

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

शास्त्रं ज्योतिः प्रकाशार्थं दर्शनं बुद्धिरात्मनः।

**Samhita Adhyayan-3
(Study of Ayurveda Classical Text)**

(SUBJECT CODE : AyUG-SA3)

(Applicable from 2021-22 batch, from the academic year 2024-25 onwards for 5 batches or until further notification by NCISM, whichever is earlier)



॥ आयुषे सर्वलोकानाम् ॥

**BOARD OF AYURVEDA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110026**



NCISM
III Professional Ayurvedacharya
(BAMS)
Subject Code : AyUG-SA3
 Samhita Adhyayan-3
 (Study of Ayurveda Classical Text)

Summary

Total number of Teaching hours: 150			
Lecture (LH) - Theory		50	50(LH)
Paper I	50		
Non-Lecture (NLHT)		100	100(NLH)
Paper I	100		
Non-Lecture (NLHP)		0	
Paper I	0		

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

Important Note :- The User Manual III BAMS is a valuable resource that provides comprehensive details about the curriculum file. It will help you understand and implement the curriculum. Please read the User Manual III before reading this curriculum file. The curriculum file has been thoroughly reviewed and verified for accuracy. However, if you find any discrepancies, please note that the contents related to the MSE should be considered authentic. In case of difficulty and questions regarding curriculum write to syllabus24ayu@ncismindia.org

PREFACE

Samhita Adhyayan-3 (SA-3) is designed to enhance students' understanding of Ayurvedic classical texts by focusing on their textual structure, explanatory methods, and clinical applications. Recognizing the Charaka Samhita's vast contributions, SA-3 takes it as a model text. This curriculum revision ensures that students not only appreciate the traditional and classical significance of Samhitas but also apply their principles in clinical practice. A key focus is on decoding tools such as Tantrayukti and Vyakhya, which aid in comprehending the structured presentation of Ayurvedic knowledge.

The curriculum integrates innovative teaching methods, blending ancient learning approaches like Patha (recitation), Avabodha (comprehension), and Anushthana (application and evaluation) with modern clinical skill development. The content comprises 54 chapters from Charaka Samhita Uttarardha, including Chikitsasthana, Kalpasthana, and Siddhithana, ensuring a comprehensive grasp of Ayurvedic treatment principles, detoxification therapies, and procedural mastery. Each chapter follows a structured approach, beginning with Adhyaya Parichaya (introduction), Siddhanta-Vivarana (explanation of key principles), and Adhyaya Samgraha (summary) to help students systematically understand the text.

To encourage active learning, SA-3 incorporates practical, research-oriented activities, such as applying Tantrayukti, analyzing commentaries (Vyakhya), comparing Samhita concepts, evaluating Panchakarma procedures in clinical settings, and engaging in manuscript studies. Additional activities like case studies, flipped classroom discussions, and practitioner interviews bridge theoretical knowledge with real-world practice. This approach ensures that students develop strong interpretative skills, practical expertise, and a deeper appreciation of Ayurvedic wisdom, preparing them for both academic and clinical excellence.

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Course Code and Name of Course

Course code	Name of Course
AyUG-SA3	Samhita Adhyayan-3

Table 1 : Course learning outcomes and mapped PO

SR1 CO No	A1 Course learning Outcomes (CO) AyUG-SA3 At the end of the course AyUG-SA3, the students should be able to-	B1 Course learning Outcomes mapped with program learning outcomes.
CO1	Justify the methodology of structuring Samhitas and assess the importance of decoding Samhitas using Tantrayukti and Vyakhya.	PO2,PO9
CO2	Apply Samhita Sutras for clinical decision-making in patient care.	PO1,PO3
CO3	Interpret stage-wise treatment plans based on the principles outlined in Samhitas.	PO3,PO5
CO4	Appraise Rasayana and Vajikarana, its significance in health promotion and management of diseases.	PO1,PO5
CO5	Evaluate therapeutic procedures and identify potential complications along with their management.	PO4,PO5
CO6	Analyze the principles for appropriate selection of formulations and their application in Chikitsa.	PO3,PO5
CO7	Recognize the importance of Samhita-based practices in achieving positive therapeutic outcomes, supported by research evidence and clinical studies that validate traditional methodologies and their efficacy in contemporary healthcare.	PO5,PO6,PO7
CO8	Develop and implement ethical principles, moral values, and effective communication skills as healthcare professionals.	PO1,PO8,PO9

Table 2 : Contents of Course

Paper 1 (Samhita Adhyayan - 3)						
Sr. No	A2 List of Topics	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours Theory	E2 Non- Lecture hours Practical
1	<p>Cha.Chi.1.Rasayana Adhyaya</p> <p>1. Abhayamalakiya Rasayana Pada</p> <p>1.1. Bheshaja Paryaya, classification of medicines (Bheshaja & Abheshaja Prakara), benefits of Rasayana and Vajikarana, and detailed types of Rasayana.</p> <p>1.2 Indications and contraindications of Haritaki Prayoga and key formulations like Brahma Rasayana, Chyawanaprasha, and Haritaki Yoga.</p> <p>2. Pranakamiya Rasayana Pada</p> <p>2.1 Gramya Ahara & Vihara and their effects on health.</p> <p>2.2. Rasayana Yogas - Amalaki Rasayana, Nagabala Rasayana, and Bhallataka Rasayana.</p> <p>3. Karapratichitiya Rasayana Pada</p> <p>3.1 Amalakayasa Rasayana Kevala Amalaka Rasayana, Lauhadi Rasayana, Medhya Rasayana, Pippali Rasayana, Pippali Vardhaman Rasayana, Triphala Rasayana, and Shilajatu Rasayana.</p> <p>4. Ayurveda Samutthaniya Rasayana Pada</p> <p>4.1 Indrokta Rasayana and Achara Rasayana</p> <p>4.2 Importance of Pranacharya Vaidya, ethical aspects of Chikitsa.</p>	1	40	1	0	0
2	<p>Cha.Chi. 2.Vajikarana Adhyaya</p> <p>1. Samyogasharamuliya Vajikaran Pada</p> <p>1.1. Importance of Vajikarana</p>	1		1	0	0

	<p>1.2. Various Vajikarana Yoga -Brumhani Gutika, Vajikarana Ghrita Vrushya Yoga, etc.</p> <p>2.Asikta Ksheerik Vajikaran Pada</p> <p>2.1 Vrukshya Ksheera, Vrushya Dadhisara, Vrushya shashtika Odan etc.</p> <p>3. Mashaparnabhritiya Vajikaran Pada.</p> <p>3.1 Specific cow's milk for Vajikaran, Shatavari ghrita etc.</p> <p>4.Pumanjatabaladikam Vajikaran Pada.</p> <p>4.1 Shukra Pravritti, Prashasta ShukraGuna</p> <p>4.2 Vajikarana Nirukti</p>				
3	<p>Cha. Chi .3. Jwara Chikitsitam</p> <p>1. Jwara Prakruti, Pravritti, Prabhava, Poorvarupa, Adhishtana, Pratyatma Lakshana.</p> <p>2. Jwara classification, Jwara Samanya Samprapti Lakshana, Sadhyasadyata.</p> <p>3. Jwara Chikitsa Sutra, Tarun Jwara Chikitsa Sutra, Dhatugata Jwara Chikitsa Sutra, Samsrustha Jwara Chikitsa Sutra, Sannipataj Jwara Chikitsa Sutra.</p> <p>4. Vishama Jwara Chikitsa, Punaravartak Jwara Chikitsa Sutra, Shadanga Paneeya, ten types of Yavagupaan in Jwara.</p> <p>5. Ghruta Prayoga, Ksheera Prayoga in Jeerna Jwara, Samshodhan Chikitsa, Daivavyapashraya Chikitsa in Jwara.</p>	1	2	0	0
4	<p>Cha. Chi.4.Raktapitta Chikitsitam</p> <p>1.Raktapitta Hetu, Samanya Samprapti, Lakshana, Sadhyasadyata, Doshanusara Raktapitta Lakshana, Sadhyasadyata.</p> <p>2.Gati Bheden Sadhyasadyata of Raktapitta, Raktapitta Chikitsa Sutra.</p> <p>3.Gudagata Raktapitta Chikitsa, Nasagata</p>	1	1	0	0

	Raktapitta Chikitsa. 4. Raktapitta Shamana Yoga, Vasa Ghrita, Shatavaryadi Ghrita.				
5	Cha. Chi .5. Gulma Chikitsitam 1. Gulma Hetu, Samanya Samprapti, Lakshana and Sadhyasadyata 2.Gulma types, their Lakshana and Chikitsa 3.Gulma Chikitsa Yoga such as Tryushanadi Ghrita, Hingu-Saurvachaladya Ghrita, Pippalyadya Ghrita, Ksheerashatpala Ghrita, Mishraka Sneha etc.	1	1	0	0
6	Cha.Chi. 6. Prameha Chikitsitam 1.Prameha Hetu, Samanya Samprapti, Sankhya Samprapti, Poorvarupa, Lakshana and Sadhyasadyata. 2.Prameha Chikitsa Sutra. 3.Different types of Kwatha Prayoga in Kaphaj Prameha, Pittaj Prameh. 4.Prameha Chikitsa Yoga Such as Phalatrikadi Kwath,Madhvasava, Peya Prayoga, etc.	1	1	0	0
7	Cha. Chi.7.Kushtha Chikitsitam 1.Kushtha Hetu, Samanya Samprapti, Sankhya Samprapti, Lakshana and Sadhyasadyata 2.Kushtha Samanya Chikitsa Sutra 3.Kushtha Chikitsa Yoga such as Madhvasava, Kanakabindvarishta, Siddharthaka Yoga, Various types of Lepa, Tiktashatpala Ghrita, Mahatiktaka Ghrita, Mahakhadira Ghrita, etc. 4.Shwitra and Kilasa hetu, Lakshana and Chikitsa	1	1	0	0
8	Cha.Chi 8.Rajayakshma Chikitsitam 1.Rajayakshma Chatvari Aayatanani, Samanya Samprapti, Lakshana.	1	1	0	0

	2.Purvarupa of Rajyakshma. 3.Rajyakshma Trirupa, Shadrupa, Ekadasharupa 4. Rajyakshma Chikitsa Sutra 5. Rajyakshma Chikitsa Yoga such as Yavani Shadava, Sitopaladi,Talishadya yoga, Jivantyadi Ghrita etc. Jugupsa Chikitsa.				
9	Cha. Chi.9.Unmada Chikitsitam 1. Unmada Hetu, Samanya Samprapti, Samanya Lakshana. 2.Unmada Bhedha, Vataj, Pittaj, Kaphaj, Sannipataj, Agantuj Unmad Lakshana. 3.Unmada Chikitsa Sutra, Agantuja Unmada Hetu, Agantuja Unmada Chikitsa. 4.Vigata Unmada Lakshana, Unmada Chikitsa Yoga. 5. Kalyanaka Ghrita, Mahakalyanaka Ghrita, Mahapaishachika Ghrita, Lashunadya Ghrita, Purana Ghrita, Siddharthaka Yoga.	1	1	0	0
10	Cha.Chi.10.Apasmara Chikitsitam 1.Apasmar hetu, Samanya Samprapti, Samanya Lakshana. 2.Apsmar bheda,their lakshana, and Sadhyaasadhyata. 3 Apasmar Samanya Chikitsa Sutra 4.Apasmar - Chikitsa Yoga such as Panchagavya Ghrita, Mahapanchagavya Ghrita, Brahmi Ghruta etc. 5.Atattvabhinivesha hetu,Lakshana, Chikitsa	1	1	0	0
11	Cha. Chi.11.Kshataksheena Chikitsitam 1. Kshataksheena Hetu, Samprapti, Poorvarupa, Lakshana and Sadhyaasadhyata 2. Kshataksheena Chikitsa 3. Shaman yogas such as Lakshadi yoga, Eladi	1	1	0	0

	Gutika, Amruta prasha Gruta, Sarpi Guda, Nagabala Rasayana etc.	
12	Cha. Chi. 12. Shwayathu Chikitsitam 1. Shwayathu Bheda, Nidana, Samprapti, 2. Samanya Lakshana and Sadhyasadyata 3. Vataja, Pittaja, Kaphaja Shotha Lakshana 4. Shwayathu Chikitsa according to Avastha and according to Dosha-Pradhanya 5. Chikitsa Yoga Gandiradyarishta, Ashtashatarishta, Punarnavadyarishta, Kamsaharitaki, Ksharagutika, 6. Eka Deshaja Shotha	1
13	Cha. Chi. 13. Udara Chikitsitam Udara Roga Samanya Hetu, Purvarupa, Samprapti, Samanya Lakshana and Sadhyaasadyata Ashtodara and their Hetu, Samprapti and Lakshana Samanya and Avasthika (according to Dosha predominance) Chikitsa of Udara Roga Shaman Yogas such as Takraprayoga, Kshiraprayoga, Narayana Churna, etc.	1
14	Cha. Chi. 14. Arsha Chikitsitam 1. Types of Arsha, Adhisthan, Samsthan of Arshas, Purvarupa. 2. Nidan, Lakshan, Saadhyasadyata of Arshas based on dosha predominance. 3. Arsha Chikitsa, Ardra Arsha Chikitsa. 4. Lakshana and Chikitsa of Raktaj Arshas in association with dosha, Importance of Takra in Arsha. 5. Shamana Yoga, Takrarishta, Abhayarishta, Dantyarishta, Phalarishta, Kanakarishtha, Kutajadi Rasakriya, Piccha Basti.	1
15	Cha. Chi. 15. Grahani dosha Chikitsitam 1. Ajeerna: Hetu and Lakshana.	1

1	0	0
1	0	0
1	0	0
2	0	0

	<p>2. Grahani: Purvarupa, Lakshana, Prakruta Karma, and Bheda with Vataja, Pittaja, Kaphaja, Sannipataja variants, including Hetu, Lakshana, and Chikitsa.</p> <p>3. Takra Prayoga, Takrarishta Yoga, and the significance of Sneha Prayoga in Mandagni.</p> <p>4. Agni: Factors affecting it, Atyagni Samprapti, Lakshana, and Chikitsa.</p> <p>5. Shamana Yogas: Dasamuladya Ghrita, Chitrakadi Vati, Trayushanadya Ghrita, Panchamuladya Ghrita, Bhunimbadya Churna, Mudhukaasava, Pindaasava, Mulaasava, Madhvaarishta.</p>					
16	<p>Cha. Chi.16.Panduroga Chikitsitam</p> <p>1. Panduroga Bheda, Hetu, Samprapti, Purvarupa, Samanya Lakshana.</p> <p>2. Vataja, Pittaja, Kaphaja, Tridoshaja, Mridbhakshanajanya Panduroga Hetu, Lakshana, Sadhyasadyata.</p> <p>3. Panduroga Samanya Chikitsa, Doshanusara Chikitsa.</p> <p>4. Kamala Bheda, Lakshana, Chikitsa, Halimaka Lakshana, Chikitsa.</p> <p>5. Shaman Yogas, Navayasa Churna, Mandura Vataak, Yogaraj, Dadimadya Ghruta, Punarnava Mandura.</p>	1		1	0	0
17	<p>Term 1 Non Lecture theory Activities</p> <p>Activities to be conducted in the entire term 1.</p>	1		0	34	0
18	<p>Cha Chi.17.Hikka Shwasa Chikitsitam</p> <p>1. Hikka Shwasa Hetu, Samanya Samprapti, Purvarupa.</p> <p>2. Hikka types, Vishesha Lakshana, Sadhyasadyata, Shwasa types, Vishesha Lakshana, Sadhyasadyata.</p>	2	30	1	0	0

	<p>3. Hikka Shwasa Samanya Chikitsa, Dhumapaan, Nasya Prayoga.</p> <p>4. Shaman Yogas, Shatyadi Churna, Muktadya Churna, Dashamuladya Ghrita.</p> <p>5. Manasheeladi Ghrita, Tejovatyadi Ghrita.</p>				
19	<p>Cha. Chi.18.Kasa Chikitsitam</p> <p>1. Kasa bhedha, Purvarupa, Samprapti.</p> <p>2. Vataj kasa, Pittaj Kasa, Kaphaj Kasa, Kshataj Kasa and Kshayaj Kasa, their hetu, Samprapti, Lakshana and Chikitsa.</p> <p>3. Shaman yogas such as Kantakari Ghrita, pippalyadya Ghrita, Trayushanadya Ghrita, Agastya Haritaki, Guduchayadi Ghrita</p>	2	1	0	0
20	<p>Cha. Chi.19. Atisara Chikitsitam</p> <p>1. Hetu, Samprapti, Lakshana, Chikitsa of Vata Atisara, Pitta Atisara, Kapha Atisara, Tridoshajatisara (Sannipatatisara), Agantuja Atisara, Amaj Atisara.</p> <p>2. Agantu Atisara Samanya Chikitsa, Pramaty Prayoga in Madhyama Dosha of Atisara.</p> <p>3. Sangrahi Aoushadhi Nishedha, Samanya Chikitsa in Aamatisara, Takra Prayoga, Mamsa Prayoga, Khada Yusha Prayoga in Atisara.</p> <p>4. Guda Bhramsha Chikitsa, Piccha Basti Prayoga, Sannipataj Atisara Chikitsa.</p> <p>5. Shamana Yogas, Changeri Ghruta, Chavya Ghruta, Dashamoola Ghruta, Dravyadi Ghruta.</p>	2	1	0	0
21	<p>Cha. Chi.20. Chhardi Chikitsitam</p> <p>1. Chhardi Bheda, Purvarupa,</p> <p>2. Chhardi Bhedanusarena Hetu, Samprapti and Lakshana, Sadhyasadyata, and Chikitsa sutra.</p> <p>3. Chhardi Samanya Chikitsa</p>	2	1	0	0

	4. Jeerana Chhardi lakshana and Chikitsa	
22	Cha. Chi.21.Visarpa Chikitsitam 1.Visarpa Vyakhya, Bheda, Sapta Dravya Samgrah, Visarpa Hetu, Samprapti, Lakshana according to Dosha-Pradhanya, Chikitsa. 2.Sthananusara 3.Visarpa Bheda, Lakshana, Sadhyasadyata, Chikitsa, Upadrava Vyakhya. Visarpa Samanya Chikitsa, Importance of Raktamokshana, Bahiparimarjana Chikitsa. 4.Importance of Pradeha, Pralepa Yogas in Visarpa. 5.Pathya and Apathya Ahara in Visarpa.	2
23	Cha. Chi.22.Trishna Chikitsitam 1.Trushnaroga Hetu, Samprapti,Purvarupa, Samanya Lakshana 2.Lakshana and chikitsa sutra of Vata-Pitta-Kapha-Aamaja-Kshyaja-Upasargaja Trushnaroga. 3. Indications for Sheetajalapaan and Ushna jala paan 3. Significance of Endra Jala, Trunapanchamula Sadhita Jala. Dhanyaambu	2
24	Cha. Chi.23.Visha Chikitsitam 1.Visha types, Visha guna, Gara visha and Dushi Visha. Lakshana, Chikitsa. 2.Enumerate Visha upakram. 3.Shankha visha lakshana and Chikitsa. 4. Shaman yogas Mritasanjivana Agad. Kshara Agad, Grihadhumadi yoga, Mahagandhahasti agad, Chandanadi yoga, Amruta ghruta	2
25	Cha.Chi.24.Madatyaya Chikitsitam	2

1	0	0
1	0	0
1	0	0
1	0	0

	1. Definition of Mada, Stages of Madatyaya 2.Types of Madatyaya and their Hetu, Lakshna and Samprapti, Chikitsa Sutra 3.Shat-trik 4. Dhwamsaka and vikshaya Lakshana and Chikitsa 5. Shamana Yogas, Astanga Lavana, Kshira Prayoga, etc				
26	Cha.Chi.25.Dwivraniya Chikitsitam 1.Enumerate Vrana bheda, Vrana sthana, Gandha, Srava, Upadrava, dosha. 2.Sadhyaasadyata and Chikitsa of vrana.	2	1	0	0
27	Cha. Chi.26. Trimarmiya Chikitsitam 1.Nidan, Lakshana and Chikitsa of Udavarta 2.Enumerate Mutrakrichra, Pratishyaya, Shiroroga, Arochaka. 3.Nidan, Bheda, Lakshana and Chikitsa of Hridroga. 4. Shamana Yogas Sahacharataila, Mahanila taila, Dviruttara hingvada churna, Hinguvachadi Churna, Pasanabhedadi ghrita, Pushkarmuladi Kvatha. 5.Significance of Tridosha.	2	1	0	0
28	Cha.Chi.27.Uruthambha Chikitsitam 1. Hetu, Purvarupa,Lakshana of Uruthambha. 2. Chikitsa Siddhanta of Uruthambha 3. Substantiate contraindication of Panchakarma in Uruthambha Chikitsa 4. Shaman yogas of Ashtakatvara Taila, Sharnageshtadi Churna	2	1	0	0
29	Cha.Chi.28.Vatavyadhi Chikitsitam 1.Samanya Nidan , Purvarupa, Lakshana and Chikitsa sutra.	2	2	0	0

	<p>2.Sthana bhedha Kupita Vayu Lakshanas and Chikitsa.</p> <p>3.Chikitsa Sutra of Ardhita, Pakshaghata, Gridhrisi , Khalli.</p> <p>4.Avaran, Lakshana and Chikitsa.</p> <p>5.Shaman yogas of Vatavyadhi Baladitaila, Rasnataila, Nirgundi taila, Sahachara taila, Amrutadya taila .</p>					
30	<p>Cha.Chi.29.Vatashonita Chikitsitam</p> <p>1.Nidan, Samprapti, Purvarupa, Bhedha , Lakshana, Sadhyaasadyata and Upadrava of Vatashonita.</p> <p>2.Utthan and Gambhira Vatashonita Chikitsa Sutra.</p> <p>3.Significance of Ksheerabasti prayoga in Vatarakta.</p> <p>4.Shaman yogas of Vatarakta- sukumara taila, madhuk tailam, Pinda tailam, Shtapaka and Sahasrapaka Bala tail.</p>	2		1	0	0
31	<p>Cha.Chi.30.Yonivyapad Chikitsitam</p> <p>1.Yonivyapad types, Lakshana, Chikitsa, Shukra Dosha, Hetu, Lakshana, Chikitsa.</p> <p>2.Shuddha Shukra Lakshana, Klaihya Bheda, Lakshana, Sadhyasadyata, Chikitsa.</p> <p>3.Pradara Hetu, Samprapti, Lakshana, Chikitsa.</p> <p>4. Chikitsa Pariksha Vishayas, Anuktavyadhi Chikitsa, Aoushadhi Sevana Kala.</p> <p>5. Importance of Pathya.</p>	2		1	0	0
32	<p>Cha. Ka.1Madanakalpam</p> <p>1.Definition of Vaman, Virechana, Mode of Action, Trividha Desha Lakshana.</p> <p>2.Aushadhi Samgrah Kaala, Vidhi, Shreshthata of Madanphala among Vamaka Dravyas.</p> <p>3.Madhu, Saindhava Prayoga in Vamak Yogas, Madanaphala Sangraha, Prayoga Vidhi.</p>	2	10	1	0	0

	4. Yogas of Madanaphala, Madanaphala Ghreya Yoga. 5. Madanaphala Paryaya.				
33	Cha.Ka.2 to 6 Cha.Ka.2. Jimutaka Kalpam , Cha.Ka.3. Ikshvaku Kalpam, Cha.Ka.4. Dhamargava Kalpam Cha,Ka.5. Vatsaka Kalpam, Cha.Ka.6. Kritavedhana Kalpam 1.Paryaya and Guna of Jivamutak , Ikshvaku, Dhamargava . Vatsaka and Kritavedhana Kalpam. 2.Yogya Roga and Rogi for Jivamutak , Ikshvaku, Dhamargava . Vatsaka and Kritavedhana Kalpam. 3.Enumerate yogas of Jimutaka , Ikshvaku, Dhamargava ,Vatsaka, and Kritavedhana Kalpam.	2	1	0	0
34	Cha.Ka.7.Shyamatrivrutta Kalpam 1.Paryaya , Guna,Bheda,indications 2.Samgraha and prayoga vidhi. 3.Enumerate the Shyamatrivrita Yogas 4.Kalyanaka Guda, Vyoshadi Gutika ingredients and Indications. 5.Rutuanusruta Trivrita Prayoga.	2	1	0	0
35	Cha.Ka.8. to 11 Cha.Ka.8. Chaturangula Kalpam, Cha.Ka.9. Tilvaka Kalpam, Cha.Ka.10. Sudha Kalpam, Cha.Ka.11. Saptalashankhini Kalpam.	2	1	0	0

	1.Paryaya, Gunas, Indications, Samgrah and Prayoga Vidhi of Chaturangula, Tilvaka, Sudha, Saptalashankhini. 2. Yogas of Chaturangula Kalpam, Tilvaka kalpam, Sudha Kalpam, Saptalashankhini Kalpam.					
36	Cha.Chi.12.Dantidravanti Kalpam 1.Paryaya,guna, Samgraha and Prayoga Vidhi . 2.Enumerate the Yogas of Danti Dravanti kalpam. 3.Guidelines for nomenclature of formulations. 4.Significance of Dravya Samyoga. 5.Characterstics of Mrudu, Madhyama and Teekshna Shodhan dravys . 6.Doshashesha Chikitsa. 7.Magadha Mana Paribhasha. 8.Trividha Snehapaka lakshana and their Usage	2		1	0	0
37	Term 2 Non Lecture theory Activities Activities to be conducted in the entire term 2.	2		0	33	0
38	Cha. Si.1.Kalpana Siddhi 1.Guidelines for Snehana, Swedana, Benefits of Snehana Swedana, Utkleshakara Ahara Dravyas before Vaman and Virechana. 2.Sansarjana Krama Vidhi, Samyak Yoga, Ayoga, Atiyoga Lakshana of Vamana, Virechana, Asthapana Basti, Anuvasana Basti, Shirovirechana. 3.Concept of Karma, Kala, Yoga Basti, Panchakarma Parihar Kala, Vishaya. 4. Basti Apratyagaman Hetu, Chikitsa. 5. Importance of Matra in Panchakarma Chikitsa.	3	20	1	0	0
39	Cha.Si.2.Panchakarmiya Siddhi 1.Anupakramya for Chikitsa 2.Yogya and Ayogya Rogi for Panchakrama with their reasons.	3		1	0	0

40	Cha.Si.3.Bastisutriyam Siddhi 1.Factors to be considered before administration of Basti. 2.Improper admnistration of Basti and Chikitsa. 3.Effects of Niruha-basti on Tridosha. 4.Pathya to be followed after Basti Karma. 5.Doshanusara Basti Kalpana.	3
41	Cha. Si.4.Snehavyapat Siddhi 1.Snehabasti Vyapat, its hetu, Lakashana and Chikitsa. 2.Matrabasti-Indications, dose and benefits 3.Pathya to be followed after Anuvasan Basti. 4.Pratidina Anuvasaneeya Basti yogya Purusha. 5.Matrabasti indications and its Importance.	3
42	Cha.Si. 5.Netrabastivyapat Siddhi 1.Basti netra dosha and its harmful effects. 2.Basti putak dosha and its harmful effects. 3.Bast Praneta dosha and its complications.	3
43	Cha.Si.6.Vamana Virechana Vyapat Siddhi 1. Indication of Shodhana in Sadharana Rutu, Pre-requisite for Samyak Yoga of Shodhana. 2. Importance of Matravat Aoushadhi, Tarpana Prayoga in Vaman and Virechana. 3. Jeerna Aoushadhi Lakshana, Ajeerna Aushadhi Lakshana. 4. Vaman-Virechana Vyapad, Hetu, Lakshana, Chikitsa.	3
44	Cha. Si. 7.Bastivyapat Siddhi	3

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	<p>1.Aasthapana Basti Vyapad, its Hetu, Lakshana and Chikitsa.</p> <p>2.Basti Dravyas used for Mrudu and Teekshna Basti.</p> <p>3.Basti Prabhav</p>	
45	<p>Cha.Si.8.Prasrita Yogyam Siddhi</p> <p>1.Various Prasritika-basti-yoga and their indications.</p> <p>2.Permutation and Combination of Atisar , its Upadrava and Chikitsa.</p> <p>3.Atisara Samanya Chikitsa Siddhant and Use of Ghruta and Yavagu Kalpana.</p>	3
46	<p>Cha.Si.9.Trimarmiya Siddhi</p> <p>1.Importance of Trimarma, Trividha Marma Abhighata Lakshana, Chikitsa.</p> <p>2. Apatantrak, Apatanak Samprapti, Lakshana, Chikitsa.</p> <p>3. Tandra Hetu, Samprapti, Chikitsa.</p> <p>4. Enumeration of Basti Rogas, Uttara Basti Vidhan.</p> <p>5. Enumeration of Shirorogas, Importance of Nasya Karma, Types, Indications.</p>	3
47	<p>Cha. Si. 10.Basti Siddhi</p> <p>1.Shresthata of Basti Karma.</p> <p>2.Enumeration of Basti as per Doshaanusra and Vyadhianusara (Doshapratyaneeka and Vyadhi Pratyaneeka)</p>	3
48	<p>Cha.Si.11.Phalamatra Siddhi</p> <p>Understand the concept of Sadatura with its Hetu and Chikitsa.</p>	3
49	<p>Cha.Si.12.Uttara Basti Siddhi</p> <p>1. Rasadi Samsarjana Krama, Benefits, Prakruti</p>	3

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	<p>Prapta Purusha Lakshana.</p> <p>2. Asta Mahadoshakara Bhavas, Karan, Lakshana, Chikitsa.</p> <p>3. Definition, Benefits, Indications of Yapana Basti, Enumeration of Yapana Basti Kalpana.</p> <p>4. Atiyog of Yapana Basti Effects, Management.</p> <p>5. Definition of Siddhithana, Samhita Adhyayan Phala, Definition, Karya of Pratisamskarta, Significance of Charaka Samhita.</p>					
50	<p>Term 3 Non Lecture theory Activities</p> <p>Activities to be conducted in the entire term 3.</p>	3		0	33	0
Total Marks			100	50	100	0

Table 3 : Learning objectives of Course

Paper 1 (Samhita Adhyayan - 3)										
A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/sub	D3 MK / DK / NK	E3 Level	F3 T-L method	G3 Assessment	H3 Assessment Type	I3 Term	K3 Integration	L3 Type
Topic 1 Cha.Chi.1.Rasayana Adhyaya (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Explain basic meaning of terms like Abheshaja, Vatatapika Rasayana, Kutipravesika Rasayana, Aachara Rasayana, Pranakamiya, Yayavara.	CK	MK	KH	L&GD, BS	QZ ,VV-Viva,COM	F&S	I	-	LH
CO1	Enlist Bhesaja ParyayaClassify Bhesaja and Abheshaja (Cha.Chi.1/1/3-6)	CK	MK	K	L,BS,DIS	P-VIVA,T-CS	F&S	I	-	LH
CO1	Identify the examples of Abheshaja	CE	DK	KH	DIS,BS,TPW,L	QZ ,VV-Viva	F&S	I	-	LH
CO4	Describe the functions of Rasayana (Cha.Chi 1/1/7-8)	CC	MK	KH	L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO4	Describe the functions of Vajikarana (Cha. Chi. 1/1/9-12)	CC	MK	KH	L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO4	Differentiate between Rasayana and Vajikarana (Cha Chi.1/1/8-12)	CK	DK	KH	L&GD, BS	P-VIVA,DEB	F&S	I	-	LH
CO4	Discuss types of Rasayana - Kutipravesika and Vatatapika (Cha.Chi. 1/1/16-23)	CC	DK	KH	L&GD, L&PPT	T-CS,P-VIVA	F&S	I	-	LH
CO4	Discuss Haritaki Prayoga in Rasayana Chikitsa (Cha.Chi 1/1/29-37)	CC	MK	K	L&GD, L&PPT	P-VIVA,T-CS	F&S	I	-	LH

CO4	Enlist Rasayana Yoga - Brahma Rasayana, Chyawanaprasha, Haritaki Yoga, Amalaka Rasayana (Cha.Chi. 1/1/41-79)	CK	DK	K	L&PPT	QZ ,T-CS,P-VIVA	F&S	I	-	LH
CO4	Define Gramya Aahara and Vihara and explain their Effects (Cha.Chi 1/2/3)	CC	DK	K	L&PPT ,DIS	T-CS,P-VIVA	F&S	I	-	LH
CO4	Describe Rasayana Yoga- Amalaka Rasayana, Nagabala Rasayana, Bhallataka Rasayana, (Cha .Chi 1/2/4-22)	CC	DK	K	TBL,L &PPT	PRN,T-CS	F&S	I	-	LH
CO4	Discuss Rasayana yoga - Amalakaayasa Brahma Rasayan, Kevala Amalaka Rasayana, ,Lauhadi Rasayana, Medhya Rasayana, Pippali Rasayana, Pippali Vardhamanm, Triphala Rasayana, Shilajatu Rasayana and Varjya during Shilajatu Prayoga.	CC	MK	K	GBL,L &PPT ,PER	T-CS,P-VIVA	F&S	I	-	LH
CO4	Discuss Kulathya Nishedha in Shilajatu Prayoga (Cha.Chi.1/3/62-64)	CC	DK	K	DIS	QZ ,P-VIVA	F&S	I	-	LH
CO4, CO8	Discuss Aachara Rasayana and its importance in current era. (Cha.Chi 1/4/30-35)	CAP	MK	KH	L&PPT ,BS,DIS ,CBL	CL-PR,DE B,P-VIVA,T-CS	F&S	I	-	LH
CO4, CO8	Discuss Aachara Rasayana and its importance in the modern era, along with the code of conduct for Bhishak.	CAP	MK	KH	BS,L&GD	P-VIVA,QZ	F&S	I	-	LH

Topic 2 Cha.Chi. 2.Vajikarana Adhyaya (LH :1 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO4	Discuss Pradhana Vajikarana (Cha chi 2/1/3-15)	CC	MK	K	BS,DIS, L&PPT	T-CS,P-VIVA	F&S	I	-	LH
CO4	Justify the importance of Vajikarana in current era (Cha Chi 2/1/16-23)	CAP	MK	KH	BS,DIS, L&GD	T-CS,P-VIVA	F&S	I	-	LH
CO4	Describe Various Vajikarana Yoga - Brumhani Gutika,	CK	NK	K	TPW,G	VV-Viva,T-	F&S	I	-	LH

	Vajikarana Ghrita, Vrushya Yoga.				BL	CS				
CO4	Enlist the attributes of Vrushya Dravya and explain Anukta Vajikarana Sangraha (Cha Chi 2/4/36-45)	CK	MK	K	L&PPT, L&GD	P-VIVA, T-CS	F&S	I	-	LH
CO4	Define Vrushya, Shukra-Pravrutti, Prashasta Shukra Guna, Cha Chi 2/4/36, 46-49, 50	CC	MK	K	L&GD	P-VIVA, T-CS	F&S	I	-	LH
CO4	Discuss the yogas explained in the Asiktaksheerika Vajikaran yogas of Vrushya Ghrita, Vrushya DadhiSara, Vrushya Shashtika Odan.	CK	NK	K	L&PPT	P-VIVA, T-CS	F&S	I	-	LH
CO1	Discuss the Yogas and Specific cow's milk for vajikaran, Shatavari Ghrita, and other factors influencing vitality.	CK	NK	K	SDL	T-OBT	F&S	I	-	LH
CO4	Summarize the chapter based on sutra (Cha chi 2/4/52-53)	CK	NK	K	SDL, L, L&PPT	P-VIVA	F&S	I	-	LH

Topic 3 Cha. Chi .3. Jwara Chikitsitam (LH :2 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Explain Jwara - Prakruti, Pravritti, Prabhava, Poorvarupa, Adhishthana, Pratyatma Lakshana (Cha Chi 3/12-31)	CC	MK	K	L&PPT	T-CS, P-VIVA	F&S	I	-	LH
CO2	Outline the classification of Jwara (Cha. Chi 3/32-35)	CAP	MK	K	L&PPT	T-CS, P-VIVA	F&S	I	-	LH
CO2	Discuss Prakruta and Vaikruta Jwara (Cha. Chi 3/42-49)	CC	MK	KH	L&PPT	P-VIVA, T-CS	F&S	I	-	LH
CO2	Outline the Samprapti of Doshakalabalabalaheden Jwara Prakara (Cha. Chi 3/53-74)	CAP	MK	KH	L&PPT	T-CS, P-VIVA	F&S	I	-	LH
CO2	Enlist the Lakshana of Dhatugata Jwara (Cha. Chi 3/75-83)	CK	DK	K	L&PPT, TBL	P-VIVA, QZ	F&S	I	-	LH

