>9. Practicals on Samasa</li> <li>10. Practicals on Upasargas.</li> <li>11. Practicals on Avyayas</li> <li>12. Practicals on Visheshan – Visheshya</li> <li>13. Practicals on Anvay lekhana</li> <li>14. Practicals on Nirukti</li> <li>15. Practicals on Paribhasha</li> <li>16. Practicals on Panchatantra</li> </ol>	I I I I/II I I/II II II II II II II II I/II/III II/III I/II/II III	120 hours

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

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

desirable language.	comprehension, synthesis.		Record writing		
<b>Practical 3 - Translation from desirable language to Sanskrit. Time: 15 Hrs. (Practical/ Clinical 15 hrs)</b>					
CO 3, 4, 5, 6	Translate from desirable language to Sanskrit.	Cognitive domain - comprehension, synthesis.	Must to know	Shows how	Demonstration Group Activity Record writing
					Oral Written
					F & S II
<b>Practical 4 - संक्षिप्त वाक्य पठन Spoken Sanskrit Time: 15 Hrs (Practical/ Clinical 15 hrs)</b>					
CO 6, 7	Apply Sanskrit grammar. Write a small paragraph or Script. Speak atleast 5 to 10 lines in Sanskrit fluently. Stage a skit.	Cognitive domain - comprehension. Psychomotor domain - articulation Psychomotor domain - articulation	Must to know	Shows how	Staging small skits. Script writing, elocution competitions. Games Conversation Peer learning Creating conversations Conversations in different situations by the students.
					Oral
					F & S III
<b>P5 All activity based practicals from above table are enlisted. (In table 2 and Table 3) They are as follows: (NLH 120)</b>					
<ol style="list-style-type: none"> <li>1. Presentation of videos about Maheshwar Sutra, Prayatna, Ucccharana Sihanani etc.</li> <li>2. Graphical Representation of Vocal system</li> <li>3. Reading / Pronunciation</li> <li>4. Preparing different Shabdarupani and recitation</li> <li>5. Preparing different Kriyapadani.</li> <li>6. Practicals on Karakani.</li> <li>7. Practicals on Pratyayas</li> </ol>					

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



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

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

**Topic wise details –**

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

**Ayurved Itihas-**

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



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

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

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

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



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## 6 D- Evaluation Methods for Periodical Assessment

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

**6 E- Paper Layout****I PROFESSIONAL BAMS EXAMINATIONS****AyUG SN & AI****PAPER-I**

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100 Sanskrit

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

**I PROFESSIONAL BAMS EXAMINATIONS****AyUG SN & AI****PAPER-II**

Time: 3 Hours

INSTRUCTIONS: All questions compulsory

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

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



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**6 F- Distribution 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, बाह्यप्रत्ययानि, अभ्यन्तर प्रत्ययानि	I	05	5	No	No	
2 संज्ञा- 2.1 - संयोगः, संहिता, इत्यदीर्घप्लुताः, अनुनासिकः, परम्, धातुः, उपसर्गः, गुणः, वृद्धि 2.2 - इत्, लोपः, प्रत्याहारः, उदात्तः, अनुदात्तः, स्वरितः, सवर्णः, निघतः, प्रगुह्यम्,	2.1 - I 2.2 - II	05	5	No	No	
3. उपसर्गाः- उपसर्गाः क्रियायोगे प्र, पर, अप, सम्, अनु, अव, निम्, निः, दुम्, दुः, वि, आह्, नि, अपि, अधि, अति, सु, ज्ञ, अभि, प्रति, परि, उज	II	05	No	Yes (1 que of 5 marks)	No	
4. अन्ययानि 4.1 - च अपि छतु हि तु किल ननु वा च एव 4.2- पुनः विना उच्यैः कृते एवम् सह सार्धम् युगपत् यथा – तथा बावत्-तावत् इति यदा-तदा यदि-तर्हि साकम् न कुत्र कति कुतः क्रियर्थम् क्रियत् इह अत्र तत्र सर्वत्र अन्यत्र कुत्र एक्त्र सदा अन्यथा एक्त्रा A) Identify अन्ययानि B) Explain the meaning with reference to the context C) Construct the sentences using अन्ययानि	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 कारणम् कारणम् C) Construct sentences D) Translate sentences from English to Sanskrit & from Sanskrit to English.	I A II B III C, D	15	5	Yes (1 que of 5 marks)	Yes (1 que of 5 marks)	