						,T-CS				
CO2	Enlist the Lakshana of Dvandvaja and SannipatajaJwara (Cha.Chi. 3/84-110)	CK	DK	K	L&PPT	T-CS,P-VIVA	F&S	I	-	LH
CO2	Enlist the Lakshana of Chaturvidha Agantuja Jwara (Cha.Chi 3/111-128)	CK	DK	K	L&PPT	T-CS,P-VIVA	F&S	I	-	LH
CO2	Outline the Samanya Samprapti of Jwara (Cha.Chi. 3/129-132)	CC	MK	KH	DIS,L&PPT ,BS	P-VIVA,T-CS	F&S	I	-	LH
CO2	Enlist the Lakshana of Ama, Pachyamana and Nirama Jwara (Cha.Chi. 3/132-137)	CK	DK	K	L&PPT	T-CS,P-VIVA	F&S	I	-	LH
CO3	Explain Taruna Jwara Chikitsa (Cha. Chi. 3/132-137)	CC	MK	KH	L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO2, CO3	Determine the significance of Langhana in Taruna Jwara Chikitsa (Cha. Chi 3/139-141)	CAP	MK	KH	L&PPT ,L&GD	T-CS,P-CA SE,P-VIVA	F&S	I	-	LH
CO3	Discuss Swedana, Kala, Yavagu Pana, Tiktaka Rasa in Taruna Jwara Chikitsa (Cha.Chi 3/142-162)	CAN	MK	KH	L&GD	T-CS,P-VIVA	F&S	I	-	LH
CO3	Enlist Jwaranashana Kashaya (Cha.Chi 3/197-218)	CK	MK	K	L&PPT ,TPW	P-VIVA,T-CS	F&S	I	-	LH
CO3, CO6	Describe Jeerna-Jwara Chikitsa (Cha.Chi. 3/291)	CC	MK	KH	L&PPT ,DIS,CB L	P-VIVA,C L-PR	F&S	I	-	LH
CO3, CO6	Explain Vishama-Jwara Chikitsa (Cha. Chi 3/292-309)	CC	MK	KH	L&PPT	T-CS,P-VIVA	F&S	I	-	LH
CO3, CO6	Outline Dhatugata Jwara Chikitsa (Cha.Chi.3/310-316)	CK	MK	K	L&PPT	P-VIVA,T-CS	F&S	I	-	LH

CO3, CO6	Describe Agantuja Jwara Chikitsa (Cha. Chi. 3/317-322)	CK	MK	K	L&PPT	T-CS,P- VIVA	F&S	I	-	LH
CO3, CO6	Explain Punaravartaka Jwara Chikitsa Sutra(Cha.Chi. 3/333-343)	CK	MK	K	DIS,L& PPT	P-VIVA,T- CS	F&S	I	-	LH
CO2	Enlist Jwara-Pramoksha Lakshana (Cha.Chi. 3/324-332)	CK	MK	K	SDL,L &PPT	T-CS,P- VIVA	F&S	I	-	LH
CO1	Summarize the chapter based on Sutra (Cha.Chi.3/333-337)	CK	NK	K	SDL	T-OBT	F&S	I	-	LH
Topic 4 Cha. Chi.4.Raktapitta Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO2	Explain Hetu (causative factors), Vyakhya (definition) and Samanya Samprapi of Raktapitta (Cha.Chi.4/5-10)	CC	MK	K	L&PPT	T-CS,P- VIVA	F&S	I	-	LH
CO1, CO2	Explain types of Raktapitta according to predominance of Dosha (Cha. Chi. 4/11-13)	CC	MK	K	L&GD	T-CS,P- VIVA	F&S	I	-	LH
CO1, CO2	Explain Sadhyasadhyata of Raktapitta (Cha.Chi. 4/13-24)	CC	MK	KH	L&GD	T-CS,P- VIVA	F&S	I	-	LH
CO3	Justify Stambhana Nishedha in Raktapitta Chikitsa (Cha.Chi. 4/25-28)	CAN	MK	KH	BS,L	P-VIVA,T- CS	F&S	I	-	LH
CO1, CO3	Elaborate the Chikitsa Sootra of Raktapitta (Cha. Chi. 4/29-30)	CC	MK	KH	L&PPT	P-VIVA,T- CS	F&S	I	-	LH
CO1, CO3	Explain Shodhana Chikitsa in Raktapitta (Cha.Chi. 4/54-61)	CC	MK	KH	L&GD	P-VIVA,T- CS	F&S	I	-	LH
CO3, CO6	Enlist various Shamana Kalpa in Raktapitta Chikitsa - Vasa Ghrita, Shatavaryadi Ghrita, etc.	CK	DK	K	TPW,L &GD	P-VIVA,C OM	F&S	I	-	LH

CO3, CO6	Explain Mootramargagata, Purishamargagata and Nasagata Raktapitta Chikitsa (Cha.Chi 86 -101)	CC	DK	KH	CBL,L &PPT	T-CS,P- VIVA	F&S	I	-	LH
CO1	Summarize the chapter based on sutra (Cha. Chi. 4/178-180)	CK	NK	K	SDL	T-OBT	F&S	I	-	LH
Topic 5 Cha. Chi .5. Gulma Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1, CO2	Explain Hetu (causative factors) and Samanya Samprapi of Gulma (Cha.Chi.5/4-7)	CC	MK	KH	L&PPT ,L&GD, BS	T-CS,P- VIVA	F&S	I	-	LH
CO1, CO2	Describe the importance of Gulmasthana in samprapti (Cha.Chi. 5/8)	CC	MK	KH	DIS,BS, L&PPT	P-VIVA,T- CS,CL-PR	F&S	I	-	LH
CO1, CO2	Enlist Hetu and Lakshana of Raktaja Gulma (Cha.Chi. 5/18-19)	CK	DK	K	L&PPT	P-VIVA,T- CS	F&S	I	-	LH
CO2	Discuss Vataja - Pittaja - Kaphaja Gulma Chikitsa	CC	MK	KH	L&GD	P-VIVA,T- CS	F&S	I	-	LH
CO3, CO6	Discuss Gulma - Chikitsa Yoga such as Tryushanadi Ghrita, Hingu-Saurvachaladya Ghrita, Pippalyadya Ghrita, Ksheerashatpala Ghrita, Mishraka Sneha.	CC	DK	KH	L&PPT ,CBL	P-VIVA,T- CS,CBA	F&S	I	-	LH
CO3	Discuss Raktaja Gulma Chikitsa (Cha. Chi.5/183-189)	CC	DK	KH	L&GD	P-VIVA,T- CS	F&S	I	-	LH
CO1	Summarize the chapter based on sutra (Cha.Chi. 4/178-180)	CK	NK	K	SDL	T-OBT	F&S	I	-	LH
CO3, CO6	Discuss Gulma - Chikitsa Yoga such as Tryushanadi Ghrita, Hingu-Saurvachaladya Ghrita, Pippalyadya Ghrita, Ksheerashatpala Ghrita, Mishraka Sneha	CC	DK	KH	L&PPT ,TBL	P-VIVA,T- CS	F&S	I	-	LH

Topic 6 Cha.Chi. 6. Prameha Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1, CO2	Explain causative factors and Samanya Samprapi,Sadhyasadhyata of Prameha in Prameha (Charaka Chikitsa 6/4-7)	CC	MK	KH	L&PPT	T-CS,P-VIVA	F&S	I	-	LH
CO1, CO2	Enlist Dosha - Dushya Sangraha in Prameha (Cha.Chi 6/8)	CK	MK	K	L&PPT ,DIS,BS	P-VIVA,O-QZ,T-CS	F&S	I	-	LH
CO2	Enlist sub-types of Kaphaja, Pittaja and Vataja Prameha - Sankhya Samprapti of Prameha (Charaka Chikitsa 6/9-12)	CK	DK	K	L&PPT	P-VIVA,T-CS	F&S	I	-	LH
CO2	Describe Purvarupa of Prameha (Cha. Chi.6/13-14)	CC	MK	KH	L&PPT	P-VIVA,T-CS	F&S	I	-	LH
CO1, CO3	Elaborate the Chikitsa Sootra of Prameha (Cha. Chi. 6/15-17)	CAP	MK	KH	L&GD, CBL	P-VIVA,T-CS	F&S	I	-	LH
CO2, CO3	Discuss two types of Pramehi with respect to Shodhana and Shamana Chikitsa	CAP	MK	KH	L&GD	T-CS,P-VIVA	F&S	I	-	LH
CO3, CO6	Enlist Shamana Kalpa in Prameha Chikitsa	CK	DK	K	CBL,L &PPT	P-VIVA,T-CS	F&S	I	-	LH
CO1, CO6	Justify the role Aahara Kalpana / Yava in Chikitsa of Prameha (Cha.Chi. 6/18-24)	PSY- SET	NK	KH	L&PPT ,CBL	T-CS,P-VIVA	F&S	I	-	LH
CO2, CO3	Elaborate Prameha - Samanya Chikitsa Siddhanta (Cha. Chi. 6/51-58)	CC	MK	KH	L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO2	Differentiate between Pittaja Prameha and Raktapitta (Cha.Chi. 6/54)	CAN	MK	KH	L&PPT	T-CS,P-VIVA	F&S	I	-	LH
CO2	Differentiate between Kaphaja and Vataja Prameha (Cha. Chi 6/55)	CAN	MK	KH	SDL,DI S	P-VIVA,CBA	F&S	I	-	LH

CO1, CO7	Discuss Prameha as Kulaja Vikara (Cha.Chi. 6/54)	CAP	DK	KH	BS,L&P PT ,DIS	QZ ,P- VIVA,T- CS	F&S	I	-	LH
CO1	Summarize the chapter based on sutra (Cha. Chi. 6/59-61)	CK	NK	K	SDL	T-OBT	F&S	I	-	LH
Topic 7 Cha. Chi.7.Kushtha Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Explain causative factors and Samanya Samprapti of Kushtha (Cha.Chi 7/4-10)	CC	MK	KH	L&GD	T-CS,P- VIVA	F&S	I	-	LH
CO1	Enlist and explain Kushthanam Saptako Dravya-Sangraha (Cha. Chi. 7/9-10)	CC	MK	KH	L&GD	T-CS,P- VIVA	F&S	I	-	LH
CO2	Enlist Purvarupa of Kushtha (Cha. Chi. 7/11-12)	CC	MK	K	L&PPT	P-VIVA,T- CS	F&S	I	-	LH
CO2	Enlist seven types of Mahakushtha (Cha. Chi.7/13-20)	CK	MK	K	L&PPT	P-VIVA,T- CS	F&S	I	-	LH
CO2	Enlist eleven types of Kshudrakushtha (Cha.Chi. 7/21-26)	CK	MK	K	L&PPT	T-CS,P- VIVA	F&S	I	-	LH
CO2	Diffentiate between Mahakushtha and Kshudrakushtha	CAN	DK	KH	BS,L& GD	P-VIVA,T- CS	F&S	I	-	LH
CO2	Analyse Doshic predominace of seven types of Mahakushtha (Cha.Chi.7/27-29)	CAN	MK	KH	L&GD	P-VIVA,T- CS	F&S	I	-	LH
CO2	Analyse Samanya Dosha Lakshana in Kushtha (Cha. Chi.7/34-36)	CAN	MK	KH	L&GD	P-VIVA,M- CHT,T-CS	F&S	I	-	LH
CO2	Explain Sadhyasadhyata of Kushtha (Cha.Chi.7/37-38)	CC	MK	K	L&GD	P-VIVA,T- CS	F&S	I	-	LH

CO2, CO3	Elaborate the Chikitsa Sootra of Kushtha (Cha.Chi. 7/39-42)	CAP	MK	KH	L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO2, CO3	Explain Shodhana Chikitsa in Kushtha (Cha. Chi. 7/43-49)	CC	MK	KH	L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO6	Enlist Shamana Kalpa (Bahi-Parimarjana Chikitsa) in Kushtha Chikitsa (Cha. Chi. 7/84-96) - Lepa, Udgharshana.	CK	DK	K	L&GD, TPW	T-CS,P-VI VA,COM	F&S	I	-	LH
CO6	Describe Kushtha - Chikitsa Yoga - Madhvasava, Kanakabindvarishta, Siddharthaka Yoga, variousLepa, Tiktashatpala Ghrita, Mahatiktaka Ghrita, Mahakhadira Ghrita.	CC	DK	K	L&PPT	P-VIVA,T-CS	F&S	I	-	LH
CO2	Enlist Hetu and types of Kilasa (Cha. Chi. 7/173-177)	CK	MK	K	L&GD	T-CS,P-VIVA	F&S	I	-	LH
CO2, CO3	Descibe the Samanya Chikitsa of Kilasa (Cha.Chi. 7/162-172)	CK	MK	KH	L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO1	Summarize the chapter based on sutra (Cha. Chi.7/178-180)	CC	NK	K	SDL	T-OBT	F&S	I	-	LH
Topic 8 Cha.Chi 8.Rajyakshma Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Explain Hetu (causative factors) and Samanya Samprapti of Rajyakshma (Cha. Chi 8/4-7)	CC	MK	KH	L&PPT	T-CS,P-VIVA	F&S	I	-	LH
CO1, CO2	Enlist four aetiological factors (chaturvidha-ayatana) in samprapti of Rajyakshma (Cha. Chi.8/13)	CK	MK	K	L&PPT	T-CS,P-VIVA	F&S	I	-	LH
CO1, CO2	Explain Samprapti and Lakshana of Sahasika Yakshma (Cha.Chi. 8/14-19)	CC	DK	KH	CBL,L &GD,B S	P-VIVA,T-CS	F&S	I	-	LH
CO2	Explain Samprapti and Lakshana of Vega-Dharanajanya Yakshma	CC	DK	KH	BS,CBL	P-VIVA,T-	F&S	I	-	LH

	(Cha. Chi. 8/20-23)				,L&GD	CS				
CO2	Explain Samprapti and Lakshana of Kshayajanya Yakshma (Cha. Chi. 8/24-27)	CC	DK	KH	BS,L&GD,CBL	P-VIVA,T-CS	F&S	I	-	LH
CO2	Explain Samprapti and Lakshana of Vishamashanajanya Yakshma (Cha. Chi. 8/28-32)	CC	DK	KH	L&GD,BS,CBL	T-CS,P-VIVA	F&S	I	-	LH
CO1, CO2	Enlist Purvarupa of Rajayakshma (Cha. Chi. 8/33-37)	CK	MK	K	L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO1	Discuss Samanya Samprapti of Rajayakshma (Cha.Chi. 8/38-42)	CC	MK	KH	L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO1, CO2	Enlist Trirupa, Shadrupa, Ekadasharupa Rajayakshma (Cha. Chi 8/45-47, 52)	CK	MK	K	L&PPT	P-VIVA,T-CS	F&S	I	-	LH
CO3	Discuss Lakshanika Chikitsa in Rajayakshma	CC	DK	KH	TPW,L&GD	T-CS,P-VIVA	F&S	I	-	LH
CO6	Discuss Shodhana Chikitsa in Rajayakshma (Cha. Chi. 8/87-88)	CC	MK	KH	L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO2, CO3, CO6	Appraise the role of Jugupsa Chikitsa in Rajayakshma (Cha.Chi.8/149-172)	PSY-SET	MK	KH	L&GD,BS	T-CS,P-VIVA	F&S	I	-	LH
CO2, CO3	Appraise the role of Bahi- Parimarjana Chikitsa in Rajayakshma (Cha.Chi.8/173-178)	PSY-SET	MK	KH	L&GD,BS	T-CS,P-VIVA	F&S	I	-	LH
CO2, CO3	Appraise the role of Manonukula Chikitsa in Rajayakshma (Cha.Chi.8/179- 189)	PSY-SET	MK	KH	BS,L&GD	T-CS,P-VIVA	F&S	I	-	LH
CO1	Summarize the chapter based on Sutra - (Cha.Chi.8/190-191)	CC	NK	K	SDL	T-OBT	F&S	I	-	LH

Topic 9 Cha. Chi.9.Unmada Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Define Unmad, Explain Hetu (causative factors), types and Samanya Samprapti of Unmada (Cha. Chi. 9/3-5)	CC	MK	KH	L&PPT	P-VIVA,T-CS	F&S	I	-	LH
CO1, CO2	Enlist Hetu (causative factors) and Vishesha Lakshana of Vataja-Pittaja-Kaphaja-Sannipataja Unmada (Cha. Chi. 9/8-15)	CK	MK	K	L&PPT	P-VIVA,T-CS	F&S	I	-	LH
CO1, CO2	Enlist Hetu (causative factors) and Samprapti, Sadhyasadhyata and Samanya Chikitsa of Agantuja Unmada (Cha.Chi. 9/16-23)	CK	DK	K	L&PPT	T-CS,P-VIVA	F&S	I	-	LH
CO2	Discuss Samanya Chikitsa of Nija Unmada (Cha. Chi. 9/24-32)	CC	MK	KH	L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO6	Enlist Unmada - Chikitsa Yoga such as Kalyanaka Ghrita, Mahakalyanaka Ghrita, Mahapaishachika Ghrita, Lashunadya Ghrita, etc.	CK	DK	K	L&GD	T-CS,P-VIVA	F&S	I	-	LH
CO2, CO3	Explain Paraspara-Dvandva Chikitsa in Unmada (Cha. Chi.9/85-86)	CC	MK	KH	BS,L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO2, CO3	Discuss Samanya Chikitsa of Agantuja Unmada (Cha.Chi. 9/87-95)	CC	MK	KH	L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO2	Describe Vigata Unmada Lakshana (Cha.Chi.9/87-95)	CK	MK	K	L&PPT	P-VIVA,T-CS	F&S	I	-	LH
CO1	Summarize the chapter based on sutra (Cha. Chi. 9/98)	CK	NK	K	SDL	T-OBT	F&S	I	-	LH
Topic 10 Cha.Chi.10.Apasmara Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Dedine Apasmara (Cha. Chi.10/3)	CK	MK	K	L&PPT	P-VIVA,T-	F&S	I	-	LH

						CS				
CO1	Explain Hetu (causative factors) and Samanya Samprapti of Apasmar (Cha. Chi.10/4-8)	CC	MK	KH	L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO2	Enlist Samanya Lakshana of Chaturvidha Apasmar (Cha. Chi. 10/8-13)	CK	MK	K	L&PPT	T-CS,P-VIVA	F&S	I	-	LH
CO2	Discuss Samanya Chikitsa of Apasmara (Cha.Chi.10/14-15)	CC	MK	KH	L&GD	P-VIVA,T-CS	F&S	I	-	LH
CO6	Enlist Apasmar - Chikitsa Yoga such as Panchagavya Ghrita, Mahapanchagavya Ghrita, etc.	CK	DK	K	L&PPT,TPW	P-VIVA,C L-PR,T-CS	F&S	I	-	LH
CO1, CO2	Explain Agantuja Apasmara Chikitsa (Cha. Chi. 10/53)	CC	MK	KH	L&GD	T-CS,P-VIVA	F&S	I	-	LH
CO2	Discuss Hetu, Lakshana and Chikitsa of Atattvabhinivesha (Cha. Chi. 10/54-63)	CK	MK	K	L&GD	T-CS,P-VIVA	F&S	I	-	LH
CO1	Summarize the chapter based on sutra (Cha.Chi.10/66-68)	CK	NK	K	SDL	T-OBT	F&S	I	-	LH
Topic 11 Cha. Chi.11.Kshataksheena Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO2	Analyze and interpret Kshataksheena's hetu, samprapti, purvarupa, lakshana.(Cha.Chi.11/4-14)	CC	MK	K	L,L&PPT	Log book,S-LAQ,T-CS,P-ID,VV-Viva	F&S	I	-	LH
CO1	Explain Chikitsa sutra of Kshataksheena	CC	MK	KH	L&PPT,L,DIS,L&GD	INT,VV-Viva,T-CS,Log book	F&S	I	-	LH

CO1	Discuss the significance lakshadi yoga is to Kshataksheena management.(Cha Chi 11/15-17)	CC	DK	KH	L&GD, L_VC,L &PPT ,DIS,L	T-CS,T-OB T,VV-Viva, S-LAQ,Log book	F&S	I	-	LH
CO6	Discuss in detail about the ingredients and various indications mentioned for Eladi Gutika, Amruta prasha Ghruta, Sarpi Guda, Nagabala Rasayana.	CC	DK	K	L&PPT ,L&GD, SDL,PS M,DIS	CL-PR,Log book,VV-V iva,INT,CO M	F&S	I	-	LH
CO1	Summarise the chapter (Cha.Chi.11/195-196)	CC	NK	K	DIS,TB L,LS,R EC,ED U	VV- Viva,Log b ook,T- OBT,T-CS	F&S	I	-	LH

Topic 12 Cha. Chi. 12.Shwayathu Chikitsitam (LH :1 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO2	Analyse and interpret nidana, Samprapti,Purvarupa,Lakshana (Cha.Chi.12/4-100)	CC	MK	K	L&PPT ,L&GD, DIS,L	T-CS,VV- Viva,PRN, Log book	F&S	I	-	LH
CO1	Explain chikitsa sutra of Shotha (Cha.Chi.12/16-19)	CK	MK	K	L&GD, L,DIS,L &PPT	VV-Viva,C L-PR,T-CS	F&S	I	-	LH
CO1	Explain the Gudardraka prayoga and its importance,indications. (Cha.Chi.12/ 47-48)	CK	DK	K	L&GD, L,L&PP T ,DIS	T-CS,VV- Viva,Log book	F&S	I	-	LH
CO1	Explain the importance and indications of Kamsaharitaki prayoga. (Cha.Chi.12/ 50-52)	CK	DK	K	LS,TUT ,BS,PB L,CBL	VV- Viva,Log book,T-CS	F&S	I	-	LH

CO6	Discuss the different shamana yogas Gandiradyarishta, Ashtashatrishta, Punarvadyarishta, Kshara Gutika	CK	DK	KH	L&GD, L&PPT ,L_VC, DIS,L	QZ ,CL-PR ,T-CS,Log book,DEB	F&S	I	-	LH
CO3	Discuss in detail about the ingredients and various indications mentioned for Gudardraka prayaoga (Cha.Chi.12/47-48)	CC	DK	K	DIS,TU T,L,L& GD,L& PPT	Log book,T -CS,VV- Viva	F&S	I	-	LH
CO1	Summarise the chapter (Cha.Chi.12/103)	CK	NK	K	L&GD, L,BS	CL-PR,T- CS,Log book	F&S	I	-	LH

Topic 13 Cha. Chi.13.Udara Chikitsitam (LH :1 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Analyse and interpret hetu, Samprapti,purvarupa, rupa, sadhyaadhyata of udara roga . (Cha.Chi.13/ 9-58)	CC	MK	KH	DIS,L& GD,RE C,L&PP T	P-VIVA	F&S	I	-	LH
CO1	Explain the samanya and avasthika chikitsa chikitsa of Udara (Cha.Chi.13/59-94, 177,184-188)	CC	MK	KH	L&PPT ,CBL,L &GD	P-VIVA,T- CS,T-OBT	F&S	I	-	LH
CO1, CO2	Analyse and interpret hetu,purvarupa, rupa, samprapti sadhyaadhyata of udara(cha. Chi.13/12-58)	CC	MK	KH	L&PPT ,TBL,B S,DIS,L	T-CS,Log book,CL- PR	F&S	I	-	LH
CO1	Explain the samanya and avasthika chikitsa chikitsa of Udara (Cha.Chi.13/59-94, 177,184-188)	CK	MK	K	L,L&G D,L&PP T ,DIS	VV- Viva,Log book,T-CS	F&S	I	-	LH

CO6	Explain the importance of Takra prayoga in udara 101-106	CK	DK	KH	L&GD, BS,L&PPT ,L,DIS	T-CS,Log book	F&S	I	-	LH
CO6	Explain the importacne and indications for Chikraka Ghruta, Narayana churna (Cha.Chi.13/116-117, 124-132)	CC	DK	KH	L,DIS,L &PPT , CBL,L &GD	T-CS,VV-Viva,Log book	F&S	I	-	LH
CO1	Summarise the chapter (Cha.Chi.13/195-196)	CK	NK	K	TBL,RE C,L&G D,L,DIS	Log book,T -CS,VV-Viva	F&S	I	-	LH
Topic 14 Cha. Chi.14.Arsha Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO2	Exaplain Bhedha,Nidana Samprapti, and their Lakshana, Sadhyasadhyata(Cha.Chi.14/ 5-31)	CC	MK	KH	L&GD, L,IBL,B S,SY	T-CS,CL-P R,VV-Viva,Log book	F&S	I	-	LH
CO1	Explain the chikitsa sutra of Shushkarsha (Cha.Chi.14/ 33-34, 38-39, 119-120)	CC	MK	KH	L&GD, L,DIS,P BL,TBL	Log book,T -OBT,T-CS ,VV-Viva,C L-PR	F&S	I	-	LH
CO1	Explain chikitsa of Ardra Arsha (Cha.Chi.14/ 170-184, 243-248)	CK	MK	KH	L&PPT ,L,L&G D,DIS,T BL	VV-Viva,Log book,T-CS	F&S	I	-	LH
CO1	Explain importance of Agni in the management of Arsha	CC	MK	KH	IBL,DIS	CL-PR,T-	F&S	I	-	LH

	(Cha.Chi.14/244-248)				,BS,TB L,CBL	CS,Log boo k,T-OBT,V V-Viva				
CO1	Describe the importance of Takrarishta and Takra in Arsha chikitsa (Cha.Chi.14/ 72-88)	CC	DK	KH	TBL,DI S,L,L& GD,L& PPT	Log book,T -OBT,VV- Viva,T-CS	F&S	I	-	LH
CO3	Describe ingredients and indications mentioned for Abhayarishta , Dantyarishta (Cha.Chi.14 138-143, 144-147)	CC	DK	KH	L&GD, L&PPT ,TBL,L, DIS	Log book,V V-Viva,T- CS	F&S	I	-	LH
CO1	Summarise the chapter (Cha.Chi.14/249-255)	CC	NK	KH	L,L&G D,L&PP T	Log book,T -OBT,VV- Viva,T-CS	F&S	I	-	LH

Topic 15 Cha. Chi.15.Grahani dosha Chikitsitam (LH :2 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO2	Analyse and interpret Grahani roga Bhedha, their hetu,Lakshana, Purvarupa, and Sadhyasadhyata of Grahani roga (Cha.15/ 52-72)	CK	MK	KH	L&GD, CBL,TB L,DIS,B S	INT,VV-Vi va,T-CS,CL- PR	F&S	I	-	LH
CO1	Explain the chikitsa sutra for vataja grahani (Cha.Chi.15/74-81)	CC	MK	KH	TBL,LS ,DIS,L &GD,W	VV-Viva,T- CS,Log book,T- OBT	F&S	I	-	LH
CO1	Explain the chikitsa sutra for Pitta and Kaphaja grahani (Cha.Chi.15/122-145) 141-145	CC	MK	KH	L&PPT ,TBL,S DL,DIS,	VV-Viva,C L-PR,Log b ook,T-	F&S	I	-	LH

					L&GD	OBT,T-CS				
CO1	Explain avasthiki chikitsa and importance of sneha prayoga in tridoshaja Granahi chikitsa (Cha.Chi.15/194-195, 198)	CC	MK	KH	L&GD, L,L&PP T	Log book,V V-Viva,T-CS	F&S	I	-	LH
CO1	Explain importance agni and Atyagni (Cha.Chi.15/ 211-234)	CC	MK	KH	L,L&PP T ,L&GD	T-OBT,Log book,T-CS, VV-Viva	F&S	I	-	LH
CO3	Describe ingredients and indications of Dashamuladya Gruta Chitrakadi Gutika, Takrarishta (Cha.Chi/15/82-86,96-97, 117-121,)	CC	DK	KH	L,L&PP T ,L&GD	WP,M-MOD,QZ , VV-Viva,C L-PR	F&S	I	-	LH
CO1	Summarise the chapter (Cha.Chi.15/244-249)	CC	NK	KH	L&GD, L,L&PP T	T-CS,Log book,VV-Viva	F&S	I	-	LH
CO2, CO3	Describe Ajeerna Hetu, Samanya lakshna and Chikitsa Cha.Chi.15/42-49,73-76)	CC	DK	K	L&PPT ,L	P-VIVA,T-CS	F&S	I	-	LH
CO3	Describe Importance of Agni (Cha.Chi.15/3-41)	CK	DK	K	L&GD, L,L&PP T	T-CS,P-VIVA	F&S	I	-	LH

Topic 16 Cha. Chi.16.Panduroga Chikitsitam (LH :1 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO2	Explain Pandu roga bhedha, Nidan, Samprapti,Purvarupa, Lakshana, and Sadhyasaadhyata ofPanduroga (Cha.Chi16/3-38)	CC	MK	KH	L&PPT ,L,L&G D	PRN,T-CS,Log book,CL-PR,V V-Viva	F&S	I	-	LH

CO1	Explain samanya chikitsa of Pandu and kamala (Cha.Chi 16/ 39-43)	CC	MK	KH	L,L&G D,L&PP T	T-CS,Log b ook,VV- Viva	F&S	I	-	LH
CO1	Discuss Samshodhana chikitsa in Pandurog (Cha.Chi 16/ 55-69)	CC	DK	KH	L&GD, L&PPT ,L	INT,T-CS, VV- Viva,Log book,PRN	F&S	I	-	LH
CO1	Explain chikitsa for Mrudbhakshanajanya pandu (Cha.Chi.16/ 116,117,121-123)	CC	DK	KH	L,L&G D,L&PP T	VV- Viva,Log book	F&S	I	-	LH
CO3	Describe Shaman yogas of Pandu -the ingredients and indications of Navayasa Loha churna, Mandura vataka, Punarnava mandura , yogaraja, Damadimadya Ghruta (Cha.Chi16/44-46, 70-71, 72-77, 80-86, 93-96)	CC	DK	KH	L&GD, L,L&PP T	T-CS,Log b ook,VV- Viva	F&S	I	-	LH
CO1	Summarise the chapter (Cha.Chi.16/138--139)	CC	NK	KH	L&GD, L,L&PP T	Log book,V V-Viva	F&S	I	-	LH
CO2	Explain Lakshanas of Vataj, Pittaj, Kaphaj, Tridoshaj, and Mrudabhakshanajany Panu roga lakshana Cha Chi.16/17-30)	CK	NK	KH	L&PPT ,TBL	T-CS	F&S	I	-	LH
CO2	Explain chikitsa sutra for Kamala, Haleemak (Cha.Chi.16/124-136)	CK	DK	K	L,L&G D	T-CS	F&S	I	-	LH
Topic 17 Term 1 Non Lecture theory Activities (LH :0 NLHT: 34 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Apply Fundamental Principle of Samhita in diagnosis, interpretation, treatment planning, selection of formulations and appropriate dosage form, Kaala, Anupan etc.	CAP	MK	KH	FC,TBL ,L&GD	Log book,I NT,RK,VV- Viva	F	I	-	NLHT17.1

CO1, CO2	Appraise Sambhasha on different topics of Samhita.	AFT- VAL	MK	SH	D	P-VIVA	F&S	I	-	NLHT17.2
CO1	Conduct Cross sectional study of Samhita	CAP	MK	KH	TBL,L &GD	RK,INT	F	I	-	NLHT17.3
CO1	Compare and analyse Charaka Samhita and Sushruta Samhita	CC	DK	KH	L&PPT ,L&GD	Log book,COM	F	I	-	NLHT17.4
CO2, CO3, CO6	Perform Samhita based analysis of Diseases.	CAP	MK	KH	D-BED	CBA,RK,P- VIVA	F&S	I	-	NLHT17.5
CO7	Review and summarize Published Articles on different aspects, topics of Samhita.	CAP	MK	KH	L&GD, TBL	INT,RK	F	I	-	NLHT17.6
CO1, CO2	Illustrate the Concept mapping of Samprapti and Chikitsa	CAP	MK	K	D	P-VIVA	F&S	I	-	NLHT17.7
CO1	Analyse Chikitsa Siddhanta of Charaka Samhita and Sushruta Samhita	CC	MK	K	D	P-VIVA	F&S	I	-	NLHT17.8
CO7	Integrate Chikitsa concepts of Samhita with contemporary medical science	CAP	MK	KH	L&GD, TBL	INT,RK	F	I	-	NLHT17.9
CO1	Evaluate and describe Samhita with the help of Tantrayukti	CC	MK	KH	SDL	INT,RK,V V-Viva,Log book	F	I	-	NLHT17.1 0
CO1, CO2	Perform interview of senior Vaidya.	CAP	MK	KH	L&GD, TBL	INT,RK	F	I	-	NLHT17.1 1
CO1	Interpret and decode Samhitas with commentary.	CC	NK	KH	L&GD, TBL,DI S	PP-Practica l,VV-Viva, T-CS,T-	F&S	I	-	NLHT17.1 2

						OBT				
CO1	Recite memorise and recall important Shloka	CC	MK	K	SDL	P-REC	F&S	I	-	NLHT17.1 3
CO1	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&GD	P-VIVA	F&S	I	-	NLHT17.1 4

Non Lecture Hour Theory

S.No	Name of Activity	Description of Theory Activity
NLHT 17.1	Fundamental Principle of Samhita used in diagnosis, interpretation, treatment planning, selection of formulations and appropriate dosage form, Kaala, Anupan etc.	<p>Aim: To apply the fundamental principles of Samhita in diagnosis, interpretation, treatment planning, formulation selection, dosage form, Kaala, and Anupana, ensuring their practical relevance in clinical decision-making.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Identify Key Siddhantas (e.g., Samanya-Vishesha, Karya-Karana, Guna Siddhanta) and their role in diagnosis and treatment. 2. Analyze the Application of Shad Upakramas in disease management across Chikitsa Sthana. 3. Evaluate Kalpa-Kalpana, including Sneha Kalpana, Panchavidha Kashaya Kalpana, and their selection based on disease condition. 4. Determine Aushadha Sevana Kala for appropriate drug administration as described in Chikitsa Sthana. 5. Examine Treatment Modalities (Daivavyapashraya, Yuktivyapashraya, Satvavajaya Chikitsa) and their applicability. 6. Correlate Siddhantas with Clinical Cases, selecting the appropriate formulation, dosage, Kaala, and Anupana. 7. Present Case Analysis demonstrating the integration of these principles in real-world scenarios.

NLHT 17.2	Conducting Sambhasha on different topics of the Samhita	<p>Aim: To conduct Sambhasha (scholarly discussion) on complex topics from Charaka Samhita, enabling critical analysis, textual understanding, and clinical application.</p> <p>Steps for Conducting Sambhasha:</p> <p>Pre-Preparation:</p> <ol style="list-style-type: none"> 1. Select the Topic – Choose a relevant topic (e.g., Tamake Tu Virechanam, Vamana in Hridroga, Avarana Vata). 2. Study Primary Texts – Refer to Charaka Samhita, Chakrapani Teeka, and related commentaries. 3. Review Secondary Literature – Gather insights from research papers, case studies, and clinical experiences. 4. Define Key Discussion Areas – Prepare thought-provoking questions to guide the dialogue. 5. Set Discussion Rules – Structure the rounds, time limits, and participation format. <p>Conducting Sambhasha:</p> <ol style="list-style-type: none"> 6. Invite Participants – Open participation for students, PG scholars, and faculty. 7. Introduce the Topic – Provide a brief overview, contextual background, and clinical relevance. 8. Facilitate Knowledge Sharing – Encourage participants to discuss textual interpretations, evidence, and clinical perspectives. 9. Explore Practical Applications – Discuss the real-world implications and applicability of concepts. 10. Summarize and Document Insights – Conclude with key takeaways and document references from texts and research. <p>One Sambhasha in each Term Suggested topics:</p>
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		<p>First Term (1 hour) Diagnosis and management of Manas Jwara/ understanding Yogavahitva of Vata/ diagnosis and Management of Gulma/ understanding the Samprapti of Prameha/ Understanding Jaata Pramehi and Beeja Dosha etc.</p>
NLHT 17.3	Cross sectional study of Samhita	<p>Cross-Sectional Study of Chikitsa, Kalpa, and Siddhi Sthana in Charaka Samhita Objective: To analyze and correlate concepts across Chikitsa, Kalpa, and Siddhi Sthana, highlighting their interconnections in treatment, formulation, and procedural mastery. Instructions:</p> <p>1. Group Formation & Theme Allocation:</p> <ul style="list-style-type: none"> ◦ Divide students into three groups, each focusing on a core theme: <ul style="list-style-type: none"> ▪ Disease Management (Chikitsa Sthana) ▪ Pharmacological Preparations (Kalpa Sthana) ▪ Panchakarma Procedures & Their Mastery (Siddhi Sthana) <p>2. Cross-Sectional Analysis:</p> <ul style="list-style-type: none"> ◦ Identify key topics that interlink across these Sthanas (e.g., Vamana, Virechana, Basti, Raktamokshana, Jwara Chikitsa). ◦ Compare how treatment principles in Chikitsa Sthana transition into specific formulations in Kalpa Sthana and their procedural refinements in Siddhi Sthana. <p>3. Steps for Conducting Literature Reviews</p> <ol style="list-style-type: none"> 1. Define the topic: Clearly identify the specific topic or concept from Charaka Samhita 2. Study the primary text: Read the Charaka Samhita and its commentaries. 3. Collect information from secondary sources: Read the relevant published research articles, case reports, books, video lectures etc. 4. Organize the collected information: Categorize the sources into headings, such as: - classical interpretations, modern findings etc.

		<p>5. Write the review: Introduction, Classical interpretations, findings of recent researches, clinical applications, discussion, areas require further explorations, conclusion, references.</p> <p>4. Comparative Presentation:</p> <ul style="list-style-type: none"> ◦ Groups will present findings using charts, tables, or case studies to demonstrate continuity and progression across Sthanas. <p>5. Discussion & Conclusion:</p> <ul style="list-style-type: none"> ◦ Class discussion on the structured knowledge flow from disease management to formulations and procedural expertise. ◦ Reflection on how this organization enhances clinical application. <p>Assessment Criteria:</p> <ul style="list-style-type: none"> • Depth of cross-sectional analysis • Logical correlation between Sthanas • Clarity in presentation • Use of textual references <p>Suggested topics for conducting literature reviews</p> <p>First Term</p> <p>The Role of Langhana Chikitsa in Disease Management: An Analysis/ Dharana of Adharaniya Vega: A Potent Cause of Disease/ Viruddha Ahara Janya Vyadhi: The Impact of Incompatible Food Combinations/ The Role of Ahara in Manas Vyadhi: Food and Mental Health etc.</p>
NLHT 17.4	Comparative study of Charaka Samhita and Sushruta Samhita	<p>Aim:</p> <p>To conduct a comparative study of Charaka Samhita and Sushruta Samhita using a flipped classroom approach, integrating self-study, group discussions, and concept mapping for deeper understanding.</p>

Activity Steps:

1. Pre-Class Activity (Self-Study)

- Students will explore a **specific topic** from both **Charaka Samhita** and **Sushruta Samhita** before class.
- **Resources:** Selected chapters, commentaries, videos, research articles, and presentations.
- **Task:** Identify and note **similarities and differences** between the two texts.

2. In-Class Activity (Interactive Learning)

- **Group Discussion:** Students are divided into groups, each assigned a specific topic.
- Each group presents a **comparative analysis** of Charaka and Sushruta's perspectives.

3. Concept Mapping

- Students create **visual concept maps** to illustrate the differences and interconnections between the two Samhitas.

4. Post-Class Activity (Assessment & Reflection)

- **Reflective Report:** Students submit a structured report summarizing their comparative analysis.
- **Peer Feedback:** Teachers and students review and provide feedback on each other's findings.

Suggested Chapters:

First Term (4 hours)

Cha.Chi. 1 and Su.Chi.27-30

		Cha.Chi.2 and Su. Chi. 26 Cha.Chi. 3 and Su.Ut.39 Cha.Chi.9,10 and Su.Ut.61.62
NLHT 17.5	Samhita Based Analysis of Diseases	<p>Aim: To apply Ayurvedic diagnostic and treatment principles through case analysis based on Charaka Samhita, enhancing clinical reasoning and practical understanding.</p> <p>Activity Steps:</p> <p>1. Case Allocation</p> <ul style="list-style-type: none"> Each student/group is assigned a disease described in Charaka Samhita for in-depth analysis. <p>2. Case Analysis</p> <ul style="list-style-type: none"> Review the patient case and identify key aspects using Nidana Panchaka. Analyze the treatment rationale based on Charaka Samhita's principles. <p>3. Documentation</p> <ul style="list-style-type: none"> Record findings, diagnosis, and treatment approach in a structured format (activity book, record book, or journal). <p>4. Outcome Assessment</p> <ul style="list-style-type: none"> Develop practical insights into Ayurvedic disease management through direct application of Samhita-based principles.

		<p>Suggested Chapters for Cases:</p> <p>First Term (4 hours)</p> <p>Cha. Chi. 3 - Case of Jwara</p> <p>Cha. Chi. 6 - Case of Prameha</p> <p>Cha. Chi. 7 - Case of - Kushta</p> <p>Cha. Chi. 15 - Case of Grahani</p>
NLHT 17.6	Review of Published Articles from Samhita	<p>Aim:</p> <p>To develop research and analytical skills by reviewing published articles, summarizing key findings, and integrating insights with Samhita principles.</p> <p>Activity Steps:</p> <p>1. Topic Selection</p> <ul style="list-style-type: none"> Choose a relevant and specific topic related to Samhita studies. <p>2. Article Collection</p> <ul style="list-style-type: none"> Identify at least five research articles from reputed national or international journals. Ensure sources are credible and directly related to the selected topic. <p>3. Analysis & Interpretation</p> <ul style="list-style-type: none"> Summarize key insights from each article. Compare findings with Ayurvedic classics (e.g., Charaka Samhita). Identify trends, gaps, and areas for further exploration. <p>4. Synthesis of Information</p>

		<ul style="list-style-type: none"> • Integrate findings into a cohesive summary. • Discuss alignments and deviations between Ayurvedic principles and modern research. <p>5. Documentation</p> <ul style="list-style-type: none"> • Record the structured review in the prescribed journal book format. • Maintain academic writing standards, ensuring clarity and coherence. <p>6. Presentation & Reflection</p> <ul style="list-style-type: none"> • Share insights through a written report or presentation. • Participate in peer discussions for feedback and refinement. <p>Two articles in each term Suggested article's topics: First Term (2 hours) Rasayana, Prameha, Kushtha, Grahani. etc</p>
NLHT 17.7	Concept mapping of Samprapti and Chikitsa	<p>Aim: To develop a structured understanding of Samprapti (pathogenesis) and Chikitsa (treatment) through concept mapping based on Samhita principles for a given case or disease.</p> <p>Steps for Concept Mapping Students will create a visual representation to systematically illustrate Samprapti and Chikitsa for a selected disease, ensuring clarity in Ayurvedic pathogenesis and treatment approach.</p> <p>A. Samprapti (Pathogenesis)</p>

		<ol style="list-style-type: none"> 1. Define the central theme of the disease's Samprapti. 2. Identify the Nidana (causative factors). 3. Establish the connection between Dosha vitiation and causative factors. 4. Map the key elements of Samprapti, including Dushya, Agni, Srotas, Adhishthana, and Rogamarga. 5. Connect Purvarupa (prodromal symptoms) with Rupa (manifested symptoms). 6. If applicable, link Upadrava (complications). <p>B. Chikitsa (Treatment)</p> <ol style="list-style-type: none"> 1. Define the central concept of treatment. 2. Determine the type of Chikitsa (e.g., Shodhana, Shamana, Nidana Parivarjana). 3. Specify treatment modalities, such as Vamana, Virechana, Aushadha Yogas, and Pathya-Apathya. 4. Correlate the treatment plan with the Samprapti components. 5. Illustrate Samprapti Vighatana (pathogenesis reversal). 6. Highlight preventive measures post-treatment, such as Rasayana therapy and Swasthavritta practices. <p>Two concept mapping of cases/diseases in each term Suggested Topic: First Term (2 hours) Case of Kushta, Madhumeha, Udara, Grahani etc.</p>
NLHT 17.8	Comparative Analysis of Chikitsa Siddhanta of Charaka Samhita and Sushruta Samhita	<p>Aim: To compare and analyze the Chikitsa Siddhanta (treatment principles) of Charaka Samhita and Sushruta Samhita for a given case, disease, or chapter.</p> <p>Steps for Comparative Analysis</p> <ol style="list-style-type: none"> 1. Focus on Chikitsa Siddhanta (principles of treatment) in both texts.

		<p>2. Study the key sections: such as - Samprapti of the disease, Chikitsa Sutras etc.</p> <p>3. Identify key areas of Chikitsa: such as - Shodhana, Shamana, Nidana and Surgical methods etc. suggested for the management in both the texts.</p> <p>4. Identify the key difference and reasons of specific management suggested</p> <p>5. Compare treatment approaches</p> <p>6. Write the conclusion.</p> <p>Two case/disease/chapters in each term:</p> <p>Suggested Topics:</p> <p>First Term (2 hours)</p> <p>Kushtha Chikitsa siddhanta of Charaka and Sushruta Samhita, Arsha Chikitsa of Charaka Samhita and Sushruta Samhita</p>
NLHT 17.9	Integrative activities - Compare Chikitsa concepts of Samhita with contemporary medical science	<p>Aim: To compare the <i>Chikitsa</i> concepts of <i>Charaka Samhita</i> with contemporary medical science, identifying similarities, differences, and integrative possibilities for better healthcare understanding. Comparing the Chikitsa concepts of Charaka Samhita with contemporary medical science involves identifying parallels, differences, and areas of integration between ancient Ayurvedic principles and contemporary medical practices.</p> <p>Steps to Compare Chikitsa Concepts of Charaka Samhita with contemporary Medicine for a given case/disease</p> <ol style="list-style-type: none"> 1. Study the disease and principles of management from Charaka Samhita 2. Identify modern medical correlates 3. Compare the aetiopathogenesis, symptomatology of both 4. Analyse the treatment modalities 5. Make parallel understanding 6. Explore integrative potential 7. Identify the strength and limitations of both 8. Organize the findings 9. Draw conclusion <p>Each Term two cases/diseases</p> <p>Suggested Topics</p>

		First Term (2 hours) Beej Doshaja Pramehi and Type 1 diabetes/Juvenile Diabetes, Grahani and Irritable Bowel Syndrome (IBS), Jalodara and Ascites, Yakritodara and hepatomegaly, etc.
NLHT 17.10	Evaluation by Tantrayukti	<p>Aim: Identification of Tantrayukti from a given Chapter/Sutra of Charaka Samhita</p> <p>1.Chapter Allocation:</p> <ul style="list-style-type: none"> • A Sutrass will be selected from specific chapter from Charaka Samhita will be assigned to students for analysis. <p>2.Identification of Tantrayukti:</p> <ul style="list-style-type: none"> • Students will carefully examine the text to identify various Tantrayuktis used in structuring the content. • They will analyze the Tantrayuktis and explain their significance in interpreting the chapter. <p>3.Comparison & Analysis:</p> <ul style="list-style-type: none"> • Compare the identified Tantrayuktis with their definitions and applications in Ayurveda literature. • Understand how they aid in conveying deeper meanings and logical structuring in classical texts. <p>4. Documentation:</p> <ul style="list-style-type: none"> • Findings will be systematically recorded in the activity book, record book, or journal,

		<p>following a structured format.</p> <p>Suggested Chapters and Sutras First Term (2 hours) Ch.Chi.3/11-14 Ch.Chi.6/15-17, 49 Ch.Chi.7/9-10 Ch.Chi.13/176-177</p>
NLHT 17.11	Interview of senior Ayurveda Vaidya	<p>Aim: To gain insights from a renowned Ayurveda practitioner and document their experiences and perspectives. An Insightful Interview with renowned and Successful Ayurveda practitioner.</p> <p>The Interview Practitioner's Journey: How did they become involved in Ayurveda? Philosophy and Principles: Their perspective on Ayurveda and its core principles. Current Practices: Insights into their daily practice, treatments they offer, and their approach to patient care. Challenges: Discuss any challenges they face in their practice and how they overcome them. Future of Ayurveda: Their thoughts on the future of Ayurveda in modern healthcare. All these has to be Documented in Journals.</p> <p>One interview in each term online / offline</p>
NLHT 17.12	Exploring Vyakhya	<p>Aim: To deepen students' understanding of <i>Chakrapani Vyakhyana</i> through discussions, written interpretations, and structured documentation of <i>Charaka Samhita</i> verses.</p> <p>Students will deepen their understanding of Chakrapani Vyakhyana (commentary on Charaka Samhita) through classroom discussions and written interpretations. In each session, specific commentary verses will be analyzed, focusing on both the original text of Charaka Samhita and Chakrapani's interpretations. Students will document these in a structured format, enhancing their skills in interpreting classical Ayurvedic literature.</p>

Classroom Discussions:

Attend designated sessions per term, discussing selected verses from Chakrapani's commentary.
Focus on how Chakrapani explains key terms and verses.

Written Documentation

After each session, write interpretations in a structured format, including:

Sutra from the original text from Charaka Samhita

Chakrapani's interpretation

Your reflections

Group Work:

Collaborate in groups to analyse verses and present interpretations in the classes Presentation & Discussion:

Present written interpretations in class for feedback from peers and faculty.

Peer Review:

Exchange interpretations for constructive feedback.

Final Submission:

Compile all interpretations into a document, which is to be recorded in an activity book, record book, or Journal.

Suggested Sutras:**First Term (5 hours)**

Chakrapani Teeka about sequencing of the Chapters of Chikitsa-sthana.

Ch. Chi. 3/31, 38, 161-162, 216-217

Ch.Chi.4/7-8

Ch.Chi.5/6-7

Ch.Chi.6/56-57

Ch.Chi.7/9-10, 33

Cha.Chi.8/28-32

Ch.Chi.9/5

Ch.Chi.10/3, 4-5

Cha Chi.13/9-11

Cha Chi 15/38-41

NLHT 17.13	Recite, Memorise and recall Shlokas	<p>Aim: To practice Shloka recitation, memorization, recalling, and documentation with accuracy. Shloka Recitation Activity and Documenting in Journal.</p> <p>1. Verse Recitation</p> <p>Students will participate in two dedicated recitation sessions per term.</p> <ul style="list-style-type: none"> • Each session will focus on chanting selected verses from Charaka Samhita. <p>2. Documentation of Shlokas in Journal – At home.</p> <ul style="list-style-type: none"> • Students will neatly document the shortlisted verses in their Shloka Book, which is part of the Record Book, Activity Book, or Journal. • Proper handwriting, accuracy, and presentation will be emphasized. <p>3. Peer and Faculty Feedback</p> <p>Students will receive feedback from peers and faculty during recitation sessions. Feedback will focus on: Accuracy: Correct recitation of the verses. Pronunciation: Proper articulation of Sanskrit sounds.</p> <p>Sutras Suggested: First Term (6 hours) Cha. Chi. 1/1/3-12, 15, 16, 62-74, 1/2/16-19, 1/3/30-31, 1/3/36-40, 1/3/41-42, 1/3/ 62-63, 1/4/30-35, 1/4/51 Cha. Chi. 2/4/36, 39, 43, 46-51 Cha. Chi. 3/28, 29, 31, 36, 140-142, 160, 200-203, 285-286, 315, 316, 340, 341 Cha. Chi. 4/ 5-8, 9, 25, 55-56, 88, 91-92</p>
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NLHT 17.14	Justification of Chronological arrangement of Samhita	<p>Justification of the Chronological Arrangement of Adhyayas in Chikitsa, Kalpa, and Siddhi Sthana of Charaka Samhita</p> <p>Objective: To analyze and justify the sequential arrangement of Adhyayas within Chikitsa, Kalpa, and Siddhi Sthana, highlighting their logical progression and clinical relevance.</p> <p>Instructions:</p> <p>1. Study & Group Allocation:</p> <ul style="list-style-type: none"> ◦ Students will be divided into three groups: <ul style="list-style-type: none"> ▪ Chikitsa Sthana – Disease management principles. ▪ Kalpa Sthana – Formulations for detoxification. ▪ Siddhi Sthana – Mastery of Panchakarma procedures. <p>2. Discussion & Analysis:</p> <ul style="list-style-type: none"> ◦ Each group will examine: <ul style="list-style-type: none"> ▪ The purpose and flow of Adhyayas.

		<ul style="list-style-type: none"> ▪ The rationale for their sequence. ▪ Their clinical applicability. <p>3. Comparative Justification:</p> <ul style="list-style-type: none"> ◦ Groups will collaborate to establish the interconnection between Adhyayas across Sthanas, focusing on the transition from treatment to formulations and procedural expertise. <p>4. Presentation & Reflection:</p> <ul style="list-style-type: none"> ◦ Groups will present their findings with textual references. ◦ Discussion on how the structured arrangement aids Ayurvedic practice. <p>Assessment Criteria:</p> <ul style="list-style-type: none"> • Depth of analysis • Logical justification • Clarity in presentation • Use of references
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Topic 18 Cha Chi.17.Hikka Shwasa Chikitsitam (LH :1 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO2	Explain Nidanadi Panchaks, Sadhyasadyata of Hikka-Shwasa (Cha. Chi.17/10-69)	CC	MK	KH	L&GD, L,L&PP T	Log book, V V-Viva, T-CS, PRN	F&S	II	-	LH
CO1	Explain the Samanya Chikitsa of Hikka-Shwasa (Cha. Chi. 17/71-76)	CC	MK	KH	L&PPT, L&GD, L	CL-PR, VV-Viva, INT, T-CS, Log book	F&S	II	-	LH

CO1	Analyze Management of Hikka-Shwasa based on Balabala of Rogi (Cha. Ch. 17/88-90)	CAN	MK	KH	L,L&G D,L&PP T	T-OBT,T- CS,Log boo k,INT,VV- Viva	F&S	II	-	LH
CO1	Explain Samshodhana chikitsa in Shwasa (Cha. Chi. 17/121-122)	CC	MK	KH	L,L&PP T ,L&GD	CR-W,PRN ,Log book, VV-Viva,T- CS	F&S	II	-	LH
CO1	Explain Doshaanusar Chikitsa for Hikka and Shwasa (Cha. Chi. 17/147-150)	CC	MK	KH	L,L&G D,L&PP T	T-CS,Log b ook,VV- Viva	F&S	II	-	LH
CO1	Explain different Shamana Yoga such as Shatyadi Churna, Muktyadya Churna, Dashamuladya Ghrita, Manasheela, Tejovatyadi Ghrita in Hikka-Shwasa (Cha. Chi. 17/125-128,129-134, 141-144, 145-146)	CC	DK	KH	L,L&G D,L&PP T	VV-Viva,T -OBT,T- CS,Log book	F&S	II	-	LH
CO1	Summarise the chapter 138-139	CC	NK	KH	L&PPT ,L&GD, L	VV- Viva,Log book,T-CS	F&S	II	-	LH

Topic 19 Cha. Chi.18.Kasa Chikitsitam (LH :1 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO2	Explain Nidana Panchaka and Sadhyasadyata of Kasa (Cha. Chi. 18/04-31)	CC	MK	KH	L,L&G D,L&PP T	T-OBT,T- CS,Log boo k,VV- Viva,PRN	F&S	II	-	LH
CO1	Explain the Chikitsa Sutra of Vataja, Pittaja, Kaphaja, Kshataja and Kshayaja Kasa. (Cha. Chi. 18/32-34, 83-86, 108-111,134, 149-157)	CC	MK	KH	L,L&G D,L&PP T	Log book,V V-Viva,T- OBT,T-CS	F&S	II	-	LH

CO1	Explain different Shamana Yoga mentioned in Kasa such as Kanthakari Ghrita, Pippalyadya Ghrita, Rasnadi Ghrita, Chitrakadi Leha, Agastya Haritaki (Cha. Chi. 18/35, 36-38, 43-46, 57,62)	CC	DK	KH	L&PPT, L&GD, L	T-CS, VV-Viva, Log book	F&S	II	-	LH
CO1	Summarise the Chapter (Cha. Chi. 18/190-191)	CC	NK	KH	L&PPT, L&GD, L	INT, VV-Viva, Log book	F&S	II	-	LH
Topic 20 Cha. Chi.19.Atisara Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO2	Discuss Nidana Panchaka of Atisara and Sadhyasadyata (Cha. Chi. 19/05-11)	CC	MK	KH	L&GD, L&PPT, L	VV-Viva, Log book	F&S	II	-	LH
CO1, CO2	Explain Samanya Chikitsa Sutra for Nija and Agantuja Atisara (Cha. Chi. 19/10-13)	CC	MK	KH	L, L&GD, L&PPT	T-CS, Log book, VV-Viva	F&S	II	-	LH
CO1	Explain the Chikitsa Sutra for Aamatisara (Cha. Chi. 19/14-18)	CC	MK	KH	L&PPT, L, L&GD	Log book, T-CS, VV-Viva	F&S	II	-	LH
CO1	Describe different Shamana Yoga mentioned in Atisara such as Changeri Ghrita, Pramathya (Cha. Chi. 19/20-22, 44)	CC	DK	KH	L&PPT, L, L&GD	T-CS, Log book, VV-Viva	F&S	II	-	LH
CO1	Explain Shleshmatisara Chikitsa Cha. Chi. 19/102-103, 104-120)	CC	DK	KH	L&PPT, L&GD, L	Log book, T-OBT, T-CS, VV-Viva	F&S	II	-	LH
CO1	Describe importance of Picchabasti Prayoga in Raktatisara (Cha.	CC	DK	KH	L, L&GD	Log book, V	F&S	II	-	LH

	Chi. 19/93-95)				D,L&PP T	V-Viva,T- CS				
CO2	Explain Sannipataja Atisara Chikitsa Sutra (Cha. Chi. 19/122)	CC	MK	KH	L,L&G D,L&PP T	T-CS,VV- Viva,Log book,INT	F&S	II	-	LH
CO1	Summarise the chapter (Cha. Chi. 19/123)	CC	NK	KH	L&PPT ,L&GD, L	T-CS,Log b ook,VV- Viva	F&S	II	-	LH
Topic 21 Cha. Chi.20.Chhardi Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO2	Explain Nidana Panchaka and Sadhyasadyata of Chhardi (Cha.Chi. 20/06-19)	CK	MK	K	DIS,L_ VC	Log book,D EB,PRN,C L-PR,VV- Viva	F&S	II	-	LH
CO1	Explain the Samanya Chikitsa of Chhardi (Cha. Chi. 20/20-22)	CC	MK	KH	L&GD, BS,TUT ,SDL,S Y	VV-Viva,T- CS	F&S	II	-	LH
CO1	Explain the Vishesha Chikitsa Vataja, Pittaja, Kaphaja , Sannipataj, Dvishtarthaj Chhardi (Cha. Chi. 20/23, 26, 34,41)	CC	MK	KH	RP,L&P PT ,L& GD,TB L,CBL	M- CHT,Log b ook,M-MO D,CL-PR,T- CS	F&S	II	-	LH
CO1	Summarise the chapter (Cha. Chi. 20/48)	CK	NK	K	DIS,L,L &PPT , TBL,L &GD	CL-PR,VV- Viva,Log book	F&S	II	-	LH

Topic 22 Cha. Chi.21.Visarpa Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Explain Nidana, Samanya Samprapti, Purvarupa, Bheda of Visarpa (Cha. Chi. 21/11-39)	CC	MK	KH	BS,L&P PT ,L& GD,L	PUZ,M-PO S,M- CHT,QZ	F&S	II	-	LH
CO1	Define and explain Upadrava (Cha. Chi. 21/40)	CK	MK	K	L&GD, L_VC,L &PPT	QZ	F&S	II	-	LH
CO2	Describe Sadhyasadyata of Visarpa (Cha. Chi. 21/42)	CC	MK	KH	L,L&PP T ,L&G D,BS	O-QZ,QZ , PUZ,INT,C R-RED	F&S	II	-	LH
CO3	Discuss the Chikitsa Siddhanta as per Awastha of Visarpa (Cha. Chi. 44-49, 68-70,116-117,141-143)	CAP	MK	KH	L&PPT ,L&GD, CBL,PE R,L	C-VC,INT, S-LAQ	F&S	II	-	LH
CO2	Enlist Bahiparimarjana Chikitsa in Visarpa (Cha. Chi. 21/100-106)	CK	DK	KH	L&PPT ,DA,L& GD,L,D IS	P-VIVA,T- OBT,P- EXAM	F&S	II	-	LH
CO1	Differentiate the Chikitsa Siddhanta of Kushtha & Visarpa	CAN	MK	KH	L_VC, ML,SD L,L&G D,EDU	T-CS, C- VC,CL-PR	F&S	II	-	LH
CO1	Summarise the chapter (Cha. Chi. 21/144-146)	CC	NK	KH	DIS,L& PPT	RK,SBA,C OM,Log book,SA	F&S	II	-	LH

Topic 23 Cha. Chi.22.Trishna Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Analyse Nidana Panchaka of Trishna (Cha. Chi. 22/4-23)	CAN	MK	KH	BS,L&GD,L&PPT ,L	CL-PR,INT ,P-POS	F&S	II	-	LH
CO3	Discuss the Samanya Chikitsa of Trishna (Ch. Chi. 22/25,26)	CAP	MK	KH	L&GD, CBL,L &PPT	P-PS,INT,D EB	F&S	II	-	LH
CO2	Interpret the vishesha chikitsa siddhant of Trishna (Cha. Chi. 22/40-56)	CE	MK	KH	L&GD, L,L&PP T ,CBL	T-CS,CL-PR,QZ ,PUZ	F&S	II	-	LH
CO6	Discuss the indications of Shita Jala, Ushna Jala, Alpa Jala Sevana in Trishna (Cha. Chi. 22/57-,62)	CK	DK	KH	L,TPW, L&GD, L&PPT ,PBL	P-VIVA,M-POS,P-SUR	F	II	-	LH
CO3	Discuss the Chikitsa Sutra of Kshayaja Trishna (Cha. Chi. 22/50)	CAP	DK	KH	L,L&GD,L&PP T ,RLE	INT,SP	F&S	II	-	LH
CO2	Analyse Sadhya Asadhyata of Diseases based on Upsargaja Trishna (Cha. Chi. 22/17-18)	CE	MK	KH	L,L_VC ,PrBL,L &PPT ,L&GD	T-CS,PRN	F&S	II	-	LH
CO1	Summarise the chapter (Cha. Chi. 22/63)	CK	NK	K	SDL	T-OBT,P-VIVA	F&S	II	-	LH
Topic 24 Cha. Chi.23.Visha Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1, CO8	Discuss Visha Chikitsa (Cha.Chi. 23/35-37)	CK	NK	KH	TUT,SY ,D-M,L &PPT ,PL	PRN,QZ ,P UZ,P- VIVA	F	II	-	LH
CO1	Summarise the chapter (Cha. Chi. 23/254)	CC	NK	K	L&GD, L&PPT	T-OBT,INT	F&S	II	-	LH
Topic 25 Cha.Chi.24.Madatyaya Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO2	Enlist criteria for assessing different stages of Mada (Cha. Chi. 24/41-51)	CAP	MK	KH	L&PPT ,ML,CB L,L&G D	P-VIVA,O- GAME,WP	F&S	II	-	LH
CO1	Explain the chikitsa sutra of Madatyaya (Cha. Chi. 24/107-110)	CC	MK	KH	L&GD, L&PPT ,DIS	CL-PR,INT ,PRN	F&S	II	-	LH
CO6	Discuss the concept of Tadarthakari Chikitsa in Madatyaya (Cha. Chi. 24/117)	CAP	DK	KH	BS,L&P PT ,PL	INT,P-VIV A,RK,T-CS	F&S	II	-	LH
CO6	Discuss in detail about the ingredients ,Guna, Karma, Anupana, Aushadha Sevana Kala of Ashtang Lavana(Cha. Chi. 24/177-178)	CK	DK	KH	L_VC,L &PPT ,LS	PUZ,INT,P- EXAM	F&S	II	-	LH
CO2	Discuss the importance Ksheera Prayoga in Madatyaya (Cha. Chi. 24/195)	CAP	MK	KH	PER,DI S,L&PP T	INT,P- VIVA,PRN	F&S	II	-	LH
CO1,	Explain Lakshana and Chikitsa of Dhwamsaka & Vikshaya (Cha.	CAN	DK	KH	PER,L&	PUZ,PRN,S	F&S	II	-	LH

CO3	Chi.24/199-205)				PPT	P				
CO1	Summarise the chapter (Cha. Chi. 24/207-211)	CC	NK	KH	L&GD, SDL,L &PPT	P-VIVA,T- OBT	F&S	II	-	LH
Topic 26 Cha.Chi.25.Dwivraniya Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Discuss the importance of Trividha Pariksha (Cha. Chi. 25/22-23)	CAP	NK	KH	L&GD, L&PPT	P- VIVA,PRN	F&S	II	-	LH
CO1	Discuss Shadvidha Shastrakarma (Cha. Chi. 25/55-60)	CC	NK	K	PBL,L& GD,L& PPT	P-VIVA	F&S	II	-	LH
CO1, CO7	Classify Pathya and Apathya Aahara as per different Vargas mentioned in Charaka Sutra Sthana	CC	NK	K	LS,PER ,CBL,K L,SDL	M-POS,M- CHT,P-VI VA,CL- PR,T-OBT	F&S	II	-	LH
CO1	Summarise the Chapter (Cha.Chi. 25/120-121)	CK	NK	K	SDL,L_ VC,ML, KL,L& GD	T-OBT,Log book,COM	F&S	II	-	LH
Topic 27 Cha. Chi.26. Trimarmiya Chikitsitam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO2, CO3	Discuss the Lakshana and Chikitsa of Udavarta (Cha. Chi. 26/5-31)	CC	MK	KH	CBL,L &PPT , L&GD, L	PUZ,PA,IN T,SP	F&S	II	-	LH

CO1	Enlist the samkhya Samprapti of Mutrakricha, Hridroga, Pratishaya, Shiroroga, Mugharoga, Arochaka	CC	DK	K	L&GD, L&PPT	O-QZ,QZ	F&S	II	-	LH
CO1	Analyse Nidanapanchaka of Mutrakricha, Hridroga, Shiroroga,Arochaka (Cha. Chi. 26/32-76,77-100,104)	CAP	MK	KH	L&GD, L&PPT	VV-Viva, I NT,M-CHT	F&S	II	-	LH
CO2	Explain Chikitsa Sutra of Hridroga (Cha. Chi. 26/101,102)	CK	MK	KH	BS,L&P PT ,L&GD	S-LAQ,PU Z,INT,CL- PR,QZ	F&S	II	-	LH
CO6	Enlist and discuss ingredients and properties of various Dravyas in Varga/ Mahakashaya from Samhita used in management of Mutravaha Sroto Dushti-Vikara	CAP	NK	KH	KL,LS, SDL,TP W	P-VIVA,R K,CHK,IN T,VV-Viva	F&S	II	-	LH
CO6	Explain in detail about the ingredients and various indications mentioned for Hinguvarchadi Churna, Mahanila Taila,.Sahacharadi Taila, Mishraka Sneha	CAN	DK	SH	L&GD, SY	P-VIVA,D OAP,VV- Viva	F&S	II	-	LH
CO1	Summarise the chapter (Cha. Chi. 26/294)	CC	NK	KH	L&PPT ,L&GD	INT,Log book,RK	F&S	II	-	LH

Topic 28 Cha.Chi.27.Urusthambha Chikitsitam (LH :1 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Discuss the Nidana Panchaka of Urustambha (Cha. Chi. 27/08-19)	CC	MK	KH	CBL,L &PPT	PUZ,T- CS,CL-PR	F&S	II	-	LH
CO2	Explain Chikitsa Sutra of Urusthambha (Cha. Chi. 27/25, 60-61)	CK	MK	KH	ML,L& PPT ,BL,FC	RK,INT,Lo g book	F&S	II	-	LH
CO1, CO2	Justify contraindications of Panchakarma in Urustambha Chikitsa (Cha. Chi. 27/20-24)	CAP	MK	KH	CBL,L &PPT ,L&GD	INT,P-VIV A,S-LAQ	F&S	II	-	LH

CO6	Discuss ingredients and various indications of Ashtakatwara Taila, Shringeshtyadi Churna.	CK	DK	KH	L_VC,L &GD,T BL,L&P PT	DEB	F&S	II	-	LH
CO6	Evaluate role of Gurvadi Guna of Dravya used in the management of Urustambha	CAP	NK	KH	SDL,KL	PUZ,CBA	F&S	II	-	LH
CO1	Discuss the Vihara advised in the management of Urustambha (Cha. Chi. 27/58-60)	CAP	NK	K	BS,DIS, L&GD	SP,RK,M- CHT,Log book	F	II	-	LH
CO1	Summarise the chapter	CC	NK	K	L&GD, L&PPT ,L	COM,Log book,RK	F&S	II	-	LH

Topic 29 Cha.Chi.28.Vatavyadhi Chikitsitam (LH :2 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Describe Nidana, Samprapti, Purvaroop, Samanya Lakshana of Vatavyadhi (Cha. Chi. 28/15-23)	CK	MK	K	L,L&PP T ,L&GD	INT, C- VC,T-CS	F&S	II	-	LH
CO1	Discuss different Sthanagatavata Lakshana (Cha. Chi. 28/24-37)	CC	MK	KH	L&GD, BL,PL	INT,SP,P- EXAM	F&S	II	-	LH
CO1	Explain Samprapti and Lakshana of Ardita and Pakshaghata (Cha. Chi. 38-42, 53-55)	CAN	MK	KH	L&PPT ,CBL,L &GD	SBA,CBA	F&S	II	-	LH
CO1, CO2	Elaborate Nirupastambha Vatavyadhi Chikithsa (Cha. Chi. 28/75)	CAN	MK	KH	L&GD, FC,L,L &PPT	P-VIVA,T- CS,INT,OS CE,Mini- CEX	F&S	II	-	LH

CO2, CO3	Describe Chikitsa Sutra of Ardita (Cha. Chi. 28/99)	CC	MK	KH	L&PPT ,CBL,L &GD,L	P-VIVA,T- CS,P-EXA M,T-OBT	F&S	II	-	LH
CO2	Explain different Sthanagata Vata Chikitsa (Cha. Chi. 28/89-95)	CAP	MK	KH	DIS,BS, L,L&PP T	P- VIVA,PM, C-VC,DEB, P-EXAM	F&S	II	-	LH
CO2, CO3	Describe Lakshana and Chikitsa of Pakshaghata (Cha. Chi. 28/53,100)	CAP	MK	KH	CBL,L &GD,L, L&PPT	INT,OSCE, CWS ,SBA,CBA	F&S	II	-	LH
CO2, CO3	Differentiate Khalli and Gridhrasi (Cha. Chi. 28/56,57)	CC	MK	KH	L,PL,L &PPT	CBA,P- VIVA	F&S	II	-	LH
CO6	Discuss ingredients, Guna, Karma of Balataila (Cha. Chi. 28/148-166), Rasnataila (Cha. Chi. 28/165-167)	CC	MK	KH	FC,L&P PT ,L	INT,RK	F&S	II	-	LH
CO1, CO2	Analyze and classify the correlation of Vatavyadhi with Dhatu, Upadhatu, Srotas, and Rogamarga	CAP	DK	KH	SDL,BL ,FC,L& GD	PUZ,INT, M-CHT,O- QZ	F&S	II	-	LH
CO2	Discuss Chikitsa Siddhanta of Upasthambhita Vatavyadhi (Cha, Chi. 28/184,186,194,195,196,202,203,204,205,212,219,222,245,246,247)	CK	MK	KH	BS,PL, L&GD	PUZ,QZ ,O- QZ	F&S	II	-	LH
CO1	Summarise the chapter (Cha. Chi. 28/248-249)	CK	NK	K	SDL	RK,VV- Viva	F&S	II	-	LH

Topic 30 Cha.Chi.29.Vatashonita Chikitsitam (LH :1 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Describe Nidana, Samprapti, Purvaroop, Lakshana, Bheda and	CAN	MK	KH	L,L&G	C-VC,T-	F&S	II	-	LH

	Sadhyasadyata of Vatarakta (Cha. Chi. 29/5-34)				D,L&PP T	CS				
CO3	Differentiate Utthana, Gambhira and Ubhayashrita Vatarakta (Cha. Chi. 29/19-23)	CK	MK	KH	L,L&G D,L&PP T	QZ ,WP,PU Z,O-GAME ,O-QZ	F&S	II	-	LH
CO2	Explain Utthana and Gambhira Vatashonita Chikitsa Sutra (Cha.Chi. 29/41-48,158,160)	CAN	MK	KH	L,CBL, L&PPT ,BS	INT,PA,CR- W	F&S	II	-	LH
CO2, CO3	Describe importance of Ksheera Basti Chikitsa in Vatarakta (Cha.Chi. 29/88)	CAP	MK	K	L&PPT ,L&GD, L	INT,VV- Viva	F&S	II	-	LH
CO6	Discuss in detail about the ingredients, Guna, Karma of Pindataila (Cha.Chi. 29/123)	CAP	DK	K	L,L&PP T ,KL	VV- Viva,RK	F&S	II	-	LH
CO1	Summarise the chapter(Cha.Chi. 29/163-165)	CK	NK	K	L,L&PP T ,L&GD	T-OBT,QZ	F&S	II	-	LH

Topic 31 Cha.Chi.30.Yonivyapad Chikitsitam (LH :1 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Discuss Yonivyapad types, Lakshana and Chikitsa. Cha.Chi.30/9-36,41-42, 45)	CAP	MK	K	ML,L& GD,ED U	P-VIVA	F&S	II	-	LH
CO1	Discuss and explain the chikithsa pariksha vishayas (Cha.Chi.30/293-333)	CAP	DK	K	L,RP,L &PPT ,KL	M-POS,M- CHT,INT	F	II	-	LH
CO1	Explain the concept of anuktha vyadhis(Cha.Chi.30/291-292)	CC	DK	K	PL,L&	S-LAQ	F&S	II	-	LH

					GD,L&PPT ,L					
CO1, CO2	Explain Shukra Dosha, hetu,Lakshana, and Chikitsa. Cha. Chi.30/133-153)	CK	DK	K	L&GD	T-OBT	F&S	II	-	LH
CO1, CO2	Explain Klaibya bhedha, lakshana, Sadhyaasadhyata and Chikitsa, Cha.Chi.30/155-224)	CK	DK	KH	L&PPT ,L&GD	T-OBT,T-CS	F&S	II	-	LH
CO1, CO2, CO3	Explain Pradara hetu, Samprapti, Lakshana and Chikitsa. (Cha.Chi.30/205-224)	CK	DK	K	L&GD	T-CS,T-OBT	F&S	II	-	LH
CO1, CO2	Explain Aoushadhi Sevana Kala (ChaChi.30/294-312)	CK	DK	K	L&GD, L&PPT ,L	T-OBT,T-CS	F&S	II	-	LH
CO1, CO2, CO3	Explain The Importance of pathya Ahar (Cha.Chi.30/329-333)	CC	DK	K	L&GD, L&PPT	T-OBT	F&S	II	-	LH
CO1	Summarise chapter(Cha Chi 30/334-339)	CC	NK	K	L	P-VIVA	F&S	II	-	LH
Topic 32 Cha. Ka.1Madanakalpam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Define prayojana (objective) of kalpasthana and define Vaman and Virechana (Cha.Ka. 1/4)	CK	MK	K	L,L&PPT	P-EXAM,V V-Viva	F&S	II	-	LH
CO1	Describe the Mode of action of Vamana and Virechana Dravya and compare with charecteristics of Urdhvagami and Adhogami Dravya. (Cha.Ka 1/5-6)	CC	MK	K	L&PPT ,L,L&G D	P-POS,P-V IVA,VV-Vi va,T-OBT	F&S	II	-	LH
CO1	Identify features of Trividha Desha in different geographical areas(Cha.Ka.1/8)	CAP	MK	KH	L&PPT ,L,L&G	T-OBT,VV -Viva,P-	F&S	II	-	LH