6.	<p>सन्धिः</p> <p><b>6.1</b> - अच् सन्धिः/स्वरसन्धिः - यच् सन्धि- इको यणचि, गुण सन्धिः-आहुणः वृद्धिसन्धिः-वृद्धिरेचि, अणवायाव सन्धिः - एचोऽवयावच/वान्तो वि प्रत्यये, लोप सन्धिः-लोपः शाकल्यस्य, पररूपसन्धिः-एङि पररूपम्, पूर्वस्यसन्धिः- एङः पदान्तादति, प्रकृतीभाव- सर्वत्र विभाषा गोः, प्लुत प्रगुण अचि नित्यम्  </p> <p><b>6.2</b> - ह्रस्वसन्धिः/व्यञ्जनसन्धिः - ह्रस्वसन्धि -ःस्तोः शुना शुः, ह्रस्वसन्धि -ःशुना शुः, जश्च सन्धिः-अलां बशो/न्ते, अनुनासिकसन्धिः-बरोऽनुनासिकेऽनुनासिको वा/प्रत्यये भाषायां नित्यम्, परसवर्णसन्धिः-तोर्लि/ःवा पदान्तस्य, चर्त्तसन्धिः खरि च, पूर्वसवर्णसन्धिः-अधोऽधोऽन्यतरस्याम्, छुत्वसन्धिः शरुद्धोऽटि/छत्वमीति वाच्यम्, अनुस्वारसन्धि -ः योऽनुस्वारः, तुषागमसन्धिः- शि तुक्/छे च/पदान्ताद्वा, रुत्वआदेशसन्धिः- नरुद्धव्यप्रशान्</p> <p><b>6.3</b> - विसर्गसन्धिः - रुत्वसन्धिः-समजुषो रुः, उत्वसन्धिः- अतो रोत्प्लुदात्प्लुते/हशि च, रो रि, भो भागो अघो अपूर्वस्य योऽशि , योऽमुषि , एतत्तयोः सुतोपोऽक्कोरञ् समासे हति, सोऽचि लोपे चेत् पादपूर्वम्  </p> <p><b>6.4</b>- रुत्वप्रकारसन्धिः- [ सहस्रिष्य पाठनम् – Brief teaching] समःसुटि, कानाभेदिते च, अमानुनासिको पूर्वस्य तु वा,अनुनासिकात्परोऽनुस्वारः, खरवसानयोर्विसर्जनीयः, विसर्जनीयस्य सः,सम्पुङ्कानां सो वक्तव्यः  </p>	II	<p>15 (6.1-5marks 6.2/6.4-5marks 6.3 – 5marks )</p>	No	Yes (1 que of 5 marks)	Yes 10 (1 Que. of 10 marks)
7.	<p>समास</p> <p><b>7.1</b> - अव्ययीभावसमासः - <b>7.1.1</b> - अव्ययम् विभक्तिसमीपसम्बन्धिव्यर्थार्थाभावात्प्रत्ययसम्प्रतिशब्दप्रादुर्भावप्राप्त्यानुपूर्व्ययोगपठसादृश्यसम्प्रतिशक्त्यान्वयवचनेषु  </p> <p><b>7.1.2.</b> - प्रथमा निर्दिष्टम् उपसर्जनम्/ उपसर्जनं पूर्वम् /नाव्ययीभावादतो/ म् ल्यपञ्चम्याः/ तृतीयासाम्प्रयोर् बहुलम्/अव्ययीभावे चाकाले  </p> <p><b>7.2.</b> - तत्पुरुष समासः - द्वितीया द्वितीयात्पठितगतत्वस्तप्राप्त्यापन्नेः, तृतीया तत्कृतार्थेन गुणवचनेन, कर्तृकरणे कृता बहुलम्, चतुर्थी तदर्थार्थ बलिहितसुखरक्षितेः, पञ्चमीभवेन, षष्ठी, सप्तमीशौण्डे ; विशेषण विशेषणबहुलम्, उपमानानि सामान्यवचनेः नञ्, कर्मपाठ, द्विगुः उपपद तत्पुरुष</p>	II	<p>15 (7.1.1 &amp; 7.1.2 – 5marks 7.1.3 – 5marks 7.14 &amp; 7.15 – 5marks )</p>	No	Yes (1 que of 5 marks)	Yes 10 (1 Que. of 10 marks)