					D	VIVA,T- CS				
CO1	Discuss the Shreshthata of Madanaphala among other Vamaka Dravyas (Cha.Ka. 1/13)	CC	MK	K	L,L&PP T	PRN,DEB, P-VIVA	F&S	II	-	LH
CO1, CO6	Evaluate procedure of Maadanaphala Sanskara for Vamana purpose Cha.Ka 1/13)	CC	MK	K	L&GD, L&PPT ,L	VV-Viva,P- VIVA,PP- Practical	F&S	II	-	LH
CO6	Explain Madanaphala Samgraha and Prayog Vidhi (Cha.Ka.1/13)	CC	MK	KH	L,L&G D,L&PP T	P-VIVA,T- OBT	F&S	II	-	LH
CO6	Enumerate Yogas of Madanaphala (Cha.Ka. 28-30)	CC	NK	K	L&PPT ,L	P-VIVA,T- OBT	F&S	II	-	LH
CO1	Enlist the Madanaphala Paryaya (Cha.Ka. 1/27)	CC	MK	K	REC,L, L&PPT	VV-Viva,T -OBT,P- VIVA	F&S	II	-	LH
CO1	Explain Adhyaya Sangraha (Cha.Ka.1/28-30)	CC	NK	K	L&PPT ,L	P-VIVA,T- OBT	F&S	II	-	LH
Topic 33 Cha.Ka.2 to 6 (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Describe Yogya Roga and Rogi for Jivamutak , Ikshvaku, Dhamargava . Vatsaka and Kritavedhana Kalpam Jimutaka, (Cha.Ka.2/4) (Cha.Ka.3/4) (Cha.Ka.4/4) (Cha.Ka.5/6)	CC	DK	K	L&GD	PRN	F&S	II	V-DG	LH
CO6	Explain Paryaya and Guna of Jivamutak , Ikshvaku, Dhamargava . Vatsaka and Kritavedhana Kalpam. (Cha.ka 2/3-4) (Cha.Ka.3/3-4) (Cha.Ka.4/3-4) (Cha.Ka.5/3-5) (Cha.	CC	DK	K	PL,PER	Log book,C OM,VV- Viva	F&S	II	-	LH

	Ka. 6/3-4)									
CO1	Enumerate yogas of Jimutaka , Ikshvaku, Dhamargava ,Vatsaka, and Kritavedhana Kalpam. (Cha.Ka.2/ 14-15) Cha.Ka. 3/ (Cha.Ka.4/19-20), (Cha.Ka 5/12) (Cha.Ka.6/13-14)	CK	DK	K	L&GD, L	Log book,T-OBT	F&S	II	-	LH
Topic 34 Cha.Ka.7.Shyamatrivrutta Kalpam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1, CO2, CO6	Enlist the Paryaya, Guna, indication (Cha.Ka.7/3-7)	CC	MK	K	L,L&PP T	T-OBT,P-VIVA	F&S	II	-	LH
CO1, CO2	Describe Bhedha , Samgraha and Prayoga Vidhi (Cha.Ka.7/8-11)	CC	MK	K	L&PPT ,L	T-OBT,P-VIVA	F&S	II	-	LH
CO1, CO6	Explain Rutuanusruta Trivrita Prayoga (Cha.Ka.7/56-64).	CC	NK	K	L,L&PP T	T-OBT,P-VIVA	F&S	II	-	LH
CO1	Explain the Adhyaya Sangraha (Cha.Ka. 7/77-80)	CC	NK	K	L&PPT ,L	VV-Viva	F&S	II	-	LH
CO1, CO2	Explain Yogas ingredients and Indications of Kalyanaka Guda, Vyoshadi Gutika . (Cha.Ka.7/40-45) (Cha.Ka.7/46-49)	CC	DK	KH	DIS,L&GD	T-OBT,T-CS,P-REC	F&S	II	-	LH
Topic 35 Cha.Ka.8. to 11 (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Explain Samgrah and Prayoga vidhi of Chaturangula, Tilvaka , Sudha , Saptalashankhini. (Cha.Ka 8/6-7) (Cha.Ka9/4-5) (Cha.Ka10/3-9) (Cha.Ka11/5)	CC	NK	D	FC	PRN,VV-Viva	F&S	II	-	LH

CO6	1. Explain Paryaya, Gunas, Indications of Chaturangula, Tilvaka, Sudha, Saptalashankhini.. (Cha.Ka.8/3-5) (Cha.Ka.9/3) (Cha.Ka.10/3-9), (Cha.Ka.11/3-5)	CK	DK	K	PER	PP-Practical, VV-Viva, COM, PA	F&S	II	-	LH
CO1	Enumerate yogas of Chaturangula Kalpam, Tilvaka kalpam, Sudha Kalpam, Saptalashankhini kalpam. (Cha.Ka.8/17-18) (Cha.Ka.9/17-18) (Cha.Ka.10/21-22) (Cha.Ka.11/18-19)	CC	DK	K	L&GD	T-OBT	F&S	II	-	LH
Topic 36 Cha.Chi.12.Dantidravanti Kalpam (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Enlist the Dantidravanti Paryaya (Cha.Ka.12/3)	CC	MK	K	L&PPT, L	P-VIVA, T-OBT	F&S	II	-	LH
CO1, CO6	Explain the Samgraha and Prayoga Vidhi of Dantidravanti. (Cha.Ka.12/4)	CC	MK	K	L, L&PPT	T-OBT	F&S	II	-	LH
CO1	Enlist Dantidravanti Guna (Cha.Ka.12/6)	CC	MK	K	L, L&PPT	P-VIVA, T-OBT	F&S	II	-	LH
CO2, CO6	Explain the Dantidravanti Yoga	CC	NK	K	L&PPT, L	P-VIVA, T-OBT	F&S	II	-	LH
CO1	Explain Adhyaya Sangraha (Cha.Ka.12/36-40)	CC	NK	K	L, L&PPT	VV-Viva, P-VIVA	F&S	II	-	LH
CO1	Explain the Number of emetic and purgative formulations prepared out of fifteen important drugs. (Cha.Ka.12/41-42)	CC	NK	K	L, L&PPT	T-OBT, P-VIVA	F&S	II	-	LH
CO1	Describe the importance of Bhavana, Samyoga of Dravyas in formulating medicines (Cha. Ka. 47-48).	CC	NK	K	L&PPT, L	T-OBT, P-VIVA	F&S	II	-	LH
CO1	Explain trividha yoga of Vaman -virechaka Aoushadhi of Tikshnatva, Madhyatva and Mrudu. (Cha. Ka. 12/51-52)	CC	NK	K	L, L&PPT	T-OBT, P-VIVA	F&S	II	-	LH

CO1	Explain indications of Tikshana, Madhya, Mrudu Bhesaja.	CC	NK	K	L,L&PP T	P-VIVA,T- OBT	F&S	II	-	LH
CO3	Explain Chikitsa in case Virechana Aushadha coming out from Urdhva , Things to do in case of Dosha Apravritti, Things to do when Ati Pravritti of Dosha.	CC	MK	K	L&PPT ,L	T-OBT,P- VIVA	F&S	II	-	LH
CO1	Explain indications of Snigdha Virechana and Ruksha Virachana. (Cha.ka 12/83-85)	CC	NK	K	L,L&PP T	T-OBT,P- VIVA	F&S	II	-	LH
CO1	Explain Vidhipurvaka Samshodhana Prayoga (Cha.Ka 12/57)	CC	NK	K	L,L&PP T	P-VIVA,T- OBT	F&S	II	-	LH
CO1	Describe Dravya Pramana based on Koshtha. (Cha.Ka.12/86)	CC	NK	K	L&PPT ,L	T-OBT,P- VIVA	F&S	II	-	LH
CO1	Enlist the classical measurements and its comparasion with International System of Unit.	CC	NK	K	L&PPT ,L	T-OBT,P- VIVA	F&S	II	-	LH
CO1	Explain the Quantity to be taken of Sadyodhruta Dravya.(Cha. Ka.12/98-99)	CC	NK	K	L&PPT ,L	P-VIVA,T- OBT	F&S	II	-	LH
CO1	Explain the Sneha Paka Paribhasha and their imporatnce, Utility. (Cha.Ka.12/102-103)	CC	NK	K	L,L&PP T	P-VIVA,T- OBT	F&S	II	-	LH
CO1	Explain Magadha maan Paribhasha and Importance (Cha.Ka.12/87-97)	CC	NK	K	L,L&PP T	T-OBT,P- VIVA	F&S	II	-	LH
CO1	Explain Kalpasthana Sangraha (Cha Ka. 12/ 106-107)	CC	NK	K	L,L&PP T	P-VIVA,T- OBT	F&S	II	-	LH

Topic 37 Term 2 Non Lecture theory Activities (LH :0 NLHT: 33 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Apply Fundamental Principle of Samhita in diagnosis,	CAP	MK	KH	TBL,L	Log book,I	F	II	-	NLHT37.1

	interpretation, treatment planning, selection of formulations and appropriate dosage form, Kaala, Anupan etc.				&GD,F C	NT,P- VIVA				
CO1, CO2	Appraise Sambhasha on different topics of Samhita.	AFT- VAL	MK	SH	D	P-VIVA	F&S	II	-	NLHT37.2
CO1	Conduct Cross sectional study of Samhita	CAP	MK	KH	L&GD	INT,P- VIVA	F	II	-	NLHT37.3
CO1	Compare and analyse Charaka Samhita and Sushruta Samhita	CC	DK	KH	L&PPT ,L&GD	COM	F	II	-	NLHT37.4
CO2, CO3, CO6	Perform Samhita based analysis of Diseases.	CAP	MK	KH	D-BED	RK,CBA,V V-Viva	F&S	II	-	NLHT37.5
CO7	Review and summarize Published Articles on different aspects, topics of Samhita.	CAP	MK	KH	L&GD, TBL	RK,INT	F	II	-	NLHT37.6
CO1, CO2	Illustrate the Concept mapping of Samprapti and Chikitsa	CAP	MK	K	DIS	P-VIVA	F	II	-	NLHT37.7
CO1	Comparative Analysis of Chikitsa Siddhanta of Charaka Samhita and Sushruta Samhita	CC	MK	K	D	P-VIVA	F&S	II	-	NLHT37.8
CO7	Integrate Chikitsa concepts of Samhita with contemporary medical science	CAN	MK	KH	TBL,L &GD	RK,INT	F	II	-	NLHT37.9
CO1	Evaluate and describe Samhita with the help of Tantrayukti	CC	MK	KH	SDL	RK,Log bo ok,VV- Viva,INT	F	II	-	NLHT37.1 0
CO1, CO2	Perform interview of senior Vaidya.	CAP	MK	KH	TBL,L &GD	INT,RK	F	II	-	NLHT37.1 1
CO1	Interpret and decode Samhitas with commentary.	CC	NK	KH	TBL,RE	CBA,RK,V	F&S	II	-	NLHT37.1

					C,L&G D	V-Viva				2
CO1	Recite memorise and recall important Shloka	CC	MK	K	SDL	P-REC	F&S	II	-	NLHT37.1 3
Non Lecture Hour Theory										
S.No	Name of Activity	Description of Theory Activity								
NLHT 37.1	Fundamental Principle of Samhita used in diagnosis, interpretation, treatment planning, selection of formulations and appropriate dosage form, Kaala, Anupan etc.	Refer NLHT 17.1								
NLHT 37.2	Conducting Sambhasha on different topics of the Samhita	Refer NLHT17.2 Second Term Suggested Topics (1 hour) Concept of Dosha Gati in Shakhashrita and Kosthashrita kamala/ Concept of Upadrava and its management/ Concept of Avarana and its management etc.								
NLHT 37.3	Cross sectional study of Samhita	Refer NLHT 17.3 Second Term Irregular Sleep Patterns: A Significant Cause of Disease (Vyadhi)/ Asatmya Indriyarthasamyoga: A Key Etiological Factor in Disease/ Concept of Gata Vata and Avarana Vata: Differentiating Two Pathological States/ Bahirparimarjana Chikitsa in Vata-Rakta: External Therapies for Vata-Rakta Disorders etc.								
NLHT 37.4	Comparative study of Charaka Samhita and Sushruta Samhita	Refer NLHT17.4 Second Term (4 hours) Cha.Chi. 16- Su Ut. 44 Cha. Chi.26 - Su Ut. 43 Cha. Chi. 17, Su. Ut..50, Su. Uttar 51								

		Cha Chi. 18/ Su Ut. 52
NLHT 37.5	Samhita Based Analysis of Diseases	Refer NLHT 17.5 Second Term (4 hours) Cha. Chi. 16 - Case of Pandu Cha. Chi. 17 - Case of Shwas Cha. Chi. 18 - Case of Kasa Cha. Chi. 28 - Case of Gridhrasi/Sandhigata Vata/ Pakshaghata
NLHT 37.6	Review of Published Articles from Samhita	Refer NLHT 17.6 Second Term (2 hours) Pandu, Kamala, Tamakshwas, Kasa, Gridhrasi, Ardita, Pakshaghata. etc
NLHT 37.7	Concept mapping of Samprapti and Chikitsa	Refer NLHT 17.7 Second term (2 hours) Case of Pandu, Kasa, Shwasa, Gridhrasi, Ardita, Pakshaghata etc.
NLHT 37.8	Comparative Analysis of Chikitsa Siddhanta of Charaka Samhita and Sushruta Samhita	Refer NLHT 17.8 Second Term (2 hours) Ardita of Charaka Samhita and Sushruta Samhita, Udavarta Chikitsa of Charaka and Sushruta Samhita, Shwas Chikitsa of Charaka and Sushruta
NLHT 37.9	Integrative activities - Compare Chikitsa concepts of Samhita with contemporary medical science	Refer NLHT 17.9 Second Term (2 hours) Ardita and Bell's palsy, Gridhrasi and Sciatica, Sandhivata and Osteoarthritis etc.
NLHT 37.10	Evaluation by Tantrayukti	Refer NLHT 17.10

		Second Term (2 hours) Cha. Chi. 17/ 88 70- 76, 92-93,148 Cha. Chi. 18/ 31, 32- 34 Chi. 20/ 5, 35, 41-44 Cha. Chi. 23/ 61-62
NLHT 37.11	Interview of senior Ayurveda Vaidya	Refer NLHT17.11
NLHT 37.12	Exploring Vyakhya	Refer NLHT 17.12 Second Term (4 hours) Cha. Chi. 17/147-150. Cha Chi.21/40 Cha. Chi 27/20-24 Cha. Chi. 28/72-74 Cha Chi 29/3-11
NLHT 37.13	Recite, Memorise and recall Shlokas	Refer NLHT 17.13 Second Term (6 hours) Cha.Chi.16/40, 93-96,116, 118, 130-131 Cha. Chi. 17/71-72, 88-90, 121-122 Cha. Chi. 18/32-34, 83, 108, 131-133, 149-150 Cha. Chi. 19/14-15,19 Cha. Chi. 20-22, 41 Cha. Chi. 21/49 ,142 Cha. Chi. 22/19, 57, 58 -59 Cha. Chi. 23/14-17, 24, 221-222 Cha. Chi.24/107-108 Cha. Chi. 25/26, 86

		Cha. Chi. 26/3, 4 Cha. Chi. 27/25-27, 47 Cha. Chi.28/3,19,75,76,99,101 Cha. Chi. 29/35,36,41,82, 83,88,123 Cha Chi. 30/ 8-38, 298, 302								
Topic 38 Cha. Si.1.Kalpana Siddhi (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Describe the guidelines to be followed during Snehana, Swedana and Enlist the benefits of Snehana and Swedana (Ch.Si.1/6-8)	CC	MK	KH	L,L&PP T	T-OBT,VV- Viva	F&S	III	-	LH
CO1	Describe the diet recommended prior to Vamana and Virechana (Ch.Si.1/8-9)	CK	MK	KH	L,L&G D,L&PP T	T-OBT,VV- Viva	F&S	III	-	LH
CO1	Describe the ideal conditions for performing Vamana and Virechana (Ch.Si.1/9-10)	CK	MK	KH	L,L&G D,L&PP T	T-OBT,VV- Viva, C-VC ,PP- Practical	F&S	III	-	LH
CO1, CO3	Explain the importance of Samsarjana Krama and its benefits (Ch.Si.1/11-12)	CK	MK	KH	CBL,L &GD,L, L&PPT	T-OBT,VV- Viva	F&S	III	-	LH
CO5	Describe the Antiki, Maniki, Vaigiki and Laingiki Pariksha for assessment of Vamana and Virechana (13-14)	CC	MK	KH	L,CBL, L&GD, L&PPT	VV-Viva,T -OBT,CL- PR	F&S	III	-	LH
CO2, CO3, CO5	Explain the Samyak yoga, Ayoga and Atiyoga lakshana of Vamana (Ch.Si. 1/15-16)	CK	DK	K	L&GD, L&PPT ,L	T-OBT,VV- Viva	F&S	III	-	LH

CO2, CO3, CO5	Describe the Samyak yoga, Ayoga and Atiyoga lakshana of Virechana (Ch.Si. 1/17-19)	CK	DK	K	L&PPT ,L,L&G D	VV-Viva,C L-PR,T- OBT	F&S	III	-	LH
CO2, CO3, CO5	Explain the mode of action of Basti (Ch.Si.1/40-41)	CK	MK	K	L&GD, L,L&PP T	T-OBT,VV -Viva,M-P OS,M-CHT	F&S	III	-	LH
CO1, CO2	Describe the importance of Basti (Ch.Si.1/38-39)	CK	MK	KH	L&PPT ,CBL,L &GD,L	T-CS,VV- Viva	F&S	III	H-PK	LH
CO2, CO3, CO5	Describe the Niruha and Anuvasan Basti Samyak-yoga - Ayoga and Atiyoga Lakshana (Ch.Si. 1/ 40-46)	CC	MK	KH	L&PPT ,L&GD, L	VV-Viva,T- OBT	F&S	III	-	LH
CO1, CO2	Enlist the Number of Karma, Kala and Yoga Basti (Ch.Si.1/47-48)	CC	MK	K	L&PPT ,L&GD, L	T-OBT,VV- Viva	F&S	III	-	LH
CO2, CO3	Enlist the number of Anuvasana Basti in Vata, Pitta and Kapha Dosha Adhikya (Ch.Si.1/49)	CK	MK	K	L,L&G D,L&PP T	VV-Viva,T- OBT	F&S	III	-	LH
CO2, CO5	Describe the Shirovirechana Samyak yoga-Ayoga-Atiyoga (Ch.Si.1/51-52)	CC	MK	K	L&GD, L,L&PP T	T-OBT,VV- Viva	F&S	III	-	LH
CO2, CO3	Describe benefits of Panchakarma Chikitsa (Ch.Si.1/53)	CC	MK	KH	L&PPT ,L&GD, L	T-OBT,VV- Viva	F&S	III	-	LH
CO2, CO3	Describe the Parihar Kala suggested for Panchakarma treatment (Ch.Si.1/54)	CK	MK	KH	L&PPT ,L,L&G	T-OBT,VV- Viva	F&S	III	-	LH

					D					
CO2	Explain the factors to be avoided during Panchakarma (Ch.Si.1/54-55)	CK	NK	K	L&GD, L&PPT, L	T-OBT, VV-Viva	F&S	III	-	LH
CO1	Summarize the chapter as per Sutra (Ch. Si 1/60)	CK	NK	K	SDL	T-OBT, VV-Viva	F&S	III	-	LH
Topic 39 Cha.Si.2.Panchakarmiya Siddhi (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Enlist the ayogya purushas for Panchakarma (5-7)	CK	DK	KH	L&PPT, L&GD, L	VV-Viva, T-OBT	F&S	III	-	LH
CO1	Describe indications and contraindications for all Panchakarma procedures Cha.Si (4-6)	CC	MK	K	L&PPT, L, CBL	VV-Viva, T-OBT	F	III	-	LH
CO1, CO2	Identify Patients contraindicated and indicated for Various Panchakarma procedures, Vamana 8-10, Virechana 9-12, Asthapana Basti 14-16, Anuvasana Basti 17-19, Shirovirechana 20-22, Best season for all Panchakarma-s (23)	CC	DK	K	L, CBL, L&PPT	T-OBT, VV-Viva	F&S	III	-	LH
CO1	Summarize the Chapter Cha. Si 24	CC	NK	K	SDL	T-OBT, VV-Viva	F&S	III	-	LH
Topic 40 Cha.Si.3.Bastisutriyam Siddhi (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Describe the questions by Agnivesa regarding Basti (Cha.Si.3/3-5)	CK	MK	K	IBL	VV-Viva, T-OBT	F&S	III	-	LH
CO2	Describe the yogya and ayogya before administration of basti	CC	MK	K	L, DIS, L	M-CHT, M-	F&S	III	-	LH

	(Cha.Si.3/6)				&GD,L &PPT ,BL	POS,VV-Vi va,T-OBT				
CO1	Describe the structure of Basti Netra & its features (Cha.Si.03/8-12)	CK	MK	K	D-M	T-OBT,VV -Viva,P- MOD	F&S	III	-	LH
CO1	Describe the Preparation and administration of basti formulation (Cha.Si.3/13-19)	CC	MK	KH	L&GD, L_VC,L &PPT ,D,L	VV-Viva,T- OBT	F&S	III	-	LH
CO5	Analyze the consequences of improper nozzle administration and its complications (Basti Netra Dosha) as per Cha. Si. 3/20-22	CC	DK	K	L,L&G D,L&PP T	T-OBT,VV- Viva	F&S	III	-	LH
CO1	Justify the sequence of Niruha Basti formulation and the appropriate position for its administration as per Cha. Si. 23-26	CE	DK	K	L,L&G D,L&PP T	VV-Viva,T- OBT	F&S	III	-	LH
CO1, CO2	Describe the guidelines/regimen to be followed after the Niruha Basti administration (Cha.Si.3/27-29,33,34,70)	CC	NK	K	L&PPT ,L&GD, L	T-OBT,CL- PR,S-LAQ	F&S	III	-	LH
CO1, CO2	Discuss the Matra (dosage) of Basti administration based on Dosha dominance as per Cha. Si. 3/30-31.	CC	MK	KH	L&GD, L,L&PP T	VV-Viva,T- OBT	F&S	III	-	LH
CO1, CO2	Discuss the dosage of Niruha Basti, post-Basti dietary regimen, and essential equipment as per Cha. Si. 3/32-34.	CK	MK	K	L,L&PP T ,L&GD	VV-Viva,T- OBT	F&S	III	-	LH
Topic 41 Cha. Si.4.Snehavyapat Siddhi (LH :1 NLHT: 0 NLHP: 0)										

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1, CO2	Explain the various Anuvasana Basti formulations and their indications in different disorders as per Cha. Si. 4/4-22	CK	DK	K	L&PPT ,L	T-OBT,VV- Viva	F&S	III	-	LH
CO1	Describe the benefits of Anuvasana Basti (Cha.Si.4 /22)	CK	DK	K	L,L&PP T ,L&GD	T-OBT,VV- Viva	F&S	III	-	LH
CO5	Explain and discuss the six Vyapat (complications) of Sneha Basti, including their causative factors, symptoms, and Chikitsa, as per Cha. Si. 4/25-41.	CC	MK	K	L&GD, L&PPT ,L	VV-Viva,T- OBT	F&S	III	-	LH
CO5	Describe the factors responsible for Vyapad of Sneha Basti (Cha.Si.4 /26)	CC	MK	K	L,L&G D,L&PP T	T-OBT,VV- Viva	F&S	III	-	LH
CO2	Discuss the guidelines to be followed post-Sneha Basti administration as per Cha. Si. 4/42-45.	CK	DK	KH	L&PPT ,L&GD, L	T-OBT,VV- Viva	F&S	III	-	LH
CO1, CO2	Describe the conditions indicated for daily administration of anuvasana basti (Cha.Si.4/46-47)	CK	MK	KH	L&PPT ,L,L&G D	T-OBT,VV- Viva	F&S	III	-	LH
CO5	Explain the concept of Ama and Pakwa Taila in Anuvasana Basti and its associated complications as per Cha. Si. 4/48-51.	CK	NK	K	L,L&PP T ,L&GD	T-OBT,VV- Viva	F&S	III	-	LH
CO1, CO2	Describe the indications and benefits of matra basti (Cha.Si.4/52-54)	CK	MK	K	L,L&PP T	T-OBT,VV- Viva	F&S	III	-	LH
CO1	Summarize the Chapter based on verses (Cha.Si.4/1-55)	CC	NK	K	SDL	T-OBT,VV- Viva	F&S	III	-	LH

Topic 42 Cha.Si. 5.Netrabastivvyapat Siddhi (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO5	Enumerate and discuss the number of Basti Netra Dosha, Basti Putaka Dosha, and Basti Data/Pranetru Dosha along with their complications as per Cha. Si. 5/3-8.	CC	MK	K	L,L&G D,L&PP T	VV-Viva,T- OBT	F&S	III	-	LH
CO5	Enumerate and discuss the complications arising from improper administration of Basti as per Cha. Si. 5/3, 9-18.	CC	MK	K	L,L&PP T ,L&GD	T-OBT,VV- Viva	F&S	III	-	LH
CO1	Explain and discuss the indications of Shodhana in Sadharana Ritu as per Cha. Si. 4-6.	CC	MK	K	SDL	T-OBT,VV- Viva	F&S	III	-	LH
CO1, CO2	Summerize of the Chapter based on Sutras (Cha.Si 5/1-18)	CC	MK	K	L&PPT ,L,L&G D,SDL	T-OBT,VV- Viva	F&S	III	-	LH
Topic 43 Cha.Si.6.Vamana Virechana Vyapat Siddhi (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1, CO2	Explain and discuss on the Indication of Shodhana in Sadharana Ritu.	CC	MK	K	L,L&G D,L&PP T	CL-PR,T-O BT,VV- Viva	F&S	III	-	LH
CO1	Describe the Importance of Snehana before panchakarma (Cha.Si.6/ 7)	CC	MK	K	L&PPT ,L&GD, L	S-LAQ,VV- Viva	F&S	III	-	LH
CO5	Describe the Vaman-Virechana Vyapad-ayoga atiyoga its upadrava and its chikitsa (Cha.Si. 6/29-93)	CC	MK	K	L&PPT ,L	VV-Viva,S- LAQ	F&S	III	-	LH
CO1, CO2	Describe Samsarjana kala after Shodhana (Cha.Si.6/57)	CC	MK	K	L&GD, L,L&PP	VV-Viva,M -POS,T-OB	F&S	III	-	LH

					T	T,CL-PR,M-CHT				
CO1	Summarize of the Chapter based on sutras (Cha.Si 6/94)	CC	NK	K	SDL	T-OBT	F&S	III	-	LH
Topic 44 Cha. Si. 7.Bastivyapat Siddhi (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO5	Describe Aasthapana Basti Vyapat, including its causes, signs, symptoms, and management as per Cha. Si. 7/5-65.	CC	MK	K	L&GD, L&PPT, L	T-OBT,VV-Viva	F&S	III	-	LH
CO1	Summarize the Chapter based on sutra (Cha.Si.7/66)	CC	NK	K	DIS,L&GD	VV-Viva,T-OBT	F&S	III	-	LH
Topic 45 Cha.Si.8.Prasrita Yogiyam Siddhi (LH :1 NLHT: 0 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Enumerate and discuss on the Types of Prasritika basti (Cha.Si 8/3-14)	CC	MK	K	L&PPT, L&GD, L	VV-Viva, COM,T-OBT	F&S	III	-	LH
CO5	Describe the Treatment of various complications due to prasrutika basti (Cha.Si.8/14-19)	CC	MK	K	L&PPT, L,L&GD	T-OBT,VV-Viva	F&S	III	-	LH
CO1	Discuss the types of Pancha-Prasritika Basti and the treatment of various Upadrava arising from its administration as per Cha. Si. 8/43-45.	CK	MK	K	L,L&GD, L&PPT	VV-Viva, COM,T-OBT	F&S	III	-	LH
CO1	Summarize the Chapter (Cha Si.8/46)	CC	NK	K	DIS,SDL	VV-Viva,T-OBT	F&S	III	-	LH
Topic 46 Cha.Si.9.Trimarmiya Siddhi (LH :1 NLHT: 0 NLHP: 0)										

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Discuss Importance of Trimarma and Trividha Marma Abhighata Lakshana ,their Chikitsa (Cha.Si.09 /3-10)	CC	MK	K	L&GD, L,L&PP T	T-OBT,VV- Viva	F&S	III	-	LH
CO1, CO2	Describe the Trimarma related diseases, their sankhya lakshana and chikitsa (Cha.Si.09 /11-49, 70-87)	CK	MK	K	L,L&PP T ,L&GD	VV-Viva,T- OBT	F&S	III	-	LH
CO2	Describe the Uttara Basti Vidhi and indications (Cha.Si.09/50-69)	CK	MK	K	L_VC,L ,L&PPT ,L&GD	T-OBT,VV- Viva	F&S	III	H-PK	LH
CO1, CO2	Describe Nasyavidhi its types and indications (Cha.Si.09 /88-117)	CK	MK	K	L&GD, CBL,L, L&PPT ,DIS	VV-Viva,T- OBT	F&S	III	-	LH
CO1	Summarize of the Chapter based on sutra (Cha.Si.9/117-118)	CC	NK	K	SDL	T-OBT,VV- Viva	F&S	III	-	LH

Topic 47 Cha. Si. 10.Basti Siddhi (LH :1 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Describe the Importance,superiority and types of Basti (Cha.Si.10/4-12)	CC	MK	K	L&GD, L	T-OBT,VV- Viva	F&S	III	-	LH
CO1	Enlist the Composition of Basti (Cha.Si.10/14-16)Discuss the Types of Basti (Cha.Si.10/17-45)	CK	MK	K	L&GD, BL,L	VV-Viva,T- OBT,COM	F&S	III	-	LH
CO1	Summarize of the Chapter.	CC	NK	K	SDL	VV-Viva,T- OBT	F&S	III	-	LH

Topic 48 Cha.Si.11.Phalamatra Siddhi (LH :1 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Describe the Therapeutic action of Basti (Cha.Si.1/15-18)	CK	MK	K	L&PPT ,L	VV-Viva,T- OBT	F&S	III	-	LH
CO1, CO2	Describe the Concept of Sadatura and its management (Cha.Si.11/27-36)	CK	MK	K	L,L&G D,L&PP T	VV-Viva,T- OBT	F&S	III	-	LH
CO1	Summerize the Chapter based on sutra (Cha Si11/37)	CC	NK	K	SDL	VV-Viva,T- OBT	F&S	III	-	LH

Topic 49 Cha.Si.12.Uttara Basti Siddhi (LH :1 NLHT: 0 NLHP: 0)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1, CO2	Describe significance of Rasasamsarjana Krama (Cha. Si.12/3-9)	CC	MK	K	L&PPT ,L,L&G D	VV-Viva,T- CS	F&S	III	-	LH
CO1, CO2, CO5	Describe the Ashta Mahadoshakara Bhava, their effect on Arogya and its Chikitsa (Cha.Si.12/10-15)	CK	MK	K	L&PPT ,L&GD, L	VV-Viva,T- OBT	F&S	III	-	LH
CO1, CO2	Describe the importance Yapana Basti 12/(16/1), and yogya ayogya for yapana basti and its prayojana (Cha. Si.12/20-23),	CC	MK	K	L,L&G D,L&PP T	T-OBT,VV- Viva	F&S	III	-	LH
CO5	Describe the Upadrava of Yapana Basti and their Chikitsa. (Cha. Si. 12/29-32)	CC	MK	K	L,L&PP T ,L&GD	T-OBT,VV- Viva	F&S	III	-	LH
CO1	Summarize the Chapter (Cha .Si.12/52-54)	CC	NK	K	SDL	T-OBT	F&S	III	-	LH

Topic 50 Term 3 Non Lecture theory Activities (LH :0 NLHT: 33 NLHP: 0)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Apply Fundamental Principle of Samhita in diagnosis, interpretation, treatment planning, selection of formulations and appropriate dosage form, Kaala, Anupan etc.	CAP	MK	KH	L&GD, TBL	RK,VV-Viva,INT	F	III	-	NLHT50.1
CO1, CO2	Appraise Sambhasha on different topics of Samhita.	AFT-VAL	MK	SH	D	P-VIVA	F&S	III	-	NLHT50.2
CO1	Conduct Cross sectional study of Samhita	CAP	MK	KH	TBL,L &GD	RK,INT	F	III	-	NLHT50.3
CO1	Compare and analyse Charaka Samhita and Sushruta Samhita	CC	DK	KH	L&PPT ,L&GD	Log book,COM	F	III	-	NLHT50.4
CO2, CO3, CO6	Perform Samhita based analysis of Diseases.	CAP	MK	KH	D-BED	RK,VV-Viva,CBA	F&S	III	-	NLHT50.5
CO7	Review and summarize Published Articles on different aspects, topics of Samhita.	CAP	MK	KH	TBL,L &GD	INT,RK	F	III	-	NLHT50.6
CO1, CO2	Illustrate the Concept mapping of Samprapti and Chikitsa	CAP	MK	K	D	P-VIVA	F	III	-	NLHT50.7
CO1	Comparative Analysis of Chikitsa Siddhanta of Charaka Samhita and Sushruta Samhita	CC	MK	K	D	P-VIVA	F&S	III	-	NLHT50.8
CO7	Integrate Chikitsa concepts of Samhita with contemporary medical science	CAP	MK	KH	TBL,L &GD	RK,INT	F	III	-	NLHT50.9
CO1	Evaluate and describe Samhita with the help of Tantrayukti	CC	MK	KH	SDL	VV-Viva,INT,RK	F	III	-	NLHT50.10

CO1, CO2	Perform interview of senior Vaidya.	CAP	MK	KH	TBL,L &GD	INT,RK	F	III	-	NLHT50.1 1
CO1	Interpret and decode Samhitas with commentary.	CC	NK	KH	L&GD, SDL,RE C,TBL	RK,VV- Viva,CBA	F&S	III	-	NLHT50.1 2
CO1	Recite memorise and recall important Shloka	CC	MK	K	SDL	P-REC	F&S	III	-	NLHT50.1 3

Non Lecture Hour Theory

S.No	Name of Activity	Description of Theory Activity
NLHT 50.1	Fundamental Principle of Samhita used in diagnosis, interpretation, treatment planning, selection of formulations and appropriate dosage form, Kaala, Anupan etc.	Refer NLHT 17.1
NLHT 50.2	Conducting Sambhasha on different topics of the Samhita	Refer NLHT17.2 Third Term Suggested Topics (1 hour) Basti as Ardha Chikitsa/ Mode of action of Vamana Karma/Virachana Karma/ Basti Karma/ Nasya Karma etc.
NLHT 50.3	Cross sectional study of Samhita	Refer NLHT17.3 Third Term Limitations of Panchakarma: Understanding Its Scope and Constraints/ Mithya Upachara Janya Vyadhi: Diseases Caused by Improper Treatment/ Mode of Action of Basti Karma: A Comprehensive Therapeutic Mechanism/ Basti Karma as Sarva Chikitsa or Ardha Chikitsa: The Ultimate Therapeutic Tool/ Mechanism and Therapeutic Action of Nasya Karma: An In-Depth Analysis etc.
NLHT 50.4	Comparative study of Charaka Samhita and	Refer NLHT17.4

	Sushruta Samhita	Third Term (4 hours) Cha. Si.4, Su.Chi.37 Cha. Si. 5 and 7, Su. Chi. 35-36 Cha. Chi. 6, Su.Chi. 33-34 Cha Si.9/88-118 and Su. Chi. 40/20-57
NLHT 50.5	Samhita Based Analysis of Diseases	Refer NLHT 17.5 Third Term (4 Hours) Case of Vaman Karma, Virechan Karma, Niruha Basti Karma, Anuvasana Basti Karma, Nasya, Uttara Basti Karma etc.
NLHT 50.6	Review of Published Articles from Samhita	Refer NLHT 17.6 Third Term (2 hours) Madanaphala, Trivritta, Vamana Karma, Virechana Karma, Basti Karma, Nasya Karma etc.
NLHT 50.7	Concept mapping of Samprapti and Chikitsa	Refer NLHT 17.7 Third Term (2 hours) Vamana Karma in Shwasa, Nityavirechana in Udara, Basti Chikitsa in Vatarakta, Nasya Karma in Ardita
NLHT 50.8	Comparative Analysis of Chikitsa Siddhanta of Charaka Samhita and Sushruta Samhita	Refer NLHT 17.8 Third Term (2 hours) Chikitsa Siddhant of Sneha Basti Vyapada from Charaka Samhita and Sushruta Samhita, Chikitsa Siddhant of Niruha Basti Vyapada from Charaka Samhita and Sushruta Samhita
NLHT 50.9	Integrative activities - Compare Chikitsa concepts of Samhita with contemporary medical science	Refer NLHT 17.9 Third Term (2 hours)

		Concept of Basti Karma as per Ayurveda and Modern medicine, Concept of Nasya Karma as per Ayurveda and Modern medicine etc.
NLHT 50.10	Evaluation by Tantrayukti	Refer NLHT 17.10 Third Term (2 hours) Ch.Si.1/11-12 Cha. Si. 3/6-11, 26-30 Ch.Si.9/9-10 Ch. Si. 12/27-30
NLHT 50.11	Interview of senior Ayurveda Vaidya	Refer NLHT17.11
NLHT 50.12	Exploring Vyakhya	Refer NLHT 17.12 Third Term (4 hours) Cha. Si. 1/38-40 Cha. Si. 3/30-35, 69-71 Cha. Si.4/41-56 Cha. Si.7/7-29 Cha. Si 12/6-8, 41-44
NLHT 50.13	Recite, Memorise and recall Shlokas	Refer NLHT 17.13 Third Term Cha. Ka. 1/ 4, 27,29 Cha. Ka. 2/ 3, Cha. Ka. 3/3,4, Cha ka 4/3,4 Cha. Ka. 5/4, Cha ka 6/3-4 Cha. Ka.7/4-6 Cha. Ka. 8/3, cha ka 9/3, cha ka 11/3 Cha Ka 12/3, 48, 62, 81,82 Cha. Si. 1/ 7, 11, 12, 13-14, 15-19, 38-39, 41-43, 44-46

		Cha. Si. 4/25, 52-54 Cha. Si. 5/8 Cha. Si. 6/15-16, 29-30 Cha. Si. 7/5-6 Cha. Si 9/9-10, 88 Cha. Si. 10/ 4-5 Cha. Si. 11/ 27-28, 31 Cha. Si. 12/ 6-7, 9, 11-12, 21-22,33,36-37, 51
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Table 4 : NLHT Activity

(*Refer table 3 of similar activity number)

Activity No*	CO No	Term	Activity details
17.1	CO1	1	Fundamental Principle of Samhita used in diagnosis, interpretation, treatment planning, selection of formulations and appropriate dosage form, Kaala, Anupan etc.
17.2	CO1,CO2	1	Conducting Sambhasha on different topics of the Samhita
17.3	CO1	1	Comparative study of Charaka Samhita and Sushruta Samhita
17.4	CO1	1	Cross sectional study of Samhita
17.5	CO2,CO3,CO6	1	Samhita Based Analysis of Diseases
17.6	CO7	1	Review of Published Articles from Samhita
17.7	CO1,CO2	1	Concept mapping of Samprapti and Chikitsa
17.8	CO1	1	Comparative Analysis of Chikitsa Siddhanta of Charaka Samhita and Sushruta Samhita
17.9	CO7	1	Integrative activities - Compare Chikitsa concepts of Samhita with contemporary medical science
17.10	CO1	1	Evaluation by Tantrayukti
17.11	CO1,CO2	1	Interview of senior Ayurveda Vaidya
17.12	CO1	1	Exploring Vyakhya
17.13	CO1	1	Recite, Memorise and recall Shlokas
17.14	CO1	1	Justification of Chronological arrangement of Samhita
37.1	CO1	2	Fundamental Principle of Samhita used in diagnosis, interpretation, treatment planning, selection of formulations and appropriate dosage form, Kaala, Anupan etc.

37.2	CO1,CO2	2	Conducting Sambhasha on different topics of the Samhita
37.3	CO1	2	Cross sectional study of Samhita
37.4	CO1	2	Comparative study of Charaka Samhita and Sushruta Samhita
37.5	CO2,CO3,CO6	2	Samhita Based Analysis of Diseases
37.6	CO7	2	Review of Published Articles from Samhita
37.7	CO1,CO2	2	Concept mapping of Samprapti and Chikitsa
37.8	CO1	2	Comparative Analysis of Chikitsa Siddhanta of Charaka Samhita and Sushruta Samhita
37.9	CO7	2	Integrative activities - Compare Chikitsa concepts of Samhita with contemporary medical science
37.10	CO1	2	Evaluation by Tantrayukti
37.11	CO1,CO2	2	Interview of senior Ayurveda Vaidya
37.12	CO1	2	Exploring Vyakhya
37.13	CO1	2	Recite, Memorise and recall Shlokas
50.1	CO1	3	Fundamental Principle of Samhita used in diagnosis, interpretation, treatment planning, selection of formulations and appropriate dosage form, Kaala, Anupan etc.
50.2	CO1,CO2	3	Conducting Sambhasha on different topics of the Samhita
50.3	CO1	3	Cross sectional study of Samhita
50.4	CO1	3	Comparative study of Charaka Samhita and Sushruta Samhita
50.5	CO2,CO3,CO6	3	Samhita Based Analysis of Diseases
50.6	CO7	3	Review of Published Articles from Samhita

50.7	CO1,CO2	3	Concept mapping of Samprapti and Chikitsa
50.8	CO1	3	Comparative Analysis of Chikitsa Siddhanta of Charaka Samhita and Sushruta Samhita
50.9	CO7	3	Integrative activities - Compare Chikitsa concepts of Samhita with contemporary medical science
50.10	CO1	3	Evaluation by Tantrayukti
50.11	CO1,CO2	3	Interview of senior Ayurveda Vaidya
50.12	CO1	3	Exploring Vyakhya
50.13	CO1	3	Recite, Memorise and recall Shlokas

Destribution of NLHT Hours					
Sl. No.	Topic	1st Term	2nd Term	3rd Term	Total
1	Application of fundamental Principle of Samhita	6	6	6	18
2	Sambhasha	1	1	1	3
3	Cross sectional study of Samhita	1	1	1	3
4	Comparative study of Charaka Samhita and Sushruta Samhita	4	4	4	12
5	Samhita based analysis of Diseases	4	4	4	12
6	Review of Published Articles from Samhita	2	2	2	6
7	Concept mapping of Samprapti and Chikitsa	2	2	2	6
8	Comparative study of Chikitsa Siddhanta	2	2	2	6
9	Integrative study of Chikitsa concepts of Samhita	2	2	2	6
10	Evaluation by Tantrayukti	2	2	2	6
11	Interview of senior Ayurveda Vaidya	1	1	1	3
12	Chakrapani Vyakhya	4	4	4	12
13	Recitation and memorization of important Shloka	2	2	2	6
14	Justification of Adhyaya	1	0	0	1
					100

Table 5 : List of Practicals

Not Applicable

Table 6 : Assessment Summary: Assessment is subdivided in A to H points**6 A : Number of Papers and Marks Distribution**

Subject Code	Papers	Theory	Practical/Clinical Assessment (100)					Grand Total
			Practical	Viva	Elective	IA	Sub Total	
AyUG-SA3	1	100	-	75	10 (Set-TC)	15	100	200

6 B : Scheme of Assessment (Formative and Summative)

PROFESSIONAL COURSE	FORMATIVE ASSESSMENT			SUMMATIVE ASSESSMENT
	First Term (1-6 Months)	Second Term (7-12 Months)	Third Term (13-18 Months)	
Third	3 PA & First TT	3 PA & Second TT	3 PA	UE**

PA: Periodical Assessment; **TT:** Term Test; **UE:** University Examinations; **NA:** Not Applicable.

**University Examination shall be on entire syllabus

6 C : Calculation Method for Internal assessment Marks

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

6 D : Evaluation Methods for Periodical Assessment

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

Topics for Periodic Assessments

	Paper 1
PA 1	Topic 1-4 or Topic 17
PA 2	Topic 5-8 or Topic 17
PA 3	Topic 9-12 or Topic 17
Term Test 1	Entire Syllabus of Term 1
PA 4	Topic 18-22 or Topic 37
PA 5	Topic 23-26 or Topic 37
PA 6	Topic 27-32 or Topic 37
Term Test 2	Entire Syllabus of Term 2
PA 7	Topic 38-41 or Topic 50
PA 8	Topic 42-45 or Topic 50
PA 9	Topic 46-49 or Topic 50

6 E : Question Paper Pattern

III PROFESSIONAL BAMS EXAMINATIONS

AyUG-SA3

PAPER-I

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

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

6 F : Distribution of theory examination

Paper 1 (Samhita Adhyayan - 3)					
Sr. No	A List of Topics	B Marks	MCQ	SAQ	LAQ
1	Cha.Chi.1.Rasayana Adhyaya	40	Yes	Yes	Yes
2	Cha.Chi. 2.Vajikarana Adhyaya		Yes	Yes	No
3	Cha. Chi .3. Jwara Chikitsitam		Yes	Yes	Yes
4	Cha. Chi.4.Raktapitta Chikitsitam		Yes	Yes	No
5	Cha. Chi .5. Gulma Chikitsitam		Yes	Yes	No
6	Cha.Chi. 6. Prameha Chikitsitam		Yes	Yes	Yes
7	Cha. Chi.7.Kushtha Chikitsitam		Yes	Yes	Yes
8	Cha.Chi 8.Rajayakshma Chikitsitam		Yes	Yes	No
9	Cha. Chi.9.Unmada Chikitsitam		Yes	Yes	Yes
10	Cha.Chi.10.Apasmara Chikitsitam		Yes	Yes	Yes
11	Cha. Chi.11.Kshataksheena Chikitsitam		Yes	Yes	No
12	Cha. Chi. 12.Shwayathu Chikitsitam		Yes	Yes	No
13	Cha. Chi.13.Udara Chikitsitam		Yes	Yes	Yes
14	Cha. Chi.14.Arsha Chikitsitam		Yes	Yes	No
15	Cha. Chi.15.Grahani dosha Chikitsitam		Yes	Yes	Yes
16	Cha. Chi.16.Panduroga Chikitsitam		Yes	Yes	Yes
17	Term 1 Non Lecture theory Activities				
18	Cha Chi.17.Hikka Shwasa Chikitsitam	30	Yes	Yes	Yes
19	Cha. Chi.18.Kasa Chikitsitam		Yes	Yes	Yes
20	Cha. Chi.19.Atisara Chikitsitam		Yes	Yes	No
21	Cha. Chi.20.Chhardi Chikitsitam		Yes	Yes	No
22	Cha. Chi.21.Visarpa Chikitsitam		Yes	Yes	No
23	Cha. Chi.22.Trishna Chikitsitam		Yes	Yes	No
24	Cha. Chi.23.Visha Chikitsitam		Yes	Yes	No
25	Cha.Chi.24.Madatyaya Chikitsitam		Yes	Yes	No
26	Cha.Chi.25.Dwivraniya Chikitsitam		Yes	Yes	No
27	Cha. Chi.26. Trimarmiya Chikitsitam		Yes	Yes	No

28	Cha.Chi.27.Urusthambha Chikitsitam		Yes	Yes	No
29	Cha.Chi.28.Vatavyadhi Chikitsitam		Yes	Yes	Yes
30	Cha.Chi.29.Vatashonita Chikitsitam		Yes	Yes	Yes
31	Cha.Chi.30.Yonivyapad Chikitsitam		Yes	Yes	No
32	Cha. Ka.1Madanakalpam	10	Yes	Yes	No
33	Cha.Ka.2 to 6		Yes	Yes	No
34	Cha.Ka.7.Shyamatrivrutta Kalpam		Yes	Yes	No
35	Cha.Ka.8. to 11		Yes	No	No
36	Cha.Chi.12.Dantidravanti Kalpam		Yes	Yes	No
37	Term 2 Non Lecture theory Activities				
38	Cha. Si.1.Kalpana Siddhi	20	Yes	Yes	Yes
39	Cha.Si.2.Panchakarmiya Siddhi		Yes	Yes	No
40	Cha.Si.3.Bastisutriyam Siddhi		Yes	Yes	No
41	Cha. Si.4.Snehavyapat Siddhi		Yes	Yes	No
42	Cha.Si. 5.Netrabastivyapat Siddhi		Yes	Yes	Yes
43	Cha.Si.6.Vamana Virechana Vyapat Siddhi		Yes	Yes	Yes
44	Cha. Si. 7.Bastivyapat Siddhi		Yes	Yes	Yes
45	Cha.Si.8.Prasrita Yogiyam Siddhi		Yes	Yes	No
46	Cha.Si.9.Trimarmiya Siddhi		Yes	Yes	No
47	Cha. Si. 10.Basti Siddhi		Yes	Yes	No
48	Cha.Si.11.Phalamatra Siddhi		Yes	No	No
49	Cha.Si.12.Uttara Basti Siddhi		Yes	Yes	Yes
50	Term 3 Non Lecture theory Activities				
Total Marks		100			

6 G : Instructions for UG Paper Setting & Blue print

1. All questions shall be compulsory.
2. Questions shall be drawn based on Table 6F, which provides the topic name, types of questions (MCQ(Multiple Choice Question), SAQ(Short Answer Question), LAQ(Long Answer Question)).
3. The marks assigned in Table 6F for each topic/group of topics shall be considered as the maximum allowable marks for that topic/group of topics.
4. Ensure that the total marks allocated per topic/group of topics do not exceed the limits specified in Table 6F.
5. Refer to Table 6F before setting the questions. Questions shall be framed only from topics where the type is marked as “YES”, and avoided if marked as “NO”.
6. Each 100-mark question paper shall contain:
 - 20 MCQs
 - 8 SAQs
 - 4 LAQs
7. MCQs:
 - Majority shall be drawn from the Must to Know part of the syllabus.
 - Questions from the Desirable to Know part of syllabus shall not exceed 3.
 - Questions from the Nice to Know part of syllabus shall not exceed 2.
8. SAQs:
 - Majority shall be drawn from the Must to Know part of the syllabus.
 - Questions from the Desirable to Know part of syllabus shall not exceed 1.
 - No questions shall be drawn from the Nice to Know part of syllabus.
 - SAQs shall assess understanding, application, and analysis, rather than simple recall.
9. LAQs:
 - All LAQs shall be drawn exclusively from the Must to Know part of the syllabus.
 - No questions shall be taken from the Desirable to Know or Nice to Know part of the syllabus.
 - Number of LAQs should not exceed one per topic unless maximum marks exceed 20 for the topic.
10. Long Answer Questions shall be structured to assess higher cognitive abilities, such as application, analysis, and synthesis.
11. Follow the guidelines in User Manual III for framing MCQs, SAQs, and LAQs.

6 H : Distribution of Practical Exam

S.No	Heads	Marks
1	Recitation of Shloka and Shloka Record Book	10
2	Non Lecture Activity Journal/ File	10
3	Assessment of Communication Skills	05
4	Clinical Case Taking	10
5	Viva-Voce	40
6	Internal Assessment	15
7	Electives Set TC	10
Total Marks		100

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Abbreviations

Domain		T L Method		Level		Assessment		Integration	
CK	Cognitive/Knowledge	L	Lecture	K	Know	T-CS	Theory case study	V-RS	V RS
CC	Cognitive/Comprehension	L&PPT	Lecture with PowerPoint presentation	KH	Knows how	T-OBT	Theory open book test	V-KS	V KS
CAP	Cognitive/Application	L&GD	Lecture & Group Discussion	SH	Shows how	P-VIVA	Practical Viva	H-KC	H KC
CAN	Cognitive/Analysis	L_VC	Lecture with Video clips	D	Does	P-REC	Practical Recitation	H-SH	H SH
CS	Cognitive/Synthesis	REC	Recitation			P-EXAM	Practical exam	H-PK	H PK
CE	Cognitive/Evaluation	SY	Symposium			PRN	Presentation	H-SHL	H SHL
PSY-SET	Psychomotor/Set	TUT	Tutorial			P-PRF	Practical Performance	H-SP	H SP
PSY-GUD	Psychomotor/Guided response	DIS	Discussions			P-SUR	Practical Survey	H-KB	H-KB
PSY-MEC	Psychomotor/Mechanism	BS	Brainstorming			P-EN	Practical enact	H-Samhita	H-Samhita
PSY-ADT	Psychomotor Adaptation	IBL	Inquiry-Based Learning			P-RP	Practical Role play	V-DG	V DG
PSY-ORG	Psychomotor/Origination	PBL	Problem-Based Learning			P-MOD	Practical Model	V-RN	V RN
AFT-REC	Affective/ Receiving	CBL	Case-Based Learning			P-POS	Practical Poster	V-RS	V RS
AFT-RES	Affective/Responding	PrBL	Project-Based Learning			P-CASE	Practical Case taking	V-AT	V AT
AFT-VAL	Affective/Valuing	TBL	Team-Based Learning			P-ID	Practical identification	V-SW	V SW
AFT-SET	Affective/Organization	TPW	Team Project Work			P-PS	Practical Problem solving		
AFT-CHR	Affective/characterization	FC	Flipped Classroom			QZ	Quiz		
PSY-PER	Psychomotor/perception	BL	Blended Learning			PUZ	Puzzles		
PSY-COR	Psychomotor/ Complex Overt Response	EDU	Edutainment			CL-PR	Class Presentation		
		ML	Mobile Learning			DEB	Debate		
		ECE	Early Clinical Exposure			WP	Word puzzle		
		SIM	Simulation			O-QZ	Online quiz		
		RP	Role Plays			O-GAME	Online game-based assessment		
		SDL	Self-directed learning			M-MOD	Making of Model		
		PSM	Problem-Solving Method			M-CHT	Making of Charts		
		KL	Kinaesthetic Learning			M-POS	Making of Posters		

		W	Workshops			C-INT	Conducting interview		
		GBL	Game-Based Learning			INT	Interactions		
		LS	Library Session			CR-RED	Critical reading papers		
		PL	Peer Learning			CR-W	Creativity Writing		
		RLE	Real-Life Experience			C-VC	Clinical video cases		
		PER	Presentations			SP	Simulated patients		
		D-M	Demonstration on Model			PM	Patient management problems		
		PT	Practical			CHK	Checklists		
		X-Ray	X-ray Identification			Mini-CEX	Mini-CEX		
		CD	Case Diagnosis			DOPS	DOPS		
		LRI	Lab Report Interpretation			CWS	CWS		
		DA	Drug Analysis			RS	Rating scales		
		D	Demonstration			RK	Record keeping		
		D-BED	Demonstration Bedside			COM	Compilations		
		DL	Demonstration Lab			Portfolios	Portfolios		
		DG	Demonstration Garden			Log book	Log book		
		FV	Field Visit			TR	Trainers report		
						SA	Self-assessment		
						PA	Peer assessment		
						360D	360-degree evaluation		
						PP-Practical	Practical		
						VV-Viva	Viva		
						DOAP	Demonstration Observation Assistance Performance		
						SBA	Scenario Based Assessment		
						CBA	Case based Assessment		
						S-LAQ	Structured LAQ		
						OSCE	Observed Structured Clinical Examination		
						OSPE	Observed Structured Practical Examination		
						DOPS	Direct observation of procedural skills		

Course curriculum for Second Professional BAMS

(PRESCRIBED BY NCISM)

शास्त्रं ज्योतिः प्रकाशार्थं दर्शनं बुद्धिरात्मनः।

Samhita Adhyayan-2

(SUBJECT CODE : AyUG-SA2)

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



॥ आयुषे सर्वलोकानाम् ॥



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

II Professional Ayurvedacharya (BAMS)

Subject Code : AyUG-SA2

Summary

Total number of Teaching hours: 240			
Lecture hours(LH)-Theory		100	100(LH)
Paper I	100		
Non Lecture hours(NLH)-Theory		140	140(NLH)
Paper I	(40) 140		
Non Lecture hours(NLH)-Practical ##			
Paper I	(100)		

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

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

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

Details in Practical list, Table 4 and Table 4a

PREFACE

In continuation with the curriculum reforms started previous year, **Samhita Adhyayan-2** focuses on learning Samhita with due significance to the methodology of textual structuring and interpretation. Charakasamhita is taken as a model text here considering its vast contributions to Ayurveda. Students who learn Ayurveda will benefit by Samhita Adhyayan to comprehend sense of importance of its traditional classical literature. SA2 tries to justify the methodology of structuring samhita and appraise the importance of tools of decoding samhita such as tantrayukti and vyakhyana. Relating and interpreting the various references, explaining and interpreting important sidhantas, applying sidhantas in clinical practice, making use of specific diagnostic and assessment guidelines mentioned in Carakasamhita, demonstrating principles of management of various clinical conditions etc. are some of the thrust areas addressed. Importance of by hearting important slokas also is highlighted. The content of SA2 belongs to 54 chapters of Carakasamhita viz. Sutrasthana (18 chapters 13-30, initial 12 chapters already dealt in SA1), Nidanasthana (8 chapters), Vimanasthana (8 chapters), Shareerasthana (8 chapters) and Indriyasthana (12 chapters). Each chapter is taken as a unit in the syllabus. A chapter starts with short introduction (**adhyaya parichaya**) through justifying the position of the chapter and introducing key terms in the chapter. This is followed by explaining important sidhantas (**sidhanta-vivarana**) in the chapter. At the end summary of the chapter (**adhyayasangraha**) is done with the help of summarizing slokas at the end of the chapter. This will help students to map the whole content of the chapter, even though some of them are not dealt in detail during sidhanta-vivarana. **Sloka sangraha** (compilation of sloka) compiles the most important slokas in the chapter. Application of **Tantrayukti** and **Vyakhyana** in proper understanding of Samhita also is envisaged as a separate section while planning practicals. Efforts have been taken to design some interesting and innovative activities and practical as a part of developing this syllabus. They have been added to respective tables here. It does not restrict our teachers from designing and implementing more attractive and effective activities or customizing those ones which are enlisted, as and when needed, without losing spirit of the new outlook.

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Course Code and Name of Course

Course code	Name of Course
AyUG-SA2	Samhita Adhyayan-2

Table 1- Course learning outcomes and matched PO

SR1 CO No	A1 Course learning Outcomes (CO) AyUG-SA2 At the end of the course AyUG-SA2, the students should be able to-	B1 Course learning Outcomes matched with program learning outcomes.
CO1	Justify the Methodology of structuring samhitas and appraise the importance of tools of decoding Charakasamhita (Tantrayukti and vyakhyana)	PO1
CO2	Relate and interpret various references of concepts in Charakasamhita	PO1
CO3	Explain and interpret biological factors and their measurements in the manifestation of diseases.	PO1,PO3
CO4	Explain and utilize various siddhantas in different dimensions of clinical practice.	PO1,PO3,PO5
CO5	Demonstrate the knowledge of dravya and adravya based therapeutics.	PO1,PO3,PO5
CO6	Apply diagnostic guidelines regarding diseases including arishta lakshana based on the principles mentioned in Charakasamhita	PO1,PO3,PO7
CO7	Explore the determinants of health in the background of Charakasamhita.	PO1
CO8	Develop ethical professional and moral codes and conducts as a physician.	PO6,PO8,PO9

Table 2 : Contents of Course

Paper 1					
Sr. No	A2 List of Topics	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours
1	Cha.Su.13- Sneha Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Sneha yoni 2. Chaturvidha sneha and its qualities 3. Sneha kaala and its anupana 4. Pravicharana sneha 5. Acchapeya 6. Sneha matra and its indications 7. Introduction to sneha yogya and ayogya purusha 8. Introduction to ayoga, samyak yoga and atiyoga of snehapana 9. Koshta pariksha 10. Introduction to snehapana vidhi 11. Introduction to sadyasneha 12. Sneha vyapat kaarana, lakshana and chikitsa III. Adhyaya sangraha	1	37	3	1
2	Cha.Su.14- Sveda Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Benefits of swedana 2. Swedana bheda 3. Swedana vidhi 4. Samyak swinna lakshana 5. Atiswinna lakshana and chikitsa 6. Swedana yogya and ayogya 7. Trayodasha agni sweda vivarana 8. Dasha vidha niragni sweda III. Adhyaya sangraha	1		2	1
3	Cha.Su.15- Upakalpaneeya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Samshodhana upayogi dravya sangraha 2. Aturalaya nirmana 3. Introduction to vamaana vidhi 4. Samsarjana krama 5. Introduction to virechana vidhi 6. Benefits of samshodhana III. Adhyaya sangraha	1		2	3
4	Cha.Su.16- Chikitsaprabhritiya Adhyaya I. Adhyaya parichaya	1		2	2

	II. Siddhanta vivarana 1. Samyak virikta – avirikta - ativirikta lakshana 2. Bahudosha lakshana 3. Benefits of samshodhan 4. Importance of samshodhan 5. Samshodhana atiyoga and ayoga chikitsa 6. Swabhavoparama vada 7. Chikitsa paribhasha 8. Qualities of chikitsa-prabhrita vaidya III. Adhyaya sangraha			
5	Cha.Su.17- Kiyantashiraseeya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Importance of shiras 2. Introduction to shiroroga, hridroga, vidradhi, madhumeha and madhumeha pidaka 3. 62 types of permutation and combination of doshas 4. Trayodasa sannipata (13 types of combination of doshas) 5. 12 types of vishama sannipata (Doshavikalpa) 6. Types of kshaya 7. Ojus 8. Doshagati III. Adhyaya sangraha	1	3	0
6	Cha.Su.18-Trisotheeya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Types of shotha 2. Trividha bodhya (three types of assessment of diseases) 3. Ekadeshaja shotha 4. Aparisankhyeyatwa of roga 5. Anukta roga (unnamed diseases) and its management 6. Karmas of prakrita doshas III. Adhyaya sangraha	1	1	3
7	Cha.Su.19-Ashtodareeya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Sankhya samprapti of samanyaja vyadhi 2. Tridosha pradhanyata 3. Nija-agantu sambandha III. Adhyaya sangraha	1	1	3
8	Cha.Su.20- Maharoga adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Vyadhibheda (classification of disease) 2. Agantu-mukha (causes of agantu diseases) 3. Trividha-prerana (three etiological factors) 4. Samanyaja-nanatmaja-vikara – classification	1	2	2

	5. Vataja-nanatmaja vikaras, atmarupa and prakupitakarma 6. Pittaja- nanatmaja vikaras, atmarupa and prakupitakarma 7. Kaphaja- nanatmaja vikaras, atmarupa and prakupitakarma III. Adhyaya sangraha			
9	Cha.Su.21- Ashtauninditeeya adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Ashta nindita purusha 2. Ati sthula and ati karshya 3. Ashta dosha of sthaulya 4. Dosha-lakshana-hetu of karsya and sthaulya 5. Prasasta purusha lakshana 6. Chikitsa sutra of sthaulya and karsya 7. Nidra paribhasha 8. Arha and varjya for divaswapna 9. Effects of ratri jagarana and divaswapna 10. Types of Nidra III. Adhyaya sangraha	1	3	3
10	Cha.Su.22- Langhanabrimhaneeya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Shadupakrama 2. Swaroopa and lakshana of shadupakrama 3. Dasavidhalanghana 4. Dasavidhalanghana-prayoga-niyama 5. Properties of dravyas used in shadupakrama 6. Samyaklakshana of langhana, brimhana and sthambhana 7. Atiyoga and ayoga of shadupakrama III. Adhyaya sangraha	1	3	2
11	Cha.Su.23- Santarpaneeya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Santarpana dravya 2. Santarpanajanya vyadhi 3. Chikitsasutra of santarpanajanya vyadhi 4. Apatarpanajanya vyadhi 5. Chikitsasutra of apatarpanajanya vyadhi III. Adhyaya sangraha	1	2	0
12	Cha.Su.24- Vidhishoniteeya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Shonita-pradhanyata 2. Shonita-dushti-karana 3. Shonitajanya roga 4. Shonita-dushti-chikitsa 5. Raktadushtilakshana in relation to dosha	1	3	2

	6. Vishuddharaktalakshana 7. Vishuddharakta-purusha-lakshana 8. Pathya in raktamoksha 9. Introduction to mada-murchaya-sanyasa III. Adhyaya sangraha			
13	Cha.Su.25- Yajjapurusheeya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Factors responsible for generation of purusha and diseases 2. Concept of hita ahara and its importance 3. Different factors related with ahara like aharayoni, prabhava, udarka, upayoga, rasa, gurvadi guna etc 4. Agryasangraha- (Aushadha- Anna-Vihara) 5. Terminology of pathya and apathya 6. Enumeration of aasavayoni III. Adhyaya sangraha	1	2	4
14	Cha.Su.26- Atreyabhadhrakaapyeeya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Sambhasha parishat on number of rasa 2. Gunas of parthivadi dravyas 3. Dravya prabhava and guna prabhava 4. Dravya karmukata siddhanta (pharmacodynamics) with respect to adhikarana, kala, karma, veerya, upaya and phala 5. Paradi guna 6. Rasadi-panchaka – Additional knowledge 7. Examples of samanapratyarabdha and vichitra pratyabarabdha dravyas 8. Properties of vipaka 9. Perception of rasa, vipaka and veerya 10. Examples of prabhava 11. Types of viruddha and management of complications 12. Principles of treatment of diseases caused by viruddha ahara III. Adhyaya sangraha	1	3	3
15	Cha.Su.27- Annapaana vidhi Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Benefits of hita ahara 2. Examples of hita ahara and ahita ahaara 3. Ahara Vargas 4. Importance of anna III. Adhyaya sangraha	1	4	2
16	Cha.Su.28- Vividhashitapeeteeya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana	1	4	14

	1. Caturvidha-ahara 2. Difference between hita aahara and ahita aahara 3. Susceptibility to diseases (with respect to pathya and apathya) 4. Vyadhi-saha shareera 5. Dhatupradoshaj, upadhatupradoshaj, indriyapradoshaja, malapradoshaja vikaras and treatment principles 6. Shakhagati and koshtagati of doshas 7. Causes of health and diseases 8. Importance of prajnaaparadha III. Adhyaya sangraha				
17	Cha.Su.29- Dashapraanaayataneeya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Enumeration of dasa pranaayatana 2. Terminology of praanaabhisara vaidya and rogaabhisara vaidya, chadmachara, yogya bhishak and karmakovid III. Adhyaya sangraha	2		2	2
18	Cha.Su.30- Arthedashamahamooleeya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Importance of hridaya 2. Best factors for life (shreshtatama bhava) 3. Four types of Ayu 4. Shashwatatwa of Ayurveda 5. Quality of Learner of Ayurveda 6. Ashtaprashna 7. Dashaprakaran 8. Synonyms of tantra III. Adhyaya sangraha	2		2	0
19	Cha.Ni.01-Jwara nidana Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Description of nidanapanchaka 2. Nidanaparyaya 3. Vyadhiparyaya 4. Ashtavidha jwaranidana , samprapti and lakshana. 5. Jwarapurvarupa 6. Jwara mahaprabhava vivarana 7. Jwara samkshipta chikitsa sutra. 8. Importance of ghrutapaan in jeerna jwara. III. Adhyaya sangraha	2	19	2	2
20	Cha.Ni.02-Raktapitta nidana Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Raktapitta paryaya and nirukti. 2. Raktapitta nidana, purvarupa, upadrava	2		2	2

	3. Raktapitta marga, dosha anubhandha and sadhyaasadyata. 4. Raktapitta chikitsa sutra III. Adhyaya sangraha			
21	Cha.Ni.03-Gulma nidana Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Sankhya samprapti 2. Gulma sthanas 3. Nidana, lakshana and samprapti of vata-pitta-kahpaja gulma 4. Shonita gulma 5. Gulma purvarupa 6. Sadhya asadya 7. Chikitsa sutra III. Adhyaya sangraha	2	2	2
22	Cha.Ni.04-Prameha nidana adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Sankhyasamprapti (vimsatiprameha) 2. Sampraptighataka (doshavishesha and dushyavishesha) 3. Nidanapanchaka of doshaja prameha (vata, pitta and kapha) 4. Sadhyasadyata 5. Poorvarupa 6. Upadrava 7. Chikitsasutra III. Adhyaya sangraha	2	2	3
23	Cha.Ni.05-Kushta nidana Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Saptadravya of kushta 2. Aneka rupa of kushta 3. Samanya nidana and samanya purvarupa 4. Sadhyasadyata 5. Sapta kushta lakshana 6. Upadrava III. Adhyaya sangraha	2	2	4
24	Cha.Ni.06-Shosha nidana Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Vishesha nidana, samprapti and lakshana of shosha 2. Purvarupa 3. Ekadasa rupa 4. Sadhyasadyata III. Adhyaya sangraha	2	2	2

25	Cha.Ni.07-Unmada nidana Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Sankhya samprapti 2. Unmadaabhimukha karana (predisposing factors of unmada) 3. Unmada nirvacana (ashta vibhrama) 4. Purvarupa 5. Vata-pitta-kapha-sannipataj unmada lakshna 6. Role of prajnaparadha 7. Chikitsasutra of unmada 8. Agantuja unmada- nidana, purvarupa, lakshana, chikitsa sutra III. Adhyaya sangraha	2		2	4
26	Cha.Ni.08-Apasmara nidana adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Definition of apasmara 2. Apasmaraabhimukakarana (predisposing factors of unmada) 3. Vishesh lakshana of apasmara 4. Cikitsasutra 5. Nidanarthakara roga 6. Vyadhisankara 7. Suddha-asuddha cikitsa 8. Sadhyasadyata – nirvacana 9. Tiryagatadosha - cikitsasutra III. Adhyaya sangraha	2		2	4
27	Cha.Vi.01- Rasa vimana Adhyayam I. Adhyaya parichaya II. Siddhanta vivarana 1. Importance and objective of vimanasthana 2. Prakritisamasamaveta and vikrutivishamasamaveta siddhanta 3. Chaturvidha Prabhava (rasa-dravya-dosh-vikara prabhava) 4. Examples of dravyaprabhava- taila, ghruta and madhu. 5. Dravyas which are avoided for regular consumption 6. Satmyaparibhasha and types 7. Aharavidhi visheshayatana 8. Ahara vidhi vidhana and bhojyasaadgunyam III. Adhyaya sangraha	3	24	2	3
28	Cha.Vi.02-Trividha kuksheeya Adhyayam I. Adhyaya parichaya II. Siddhanta vivarana 1. Three divisions of amashaya for deciding aharamatraa 2. Matraavat ahaara lakshan	3		2	0

	3. Amatravatva of ahara 4. Effects of heenamaatra and atimatra of ahara 5. Mental factors which affect the digestion of food 6. Two types of amadosha 7. Hetu-linga and aushasdhya of amadosha 8. Demarcation of amasaya III. Adhyaya sangraha			
29	Cha.Vi.03-Janapadodhwansaneeya Vimanam Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Importance of timely collection of medicines. 2. Janapadodhwamsakara samanya bhavas (four causes of epidemic diseases) 3. Lakshanas of vikrut vayu, jala, desha and kala. 4. Chikitsa siddhanta of janapadodhwamsakara vikaras 5. Role of adharma in janapadodhwamsa 6. Niyata and aniyata ayu 7. Daiva and purushakara 8. Examples of hetuviparita chikitsa in jwara 9. Apatarpana and its types 10. Description of desha III. Adhyaya sangraha	3	2	2
30	Cha.Vi.04-Trividha roga vishesha vijnyaneeya adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Three methods of diagnosing diseases 2. Characteristics of aptopadesha, pratyaksha and anumana 3. Application of aptopadesha, pratyaksha and anumana in clinical examination III. Adhyaya sangraha	3	2	3
31	Cha.Vi. 05- Sroto vimana Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Srotas paribhasha 2. Types of srotas 3. Types of srotodushti 4. Hetu, lakshan and chikitsa of srotodushti III. Adhyaya sangraha	3	2	2
32	Cha.Vi. 06-Roganika vimana adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Dvididha vyadhi bheda based on prabhava, bala, adhishtana, nimitta, ashaya bheda. 2. Vyadhi aparisamkheyatva 3. Relation between shareerika and manasika dosha. 4. Anubandhy-anubandha roga 5. Agni bheda, prakruti bheda.	3	2	2

	6. Vatala prakrutigata roga, their hetu and chikitsa, pitta prakrutigata roga, their hetu and chikitsa-kapha-prakrutigata roga, their hetu and chikitsa 7. Raja vaidya gunas III. Adhyaya sangraha				
33	Cha.Vi. 07- Vyadhita rupeeya vimana Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Dvividha vyadhita purusha based on severity of disease and clinical presentation 2. Krimi bheda 3. Trividha chikitsa III. Adhyaya sangraha	3		2	2
34	Cha.Vi. 08-Rogabhishagjiteeyam Adhyaayam. I. Adhyaya parichaya II. Siddhanta vivarana 1. Shastra pareeksha 2. Means of learning shastra 3. Adhyayana and adhyapana vidhi 4. Sambhasaha vidhi- Types 5. Three types of parishat 6. Vadamarga padani 7. Methodology of Vada and its benefits 8. Dashavidha pareeksya bhava 9. Dashavidha atura pareeksha III. Adhyaya sangraha	3		5	11
35	Cha.Sha.01-Katithapurushheeya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Sareera and sareerasthana 2. Purusha and its types 3. Manonirupanam 4. Atmalinga 5. Ashtaprakriti and shodasavikara 6. Srishtyutpatti and pralaya 7. Trividha dukhahetu 8. Prajnaparadha 9. Daiva 10. Naishtikichikitsa 11. Vedana and vedana adhishtana 12. Vedananasahetu 13. Moksha 14. Smriti hetus III. Adhyaya sangraha	2	13	2	3
36	Cha.Sha.02-Atulyagothreeyam Adhyaaya I. Adhyaya parichaya II. Siddhanta vivarana	2		1	0

	1. Prerequisites of conception 2. Shodashadhatu in shareera 3. Sexual abnormalities 4. Sadyogriheeta garbhinee lakshana 5. Ativahikapurusha 6. Daiva & paurusha 7. Roganutpatti III. Adhyaya sangraha			
37	Cha.Sha.03-Khuddika garbhavakranti Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Matrujadi bhavas in garbha 2. Beeja & beejabhaga III. Adhyaya sangraha	2	1	0
38	Cha.Sha.04-Mahatee garbhavakranti Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Garbha & garbhaposhana 2. Garbhopaghatakara bhava 3. Congenital abnormalities 4. Trividhasatva bheda (manasaprakriti) III. Adhyaya sangraha	2	1	2
39	Cha.Sha.05-Purushavichaya Shareera Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Lokapurushasamya 2. Hetwadi panchaka 3. Satya buddhi III. Adhyaya sangraha	2	1	4
40	Cha.Sha.06-Sareeravichaya adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Definition of sareera 2. Samanyavishesha sidhanta – applied aspect 3. Shareera dhatuguna 4. Shareeravridhdikarabhava 5. Balavridhdikarabhava 6. Aharaparinamakarabhava 7. Sareeraguna bheda 8. Kala-akala mrityu 9. Param ayu karanam III. Adhyaya sangraha	2	1	2
41	Cha.Sha.07- Sareerasankhya sareera Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Paramanu bheda of shareera	2	1	2