  
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	7.3 - बहुव्रीहि समास - :अनेकग्रन्थपदाद्यै 7.4 - इत्यसमास - :पार्थे इन्द्रः					
8.	<p>शब्दरूपाणि</p> <p><b>8.1 - पुल्लिङ्ग शब्दरूपाणि</b>  अकारान्तः - वात, वैद्य, कृष्ण, राम आदि  इकारान्तः - अग्नि, मुनि आदि  उकारान्तः - ऋतु, भानु गुह आदि  ऋकारान्तः - नृ, घातु, पितृ आदि  ओकारान्तः - गो आदि  नकारान्त - श्लेष्मन्, रोगिन्, ज्ञानिन् आदि  सकारान्त - चन्द्रमस आदि  तकारान्त - मरुत् आदि  दकारान्त - सुहृद् आदि  बकारान्त - विश्वज्ञ, आदि  शकारान्तः - बीदृश, एतादृश आदि</p> <p><b>8.2 - स्त्रीलिङ्ग शब्दरूपाणि</b>  आकारान्तः - बला, कला, स्त्रिय, माला आदि  इकारान्तः - सम्प्राप्ति, प्रकृति, मति आदि  ईकारान्तः - घमनी, नदी आदि  उकारान्तः - रन्तु, धेनु आदि  ऊकारान्तः - वर्षाभू, वधू आदि  ऋकारान्तः - मातृ आदि  षकारान्तः - वाच् आदि  तकारान्तः - योषित्, सरित् आदि  दकारान्तः - परिषद् आदि  बकारान्तः - सन् आदि  सकारान्तः - जलौकम्, सुवनम् आदि  षकारान्तः - प्रावृष् आदि</p> <p><b>8.3 - नपुंसकलिङ्ग शब्दरूपाणि</b>  अकारान्तः - पितृ, वन आदि  उकारान्तः - अक्षु, मधु आदि  इकारान्तः - अक्षि, अस्मि, वारि, दधि आदि  ऋकारान्तः - ज्ञातृ, घातृ आदि  नकारान्तः - वर्त्मन्, दण्डिन् आदि  सकारान्तः - छोटम्, मनम् आदि  षकारान्तः - सर्पिष्, आयुष् आदि  तकारान्तः - शकृत्, जगत् आदि</p> <p><b>8.4- सर्वनामपदानि - अस्मद्, युष्मद्, तद्, एतद्, यद्, किम्, इदम् आदि</b></p>	1	10	No	Yes (1 que of 5 marks)	Yes (1 que of 5 marks)
9.	<p>घातुरूपाणि-</p> <p><b>9.1 - परस्मैपदि - लट्/लृट्/लङ्/विधिलिङ्/लोट् भ्वादि गण - भू सताशाम्, शि श्वे, गम्)गम् (गती, पा</b></p>	1	10	No	Yes (1 que of 5 marks)	Yes (1 que of 5 marks)