	III. Adhyaya sangraha				
42	Cha.Sha.08-Jathisutreeya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Sutikagara 2. Garbhopaghatakara bhava III. Adhyaya sangraha	2		1	12
43	Cha.In.1-Varnasvariya Indriya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Factors for assessing rishta 2. Six types of prakruti bhedha 3. Rishtaadhikara kruta vikruti bhedha 4. Prakruta and vaikaarika varna 5. Varnavishayak arishta 6. Prakruta and vaikaarika swara 7. Swara vishayak arishta III. Adhyaya sangraha	3	7	1	1
44	Cha.In.2-Pushpitakam Indriya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Gandha vishayaka samgrah 2. Rasa vishayaka arishta III. Adhyaya sangraha	3		1	0
45	Cha.In.3-Parimarshaneeyam Indriyam Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Sparshagamy bhava (palpable signs) 2. Sparshavishayak arishta lakshana III. Adhyaya sangraha	3		1	0
46	Cha.In.4-Indriyanee kam Indriya adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Indriya vishayaka arishta samanya niyama (general rule regarding involvement of indriya) III. Adhyaya sangraha	3		1	0
47	Cha.In.5-Purvarupeeyam Indriyam Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Jvara rupa vishayaka poorvaroopiya rishta (rishta based on purvarupa of jvara) 2. Swapna bheda (types of swapna) III. Adhyaya sangraha	3		1	2
48	Cha.In.6-Katamanisharireeyam Indriyam Adhyaya I. Adhyaya parichaya	3		1	0

	II. Sidhanta vivarana 1. Rishta related to puresha, mutra and swayathu III. Adhyaya sangraha			
49	Cha.In.7-Pannarupiyam Indriyam Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Praticaya vishayaka arishta 2. Chaya vikruti arishtas 3. Five types chaya bheda 4. Seven types prabha bheda III. Adhyaya sangraha	3	1	0
50	Cha.In.8-Avakshiraseeyam Indriyam Adhyaya I. Adhyaya parichaya II. Adhyaya sangraha	3	1	0
51	Cha.In.9-Yasya shyavanimittiya Indriya Adhyaya I. Adhyaya parichaya II. Sidhanta vivarana 1. Ashtamaharogas III. Adhyaya sangraha	3	1	0
52	Cha.In.10-Sadyomaraneeeyam Indriya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Sadyo maraneeya arishtas III. Adhyaya sangraha	3	1	0
53	Cha.In.11-Anujyotiyam Indriya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Definition of Arishta III. Shloka sangraha	3	1	0
54	Cha.In.12-Gomayachurniyam Indriya Adhyaya I. Adhyaya parichaya II. Siddhanta vivarana 1. Mumurshu lakshana, 2. Prashasta doota lakshana and mangalika dravya. 3. Arogya janaka bhava III. Adhyaya sangraha	3	1	17
Total Marks		100	100 hr	140 hr

Table 3: Learning objectives (Theory) of Course

Paper 1									
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 (Refer abbreviations)	H3 Formative/ summative	I3 Term	J3 Integration
Topic 1 Cha.Su.13- Sneha Adhyaya (Lecture :3 hours, Non lecture: 1 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theory, VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms in the chapter such as sneha, snehayoni, caturvidhasneha, acchasnehapaana, sadyasneha and pravicharana.	CK	MK	K	L&G D,BS	QZ ,COM,TT-Theory, VV-Viva	F&S	I	
CO4,CO5	Enlist sthavara and jangam snehayoni Ch Su 13/9-11	CK	MK	K	L&G D,ML	M-POS,TT-Theory	F&S	I	
CO4,CO5	Justify why tila taila is the best among taila varga. Ch Su 13/12	CK	MK	KH	L,L& PPT, DA	T-EMI	F&S	I	
CO4,CO5	Explain qualities and mode of action of eranda taila Ch. Su 13/12	CK	DK	KH	L,L_ VC,D A	T-EMI	F&S	I	
CO4,CO5	Enlist four types of sneha and justify sarpi as the best (shreshta).	CC	MK	KH	L,DIS	PRN,TT-Theo	F&S	I	

	Ch .Su 13/13				,DA	ry,VV-Viva			
CO4,CO5	Explain snehapaan kaala and anupaan Ch .Su 18-22	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Define and enlist 24 types of pravicharana sneha and other types of sneha pravicharana. Ch Su 13/23, 24, 25, 27, 28	CC	MK	KH	L&G D	CL-PR,TT-Th eory,VV-Viva	F&S	I	
CO4,CO5	Explain acchasnehapaana and its importance Ch Su 13/26	CK	DK	KH	L&G D,RP, PL	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Enlist types of snehamatra Ch.Su 13/29-30	CC	MK	KH	L&G D,RE C	QZ ,TT-Theor y,VV-Viva	F&S	I	
CO4,CO5	Mention rule for duration of snehapaana Ch. Su 13/51	CC	MK	KH	L&G D,BS	PUZ,TT-Theo ry,VV-Viva	F&S	I	
CO4,CO5	Mention yogya and ayogya for snehana Ca Su 13/52-56.	CC	DK	KH	L,L& PPT,L &GD, CBL	TT-Theory,V V-Viva	F&S	I	V-PC
CO4,CO5	Summarize samyak snigdha lakshana, asnigdha lakshana and atisnigdha lakshana. Ch Su 13/57-59	CC	DK	KH	L&G D,D	P-ID,TT-Theo ry,VV-Viva	F&S	I	
CO2,CO4,CO 5	Summarise snehavyapat karana, lakshana and chikitsa Ch Su 75-79	CAP	NK	KH	L&G D,PL	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Figure out importance of pathya and apathya in snehapaan.Ch Su 13/60-61-64	CK	DK	KH	L&G D,SD L	M-CHT,TT-T heory,VV- Viva	F&S	I	
CO4,CO5	Explain pathyaapathya to be followed during and after	CC	MK	KH	L&G	CHK,TT-Theo	F&S	I	

	snehapaana. Ch Su 62-64				D,ED U	ry,VV-Viva			
CO4,CO5	Explain criteria's for assessing koshta. Ch Su 13/ 65-69.	CC	MK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	I	
CO4,CO5,CO 6	Illustrate types of koshtha in patients undergoing snehapana	PSY- SET	NK	SH	CBL, CD,D _BED	P-ID,VV-Viva	F&S	I	
CO4,CO5	Mention some examples for recipes of vicharanasneha.Ch Su 13/82-94	CK	DK	K	L,L& PPT	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Interpret the role of agni in sadyasneha Ca Su 13/96-97	CK	DK	K	L,L& GD,I BL	TT-Theory,V V-Viva	F&S	I	
CO1,CO2	Recite sutra no. Ch Su 13/13-17, 22, 57-59.	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1,CO2	Summarize the chapter as per Ch Su 13/100.	CK	NK	K	SDL	P-VIVA	F&S	I	
CO4,CO5	Relate dravya classification mentioned in Ch Su 1 (trividha) with snehayoni	CAP	MK	KH	DIS	PRN	F	I	
Topic 2 Cha.Su.14- Sveda Adhyaya (Lecture :2 hours, Non lecture: 1 hours)									
CO1,CO2	Justify the position of the chapter in the samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms in the chapter such as agnisweda, niragnisweda, snigdhapurva, ruskhapurva and trayodasasweda	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	I	
CO4,CO5	Explain the benefits of swedana. Ch Su 14/ 3-5	CC	MK	KH	L&G	TT-Theory,V	F&S	I	

					D,RL E	V-Viva			
CO4,CO5	Explain samyak swedana and ati swedana lakshana Ch Su 14/13-15	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Summarize the indications and contraindications for swedana Ch Su 14/ 16-24.	CC	DK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Differentiate pinda sweda, nadi sweda, avagah sweda and upanaha sweda with respect to the drugs used and procedure. Ch Su 14/25-37.	CC	DK	KH	L&G D,L_ VC,C BL	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Enlist 13 types of agni sweda. Ch Su 14/39-63	CC	MK	KH	L&PP T,L_ VC	QZ ,TT-Theor y,VV-Viva	F&S	I	
CO4,CO5	Enlist 10 types of niragnisweda Ch. Su 14/64.	CC	MK	KH	L,L& GD	O-QZ,TT-The ory,VV-Viva	F&S	I	
CO4,CO5	Enlist three classifications of dvividha sweda. Ch Su 14/66	CK	MK	KH	L&G D	M-CHT,TT-T heory,VV- Viva	F&S	I	
CO1,CO2	Recite sutras Ch Su 14/4,5,39,40,64.	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1,CO2	Summarize the chapter as per sutra Ch Su 14/68-71	CK	NK	K	SDL	P-VIVA	F&S	I	
Topic 3 Cha.Su.15- Upakalpaneeya Adhyaya (Lecture :2 hours, Non lecture: 3 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	

CO1,CO2	Explain basic meaning and importance of key terms in the chapter such as sambharan, aturaalaya, samsarjan krama.	CK	MK	K	L&G D,BS	QZ ,COM,TT-Theory,VV-Viva	F&S	I	
CO4,CO5	Summarize the guidelines for Vaidyas before commencing chikitsa Ch Su 15/3-5.	CK	DK	KH	L&G D	M-CHT,TT-Theory,VV-Viva	F&S	I	
CO4,CO5	Enlist samshodhana upayogi dravya sangraha Ch Su 15/6	CK	MK	KH	L&G D	QZ ,TT-Theory,VV-Viva	F&S	I	
CO4,CO5	Figure out the procedure of vamana karma. Ch Su 15/9-15	CC	DK	KH	L&G D,RP	CHK,TT-Theory,VV-Viva	F&S	I	
CO4,CO5	Explain samsarjana krama Ch Su 15/16	CC	MK	KH	L,L& GD	CL-PR,TT-Theory,VV-Viva	F&S	I	
CO4,CO5	Identify merits of samsarjanakrama in patients	PSY- SET	NK	SH	BS,IB L,D_ BED	P-CASE,SP	F&S	I	
CO4,CO5	Outline procedure for virechana karma Ch Su 15/17-18	CC	DK	KH	L&G D,RP	CHK,TT-Theory,VV-Viva	F&S	I	
CO4,CO5	Explain benefits of samshodhana. Ch Su 15/22.	CC	MK	KH	L,L& GD	TT-Theory,VV-Viva	F&S	I	
CO5,CO7	Relate the structure of aturalaya (hospital) with the present scenario	CAP	DK	KH	DIS,B S,PrB L	DEB,M-MOD,INT	F	I	
CO1	Recite sutra Ch Su 15/22	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1	Summarize the chapter as per sutra Ch Su 15/2-25	CK	NK	K	SDL	P-VIVA	F&S	I	

Topic 4 Cha.Su.16- Chikitsaprabhritiya Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance.	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms such as bahudosha lakshana, swabhaavoparamvaada, chikitsaprabhrita.	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	I	
CO4,CO5	Summarize samyak virikta –avirikta – atvirikta lakshana. Ch Su 16/6-10	CC	DK	KH	L&G D,D	RS,TT-Theory ,VV-Viva	F&S	I	
CO4,CO5	Explain bahudosha lakshana Ch Su 16/13-16	CC	MK	KH	L&G D	PUZ,TT-Theo ry,VV-Viva	F&S	I	
CO3,CO6	Identify bahudoshalakshana in patients	PSY- SET	DK	SH	CBL, D_BE D	P-VIVA	F&S	I	
CO4,CO5	Explain benefits and importance of samshodhana. Ch .Su 16/16-21	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Explain swabhavoparama vada Ch Su 16/ 27-32	CC	MK	KH	L&G D,BS	DEB,TT-Theo ry,VV-Viva	F&S	I	
CO2,CO5	Outline chikitsa of ayoga, atiyoga of samsodhana	CAP	DK	KH	L_VC ,CBL, D	SP,TT-Theory ,VV-Viva	F&S	I	
CO4,CO5	Define chikitsa Ch Su 16/34-36	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO8	Appreciate benefits of chikitsa prabhrita bhishak. Ch Su. 16/37-38	CK	DK	KH	L&G D,D	TT-Theory,V V-Viva	F&S	I	
CO1	Recite sutras Ch Su 16/13-21,27,28,34-36	CK	MK	K	SDL,	P-REC	F&S	I	

					REC				
CO4,CO6,CO7	Relate swabhavoparama with concept of nidana parivarjana	CAP	MK	KH	DIS	PRN	F	I	
CO1	Summarize the chapter as per sutra Ch Su 16/39-41	CK	NK	K	SDL	P-VIVA	F&S	I	
Topic 5 Cha.Su.17- Kiyantashiraseeya Adhyaya (Lecture :3 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms in the chapter such as doshagati, doshavikalpa, trayodasasannipata	CK	MK	K	L&G D,BS	QZ ,COM,TT-Theory,VV-Viva	F&S	I	
CO2,CO3	Explain importance of shiras. Ch Su 17/12	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3,CO4	Enlist types of siroroga, hridroga and vidradhi	CC	MK	KH	L&G D	SP,TT-Theory	F&S	I	
CO3,CO4	Figure out 62 types of permutation and combination of doshas Ch Su 17/41-44	CK	DK	K	L&G D,GB L	PUZ,TT-Theo ry,VV-Viva	F&S	I	
CO3,CO4	Figure out 12 types of vishama sannipata Ch Su 17/45-61	CK	DK	K	L&G D	M-POS	F&S	I	
CO3,CO4,CO6	Complement knowledge about kshayalaskhana of dosha-dhatu-mala to the existing understanding (additional important features mentioned in CS)	CK	DK	KH	DIS,F C	TT-Theory,V V-Viva	F&S	I	
CO3,CO4	Interpret dosha-vikalpa (combinations of doshas) in different conditions. Ch.Su. 17/45-61	CAP	MK	KH	IBL,C BL	P-PS,TT-Theo ry,VV-Viva	F&S	I	

CO3,CO7	Complement knowledge of Ojus to the existing understanding (additional important features mentioned in CS) Ch Su 17/73-77	CC	MK	K	DIS,F C	TT-Theory	F&S	I	H-RN
CO3,CO4,CO 6	Outline the samprapti of madhumeha and importance of ojus. Ch Su 17/78-81	CAP	MK	KH	L&G D	TT-Theory	F&S	I	
CO2,CO3,CO 4,CO7	Define the term “gati” and Classify and explain various kinds of gati. Ch.Su 17/112 - 118 Cakrapani	CK	MK	K	L&G D,RP	TT-Theory,V V-Viva	F&S	I	
CO2,CO4,CO 6	Interpret asaya apakarsha-gati in relationship with dosha-gati. Ch.Su. 17/45-46	CC	DK	KH	L&G D	TT-Theory	F&S	I	
CO3,CO4,CO 7	Explain kshayahetu Ch.Su. 17/ 76-77	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3,CO4,CO 6	Illustrate dosha-gati in clinical conditions	CAP	MK	KH	CBL, D	P-RP,P-CASE	F&S	I	
CO3,CO4	Explain identification of dosha vriddhi, kshaya, samya Ch.Su. 17/ 62	CC	MK	KH	L	CL-PR,TT-Th eory,VV-Viva	F&S	I	
CO1	Recite sutras Ch Su 17/12, 41-44, 62, 112-118	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1	Summarize the chapter as per sutra Ch Su 17/120-121	CK	NK	K	SDL	P-VIVA	F&S	I	
Topic 6 Cha.Su.18-Trisotheeya Adhyaya (Lecture :1 hours, Non lecture: 3 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms in the chapter such as trisotha, trividhabodhya sangraha and anukta roga	CC	MK	K	L&PP T	TT-Theory,V V-Viva	F&S	I	
CO5	Name and explain trividha-bodhya-sangraha (three-fold method	CC	MK	K	L&G	TT-Theory,V	F&S	I	

	for understanding disease – vikara prakriti, samuthana and adhithana) Ca.Su. 18/55, 46-47				D	V-Viva			
CO3,CO6	Illustrate use of trividha-bodhya-sangraha in anuktavyadhi Ch Su 18/44-45	CAP	DK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	I	
CO3,CO5	Outline pradesika sotha (local edema) Ch Su 18/19-36	CC	DK	K	L&G D,L_ VC	P-ID,TT-Theo ry,VV-Viva	F&S	I	
CO3,CO6	Explain aparisankhyeyatwa of diseases (innumerability) Ch Su 18/42	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3	Complement tridosha-samanyakarma with additional details mentioned in CS	CC	MK	K	BS,IB L,FC	PRN,TT-Theo ry,VV-Viva	F&S	I	
CO1	Recite sutras Ch Su 42,43,44-47	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1	Summarize the chapter as per sutra Ch Su 18/54-56	CK	NK	K	SDL	P-VIVA	F&S	I	
Topic 7 Cha.Su.19-Ashtodareeya Adhyaya (Lecture :1 hours, Non lecture: 3 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms in the chapter such as nijavyadhi (intrinsic diseases), samanyaja-vyadhi (general diseases) and sankhyasamprapti (enumeration of types of diseases)	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	I	
CO2,CO3	Outline the types of diseases (sankhyasamprapti) mentioned in the chapter	CK	DK	K	L&G D,GB L	QZ ,PUZ,TT- Theory,VV- Viva	F&S	I	

CO3,CO4	Illustrate the importance of tridosha in occurrence of diseases Ch Su 19/5	CC	MK	KH	DIS,S DL	TT-Theory,V V-Viva	F&S	I	
CO3,CO4	Explain the relationship between Nija and Agatu rogas (intrinsic and extrinsic diseases) Ch Su 19/6,7	CK	MK	K	L&G D,PL	TT-Theory,V V-Viva	F&S	I	
CO6,CO8	Classify diseases in Ayurveda using available online resources (Activity, ref: activity table)	CAP	DK	KH	DIS,B L	SA,TT-Theory ,VV-Viva	F	I	
CO1,CO2	Recite sutras Ch Su 19/5, 6	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1,CO2	Summarize the chapter as per sutra Ch Su 19/8,9	CK	NK	K	SDL	P-VIVA	F&S	I	
CO3,CO6,CO 7	Summarize different classifications of diseases mentioned in deerghanjeeviteeya, tisraishaneeya, ashtodareeya, maharoga and roganeeka	CC	MK	KH	DIS, W	P-POS	F	I	
Topic 8 Cha.Su.20- Maharoga adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms such as agantumukha, trividhaprerana, samanyaja-vikara, nanatmaja-vikara and atmarupa	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	I	
CO3,CO5	Explain the basis for the classification of diseases. Ch.Su. 20/3	CK	MK	K	L&G D,ML	M-CHT,TT-T heory,VV- Viva	F&S	I	
CO5	Define nija and agantuja vyadhi. Ch.Su. 20/7	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO5	Describe kaarana for nija and agantuja vyadhi. Ch.Su. 20/4-5	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	

CO3,CO5	Enlist nanatmajavyadhi of vata and relate guna, atmarupa, vikritakarma of vata and its upakrama. Ch.Su. 20/12,13	CAP	MK	K	L&G D	M-CHT,VV- Viva	F&S	I	
CO3,CO5	Enlist nanatmajavyadhi of pitta and relate guna, atmarupa, vikritakarma of pitta, and its upakrama Ch.Su. 20/14-16	CAP	MK	K	L&G D	M-CHT,VV- Viva	F&S	I	
CO3,CO5	Enlist nanatmajavyadhi of Kapha and Relate guna, atmarupa, vikritakarma of Kapha and its Upakrama. Ch.Su. 20/17-19	CAP	MK	K	L&G D	M-CHT,VV- Viva	F&S	I	
CO4,CO6,CO 8	Make monographs of nanatamaja-vikaras (Activity, see activity list)	CAP	DK	KH	TPW, BL	M-CHT,CR- W	F	I	
CO3,CO6,CO 7	Relate paribhasha of different terms in nanatmajavyadhi with descriptions available in Ashatanga sangraha Su 20/18	CC	DK	KH	DIS	T-OBT	F	I	
CO1,CO2	Recite sutras Ch. Su. 20/ 3, 4, 5, 11,14, 17, 20-22	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1,CO2	Summarize the chapter as per sutra Ch Su 20/ 23-25	CC	NK	K	SDL	P-VIVA	F&S	I	
Topic 9 Cha.Su.21- Ashtauninditeeya adhyaya (Lecture :3 hours, Non lecture: 3 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms such as ashtaninditapurusha, ashtadosha of atisthaulya, prasastapurushsalakshana	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	I	
CO2	Enlist ashtaninditapurusha Ch Su 21/3	CK	MK	K	L&G D,RP	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Enlist ashtadosha of atisthoola purusha and justify its ashtadosha Ch.Su. 21/4	CAP	MK	K	L&G D,RP	P-SUR,CL- PR,VV-Viva	F&S	I	
CO4,CO5,CO	Outline the diagnostic features of atisthula. Ch.Su.21/9	CC	MK	K	L&G	TT-Theory,V	F&S	I	

7					D	V-Viva			
CO5,CO6,CO7	Outline hetu and samprapti of atisthaulya Ch.Su. 21/4-8	CAP	DK	K	L&PP T	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Describe chikistasutra for atisthula purusha and mention different formulations. Ch.Su. 21/20- 28	CAP	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO5,CO6	Describe hetu, dosha and lakshana for atikrusha purusha. Ch.Su. 21/11-15	CC	MK	K	L&PP T	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Describe chikistasutra for atikrusha purusha and mention different formulations Ch.Su. 21/20, 29-34	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	I	
CO6	Interpret why atisthula purusha is difficult to treat compared to krushapurusha Ch.Su. 21/16-17	CAP	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO5	Enlist the features of ideal physique in individuals (prashasta purusha lakshana) Ch.Su. 21/18-19	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO7	Define nidra and enlist its types Ch Su 21/35&58	CK	MK	K	L&PP T	TT-Theory,V V-Viva	F&S	I	
CO3,CO7	Determine significance of nidra as an etiological factor of sthaulya and karsya and its role in management of the same Ca.Su. 21/51	CAP	MK	KH	DIS,C BL,F C	CL-PR	F&S	I	
CO1,CO2	Recite sutras Ch Su 21/ 3,4,16, 18, 19, 35, 50, 58	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1,CO2	Summarize the chapter as per sutra Ch Su 21/60-62	CC	NK	K	SDL	P-VIVA	F&S	I	
Topic 10 Cha.Su.22- Langhanabrimhaneeya Adhyaya (Lecture :3 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	

CO2	Explain basic meaning and importance of key terms such as shadupakrama and dasavidhalanghana	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	I	
CO2,CO4,CO 5	Enlist and define shadupakrama. Ch.Su. 22/4, 9-12	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO2,CO5,CO 7	Explain properties of dravyas used in shadupakrama with examples. Ch.Su. 22/12-17	CK	MK	K	L&PP T,PB L	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Enlist dasavidha-langhana and their indications Ch.Su. 22/19-23	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO2,CO4,CO 5	Relate gurvadi guna and samanya visesha sidhanta with shadupakrama Ch Su 22/12-17	CK	DK	KH	DIS,F C	T-EMI,VV- Viva	F&S	I	
CO4,CO5	Identify dasavidhalanghana in treatment guidelines mentioned for different diseases	CAP	NK	KH	IBL,C BL	T-OBT,VV- Viva	F&S	I	
CO4,CO5	Explain samyaklakshana of langhana, brimhana and sthambhana Ch Su 22/34,35,38,40	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Outline atiyoga and ayogalakshana of brimhana, langhana and sthambhana Ch Su 22/36-38	CK	DK	K	L&G D,CB L	M-CHT,TT-T heory,VV- Viva	F&S	I	
CO1,CO2	Recite sutras Ch Su 21/9-24	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1,CO2	Summarize chapter as per sutra Ch Su 22/44	CC	NK	K	SDL	P-VIVA	F&S	I	
Topic 11 Cha.Su.23- Santarpaneeya Adhyaya (Lecture :2 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	

CO2	Explain basic meaning and importance of key terms such as santarpana and apatarpana	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	I	
CO3,CO5	Enlist santarpanadravya Ch Su 23/3-5	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3	Enlist santarpanajanyavyadhis Ch Su 23/5-7	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3,CO6	Explain chikitsa-sutra for santarpana-janya-roga. Ch.Su. 23/ 8	CAP	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3	Explain apatarpanajanya vyadhis Ch Su 23/26-29	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3,CO6	Outline the management approach to apatarpana janya vyadhi Ch Su 23/30-32	CC	MK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	I	
CO1,CO2	Recite sutras Ch Su 23/ 5-7, 26-29	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO2	Summarize chapter as per sutra Ch Su 23/40	CC	NK	K	SDL	P-VIVA	F&S	I	
Topic 12 Cha.Su.24- Vidhishoniteeya Adhyaya (Lecture :3 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms such as sonitadushti and visuddharakta	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	I	
CO3,CO4,CO 7	Explain causative factors for raktadushti Ch.Su. 24/ 5-10	CK	MK	K	L&G D	CHK	F&S	I	

CO4,CO6	Explain diagnostic criteria of raktadushti. Ca.Su. 24/17	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO6,CO 7	Enlist rakta-dushtijanya-roga. Ch.Su. 24/11-16, 28/11-13	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Explain treatment principles of rakta-dushti. Ch.Su. 24/18.	CC	MK	K	L&G D	INT,VV-Viva	F&S	I	
CO3,CO4,CO 7	Explain visudha-rakta lakshana Ch Su 23/22	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3,CO4,CO 5	Explain visuddha-rakta-purusha lakshana Ch Su 23/24	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3,CO6,CO 7	Relate the concept of raktadushti with similar references such as Ch.vi. 5/26	CC	MK	KH	DIS	T-OBT	F	I	
CO4,CO5,CO 7	Explain pathya in raktamoksha Ch Su 24/23	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO5,CO 6	Summarize the samprapti of mada, murchaya and sanyasa Ch Su 24/25-29	CAP	DK	KH	L&G D,IBL ,RP	PUZ,TT-Theo ry,VV-Viva	F&S	I	
CO1,CO2	Recite sutras Ch Su 24/ 14,18,20,21,22,24	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO2	Summarise the chapter as per sutra Ch Su 24/59-60	CC	NK	K	SDL	TT-Theory,V V-Viva	F&S	I	
Topic 13 Cha.Su.25- Yajjapurusheeya Adhyaya (Lecture :2 hours, Non lecture: 4 hours)									
CO1	Justify the position of the Yajjapurusheeya chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	

CO2	Explain basic meaning and importance of key terms in the chapter such as Hita, Ahita, Pathya and Apathya	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	I	
CO4,CO7	Justify the role of different factors responsible for formation of purusha Ch Su 25/3-29	CC	DK	KH	L&G D,ML	TT-Theory,V V-Viva	F&S	I	
CO1,CO8	Appreciate importance of sambhasha in bringing out scientific conclusions	AFT- REC	NK	KH	L&G D,RP, PL	SA,TT-Theory ,VV-Viva	F&S	I	
CO2,CO3	Differentiate factors related with ahara like Aharayoni, Prabhava, udarka, Upayoga, Rasa, Gurvadi Guna etc Ch Su 25/36	CK	MK	KH	L&G D,LS	T-OBT,TT-Th eory,VV-Viva	F&S	I	
CO3,CO4,CO 5	Enlist important agryas related with aushadha, anna and vihara Ch Su 25/38-40	CK	DK	K	L&G D,FC, GBL	T-OBT,TT-Th eory,VV-Viva	F&S	I	H-DG ,H- RN
CO4,CO5,CO 7	Define pathya and explain its importance Ch Su 25/45-47	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO7,CO 8	Justify importance of hitahara and ahitahara (See activity list)	CAP	DK	KH	DIS,F C	INT,TT-Theor y,VV-Viva	F&S	I	
CO5	Mention asavayonis Ch Su 25/49	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO1,CO2	Recite sutras Ch Su 25/ 29,31,33,45,46,47,50	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1	Summarize the chapter with shloka number Ch Su 25/51	CK	NK	K	SDL	TT-Theory,V V-Viva	F&S	I	
Topic 14 Cha.Su.26- Atreyabhadraakaapyeeya Adhyaya (Lecture :3 hours, Non lecture: 3 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its	CC	MK	K	L&G	INT,TT-Theor	F&S	I	

	importance				D	y,VV-Viva			
CO2	Explain basic meaning and importance of key terms such as dravyaprabhava, gunaprabhava, rasapanchaka and viruddha	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	I	
CO2,CO3,CO 5	Enlist gunas of parthivadi dravyas Ch Su 26/11	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Differentiate dravyaprabhava and gunaprabhava with examples Ch Su 26/13	CK	MK	KH	L&G D	PUZ,TT-Theo ry,VV-Viva	F&S	I	H-DG
CO4,CO5	Explain dravyakarmukata siddhant with examples Ch Su 26/13	CK	MK	KH	L&G D,DA	TT-Theory,V V-Viva	F&S	I	H-DG
CO4,CO5,CO 6	Explain the importance of paradi gunas as chikitsopayogi gunas (in diagnosis and treatment). Ch Su 26/29-35 (see activity list, activity no.5)	CK	DK	KH	L&G D,FC, SDL	TT-Theory,V V-Viva	F&S	I	
CO2,CO5	Complement the existing knowledge of ‘rasadi panchaka’ with additions from Charakasamhita.	CK	DK	K	FC,S DL	T-OBT,TT-Th eory,VV-Viva	F&S	I	
CO2,CO5	Differentiate the properties of three types of ‘Vipakas’ Ch Su 26/58-63	CK	MK	K	DIS,F C	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Explain method of perception of rasa,veerya and vipaka of dravyas Ch Su 26/66	CC	MK	KH	L&G D,D	DEB,TT-Theo ry,VV-Viva	F&S	I	H-DG
CO2,CO4,CO 5	Enlist the examples of prabhava Ch Su 26/68-70	CK	MK	K	L&G D,ED U,SD L	TT-Theory,V V-Viva	F&S	I	H-DG
CO4,CO5,CO 7	Enlist the types of viruddhaahara and principles of management of diseases caused by viruddhaahara. Ch Su 26/86, 104-105	CK	MK	K	L&G D,BL,	P-PS,TT-Theo ry,VV-Viva	F&S	II	

					RLE				
CO4,CO5	Illustrate vichitra-pratyayarabdha with examples Ch Su 26/48-52	CAP	MK	KH	DIS,I BL	P-ID,TT-Theo ry,VV-Viva	F&S	II	
CO1,CO2	Recite the shlokas Ch Su 26/13,36,37,61,62,66,81,85	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO4,CO5	Relate different sidhantas on dravya mentioned in Ch.Su1, Ch Su 4, Ch Su 27 and Ch Vi 1	CC	MK	KH	DIS,F C	CL-PR	F	I	
CO1,CO2	Summarize the chapter as per sutra Ch Su 26/107-113	CK	NK	K	SDL	TT-Theory,V V-Viva	F&S	II	
Topic 15 Cha.Su.27- Annapaana vidhi Adhyaya (Lecture :4 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2,CO5,CO 7	Enlist the characteristics of hitahara and examples of hitaahara and ahitaahara. Ch Vi 27/3	CK	MK	K	SDL	P-VIVA	F&S	I	
CO2,CO5,CO 7	Classify ahara into different vargas Ch Su 27/26	CK	MK	K	FC,S DL	P-VIVA	F&S	I	
CO4,CO5,CO 7	Illustrate ahara-dravya through exhibition (See activity list, activity no.7)	CS	DK	SH	PrBL, RLE	Log book,TR	F	I	
CO1,CO2	Summarise the chapter as per Ch Su 27/351-352	CC	NK	K	SDL	TT-Theory,V V-Viva	F&S	I	
Topic 16 Cha.Su.28- Vividhashitapeeteeya Adhyaya (Lecture :4 hours, Non lecture: 14 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning of key terms in the chapter such as	CK	MK	K	L&G	QZ ,COM,TT-	F&S	I	

	chaturvidha ahara, vyadhisaha sareera, dhatu-upadhatu-mala-indriya-pradoshajavyadhi				D,BS	Theory,VV-Viva			
CO2,CO7	Enlist the four types of aahara Ch Su 28/3	CK	MK	K	L&G D,ML	M-CHT,VV-Viva	F&S	I	
CO2,CO7	Explain factors influencing susceptibility to diseases which modify the effects of pathya and apathya Ch Su 27/7	CK	MK	KH	L&G D,SD L	TT-Theory,V V-Viva	F&S	I	
CO3,CO7	Enlist the vyadhi- asaha shareera Ch Su 27/7	CK	MK	KH	L&G D,IBL	TT-Theory,V V-Viva	F&S	I	
CO3,CO4,CO5,CO7	Outline dhatu-upadhatu-mala-indriya pradoshaja vyadhi (diseases caused by doshas situated in different dhatus, upadhatu, malas and indriyas) explain their treatment principles Ch Su 27/9-30	CC	MK	KH	L&G D,IBL ,LS	T-OBT,M-CH T,TT-Theory, VV-Viva	F&S	I	
CO3,CO4,CO7	Explain mechanism koshtagati and sakhagati Ch Su 27/31-33	CC	MK	KH	L&G D,FC	TT-Theory,V V-Viva	F&S	I	
CO3,CO7	Emphasize the role of Prajnaparadha in causation of diseases Ch Su 27/39-40	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	I	
CO1,CO2	Recite sutras Ch Su 27/9-19,35-39, 45	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1,CO2	Summarize the chapter as per Ch Su 28/45-48	CK	NK	K	SDL	T-OBT,TT-Theory,VV-Viva	F&S	I	
CO3,CO6	Relate dhatupradoshaja vyadhi with explanations in other contexts such as Ch.vi. 5/ 10-22, Ch.Su. 28/ 09- 19, Ch.Vi. 5/8 and dhatugatha avastha described in Ashtangasangraha Sutasthana	CC	DK	KH	DIS,B S	CL-PR	F	I	

Topic 17 Cha.Su.29- Dashapraanaayataneeya Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as pranaayatan, praanabhisara, rogaabhisara, chadmachara, yogya chikitsak, karma kovidah.	CK	MK	K	L&G D,BS	QZ ,COM,TT-Theory,VV-Viva	F&S	II	
CO2,CO3,CO 7	Enlist dasa praanayatanas. Ch Su 29/3,4	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO8	Enlist two types of bhishak. Ch Su 29/5	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO8	Explain the qualities of pranaabhisar, rogaabhisara and bhishakchadmacahara Ch Su 29/7	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO8	Appreciate the social hazards caused due to quackery	AFT-REC	DK	KH	BS,S DL	CR-W,VV-Viva	F&S	II	
CO8	Enlist qualities of yogya chikitsak Ch Su 29/ 13.	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO8	Illustrate characteristics of different types of vaidya through skit (see activity no.8)	PSY-SET	DK	SH	RP,F V	PRN	F	II	
CO1,CO2	Recite sutras Ch Su 29/3,4,13.	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO1,CO2	Summarize the chapter as per sutra Ch. Su 29/14	CK	MK	K	SDL	T-OBT,TT-Th eory,VV-Viva	F&S	II	
CO8	Relate different references related to good qualities of Vaidya from different chapters Ch Su 11/50-53	CC	MK	KH	FC	CL-PR,DEB	F	II	

Topic 18 Cha.Su.30- Arthedashamahamooleeya Adhyaya (Lecture :2 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as artha, mahamula, mahaphala, shashwatatva	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO4,CO 7	Explain the importance of hrudaya. Ch Su 30/3,4,5,6,7	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Relate concept of hridaya with details given in trimarmeeya, sareerasthana etc.	CK	MK	KH	L&G D,FC	T-OBT	F	II	
CO3,CO4,CO 7	Explain the importance of ojas and its sthana Ch Su 30/8-12.	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO4,CO 7	Define terms dhamani, srotas, sira. Ch Su 30/12	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO4,CO 7	Explain shresthatama bhava Ch Su 30/15	CK	NK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO5,CO 8	Explain Ayurvedavid lakshana and their method of understanding in the form of vakyashah, vakarthashah, arthavayavashah Ch Su 30/16	CK	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO4,CO 7	Outline lakshana of sukhayu, asukhayu, hitayu and ahitayu Ch Su 30/24, 25	CK	DK	KH	L&G D,IBL	PUZ,TT-Theo ry,VV-Viva	F&S	II	
CO3,CO4	Define objective (prayojana) of Ayurveda Ch Su 30/26	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO5,CO 8	Appreciate eternity of Ayurveda Ch Su 30/27	CC	MK	KH	L&G D,BS	TT-Theory,V V-Viva	F&S	II	

CO3,CO4,CO7,CO8	Explain qualities of learner of Ayurveda and their objectives. Ch Su 30/29	CC	DK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO4,CO7	Enlist dashaprakaran of tantraartha. Ch Su 30/32.	CK	MK	KH	L,L&GD	P-VIVA,TT-Theory,VV-Viva	F&S	II	
CO3,CO4	Outline the ashtasthanas of Charaka Samhita Ch Su 30/32	CK	MK	K	L&G D	TT-Theory,PP-Practical,VV-Viva	F&S	II	
CO3,CO4,CO6	Enlist paryayas of Ayurveda. Ch Su 30/31	CK	MK	K	L&G D	TT-Theory,PP-Practical,VV-Viva	F&S	II	
CO4,CO5	Explain characteristics of pallavagrahi bhishak or consequences of incomplete knowledge with examples Ch Su 30/72-81.	CK	DK	K	L&G D	TT-Theory,PP-Practical,VV-Viva	F&S	II	
CO3,CO5,CO8	Appreciate importance of Shastra jnana Ch Su 30/84-85	AFT-VAL	DK	KH	L&G D,BS	VV-Viva	F&S	II	
CO1,CO2	Explain importance of sangraha adhyayas	CC	DK	K	BL,SDL	VV-Viva	F&S	II	
CO1,CO2	Recite sutras Ch Su 30/3,410,11,12.	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO1,CO2	Summarize the chapter as per sutras Ch Su 30/86-87	CK	NK	K	SDL	T-OBT,VV-Viva	F&S	II	
Topic 19 Cha.Ni.01-Jwara nidana Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1	Describe the sthana adhikarana (objectives) of Nidanasthana Ch.Ni.1/15	CK	MK	K	L	P-VIVA,TT-Theory	F	II	

CO1	Justify the position of the chapter in the samhita and its importance	CK	MK	K	L	T-EMI	F	II	
CO2	Explain basic meaning and importance of key terms such as nidanapanchaka and jwara	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	II	
CO4,CO6,CO 7	Explain nidanapanchaka with suitable examples. Ch.Ni.1/6-13	CK	MK	KH	L&G D,FC	P-VIVA,TT- Theory	F&S	II	
CO4,CO6	Differentiate vyadhibodhaka nidana and vyadhi janaka nidana Ch Ni 1/1 Cakrapani commentary	CAN	DK	KH	L&G D,TB L	VV-Viva	F	II	
CO2,CO4,CO 6	Enlist synonyms of nidana (causative factors) and roga (disease) Ch Ni 1/3,5	CK	MK	KH	L	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	Explain the importance of nidanapanchaka Ch.Ni 1/13	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO6	Explain nidanapanchaka and elaborate nidana (causative factor), purvarupa (premonitory symptoms) lakshana/rupa (symptoms)	CK	MK	KH	L&G D	T- EW	F	II	
CO4,CO6,CO 7	Describe upashaya along with its types in detail Ch Ni 1/10	CC	MK	SH	L&G D,BS	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	Interpret the classification of samprapti (pathogenesis) Ch Ni 1/12	CK	MK	KH	L&PP T,CB L	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	Diffrentiate the samanya and vishesha samprapti of disease	CAP	MK	SH	L_VC ,DIS	TT-Theory,V V-Viva	F&S	II	
CO3,CO4	Describe the vishesha nidana (specific factors of diseases) prakopa karana (causes of aggravation),samprapti (pathogenesis)	CAP	MK	KH	L&G D	TT-Theory,V V-Viva	F	II	

	and lakshana (symptoms) of jwara (fever)								
CO3,CO6	Outline vataja, pittaja, kaphaja, samsarga and sannipataja jwara Ch Ni 1/19-30	CC	MK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	
CO3,CO4,CO 6	Describe agantuja jwara nidana (causes factor of exogenous fever) Ch Ni 1/30,31	CK	MK	KH	L	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 5	Differentiate nava and jeerna jwara chikitsa sutra (line of treatment) Ch Ni 1/36	CK	MK	K	L,L& GD	TT-Theory,V V-Viva	F&S	II	
CO1,CO2	Recite sutras Ch Ni/3,5,7-11,38-40	CK	MK	K	SDL, REC	P-REC	F	II	
CO1,CO2	Summarize the chapter as per sutras given at the end of the chapter Ch Ni 1/42-44	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 20 Cha.Ni.02-Raktapitta nidana Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as pratimargaharana, sadhyasadyata, raktapitta	CK	MK	KH	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	II	
CO2,CO4,CO 6	Justify raktapitta paryaya and nirukti Ch Ni 2/5	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 6	Outline raktapitta nidana and samprapti (etiology and pathogenesis of raktapitta)	CC	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO4,CO 6	Define raktapitta and outline raktapitta purvarupa (premonitory features of raktapitta) upadrava (complication of raktapitta) Ch Ni 2/6,7	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	

CO4,CO6	Relate concept of trividha gati (adha, urdhwa, tiryag) with samprapti of raktapitta Ch Ni 2/8	CAP	DK	KH	L&G D	T-EMI,TT-Theory,VV-Viva	F&S	II	
CO4,CO5,CO7	Explain concept of pratimargaharana in the context of raktapitta Ch Ni 2/9	CAP	MK	KH	L&G D,LS	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	Illustrate sadhyasadyata of raktapitta Ch Ni 2/9,12-20	CAP	MK	KH	L&G D,PL	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	Outline asadhya lakshana of raktapitta (features of incurable disease) Ch Ni 2/23-26	CC	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO1,CO2	Recite sutras Ch Ni/19,27	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO2	Summarize the chapter as per sutra Ch Ni 2/28,29	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 21 Cha.Ni.03-Gulma nidana Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita	CC	MK	K	L&G D	INT,TT-Theory,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as gulma, panchagulma and raktagulma	CK	MK	K	L&G D,BS	QZ ,COM,TT-Theory,VV-Viva	F&S	II	
CO2,CO4,CO6	Demonstrate the prakruti samasamveta and vikruti vishama samaveta siddhanta in the context of gunma Ch.Ni 3/6	CAP	DK	KH	L&G D,IBL	INT,TT-Theory,VV-Viva	F	II	
CO3,CO6	Mention the importance of gulmasthana in samprapti Ch Ni 3/7	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO6	Outline the features of vataja-pittaja-kaphaja and raktaja gulma along with samprapti lakshana (pathogenesis and clinical features) Ch Ni 3/6-11	CC	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	

CO3,CO6	Describe raktaja gulma samprapti, lakshana (pathogenesis and clinical features) Ch Ni 3/13-14	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	Outline poorvarupa of gulma Ch Ni 3/15	CC	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO4,CO5	Outline treatment principle of gulma Ch Ni 2/16,17	CAP	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO1,CO2	Summarise the chapter as per sutra Ch Ni 3/18	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 22 Cha.Ni.04-Prameha nidana adhyaya (Lecture :2 hours, Non lecture: 3 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as kleda, vikaravighatakar bhava	CK	MK	KH	L&G D,BS	TT-Theory,V V-Viva	F&S	II	
CO3,CO4,CO 6	Describe the concept of kleda and its role in samprapti of prameha Ch Ni 4/6-8	CC	DK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	H-RN
CO4,CO6,CO 7	Summarise the sankhyasamprapti of prameha Ch Ni 4/11,25,39	CK	MK	K	L	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 6	Enlist causative factors and samprapi ghatakas in prameha Ch Ni 4/7	CK	MK	K	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 6	Explore the sootra 'eha khalu nidana-dosha-dooshya vishesaebhyo.....' in the manifestation of diseases Ch Ni 4/4	CAP	MK	KH	L&G D,BS, CBL	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 6	Relate nidana, dosha, dushya and samprapti of vataja, pittaja and kaphaja prameha Ch Ni 4/5,8,24,36,37	CC	MK	KH	L&G D,CB	TT-Theory,V V-Viva	F&S	II	

					L				
CO2,CO3,CO6	Justify the role of samprapti ghatakas in diagnosed cases of prameha	PSY-SET	NK	SH	L&G D,CB L,D_ BED	P-PS,TT-Theory,VV-Viva	F&S	II	H-RN
CO2,CO4,CO5	Outline the chikitsas sutra of prameha Ch Ni 4/49	CC	DK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	H-RN
CO4,CO6	Explain sadhyasadhyata of prameha Ch Ni 4/11,27,38	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	Describe purvarupa and upadrava of prameha Ch Ni 4/47,48	CC	MK	K	L_VC ,CBL	TT-Theory,V V-Viva	F&S	II	H-RN
CO3,CO7	Relate predisposing factors of prameha with present day lifestyle	CAP	DK	KH	DIS,F C	VV-Viva	F&S	II	
CO1,CO2	Recite sutras Ch Ni 4/3,4,48,49	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO1,CO2	Summarise the chapter as per sutra Ch Ni 4/53-55	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 23 Cha.Ni.05-Kushta nidana Adhyaya (Lecture :2 hours, Non lecture: 4 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as saptadravya, saptakushta	CK	MK	K	L&G D,BS	QZ ,COM,TT-Theory,VV-Viva	F&S	II	
CO4,CO6,CO7	Enlist and explain saptadravya of kushta Ch Ni 5/3	CC	MK	KH	L&G D,CB	TT-Theory,V V-Viva	F&S	II	

					L				
CO2,CO3,CO 6	Explain the role of 'kleda' in the manifestation of kushta Ch Ni 5/3	CC	DK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	H-RN
CO2,CO3,CO 6	Outline anekarupa of kushta (multiplicity) based on vedana, varna, samsthana and prabhava Ch Ni 5/4	CC	DK	KH	L_VC ,CBL	TT-Theory,V V-Viva	F&S	II	H-RN
CO2,CO3,CO 6	Enlist saptakushta with their dosha predominance Ch Ni 5/5	CK	MK	K	L&G D,BL	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 6	Outline samanyanidana of kushta Ch Ni 5/6	CC	DK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	Enlist purvarupa of kushta Ch Ni 5/7	CC	MK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	H-RN
CO4,CO6	Outline upadrava of kushta Ch Ni 5/11	CC	DK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 6	Explain sadhyasadyata of kushta Ch Ni 5/9	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO1,CO2	Recite sutras Ch Ni 5/3,5	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO1,CO2	Summarise the chapter as per sutra Ch Ni 5/16	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 24 Cha.Ni.06-Shosha nidana Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	

CO2	Explain basic meaning and importance of key terms such as chaturvidha ayatana and ekadasarupa	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	II	
CO2,CO3,CO 6	Explain role of four aetiological factors (chaturvidha-ayatana) in samprapti of shosha. Ch Ni 6/4,6,7(1),8,10	CC	MK	KH	L&PP T,CB L	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 6	Enlist ekadasarupa of shosha Ch Ni 6/14	CK	MK	K	L&G D,ML	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 6	Outline the purvarupa of sosha Ch Ni 6/13	CC	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 6	Explain sadhyasadhyata of shosha Ch Ni 6/15,16	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO4,CO6,CO 7	Relate concept of dharaneeya adharaneeya vega to the context of shosha nidana	CAP	MK	KH	DIS	CL-PR	F	II	
CO3,CO4,CO 7	Justify the importance of ashtaahara vidhi visesha ayatana in the context of prevention of shosha	CAP	MK	KH	DIS,F C	CL-PR	F	II	
CO1,CO2	Recite sutras Ch Ni 6/3,5,7,9,11,14	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO1,CO2	Summarise the chapter as per sutra Ch 6/17	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 25 Cha.Ni.07-Unmada nidana Adhyaya (Lecture :2 hours, Non lecture: 4 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance`	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as ashtavibhrama, doshonmada and bhutonmada	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	II	

CO2,CO3,CO6	Define unmada and enlist ashtavibhrama Ch N 7/5	CK	MK	K	L&G D	QZ ,TT-Theor y,VV-Viva	F&S	II	
CO2,CO3,CO6	Illustrate ashtavibhrama in different types of unmada	CAP	NK	KH	L_VC ,CBL	TT-Theory,V V-Viva	F	II	
CO4,CO6,CO7	Explain sankhyasamprapti of unmada Ch Ni 7/3	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO4,CO6,CO7	Interpret unmada abhimukha karana (predisposing factors for unmada) in the contemporary scenario Ch Ni 7/3-4	CC	DK	KH	L_VC ,CBL	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO6	Interpret the role of prajnaparadha as an important etiological factor in the background of unmada Ca.Ni. 7/19-22	CC	DK	KH	L&G D,L_ VC	CR-RED,TT- Theory,VV- Viva	F&S	II	
CO4,CO6,CO7	Summarise different descriptions of concept of prajnaparadha as aetiological factor Ch Su 8, 11, Ch Vi Ch Sa 1, Ch Vi 3	CC	MK	KH	DIS,F C	PRN	F	II	
CO2,CO3,CO6	Outline the purvarupa of unmada Ch Ni 7/6	CC	DK	K	L_VC ,CBL	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO5	Explain chikitsasutra of unmada Ch Ni 7/8,9	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO4,CO6	Differentiate doshonamda and bhutonmada Ch Ni 7/10-11	CC	DK	KH	L&PP T	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO6	Summarize causes, features purpose (prayojana) and treatment of agantu unmada Ch Ni 7/12-17	CK	DK	K	L&PP T	TT-Theory,V V-Viva	F&S	II	
CO1,CO2	Recite sutras Ch Ni 7/ 3,5,19-22	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO1,CO2	Summarise the chapter based on Sutra Ch Ni 7/24	CK	NK	K	SDL	T-OBT	F&S	II	

Topic 26 Cha.Ni.08-Apasmara nidana adhyaya (Lecture :2 hours, Non lecture: 4 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as nidanarthakara roga, vyadhisankara, tiryaggata dosha	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	II	
CO2,CO4,CO 6	Define apasmara Ch Ni 8/5	CK	MK	K	L,L& PPT	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 6	Explain apasmaraabhimukhakarana (predisposing factors of apasmara) Ch Ni 8/4	CK	MK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 6	Outline visesha-lakshana of apasmara Ch Vi 8/8	CC	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 6	Explain cikitsasutra of apasmara Ch Ni 8/10	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 6	Explain nidanarthakara roga Ch Ni 8/16-19	CC	MK	KH	L&G D,L_ VC,C BL	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 6	Explain vyadhisankara Ch Ni 8/21-22	CC	MK	KH	L&PP T,L_ VC,C BL	TT-Theory,V V-Viva	F&S	II	H-RN
CO2,CO4,CO 5	Differentiate sudha and asuddha chikitsa Ch Ni 8/23	CC	MK	KH	L&G D,BS, CBL	TT-Theory,V V-Viva	F&S	II	

CO2,CO4,CO6	Define and relate different types of sadhyasadyata Ch Ni 8/33-35	CC	MK	KH	DIS,P BL,C BL,P ER	TT-Theory,V V-Viva	F&S	II	H-RN
CO2,CO4,CO5	Describe tiryagatadosha - cikitsasutra Ch Ni 8/36-39	CK	MK	K	L&G D	TT-Theory	F&S	II	
CO6,CO8	Document experiences of physicians on nidanarthakara roga (Activity no.9)	PSY- SET	DK	KH	DIS,T PW	C-INT	F	II	
CO4,CO6,CO7	Summarise the information gathered from Nidanasthana through Quiz (activity no.10)	CAP	DK	KH	FC,D	QZ	F	II	
CO1,CO2	Recite sutras Ch Ni 8/3, 5, 16-22, 33-35,36-39	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO1,CO2	Summarise the chapter based on sutra 42-44	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 27 Cha.Vi.01- Rasa vimana Adhyayam (Lecture :2 hours, Non lecture: 3 hours)									
CO1,CO2	Explain sthana adhikarana of (objectives) of Vimanasthana Ch Vi 1/3	CK	MK	K	L&G D,LS	CR-W,TT-The ory,VV-Viva	F&S	III	
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO4	Explain basic meaning and importance of key terms such as prakritisama samaveta, vikirti vishama samaveta, ahara vidhi visesha ayatana, satmya	CK	MK	K	DIS,P rBL	TT-Theory,V V-Viva	F&S	III	
CO2,CO4	Explain the prakrutisamasamavet and vikrutivishamasamavet siddhanta with suitable examples. Ch Vi 1/9,10	CK	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	H-DG
CO2,CO4,CO5	Explain chaturvidha prabhava(rasa-dravya-dosh-vikara prabhava) with examples Ch Vi 1/12	CK	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	H-DG

CO2,CO4	Describe the dravyaprabhava in taila,ghrita and madhu with the help of 'samanya vishesha siddhanta' Ch Vi 1/14	CC	MK	KH	L&G D,BL	DEB,TT-Theo ry,VV-Viva	F&S	III	
CO2,CO5,CO 7	Explain the dravyas which should be avoided for regular consumption Ch Vi 1/15-19	CC	MK	KH	L&G D,RL E	M-CHT,TT-T heory,VV- Viva	F&S	III	
CO2,CO4,CO 7	Explain satmya and its types Ch Vi 1/20	CC	MK	KH	L&G D,BS	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	Summarize ashta aharavidhivisheshayatana and its role in preservation of health. Ch Vi 1/20-23	CK	MK	K	L&G D,PS M	DEB,TT-Theo ry,VV-Viva	F&S	III	H-SW
CO2,CO4,CO 7	Relate concept of satmya with satmyapareeksha Ch.Vi 8	CC	MK	KH	DIS	CL-PR	F	III	
CO2,CO7	Explain aharavidhi vidhana and bhojya sadgunya Ch Vi 1/24,25	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	H-SW
CO3,CO7	Appreciate the importance of popularizing importance of dietary rules (see activity list)	CAP	DK	KH	PrBL	Log book	F	III	
CO4,CO5	Differentiate and apply samanagunadravya and samanagunabhuyishtadravya Ca Vi 1/7	CAP	NK	KH	DIS	CL-PR	F	III	
CO1,CO2	Recite sutras Ch Vi 1/9,10,20,24	CK	MK	K	SDL, REC	P-VIVA,TT- Theory	F&S	III	
CO1,CO2	Summarize the chapter based on sutra Ch Vi 1/27,28	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 28 Cha.Vi.02-Trividha kuksheeya Adhyayam (Lecture :2 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	

CO2	Explain basic meaning of key terms such as trividha kukshi, matra-amatra ahara, amadosha, amavisha	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	III	
CO2,CO4,CO 7	Explain aharamatra based on trividha kukshi Ch Vi 2/3	CC	MK	KH	L&G D,IBL	C-INT,TT-The ory,VV-Viva	F&S	III	
CO2,CO7	Explain the matratva ahara (ideal quantity of food) and amatravatwa of ahara with its types Ch Vi 2/6	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	
CO4,CO7	Justify effects of heenamatra and atimatra ahara Ch Vi 2/7	CAP	MK	KH	L&G D,PB L,FC	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	Enlist and explain the mental factors affecting digestion of food Ch Vi 2/8	CC	MK	KH	L_VC ,EDU	TT-Theory,V V-Viva	F&S	III	
CO4,CO5	Outline hetu, linga and aushadha of two types of amadosha Ch Vi 2/10-13	CC	MK	KH	L&PP T,CB L,PE R	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	Explain the concept of amavisha Ch Vi 2/12	CC	MK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	III	
CO2,CO3,CO 4	Define amasaya with reference to its position Ch Vi 2/17	CK	MK	K	L&G D,D- M	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Recite sutras Ch Vi 2/9	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	III	
CO2	Summarize the chapter based on sutra Ch Vi 2/19	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	

Topic 29 Cha.Vi.03-Janapadodhwansaneeya Vimanam Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms like janapadodhwamsa, daiva and purushakara	CK	MK	K	L&G D,BS	QZ ,COM,TT-Theory,VV-Viva	F&S	III	
CO2,CO5	Justify the importance of timely collection of medicines Ch Vi 3/4	CAP	DK	K	L&G D,BS	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	Enlist the commomn causes of janapadodhwamsa Ch Vi 3/6	CC	MK	KH	L&G D,BS, FC	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	Describe the lakshanas of dushti of vayu, jala, desha and kala. Ch Vi 3/7	CC	MK	KH	L_VC ,PBL, RP	TT-Theory,V V-Viva	F&S	III	
CO4,CO7	Interpret janapadodhwamsa in contemporary epidemiology (see also activity list)	CAP	NK	KH	DIS,B S,PBL ,FV	Log book,VV-Viva	F&S	III	
CO2,CO5	Summarize the treatment principles of janapadodhwamsakara vikaras Ch Vi 3/12-18	CK	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	Explain the role of adharma in janapadodhwamsa Ch Vi 3/20	CC	MK	KH	DIS,B S	DEB,TT-Theory	F&S	III	
CO2,CO7	Outline the concept of Niyat and Aniyat Ayu. Ch Vi 3/28-35	CC	DK	KH	L&G D,PB L	DEB,TT-Theo ry,VV-Viva	F&S	III	
CO3,CO4,CO	Relate concept of daiva and purushakara with references Ca Sha	CC	MK	KH	DIS,F	CL-PR	F	III	

7	2/44. Ca Sh 6/27.				C				
CO2,CO4,CO7	Differentiate daiva and purushakara Ch Vi 3/29-30	CC	MK	K	L&G D,BS	CR-W,TT-Theory,VV-Viva	F&S	III	
CO4,CO5	Explain hetuviparit chikitsa in jwara Ch Vi 3/39-40	CC	MK	KH	L&G D,CB L	INT,TT-Theory,VV-Viva	F&S	III	
CO4,CO5	Explain apatarpana and its types. Ch Vi 42-44	CC	MK	KH	L&G D,CB L	TT-Theory,VV-Viva	F&S	III	
CO2,CO7	Explain concept of desha Ch Vi 3/47-48	CC	MK	K	L_VC,DIS, FV	PA,TT-Theory,VV-Viva	F&S	III	
CO2,CO4,CO7	Summarise the term karma with reference to different contexts	CC	MK	KH	DIS,F C	PRN	F	III	
CO1,CO2	Recite sutras Ch Vi 3/6,10	CK	MK	K	SDL, REC	P-REC,TT-Theory	F&S	III	
CO1,CO2	Summarize the chapter based on sutra Ch Vi 3/49-52	CK	NK	K	SDL	T-OBT,VV-Viva	F&S	III	
Topic 30 Cha.Vi.04-Trividha roga vishesha vijnyaneeya adhyaya (Lecture :2 hours, Non lecture: 3 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	KH	L&G D	INT,TT-Theory,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms such as trividha roga visesha vijnana	CK	MK	K	L&G D	QZ ,COM,TT-Theory,VV-Viva	F&S	III	
CO2,CO6	Explain the application of aptopadesha, pratyaksha and anumana	CC	MK	KH	L,CB	P-PS,TT-Theo	F&S	III	H-RN

	in clinical examination. Ch Vi 4/3-8				L	ry,VV-Viva			
CO2	Recite sutra Ch Vi 4/4,12	CK	MK	K	SDL, REC	P-VIVA,P- REC	F&S	III	
CO1,CO2	Summarise the chapter as per sutra no. Ch Vi. 4/13-14	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 31 Cha.Vi. 05- Sroto vimana Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms such as srotas, srotodushti	CK	MK	K	L	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Explain importance of srotas Ch Vi 5/3-4	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	III	
CO2	Enlist the types of srotas Ch Vi 5/7	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO3	Explain types and general causative factors of srotodushti Ch Vi 5/23,24	CK	MK	K	L&G D	T-OBT,TT-Th eory,VV-Viva	F&S	III	H-RN
CO4,CO5	Explain hetu, lakshan and chikitsa of specific srotodushti Ch Vi 5/8, 10-22, 26-28	CK	MK	K	L&G D,CB L	TT-Theory,V V-Viva	F&S	III	H-RN
CO1,CO2	Recite sutras Ch Vi 5/3,4,7,9-27	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	III	
CO1,CO2	Summarize the chapter based on Ch Vi5/28-30	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	

Topic 32 Cha.Vi. 06-Roganika vimana adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms such as rogameeka, anubandhya, anubandhy	CK	MK	K	L	TT-Theory,V V-Viva	F&S	III	
CO1,CO3	Enlist the types of diseases based on prabhav, bala, adhishtana, nimmitta, ashay. Ch Vi 6/3	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	H-RN
CO2	Explain the rationale behind classification of diseases. Ch Vi 6/4	CC	MK	KH	L&G D,BS	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO3	Enlist the diseases caused by shareera and manas doshas.Explain the relation between shareera and manasa doshas. Ch Vi 6/6-9	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO3	Explain anubandhya and anubandha doshas Ch.Vi6/11	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO3,CO 7	Explain four types of agni. Ch Vi 6/12	CK	MK	K	L&G D,PL	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	Enlist types of shareera prakruti Ch Vi 6/13	CK	MK	K	L&G D	P-ID,TT-Theo ry,VV-Viva	F&S	III	
CO2,CO7	Summarize the treatment principles of Prakrutika doshas (Vatala ,Pittal,Shlemal Prakrutis) Ch Vi 6/14-18	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Enlist qualities of Rajavaidya Ch Vi 6/19	CK	MK	K	L,RP	P-RP,VV- Viva	F&S	III	
CO1	Summarize the chapter based on sutras Ch Vi 6/42-44	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 33 Cha.Vi. 07- Vyadhita rupeeya vimana Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									

CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms such as dvividah vyadhita prurusha	CK	MK	K	L	TT-Theory,V V-Viva	F&S	III	
CO2,CO3	Explain two types of vyadhit purusha (guru vyadhita and laghu vyadhita) Ch Vi 7/3,4	CC	MK	KH	L,RP	TT-Theory,V V-Viva	F&S	III	H-RN
CO2,CO8	Explain two types of vaidya (jnani and ajnani) Ch Vi 7/4	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO3,CO 4,CO5	Enlist the types of krimis (see activity list also) Ch Vi 7/9	CC	MK	KH	L&G D,FC, EDU	QZ ,PUZ,TT- Theory,VV- Viva	F&S	III	H-RN
CO4,CO5	Explain the trividha chikitsa Ch Vi 7/14	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2	Recite sutra Ch Vi 7/28	CK	MK	K	REC	VV-Viva	F&S	III	
CO1,CO2	Summarize the chapter with the help of Slokas 31 and 32	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 34 Cha.Vi. 08-Rogabhishagjiteeyam Adhyaayam. (Lecture :5 hours, Non lecture: 11 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO1,CO2,CO 4	Explain the basic meaning and importance of sastrapareeksha, trividha upaya, tadvidyasambhasha, karya abhiivritti ghataka, dasavidha pareekshyabhava, dasavidha atura pareeksha	CC	MK	K	L	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Explain shashtapareeksha. Ch Vi 8/3	CC	MK	K	L&G D,BL	DEB,TT-Theo ry,VV-Viva	F&S	III	

CO2	Enlist the three means of knowledge (trividha upaya). Ch Vi 8/6	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2	Explain the adhyayan and adhyapana vidhi. (also see activity list) Ch Vi 8/7,8	CK	MK	K	L,W	SA,VV-Viva	F&S	III	
CO1,CO2	Outline sambhashavidhi C Vi 8/16-18	CK	DK	KH	L&G D,ED U	DEB,TT-Theo ry,VV-Viva	F&S	III	
CO1	Describe three types of parishat Ch Vi 8/19,20	CK	DK	K	L,RP, SDL	P-RP,VV- Viva	F&S	III	
CO1,CO2	Enlist vadamarga padani Ch Vi 8/27	CK	DK	K	L,FC	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Explain dashavidha pareekshya bhavas. Ch Vi 8/68-77, 84	CK	MK	K	L&G D,BL	QZ ,TT-Theor y,VV-Viva	F&S	III	
CO3,CO4,CO 6,CO7	Explain dhatusamya pareeksha Ch Vi 8/89	CC	MK	KH	L,DIS	CHK,TT-Theo ry,VV-Viva	F&S	III	
CO1,CO2,CO 6	Explain dashavidha aturapareeksha. Ch Vi 8/94 -123	CC	MK	KH	L&G D,CB L	PUZ,TT-Theo ry,VV-Viva	F&S	III	H-RN
CO1,CO2	Recite the sutras Ch Vi. 8/ 3,6 68-78.	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	III	
CO1,CO2	Summarize the chapter with the help of shlokas 52-56	CC	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 35 Cha.Sha.01-Katithapurushheeya Adhyaya (Lecture :2 hours, Non lecture: 3 hours)									
CO1,CO2	Describe the sthana adhikarana (objectives) of sharirasthana Cha.Sha 8/69	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	

CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms purusha, mana, atma, yoga and moksha	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	II	
CO2,CO4	Define ekadhatupurusha, shaddhatvatmak purush, chaturvimashataika purusha and rashi purusha, Ca Sh 1/16, 17, 35	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 4	Explain lakshana, guna, vishaya and karma of manas and its role in jnanotpatti krama Ca Sha 1/ 18-24	CC	MK	K	L&G D,FC	TT-Theory,V V-Viva	F&S	II	
CO2,CO4	Enlist ashtaprakruti and shodasha vikara. Ca Sha 1/63-64	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4	Explain srusthiutpatti krama and pralaya Ca Sha 1/ 66-69	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 7	Identify atmalinga as basic features of living organism Ca Sha 1/70-74	CC	MK	K	DIS,F C	TT-Theory,V V-Viva	F&S	II	
CO2,CO5	Explain naishtiki chikitsa Ca Sha 1/86-94	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO7	Explain dukhahetavah (causes of misery) Ca Sha 1/98	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 4,CO7	Outline asatmyendriyarthasamyoga as a cause of diseases Ca Sha 1/118-128.	CC	MK	KH	L&G D,FC	DEB,TT-Theo ry,VV-Viva	F&S	II	
CO2,CO4,CO	Define and explain prajnaaparadha, with terms dhivibhramsha,	CC	MK	KH	L&G	TT-Theory,V	F&S	II	

7	dhruti vibhramsha, smriti vibhramsha.Ca Sha 1/99-102.				D	V-Viva			
CO2,CO4,CO7	Describe vedana, vedana adhishtana and vedana nivrutti Ca Sha 1/134-137.	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO7	Define state of Yoga Ca Sha 1/138-141	CK	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO7	Outline mokshaprapiti upaya. Ca Sha 1/142-146	CC	DK	KH	L&G D,BS	P-VIVA,TT- Theory	F&S	II	
CO1,CO4,CO7	Explain lakshana of Prashaanta Bhutaatma. Ca Sha 1/155-156	CK	DK	K	L&G D	VV-Viva	F&S	II	
CO2,CO3,CO4,CO7	Enlist and explain smriti hetu Ch Sha 1/148-149	CC	MK	KH	L&PP T	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Relate smritihetus with process of learning	CAP	NK	KH	L_VC ,BS	VV-Viva	F	II	
CO3,CO8	Illustrate smritihetus through game (activity no.11)	PSY- SET	DK	SH	EDU, SDL, PSM, GBL	O-GAME	F	II	
CO1,CO2	Recite sutras Cha.Sha.16 -23, 28-30,36, 63, 64,70-74, 98,102,109,137-139, 148,149	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	II	
CO2	Summarize the chapter based on sutra Ca. Sha 1/ 156	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	II	
Topic 36 Cha.Sha.02-Atulyagothreeyam Adhyaaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Shareerasthana and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	

CO2	Explain basic meaning and importance of key terms in the chapter atulya-gotra, beeja, dwireta, kliba, prajnaparadha, pratikarma, daiva	CK	DK	K	L&G D,BS	QZ ,COM,TT-Theory,VV-Viva	F&S	II	
CO3,CO7	Enlist prerequisites for conception Ch Sha 2/4	CK	MK	K	L&G D	QZ ,TT-Theor y,VV-Viva	F&S	II	
CO3,CO7	Summarize the factors affecting conception, fetus Cha Sha 2/6-12	CK	DK	K	L&G D	QZ ,TT-Theor y,VV-Viva	F&S	II	
CO2,CO7	Enlist shodasa dhatu (16 factors) in the formation of fetus Ch Sha 2/32,33	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Outline features of multiple pregnancies, dwireta (hermaphroditism) and other types of sexual abnormalities Ca sh 2/12-14, 18-21	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Explain lakshanas of sadyogruhit garbhini lakshana. Ca Sha 2/23-27	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Explain ativahika purusha (factors carrying from previous birth to next birth). Ca Sha 2/31-32	CK	MK	K	L&G D,IBL	CR-W,TT-The ory,VV-Viva	F&S	II	
CO3,CO7	Differentiate daivakara and purushaakara Ca Sha 2/44.	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7,CO 8	Explain niroga lakshana. Ca sha 1/46-47	CK	DK	K	L&G D,CB L	CHK,TT-Theo ry,VV-Viva	F	II	
CO1,CO2	Recite sutras Cha.Sha.2/26, 27, 35,44,45-47	CK	MK	K	SDL, REC	P-REC,TT-Theory	F&S	II	
CO1,CO2	Summarize thechapter based on Ca Sha 2/48	CK	NK	K	SDL	T-OBT,VV-Viva	F&S	II	

Topic 37 Cha.Sha.03-Khuddika garbhavakranti Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Shareerasthana and its importance	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as matrija, pitrija, sattvaja, satmyaja, rasaja, atmaja bhavas, beeja and beejabhaga	CK	MK	K	L&G D,BS	QZ ,COM,TT-Theory,VV-Viva	F&S	II	
CO3,CO7	Enlist factors responsible for the formation, growth of the embryo Cha Sha 3/3	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO1,CO3,CO 7	Outline the sambhasha parishat on garbha utpatti (formation of embryo) and factors contributed from different agents like satva, satmya etc. Ch Sha 3/4	CK	DK	K	L&G D	PRN,DEB	F&S	II	
CO3,CO7	Explain matruja, pitruja, atmaja, satmyaja, rasaja, satvaja bhavas of garbha Ch Sha 3/6-14	CK	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 7	Explain role of beeja-beejabhaga dushti in congenital abnormalities Ch Sha 3/17	CAP	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2	Recite sutras no Ch Sha 3/17	CK	MK	K	SDL, REC	P-REC,TT-Theory	F&S	II	
CO1	Summarize the chapter based on sutra Ch Sha 3/26-27.	CK	NK	K	SDL	T-OBT,VV-Viva	F&S	II	
Topic 38 Cha.Sha.04-Mahatee garbhavakranti Adhyaya (Lecture :1 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Shareerasthana and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as garbhopaghatakar bhava, manas prakriti.	CK	MK	K	L&G D,BS	QZ ,COM,TT-Theory,VV-Viva	F&S	II	

CO3,CO7	Define garbha Ch. Sha 4/5	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Enlist components of shad dhatvaatmak purush Ca Sh 4/6	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Explain functions of atma in the formation of garbha. Ch sha 4/8	CK	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Outline maasanumasik garbha poshana Ch Sha 4/9-11,20-24	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Explain garbhopaghatakara bhavas. Ch Sh 4/18	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Summarize the causes of congenital abnormalities Ch Sha 4/30-32	CK	MK	K	L&G D	P-POS,TT- Theory	F&S	II	
CO3,CO7	Explain qualities of satva-raja-tama. Cha Sh 4/36	CK	MK	KH	L&G D	QZ ,TT-Theor y,VV-Viva	F&S	II	
CO3,CO7	Outline features of shodash manasa prakritis (sixteen types of mental constitution). Ch Sha 4/36-40	CK	DK	KH	L&G D,L_ VC,C BL	PM,TT-Theor y,VV-Viva	F&S	II	
CO3,CO6	Identify some important features of manasaprakriti in individuals (also see activity list)	PSY- SET	NK	SH	CBL, RP,D	P-RP,VV- Viva	F	II	
CO1,CO2	Recite sutras Ch Sha 4/6,36	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	II	
CO1,CO2	Summarize the chapter as per sutras given at the end of the chapter Ca Sha 4/42-45.	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	II	

Topic 39 Cha.Sha.05-Purushavichaya Shareera Adhyaya (Lecture :1 hours, Non lecture: 4 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain the basic meaning and importance of key terms in the chapter such as lokapurushasamyata, hetwadi panchaka and satya buddhi	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	II	
CO2,CO4,CO 7	Define loka purusha samya siddhanta Ch Sh. 4/13; 5/3	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4	Illustrate loka -purusha samya siddhanta with examples Ch Sha 5/5	CAP	DK	KH	DIS,B S,PER	TT-Theory,V V-Viva	F&S	II	
CO2,CO7	Define and describe satyabuddhi Ch Sh.5/7,16-19	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4	Enlist and describe hetvadi panchaka Ch Sh.5/8	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO4,CO7	Illustrate pravritti-nivritti upaya (see activity list)	CAP	DK	KH	D	P-PS,TT-Theo ry,VV-Viva	F	II	
CO1,CO2	Recite sutras Ch Sha 5/ 3, 5, 8,16	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	II	
CO1,CO2	Summarize the chapter as per sutra Ch Sh 5/25,26	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	II	
Topic 40 Cha.Sha.06-Sareeravichaya adhyaya (Lecture :1 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain the basic meaning and importance of key terms in the	CK	MK	K	L&G	QZ ,COM,TT-	F&S	II	

	chapter such as vriddhikara bhava, kala kaala mrityu and param ayu				D,BS	Theory,VV-Viva			
CO2	Define shareera Ch. Sh.6/4	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4	Apply samanya visesha siddhanta in shareera Ch.Sh.6/11	CAP	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2	Describe shareera vriddhikara bhava Ch.Sh.6/12	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2	Describe bala vriddhikara bhava Ch.Sh.6/13	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2	Explain ahara parinamakara bhava Ch.Sh.6/14,15	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO7	Classify shareera-gunas into malarupa and prasadarupa Ch.Sh..6/16,17	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2	Explain the concept of kala and Akala Mrithyu Ch.Sh 6/28	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO7	Define parama ayu karanam Ch.Sh 6/30	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO7	Analyse data related to akala-mrityu (see activity list)	CAP	DK	KH	DIS,I BL,E DU	M-CHT	F	II	
CO1,CO2	Recite the sutra Ch Sha 6/4, 5-11, 12,13, 17, 28, 30	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	II	
CO1,CO2	Summarize the chapter as per sutra Ch Sh 6/31-34	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	II	

Topic 41 Cha.Sha.07- Sareerasankhya sareera Adhyaya (Lecture :1 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain the basic meaning and importance of key terms in the chapter such as chetanaadishtana, pranayathana, koshtanga, pratyanga, anjali pramana etc.	CK	MK	K	L&G D,BS	QZ ,COM,TT-Theory,VV-Viva	F&S	II	
CO2,CO3,CO 7	Explain paramanu bheda shariram Ch Sha 7/17	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO1,CO2	Recite sutra Ch Sha 7/17	CK	MK	K	SDL, REC	P-REC,TT-Theory	F&S	II	
CO1,CO2	Summarize the chapter as per sutra Ch Sha 7/19, 20	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 42 Cha.Sha.08-Jathisutreya Adhyaya (Lecture :1 hours, Non lecture: 12 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms in the chapter such as jathi, pumsavana, sutikagara etc	CK	MK	K	L&G D,BS	QZ ,COM,TT-Theory,VV-Viva	F&S	II	
CO2	Enlist garbha upaghatakara bhava Ch.Su 8/21	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2	Describe the infrastructure of a sutikagaram Ch. Su 8/33	CK	NK	K	PrBL, SDL	M-MOD,TT-Theory	F&S	II	V-BL
CO3,CO8	Demonstrate garbhopghatakarabhava through skit (see activity list)	PSY-SET	DK	KH	ML,R P	QZ ,CHK,VV-Viva	F	II	
CO1,CO2	Summarize the chapter as per the sutra Ch Sha 8/68,69	CK	NK	K	SDL	T-OBT,VV-	F&S	II	