<p>पादे, जीव्, पच्, त्यच् , दृग्(परस्व)  अदादि गण - अद् भक्षणे , हन् हिंसागतयोः, वा  गतिगन्धनयोः पा रक्षणे ,अम्, बभ्रुस्त्वप , २ ब्र्,  जुहोत्यादि गण- धा धारणपोषणयोः, पृ - पतनपूरणयोः, हा  त्यागे ,दा (दाञ्)  दिवादि गण- दिव् प्रीडाद्यौ, वसी उद्वेगे, पुष् पुष्टौ, कुप्, न्ग,  तुष्, स्निह्, वृ  स्वादि गण- चिञ् चयने, शक्शु,  तुदादि गण- तुद् व्यधने, कृष् विलेखने ,लिख् लेखने ,दिग्,  कृन्त्, क्षिप्, मृग्  रुधादि गण- रधिर् आवरणे, भिदिर् विदारणे , धुञ्  तनादि गण- तनु विस्तारे, कृञ् करणे  ज्रयादि गण- प्रीञ्- तर्पणे कान्ते च, ग्रह उपादाने ङा  चुरादि गण- गन् संस्थाने, साध्, ताद्, पृ, कम् वाक्यप्रबन्धे  आत्मनेपदि -  भ्वादि गण - वृत् वनि ,वृष्(वर्ष), लभ्, सेव्, रुच्  अदादि गण - शीङ् स्वप्नेञ्,  जुहोत्यादि गण- धा धारणपोषणयोः ,दा (दाञ्),  दिवादि गण- वनी प्रादुर्भावे ,मन्, सुघ्, पद्, विद्  स्वादि गण- चिञ् चयने,  तुदादि गण- तुद् व्यधने, कृष् विलेखने ,मि, विद्, मुच्, सिञ्च्,  रुधादि गण- रधिर् आवरणे, भिदिर् विदारणेभुञ् , २  तनादि गण- तनु विस्तारे, कृञ् करणे  ज्रयादि गण- प्रीञ्- तर्पणे कान्ते च, ग्रह उपादाने ङा  चुरादि गण- चुर्, क्षात्, कच्, घोष्, भक्  आयुर्वेदसंहितासु विद्यमानानां धतुरूपाणां परिचयीकरणम्  अभिकाम्यम्  <b>9.2 - तुह्य , आशीर्लिङ्ग, लिट , तुह्य, तुड [सङ्क्षिप्त  पाठनम्-Brief teaching] भ्वादि गण ,अदादि गण ,  जुहोत्यादि गण ,दिवादि गण ,स्वादि गण ,तुदादि गण ,रुधादि  गण ,तनादि गण ,ज्रयादि गण ,चुरादि गण  पूर्वोक्तधतुष्वेकस्य पञ्चतकारेषु रूपाणि दर्शयित्   परं  परीक्षायाम् न पृष्टव्यानि  </b></p>					
<p><b>10</b> प्रत्ययाः  <b>10.1 - स्त - क्तवत् ,तव्यत् - अनीवर्, शतृ - शानच् ,  ल्युट् - ष्वुत्, क्त्वा - ल्यप्, गिति ,ः,मिन्, तुमुन्  प्रत्ययाणाम् प्रयोगः एव पृष्टव्याः    <b>10.2 - भावे घञ् ,करणे घञ् ,भावे व्यञ् ,कर्म्मणि ष्यत् ,  कतीरि अच् अच्  आयुर्वेदसंहितायां विद्यमानानां भावे/करणे/कतीरि/ताच्छील्ये/  आदि प्रत्ययानां परिचयः करणीयः   परं परीक्षायाम् न</b></b></p>	1	10	3	Yes (2 Que of 1 mark)	Yes (1 que of 5 marks)



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	पृष्ठान्तः परीक्षायाम् वाच्य प्रयोगः स्वल्पे पृष्ठान्तः					
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 विरक्ति तथा पर्वीय पदानि— A) आयुः, शरीर, मनः, अग्निः, जलम्, वातः, पित्तम्, कफः B) रस, रक्त, मांस, मेद, अग्नि, मज्जा, शुक्र , इन्द्रियम्, श्रोत्रः, चक्षुः, रज्ज्वं ,, प्राण (C) धी, प्रति, 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) आकुर्वेदः, पञ्चमहाभूतानि, त्रिगुणम्, दोषाः, पलाः, दूष्यम्, सामावी, सन्निपातः B) इन्द्रियगुण, कर्म, सामान्य, विशेष, गुण, लघु, प्रकृतिः, विकृतिः, चरः, प्रकोपः, प्रसतः, स्थानसम्भ्रयः, दोषगतिः, भेदः, रसः, बीर्यम्, विषकः, कार्पकालम्भावः C) स्रोतस्, शोथः, आमम्, विषदाहम्, विषदाहलः, विदाहि, विहम्भि, साम्यम्, ओकसाल्प्यम्, देशसाल्प्यम्, अत्यशनम्, अध्याशनम्, स्वादी, योगवाही, पथ्यम्, अपथ्यम्, कृतान्नवर्गः, अवस्वापकः, वेगः, शोधन, शमन, लंघन, ब्रह्म, अनुपात आदि	A - I B - II C- III	20	No	Yes (2 que of 5 marks)	Yes (1 Que. of 10 marks)	
3. अन्वयलोखनम् - A) अष्टाङ्गसूत्रम् सूत्रस्थानम् –अध्यायतः सर्वाणि सूत्राणि १. आयुष्कापीयम् २. दिनचर्या ३. रोगानुत्पादनीयम् B) अष्टाङ्गसूत्रम् सूत्रस्थानम् –अध्यायतः सर्वाणि सूत्राणि शोषविज्ञानीयम् शोषभेदीयम् शोषपञ्चमीयम् द्विषोपक्रमणीयम् C) वैदकीय सुभाषितसाहित्यम् – shloka numbers - प्रथमः 1, 2 द्वितीयः 1, 7 तृतीयः 9	A- I B - II C - III	30 (A B C 10 mark s each)	No	Yes (3 que of 5 marks)	Yes (1 Que. of 10 marks and 1 Que of 5 marks as part A of Que. 3 )	



	चतुर्थः 2, 3 पञ्चमः 2, 3 षष्ठः 1, 4, 7 सप्तमः 2, 5, 17 अष्टमः 13, 12 नवमः 12, 13 दशमः 1, 19 एकादशः 1, 2 द्वादशः 1, 6 त्रयोदशः 1, 7, 8, 9 चतुर्विंशः 2, 3, 4 पञ्चविंशः 7, 10 षोडशः 5, 6 सप्तविंशः 1, 4 अष्टविंशः 1, 2, 3 एकोनविंशतिः 2, 3, 4 विंशतिः, 12, 3, 4					
4.	पञ्चतन्त्र-अपरीक्षितकारकम् ५ अध्याय	III	15	No	Yes (1 que of 5 marks)	Yes (1 que of 10 marks)
	<b>Part B</b> <b>Ayurved Itihas</b>					
	<b>All Topics</b>			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	<b>Multiple choice Questions (MCQ)</b>  20 Questions  1 mark each  All compulsory  Must know part 15 MCQ, Desirable to know 3 MCQ. Nice to Know 2 MCQ	1. Topic number 1 2. Topic number 1 3. Topic number 1 4. Topic number 1 5. Topic number 1 6. Topic number 2 7. Topic number 2 8. Topic number 2 9. Topic number 2 10. Topic number 2 11. Topic number 5 12. Topic number 5 13. Topic number 5 14. Topic number 5 15. Topic number 5



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		<p>16. Topic number 10  17. Topic number 10  18. Topic number 10  19. Topic number 11  20. Topic number 11</p>
Q2	<p><b>Short answer Questions (SAQ)</b>  8 questions  5 marks for each que.  All compulsory</p> <p>Must know part 7 questions, 1 question on Desirable to know.  No Questions on Nice to know.</p>	<p>Q1 Topic 6 अपोदतानां पदानां सन्धिं क्त्वा वा योजयित्वा लिखत (5 Que x 1 marks each)  Q2 Topic 7 अपोदतानां पदानां विग्रहवाक्यं समस्तपदं वा लिखत 5 Que x 1 mark each  Q3 Topic 4 - अपोदतैः अव्ययपदैः रिक्तस्थानम् पूर्यत 5 Que x 1 mark each  Q4 Topic 8 - शब्दरूपाणि लिखत (5 Que x 1 mark each)  Q5 Topic 3 - उभयार्गाः (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 - पातुरूपाणि लिखत 5 Que x 1 mark each  Q8 Topic 5, 6 - अपोदते ऋके रेखाङ्कितानां पदानां कारकसंबन्धं विवर्तयित्वा / निम्नवीकृत्या तदनुसृत्य पदानां अर्थं लिखतु   (shlokas should be taken from the syllabus.) 5 Que x 1 mark each</p>
Q3	<p><b>Long answer Questions (LAQ)</b>  All compulsory  4 questions  10 marks for each que.</p> <p>All questions on must know.  No Questions on Nice to know and Desirable to know.</p>	<p>Q1 Topic 8, 5 - उचितं शब्दरूपं विलिख्य वाक्ये योजयत 5 Que. X 2 mark  Q2 Topic 7 - अपोदतेषु ऋकेषु रेखाङ्कितानां समस्तपदानां विग्रहवाक्यं समस्तपदम् वा समासनाम्ना सह लिखत   (Underline 5 Samast padas or give 5 Vighrah vakyas from a 5 to 7 line passage or 2 to 3 shlokas from the syllabus.) 5 Que. X 2 marks  Q3 Topic 6 - अपोदते परिच्छेदे रेखाङ्कितानां सन्धिं क्त्वा वा योजयित्वा सन्धिं 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) अपोदतस्य पातोः क्वत् तुमुन् स्वप् क्वत् शतृ/शानम् प्रत्ययरूपाणि लिखत   5 Que. X 1 marks  आ) वाच्य प्रयोगः   5 Que. X 1 marks  (Sentences should be taken from syllabus Panchatantra.)</p>

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**Paper II – Sanskrit and Ayurved Itihas**

A Question Sr. No	B Type of Question	C Question Paper Format
Q1	<b>Multiple choice Questions (MCQ)</b> <b>Ayurved Itihas</b> 20 Questions  1 mark each  All compulsory  Must know part 15 MCQ, Desirable to know 3 MCQ, Nice to Know 2 MCQ	All Questions From <b>Ayurved Itihas</b> , Paper II Part B 1. Topic number 1/2 2. Topic number 3/4 3. Topic number 5/6 /7 /8 4. Topic number 9/ 10 5. Topic number 1/2 6. Topic number 3/4 7. Topic number 5/6 /7 /8 8. Topic number 9/ 10 9. Topic number 1/2 10. Topic number 3/4 11. Topic number 5/6 /7 /8 12. Topic number 9/ 10 13. Topic number 1/2 14. Topic number 3/4 15. Topic number 5/6 /7 /8 16. Topic number 9/ 10 17. Topic number 1/2 18. Topic number 3/4 19. Topic number 5/6 /7 /8 20. Topic number 9/ 10
Q2	<b>Short answer Questions (SAQ)</b> <b>Sanskrit</b> All compulsory 8 questions 5 marks for each que.  Must know part 7 questions, 1 question on Desirable to know. No Questions on Nice to know.	1. Topic number 3 अधोदत्तस्य श्लोकस्य पदच्छेदं लिखित्वा 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 markeach 5. Topic number 2 अधोदत्तस्य श्लोकस्य लिखत   6. Topic number 1 शब्दस्य निरुक्तिं तथा पर्यायवचनानि च लिखत   7. Topic number 3/4 संस्कृत भाषायां अनुवदत   8. Topic number 3/4 मातृभाषायां अनुवदत
Q3	<b>Long answer Questions (LAQ)</b> <b>Sanskrit</b> All compulsory 4 questions 10 marks for each que.	1. Topic 4 अधोदत्तकथायाः सारांशं संस्कृत भाषायाम् लिखत   or Comprehension. 2. Topic 2 अधोदत्तानाम् टिप्पणिलिखत   2x5 (5 marks for each) 3. Topic 1, 3 A) प्रश्नानाम् पूर्ववाचनेन 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 अणोरस्य श्लोकस्य पदच्छेदं विग्रहवाक्यम् अन्यथा: वाक्यार्थं शास्त्रार्थं च लिखत   5 Que. X 2 marks
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### 6 H - Distribution of Practical Exam

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

SN	Heads	Marks
<b>A</b>	<b>VIVA (75)</b>	
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>B</b>	<b>Internal Assessment (15)</b>	<b>15</b>
<b>C</b>	<b>Electives (10)</b>	<b>10</b>
	<b>Total Marks</b>	<b>100</b>

## 7. References/ Resources

### Sanskrit

#### Books

1. संस्कृतपाठ्यपुस्तकम् प्रथमः तथा द्वितीयभागः:- Sanskrit for Ayurveda part-I and Part -II Published by CCIM New Delhi
2. आयुर्वेदस्य भाषा-पञ्चभागाः:- Ayurvedasya bhaSha part I to part -V samskrita samvardhana prathisthan mumbai
3. लघुसिद्धान्तकौमुदिः - वरदराज - Laghusiddhantakaumudi of bhattojidikshita
4. सिद्धान्तकौमुदि - भट्टोजिदीक्षितः siddhantakaumudi
5. वैद्यकीयसुभाषितसाहित्यम् - Vaidyakiyasubhashitasahityam, भास्कर गोविन्द घाणेकर, चौखम्बा प्रकाशन
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