						Viva			
Topic 43 Cha.In.1-Varnasvariya Indriya Adhyaya (Lecture :1 hours, Non lecture: 1 hours)									
CO1,CO2	Describe sthana adhikarana (objectives) of Indriyasthana	CK	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms such as arishta, vikritibheda, varna, swara etc. related to rishta	CK	MK	K	L&G D,BS	QZ ,COM,TT- Theory,VV- Viva	F&S	III	
CO2,CO6	Enlist factors for assessing rishta Ref: Ch. In 1/3	CK	MK	K	L&G D,BL	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Enlist six types of prakruti bheda. Ch In 1/5	CK	MK	K	L&G D,ED U	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Enist vikritibheda (types of vikriti) in the context of rishta Ch In 1/6,7, 17-23	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Explain prakruta and vaikarika varna Ch In 1/8,9	CK	MK	K	L&G D,ML	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Summarize varnavishayak arishta (rishta related to varna) Ch In 1/9-13	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Explain prakruta and vaikarika swara (normal and abnormal voices) Ch In 1/14	CK	MK	K	L&G D,ED U	QZ ,TT-Theor y,VV-Viva	F&S	III	
CO2,CO6	Summarize swara vishayak arishta (arishta related to voice) Ch In 1/15,24,25	CC	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	

CO1,CO2	Summarize the chapter Ch In 1/26	CC	NK	KH	SDL	T-OBT,VV-Viva	F&S	III	
Topic 44 Cha.In.2-Pushpitakam Indriya Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the sequence	CK	MK	K	L&G D	INT,TT-Theory,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms such as niyatarishta, aniyatarishta	CK	MK	K	L&G D,BS	QZ ,COM,TT-Theory,VV-Viva	F&S	III	
CO6	Outline gandhavishayak arishta (prognostic signs identified through smell) Ch In 2/7-16	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO3,CO6	Summarize rasavishayak arishta (prognostic signs related to taste) Ch In 2/17-22	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Summarise the chapter Ch In 3/23	CK	NK	K	SDL	T-OBT,VV-Viva	F&S	III	
Topic 45 Cha.In.3-Parimarshaneeyam Indriyam Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theory,VV-Viva	F&S	III	
CO2,CO6	Enlist Sparshagamy bhava (palpable signs) in arishta Ch In 3/4	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Explain Sparshavishayak Arishta lakshna (based on palpation)) Ch In 3/5,6	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Summarise the chapter as per the sutras given at the end of the chapter Ch In 3/7	CK	NK	K	SDL	T-OBT,VV-Viva	F&S	III	
Topic 46 Cha.In.4-Indriyaneekam Indriya adhyaya (Lecture :1 hours, Non lecture: 0 hours)									

CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F	III	
CO2,CO6	Explain indriya vishayaka arishta samanya niyama (general rule regarding involvement of indriya) Ch In 4/3-6	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Summarise the chapter as per the sutras given at the end of the chapter Ch In 4/27	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 47 Cha.In.5-Purvarupeeyam Indriyam Adhyaya (Lecture :1 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO6	Enlist jvara rupa vishayaka poorvaroopiya rishta (rishta based on purvarupa of jvara) Ch In 5/3-5	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO3,CO 4	Define swapna Ch In 5/41-42	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Enlist and explain swapna bheda (types of swapna) Ch In 5/43	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Recite sutra Ch In 5/41-43	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	III	
CO1,CO2	Summarise the chapter as per sutra Ch In 5/47	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 48 Cha.In.6-Katamanisharireeyam Indriyam Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and explain basic meaning and importance of key terms in the chapter	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO3,CO 6	Outline arishta related to pureesha, mutra and swayathu Ch In 6/11-19	CC	DK	K	L&G D	TT-Theory,V V-Viva	F&S	III	

CO1,CO2	Summarise the chapter as per sutras given at the end of the chapter Ch In 6/25	CK	NK	K	SDL	T-OBT,VV-Viva	F&S	III	
Topic 49 Cha.In.7-Pannarupiyam Indriyam Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO3,CO 6	Explain basic meaning and importance of chaya, pratichaya and prabha	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Explain pratichaya vishayaka arishta. Ch In 7/4-6	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Explain chaya vikruti arishtas. Ch In 7/4-6	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Enlist five types chaya Ch In 7/10-13	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Enlist seven types of prabha Ch In 7/14-15	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO3,CO 6	Differentiate chaya and prabha Ch In 7/16-17	CC	MK	K	L_VC	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Summarise the chapter Ch In 7/32	CK	NK	K	SDL	T-OBT,VV-Viva	F&S	III	
Topic 50 Cha.In.8-Avakshiraseeyam Indriyam Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	Justify position of the chapter in Samhita	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO1,CO2	Summarise the chapter as per sutra given at the end of the chapter	CK	NK	K	SDL	T-OBT,VV-Viva	F&S	III	

Topic 51 Cha.In.9-Yasya shyavanimittiya Indriya Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1	Justify position of the chapter in Samhita	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms such as ashtamaharoga	CC	MK	K	L	TT-Theory,V V-Viva	F&S	III	
CO2,CO4,CO 6	Enlist ashtamaharogas Ch In 9/8-9	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Summarise the chapter as per the sutra given at the end of the chapter Ch In 9/23,24	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 52 Cha.In.10-Sadyomaneeyam Indriya Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	Justify position of the chapter and key terms in the chapter	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO6	Explain sadyomaneeya arishtas Ch In 10/3-20	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Summarise the chapter as per the sutras given at the end of the chapter Ch In 10/21	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 53 Cha.In.11-Anujyotiyam Indriya Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter and explain key terms such as arishta Ch In 11/29	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO6	Define arishta Ch In 11/29	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Recite sutra Ch In 11/29	CK	MK	K	SDL	P-VIVA,TT- Theory	F&S	III	

Topic 54 Cha.In.12-Gomayachurniyam Indriya Adhyaya (Lecture :1 hours, Non lecture: 17 hours)									
CO1,CO2	Justify the posttion of the chapter and explain key terms such as mumurshu, prasasta duta and mangalika dravya	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO6	Summarize mumurshu lakshana Ch In 12/9-25	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Outline prashasta doota lakshana and mangalika dravya Ch In 12/71-80	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO4	Define arogya in the context of arishta Ch In 12/87	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Summarise the chapter as per sutra given at the end of the chapter Ch In 12/89	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	

List of Practicals (Term and Hours)

PRACTICALS (As a part of NLH)			
S.No	List of Topics	Term	Hours
1	SHLOKA PATHANA- 1	1	10
2	LEARNING THROUGH VYAKHYANA-1	1	3
3	OBSERVING THE PRACTICAL UTILITY OF SNEHANA AND SWEDANA	1	2
4	IDENTIFICATION OF BAHUDOSHA LAKSHANA IN PATIENTS	1	2
5	ASSESSMENT OF DISEASES BASED ON TRIVIDHA BODHYA SANGRAHA	1	2
6	IDENTIFICATION OF ASHTA DOSHA IN STHOULYA	1	2
7	CLINICAL OBSERVATIONS ON NIJA AGANTUJA RELATIONSHIP	1	2
8	CLINICAL OBSERVATION ON SHADUPAKRAMA	1	2
9	ASSESSMENT OF RAKTA DUSHTI KARANA IN SPECIFIC CLINICAL CONDITIONS	1	2
10	OBSERVATIONS ON USE OF AGRYA AUSHADHA IN CLINICAL PRACTICE	1	2
11	ASSESSMENT OF DHATU-UPADHATU-MALA PRADOSHHAJA VIKARAS IN PATIENTS	1	3
12	SHLOKA PATHANA- 2	2	10
13	LEARNING THROUGH VYAKHYANA-2	2	3
14	CASE TAKING IN RELATION TO NIDANA PANCHAKA	2	12
15	DIFFERENTIAL DIAGNOSIS OF SKIN DISEASES BASED ON GUIDELINES ON KUSHTA	2	2
16	PRAMANA PARIKSHA	2	2
17	IDENTIFICATION OF VIKARAVIGHATA BHAVA ABHAVA IN PATIENTS	2	2
18	EXPLORATION OF LOKA PURUSHA SAMYA VADA IN THE BACK GROUND OF ONE HEALTH	2	2
19	SHLOKA PATHANA-3	3	10
20	LEARNING THROUGH VYAKHYANA-3	3	3
21	LEARNING THROUGH SAMBHASHA PARISHAD	3	6
22	SROTAS PROFORMA	3	2

23	LEARNING THROUGH TANTRA YUKTI	3	5
24	ASSESSMENT OF HEALTH THROUGH DHATU SAMYA PAREEKSHA	3	2
25	AGNI ASSESSMENT BASED ON APACHARA	3	2
26	TRIVIDHA ROGA VISHESHAVIJNANA IN DIAGNOSIS	3	3
27	ASSESSMENT OF UPASAYA AND ANUPASAYA IN PATIENTS	3	2

Table 4: Learning objectives (Practical)

A4 Course outcome	B4 Learning Objective (At the end of the session, the students should be able to)	C4 Doma in/sub	D4 Must to know / desirable to know / Nice to know	E4 Level Does/ Show s how/ Know s how/ Know	F4 T-L meth od	G4 Assessment (Refer abbreviations)	H4 Form ative/ summ ative	I4 Term	K4 Integr ation
Topic 1 SHLOKA PATHANA- 1									
CO1,CO2	Recite the selected slokas in each chapter	CK	MK	K	REC	PP-Practical,V V-Viva	F&S	I	
CO1,CO2	Compile slokas selected for recitation	CK	MK	K	SDL	PP-Practical,V V-Viva	F&S	I	
Topic 2 LEARNING THROUGH VYAKHYANA-1									
CO1,CO2	Interpret selected sutras with the help of Ayurveda Deepika Vyakhyana of Carakasamhita	CC	MK	KH	L&G D,DIS ,TBL	PP-Practical,V V-Viva	F&S	I	
CO1,CO2	Prepare narrative summary of vyakhyana for the specified sutras	CAP	MK	KH	SDL	PP-Practical,V V-Viva	F&S	I	
CO1,CO2	Appreciate importance of Vyakhyana in learning Samhita	AFT- REC	MK	KH	D	P-VIVA	F&S	I	
Topic 3 OBSERVING THE PRACTICAL UTILITY OF SNEHANA AND SWEDANA									
CO4,CO5	Identify and compile experiences of people undergoing sneha-	CAP	MK	KH	SDL,	PP-Practical	F&S	I	V-PC

	sweda				RLE				
Topic 4 IDENTIFICATION OF BAHUDOSHA LAKSHANA IN PATIENTS									
CO3,CO4,CO6,CO7	Assess Bahudoshalakshana in patients	PSY-SET	MK	SH	CBL, PT	PP-Practical,V V-Viva	F&S	I	
CO3,CO4,CO6,CO7	Appreciate the role and importance of assessing bahudosha lakshana in clinical practice	AFT-REC	MK	SH	CBL, PRA	PP-Practical,V V-Viva	F&S	I	
Topic 5 ASSESSMENT OF DISEASES BASED ON TRIVIDHA BODHYA SANGRAHA									
CO3,CO4,CO6,CO7	Assess diseases based on trividha-bodhya-sangraha ie. vikaraprakriti(nature of disease), samuthana (causative factors) and adhishtana (site of disease)	PSY-SET	MK	SH	CBL, PRA	PP-Practical,V V-Viva	F&S	I	
CO3,CO4,CO6,CO7	Appreciate role and importance of trividhabodhyasangraha in clinical practice	AFT-REC	MK	SH	CBL, PRA	PP-Practical,V V-Viva	F&S	I	
Topic 6 IDENTIFICATION OF ASHTA DOSHA IN STHOULYA									
CO3,CO4,CO6,CO7	Assess ashtadosha of atisthoulya in subjects	PSY-SET	MK	SH	CBL, D	TT-Theory,V V-Viva	F&S	I	
CO3,CO4,CO6,CO7	Maintain good communication skills with patients	AFT-RES	MK	SH	CBL, D,PR A	TT-Theory,V V-Viva	F&S	I	
Topic 7 CLINICAL OBSERVATIONS ON NIJA AGANTUJA RELATIONSHIP									
CO3,CO4,CO6,CO8	Identify relationship between nija and agantu in clinical conditions	PSY-SET	MK	SH	CBL, PT,D	PP-Practical,V V-Viva	F&S	I	
CO4,CO8	Develop good rapport with patients	AFT-VAL	MK	SH	CBL, PT,D	P-VIVA,VV-Viva	F&S	I	

Topic 8 CLINICAL OBSERVATION ON SHADUPAKRAMA									
CO3,CO4,CO5,CO8	Identify shadupakrama in treatment plans of different diseases	PSY-SET	MK	SH	CBL, PT,D	PP-Practical,V V-Viva	F&S	I	
CO5,CO8	Develop good communications skills in clinics	AFT-REC	MK	SH	CBL, PT,D	PP-Practical,V V-Viva	F&S	I	
Topic 9 ASSESSMENT OF RAKTA DUSHTI KARANA IN SPECIFIC CLINICAL CONDITIONS									
CO3,CO4,CO6,CO7	Identify raktadushti karanas in patients affected by raktadushti, especially, skin diseases	PSY-SET	MK	SH	CBL, D,PR A	PP-Practical,V V-Viva	F&S	I	
CO3,CO4,CO6,CO7	Develop good communication skills with patients	AFT-REC	MK	SH	CBL, D,PR A	PP-Practical,V V-Viva	F&S	I	
Topic 10 OBSERVATIONS ON USE OF AGRYA AUSHADHA IN CLINICAL PRACTICE									
CO1,CO4,CO5	Justify use of agraushadhas in common clinical conditions	PSY-MEC	MK	SH	PER	P-VIVA	F&S	I	
CO8	Develop good communication skills	AFT-REC	MK	SH	DIS,PER	P-VIVA	F&S	I	
Topic 11 ASSESSMENT OF DHATU-UPADHATU-MALA PRADOSHHAJA VIKARAS IN PATIENTS									
CO3,CO4,CO6,CO7	Identify dhatu-mala-upadahtu pradoshaja vikaras in patients	PSY-SET	MK	SH	CBL, PT,D_ BED	P-EXAM,VV- Viva	F&S	I	
CO3,CO4,CO8	Develop rapport with patients	AFT-REC	MK	SH	CBL, D_BE D	P-VIVA,VV- Viva	F&S	I	

Topic 12 SHLOKA PATHANA- 2									
CO2	Recite the selected slokas in each chapter	CK	MK	K	REC	P-VIVA	F&S	II	
CO2	Compile slokas selected for recitation	CK	MK	K	TBL, SDL	P-VIVA	F&S	II	
Topic 13 LEARNING THROUGH VYAKHYANA-2									
CO2	Interpret selected sutras with the help of Ayurveda Deepika Vyakhyana of Carakasamhita	CAP	MK	KH	L&G D,DIS ,TBL	P-VIVA	F&S	II	
CO2	Prepare narrative summary of vyakhyana for the specified sutras	CAP	MK	KH	DIS,S DL	P-VIVA	F&S	II	
CO1,CO2	Appreciate importance of Vyakhyana in learning Samhita	AFT-REC	MK	KH	D	P-VIVA	F&S	II	
Topic 14 CASE TAKING IN RELATION TO NIDANA PANCHAKA									
CO3,CO4,CO 6,CO7	Perform case taking based on nidana-panchaka	PSY-SET	MK	SH	CBL, D_BE D	P-VIVA	F&S	II	
CO8	Develop rapport with patients	AFT-REC	MK	SH	CBL, D_BE D	T-EMI,P-VIVA	F&S	II	
CO6,CO8	Develop clinical skills based on Ayurvedic clinical methods	PSY-SET	MK	SH	CBL, D_BE	PP-Practical	F&S	III	

					D				
Topic 15 DIFFERENTIAL DIAGNOSIS OF SKIN DISEASES BASED ON GUIDELINES ON KUSHTA									
CO4,CO6,CO8	Assess skin diseases based on Ayurvedic parameters	PSY-SET	MK	SH	CBL, D_BE D	PP-Practical	F&S	II	
CO6,CO8	Develop skills based on Ayurvedic clinical methods	AFT-REC	MK	SH	D_BE D	PP-Practical	F&S	II	
Topic 16 PRAMANA PARIKSHA									
CO3,CO4,CO6,CO7	Assess physiometry based on pramana-pareeksha mentioned in Ayurveda	PSY-SET	MK	SH	D	VV-Viva	F&S	II	
CO8	Appreciate importance of Ayurvedic methods of measurements	AFT-REC	MK	SH	D	VV-Viva	F&S	II	
Topic 17 IDENTIFICATION OF VIKARAVIGHATA BHAVA ABHAVA IN PATIENTS									
CO2,CO3,CO4,CO6,CO7	Apply the concept of "vikaravisatabhavabhavapractivisesha" in understanding diseases	CAP	MK	KH	CBL, CD	P-VIVA	F&S	II	
CO6	Perform case taking based on the concept of vikaravighata bhava abhava	PSY-SET	MK	SH	CD,D	P-VIVA	F&S	II	
Topic 18 EXPLORATION OF LOKA PURUSHA SAMYA VADA IN THE BACK GROUND OF ONE HEALTH									
CO4,CO7,CO8	Apply lokapurusha-samya-sidhanta in contemporary life	CAP	MK	KH	DIS,B S,PrB L	VV-Viva	F&S	II	
Topic 19 SHLOKA PATHANA-3									
CO1,CO2	Recite the selected slokas in each chapter	CK	MK	K	REC	VV-Viva	F&S	III	

CO1,CO2	Compile slokas selected for recitation	CK	MK	K	SDL	VV-Viva	F&S	III	
Topic 20 LEARNING THROUGH VYAKHYANA-3									
CO1,CO2	Interpret selected sutras with the help of Ayurveda Deepika Vyakhyana of Carakasamhita	CAP	MK	KH	L,LS	VV-Viva	F&S	III	
CO1,CO2	Prepare narrative summary of vyakhyana for the specified sutras	CC	MK	KH	SDL	VV-Viva	F&S	III	
CO1,CO2	Appreciate importance of Vyakhyana in learning Samhita	AFT-REC	MK	KH	D	P-VIVA	F&S	III	
Topic 21 LEARNING THROUGH SAMBHASHA PARISHAD									
CO1,CO2	Demonstrate Sambhasha parishat to discuss different topics	PSY-ADT	MK	SH	D	P-VIVA	F&S	III	
CO8	Appreciate the importance of collective thinking in learning Ayurveda	AFT-VAL	MK	SH	DIS,D	P-VIVA	F&S	III	
Topic 22 SROTAS PROFORMA									
CO4,CO6,CO8	Assess involvement of srotas in clinical conditions	PSY-SET	MK	SH	D_BE D	VV-Viva	F&S	III	
CO8	Develop clinical skills based on Ayurvedic clinical methods	AFT-REC	MK	SH	D_BE D	VV-Viva	F&S	III	
Topic 23 LEARNING THROUGH TANTRA YUKTI									
CO1,CO2,CO4	Apply tantrayukti and interpret the sutras	CAP	MK	KH	TBL, D	P-VIVA	F&S	III	
CO1	Appreciate the importance of Tantrayukti in interpreting Samhita	CAP	MK	KH	DIS,T BL	P-VIVA,VV-Viva	F&S	III	

Topic 24 ASSESSMENT OF HEALTH THROUGH DHATU SAMYA PAREEKSHA									
CO3,CO4,CO 6	Assess health of a person based through dhatu-samya-pareeksha	PSY- SET	MK	SH	CBL, D_BE D	P-VIVA	F&S	III	
CO8	Appreciate health of a person through interaction	AFT- RES	MK	SH	D_BE D	P-VIVA,VV- Viva	F&S	III	
Topic 25 AGNI ASSESSMENT BASED ON APACHARA									
CO3,CO4,CO 7	Assess agni based on apachara-visesha	PSY- SET	MK	SH	DIS,D _BED	P-VIVA	F&S	III	
CO8	Develop good rapport with patients	AFT- REC	MK	SH	CBL, D_BE D	P-VIVA	F&S	III	
Topic 26 TRIVIDHA ROGA VISHESHA VIJNANA IN DIAGNOSIS									
CO4,CO6,CO 7	Demonstrate trividha roga visesha vijnana in clinical methods	PSY- SET	MK	SH	DIS,C BL,D	P-VIVA	F&S	III	
CO8	Appreciate the importance of Ayurvedic parameters in clinical methods	AFT- VAL	DK	SH	DIS,C BL,D	P-VIVA	F&S	III	
Topic 27 ASSESSMENT OF UPASAYA AND ANUPASAYA IN PATIENTS									
CO3,CO5,CO 6	Identify upasaya-anupasaya in patients	PSY- SET	MK	SH	CBL, D_BE D	P-VIVA	F&S	III	
CO8	Appreciate wellness of patients	AFT- REC	DK	SH	D_BE D	P-VIVA	F&S	III	

Table 4a: List of Practical (As a part of NHL)

S.No	Name of practical	Term	Activity	Practical hrs
1	SHLOKA PATHANA- 1	1	<p>Purpose: To by heart sutras selected from Charakasamhita</p> <p>Teacher's role: Teachers should instruct the students to by heart the slokas when the respective portions are over. A log book may be kept by the teacher to mark the date and signature to note the satisfactory recitation of the slokas by the students. The performance of students can be considered for formative assessment. During summative assessment, sloka recitation will be a part of practical examination.</p> <p>Students role: To by heart the selected slokas given below and to compile minimum 100 sutras (three terms)</p> <p>Sutras suggested:</p> <ol style="list-style-type: none"> 1. Cha.Su.13- Sneha Adhyaya- 13-17, 22, 57-59 2. Cha.Su.14- Sveda Adhyaya- 4,5,39,40,64 3. Cha.Su.15- Upakalpaneeya Adhyaya – 22 4. Cha.Su.16- Chikitsaprabhritiya Adhyaya - 13-21,27,28,34-36 5. Cha.Su.17- Kiyantashiraseeya Adhyaya- 12, 41-44, 62, 112-118 6. Cha.Su.18-Trisotheeya Adhyaya- 42-43, 44-47 7. Cha.Su.19-Ashtodareeya Adhyaya- 5,6 8. Cha.Su.20- Maharoga adhyaya- 3, 4, 5, 11,14, 17, 20-22 9. Cha.Su.21- Ashtauninditeeya adhyaya- 3,4,16, 18, 19, 35, 50, 58 10. Cha.Su.22- Langhanabrimhaneeya Adhyaya- 9-24 11. Cha.Su.23- Santarpaneeya Adhyaya- 5-7, 26-29 12. Cha.Su.24- Vidhisoniteeya Adhyaya- 14,18,20,21,22,24 13. Cha.Su.25- Yajjapurusheeya Adhyaya- 29,,31,33,45,46,47,50 14. Cha.Su.26- Atreyabhadraakaapyeeya Adhyaya- 13,36,37,61,62,66,81,85,86 15. Cha.Su.27- Annapaanvidhi Adhyaya- 351-352 16. Cha.Su.28- Vividhaasheetapeetiya Adhyaya- 9-19,35-39, 45 	10

2	LEARNING THROUGH VYAKHYANA-1	1	<p>Purpose: To familiarize and expose the students to the relevant vyakhyana of Charaka Samhita. The following specific portions in the Vyakhyana are selected for this purpose.</p> <ol style="list-style-type: none"> 1. Cha.Su.20- Maharoga adhyaya - 11,16,19 2. Cha.Su.26- Atreyabhadraakapeeya Adhyaya - 13,29 3. Cha.Su.28- Vividhaasheetapeetiya Adhyaya - 7 <p>Teacher's role: Teachers will teach those sutras along with the commentary and explain the importance of vyakhyana in better understanding of sutras.</p> <p>Students' role: Students will prepare a narrative summary of all the proposed vyakhyanas to highlight their importance in interpreting the sutras. During viva students are asked to interpret the respective sutras along with its vyakhyana.</p>	3
3	OBSERVING THE PRACTICAL UTILITY OF SNEHANA AND SWEDANA	1	<p>Purpose: To familiarize commonly available snehayogas and commonly undertaken swedaprayogas. (Ref: Ch Su 13,14)</p> <p>Teacher's role: Make five or six groups and instruct them to enlist available ghruta and taila yoga in hospital pharmacy. Enlist the types of swedana followed in panchakarma theatre in the hospital.</p> <p>Student's role: Student in groups should document the assigned work in a prescribed format and present to all in the class.</p>	2
4	IDENTIFICATION OF BAHUDOSHA LAKSHANA IN PATIENTS	1	<p>Purpose: To assess bahudosha lakshana with the help of proforma in patients posted in hospital wards. (Ref: Ch Su 16/13-16)</p> <p>Teacher's role: Teacher should introduce the proforma in the class and guide the students how to furnish the proforma. Teacher may identify patients exhibiting bahudosha lakshana from the ward, those who are posted for Shodhana. Collect the</p>	2

			<p>proformas duly filled by students and analyze the data and discuss with students.</p> <p>Students' role: Student should interact with given patient and identify the Bahudosha lakshanas available in the patient and document in the proforma (minimum three cases).</p>	
5	ASSESSMENT OF DISEASES BASED ON TRIVIDHA BODHYA SANGRAHA	1	<p>Purpose: To orient students on the use of trividha-bodhya-sangraha (i.e, vikaraprakriti, adhishtana, samuthana) in understanding diseases and thereby enabling them using the unique assessment protocol mentioned in Caraka samhita. (Ref: Ch Su 18/44-47 along with Chakrapani commentary)</p> <p>Teacher's role: Introduce the concept of trividha bodhya sangraha, Introduce the case proforma in the class, demonstrate case taking based on trividha-bodhya-sangraha</p> <p>Students role: Fill up the observations in the proforma during their routine clinical posting (minimum 3 cases).</p>	2
6	IDENTIFICATION OF ASHTA DOSHA IN STHOULYA	1	<p>Purpose: To identify prevalence of ashtadosha of sthauilya in individuals (Ref: Ch Su 21/4)</p> <p>Teacher's role: Explain ashtadosha in the class; Introduce the questionnaire to document ashtadosha in individuals; Demonstrate the questionnaire in obese individuals</p> <p>Students role: Students will furnish the questionnaire among five people of different age groups and prepare a report based on the findings of the questionnaire survey.</p>	2
7	CLINICAL OBSERVATIONS ON NIJA AGANTUJA RELATIONSHIP	1	<p>Purpose: To explore relationship between nija and agantu diseases (Ref: Ch Su 19/7)</p> <p>Teacher's role: Teacher explains nija-agantu relationship with examples in the class; Demonstrate some cases where disease starts as agantu and advance to nija and vice versa.</p> <p>Students' role: Observe minimum three</p>	2

			cases in OP/IP and make reports to establish the relationship between nija and agantu.	
8	CLINICAL OBSERVATION ON SHADUPAKRAMA	1	<p>Purpose: To explore application of shadupakrama in therapeutics (Ref Ch Su 22)</p> <p>Teacher's role: After teaching shadupakrama, teachers shall identify some cases in the hospital to demonstrate any one or more upakramas; Try to include cases with varieties of upakrama; Train students to see patients, explore the case sheets and hospital records to find out upakramas adopted to a particular patient.</p> <p>Students' role: Observe minimum three cases from hospital and go through case sheets to identify types of upakrama adopted; Interact with interns, teachers to map the upakramas adopted in each patient; Make reports on type of upakrama, nature of medicines used and effects of upakramas based on the above observations; Document observations in three cases</p>	2
9	ASSESSMENT OF RAKTA DUSHTI KARANA IN SPECIFIC CLINICAL CONDITIONS	1	<p>Purpose: To identify raktadushtikaranas in cases where raktadushti is suspected (Ref: Ch Su 24/5-10)</p> <p>Teacher's role: Teach raktadushti karana; Select some cases where raktadushti is suspected; Demonstrate presence of raktadushti karanas in one or two cases; Assign cases to students to identify presence of raktadushtikarana</p> <p>Student's role: Identify presence of raktadushti karanas in three cases with the help of questionnaire provided; Document the observations</p>	2
10	OBSERVATIONS ON USE OF AGRYA AUSHADHA IN CLINICAL PRACTICE	1	<p>Purpose: To justify the importance of agryoushadha in clinical practice (Ref: Ch Su 25/38-40)</p> <p>Teacher's role: Identify some important agryoushadhas from the list given in Annapanachatushka; Divide the whole class into five or six groups and assign</p>	2

			<p>each group with two or three agrya aushadhas</p> <p>Students role: Make monographs of agryoushadha; Interact with practitioners and collect details of use of these aushadhas in routine practice; Document the observations in the record book.</p>	
11	ASSESSMENT OF DHATU-UPADHATU-MALA PRADOSHAJA VIKARAS IN PATIENTS	1	<p>Purpose: To identify dhatu-upadhatu-mala pradoshaja vikaras in selected cases. (Ref Ch Su 27/9-22)</p> <p>Teacher's role: Demonstrate the proforma in a few cases.</p> <p>Students' role: Make five case sheets reporting the findings of the assessment.</p>	3
12	SHLOKA PATHANA- 2	2	<p>See Practical.1 for instructions</p> <p>Sutras suggested:</p> <ol style="list-style-type: none"> 1. Cha.Su.30- Arthedashamahamooleeyam Adhyaya - 3,4,10,11,12 2. Cha.Ni.01-Jwara nidana Adhyaya- 3,5,7,8,9,10,11,38-40 3. Cha.Ni.02-Raktapitta nidana Adhyaya- 19,27 4. Cha.Ni.04-Prameha nidana adhyaya- 3, 4, 48-49 5. Cha.Ni.05- Kushta nidana Adhyaya- 3,4,5,8 6. Cha.Ni.06-Shosha nidana Adhyaya- 3, 5,7,9,11,14 7. Cha.Ni.07- Unmada nidana Adhyaya- 5,19-22 8. Cha.Ni.08- Apasmara nidana adhyaya- 3,5,17-22, 33-35,37-39 9. Cha.Sha.1-Katithapurushheeya Adhyaya- 16-23, 28-30,36, 63, 64,70-74, 98,102,109,137-139, 148,149 10. Cha.Sha.02-Atulyagothreeyam Adhyaya- 26, 27, 35,44,45-47 11. Cha.Sha.03-Khuddika garbhavakranti Adhyaya- 17 12. Cha.Sha.04-Mahatee garbhavakranti Adhyaya- 6,36 13. Cha.Sha.05-Purushavichaya Shareera Adhyaya- 3, 5, 8,16 	10

			14. Cha.Sha.06-Sareeravichaya adhyaya-4, 5-11, 12,13, 17, 28, 30 15. Cha.Sha.07- Sareerasankhya sareera Adhyaya	
13	LEARNING THROUGH VYAKHYANA-2	2	See Practical No.2 for instructions Suggested sutras: 1. Cha.Ni. 4-Prameha nidana adhyaya -4 2. Cha.Sha.1-Katithapurushheya Adhyaya-21 3. Cha.Sha. 6- Sareeravichaya adhyaya -9-11	3
14	CASE TAKING IN RELATION TO NIDANA PANCHAKA	2	Purpose: To map the disease process through nidana-panchaka (Ref: Ch Ni 1) Teacher's role: Demonstrate the case proforma in patients; Assign five patients to students for documenting nidanapanchaka Students role: Furnish the case proforma in five patients	12
15	DIFFERENTIAL DIAGNOSIS OF SKIN DISEASES BASED ON GUIDELINES ONKUSHTA	2	Purpose: To familiarize differential diagnosis of kushta through Ayurvedic parameters (Ref: Ch Ni 5) Teacher's role: Demonstrate case taking in a few cases Students role: Furnish the case proforma for minimum three cases of skin diseases	2
16	PRAMANA PARIKSHA	2	Purpose: To familiarize Ayurvedic methods of physiometry (Ref: Ch Sha 7) Teacher's role: Preparing measurement methods based on anguleepmana and anjaleepmana as explained in Ayurveda; Demonstrating such methods in healthy individuals Students role: Assessing physiometry based on the guidelines given by the teacher in three individuals/peers and document the observations	2
17	IDENTIFICATION OF VIKARAVIGHATA BHAVA ABHAVA IN PATIENTS	2	Purpose: To explore concept of vikaravighata-bhava-abhava in clinical scenario. (Ref: Ch Ni 4/3 along with Chakrapani commentary)	2

			<p>Teachers role: Divide class into four or five groups and assign most commonly seen diseases to each group (Eg. Prameha); Conduct group discussions to identify risk factors / protective factors of respective diseases through literature review, interaction with peers and teachers; Sum up findings of group discussions and prepare check list for each disease</p> <p>Student's role: Conduct group discussions to identify risk/protective factors of disease assigned to them; Prepare check list for each disease regarding probable risk/protective factors; Identify presence/absence of items in the check list in minimum of three cases of the respective disease</p>	
18	EXPLORATION OF LOKA PURUSHA SAMYA VADA IN THE BACK GROUND OF ONE HEALTH	2	<p>Purpose: To explore loka-purusha-samya in the background of one health movement (Ref: Ch Sha 5)</p> <p>Teacher's role: Conduct discussions in the class to identify how nature is related to human being; Explore this relationship in the background of concept of one health; conduct discussions</p> <p>Students role: Conduct the discussions and prepare a summary report</p>	2
19	SHLOKA PATHANA-3	3	<p>Refer Practical No.1 for instructions</p> <p>Sutras suggested:</p> <ol style="list-style-type: none"> 1. Cha.Vi. 01- Rasa vimaana Adhyayam-10,24 2. Cha.Vi. 02-Trividha kuksheeya Adhyayam-15-18 3. Cha.Vi. 04-Trividha roga vishesha vijnyaneeya adhyaya-4,12 4. Cha.Vi. 05- Sroto vimana Adhyaya-3,4,7,9-27 5. Cha.Vi. 06-Roganika vimana adhyaya -19 6. Cha.Vi. 07- Vyadhita rupeeya vimana Adhyaya-28 7. Cha.Vi. 08-Rogabhishagjiteeyam Adhyayam-3,6,68-78 8. Cha.In.5-Purvarupeeyam Indriyam Adhyaya-43 9. Cha.In.11-Anujyotiyam Indriya 	10

			Adhyaya-29	
20	LEARNING THROUGH VYAKHYANA-3	3	Refer Practical No.2 for instructions Sutras suggested: 1. Cha.Vi.01- Rasa vimaana Adhyayam -10 2. Cha.Vi.08- Rogabhishagjiteeyam Adhyaayam-68 -80	3
21	LEARNING THROUGH SAMBHASHA PARISHAD	3	Purpose: To familiarize the method of Sambhasha parishad in bringing out scientific discussions. (Ref: Ch Vi 8) Teacher's role: Prepare guidelines for conducting Sambhasha parishat as per descriptions in Vadamarga; Demonstrate parishat in the class either through a video demonstration or otherwise; Divide the class into four or five groups and assign one topic each for them; Evaluate the group presentations based on the guidelines Student's role: Each group will prepare and demonstrate a parishat in the subject concerned; Prepare summary of the parishat Suggested topics: 1. Relevance of Daivavyapasraya cikitsa 2. Rakta as fourth dosha 3. Relevance of food classification 4. Specific agrya related to vihara (Eg: vishado rogavardhananam) 5. Importance of naming of disease 6. Relevance of viruddha ahara	6
22	SROTAS PROFORMA	3	Purpose: To assess status of srotodushti in different clinical conditions (Ref: Ch Vi 5) Teacher's role: Demonstrate the proforma for assessment of srotas in clinical conditions Students role: Furnish the srotas proforma in at least three cases	2
23	LEARNING THROUGH TANTRA YUKTI	3	Purpose: Demonstrate use of tantrayukti in different sutras Teachers role: Identify and demonstrate application of tantrayukti in different sutras	5

Student's role: Identify tantrayukti and prepare summary on justifying importance of tantrayukti in selected sutras

Suggested Tantrayuktis:

1. Adhikaran - commonly seen in many sutras
2. Yoga - commonly seen in many sutras
3. Padartha - commonly seen in many sutras
4. Vakyasesha - commonly seen in many sutras
5. Upadesha - Ca. Su. 13/18-19, Ca. Su. 13/94
6. Niyoga - Ca. Su. 13/34, Ca. Ni. 3/17
7. Apadesha - Ca. Su. 13/13, Ca. Su. 18/44-46, Ca. Su. 26/41, Ca. Ni. 2/12-17
8. Samuchaya - Ca. Su. 13/23-25, Ca. Su. 20/8, Ca. Su. 23/5-7, Ca. Su. 23/27-30, Ca. Ni. 3/7
9. Nidarshana - Ca. Su. 13/96-97, Ca. Su. 17/75(1), Ca. Su. 14/5, Ca. Su. 19/5, Ca. Su. 30/5
10. Nirvachana - Ca. Su. 16/31-32, Ca. Su. 16/34, Ca. Su. 17/95, Ca. Su. 21/9, Ca. Su. 25/4, 11. Ca. Su. 29/4, Ca. Su. 30/5, Ca. Su. 30/12, Ca. Su. 30/24
12. Vidhana - Ca. Su. 15/11, Ca. Su. 15/16, Ca. Su. 16/27
13. Prasanga - Ca. Su. 17/113, Ca. Su. 20/8, Ca. Su. 25/4, Ca. Ni. 1/3, Ca. Sa. 1/118-126
14. Viparyaya - Ca. Su. 25/31, Ca. Sa. 6/6, Ca. Sa. 6/9, Ca. Ni. 3/7, Ca. Ni. 3/9, Ca. Ni. 3/11
15. Ekantika - Ca. Su. 15/5, Ca. Su. 20/22, Ca. Su. 21/20, Ca. Su. 25/31, Ca. Su. 30/25, Ca. Ni. 1/32
16. Atitaveksha - Ca. Su. 22/31, Ca. Su. 28/25-30
17. Anagataveksha - Ca. Su. 15/5, Ca. Su. 28/30, Ca. Vi. 8/93, Ca. Vi. 8/135, Ca. Vi. 8/136
18. Swasangya - Ca. Su. 30/3
19. Prayojana - Ca. Su. 30/26, Ca. Sa. 5/5
20. Anumata - Ca. Su. 26/64-65, Ca. Su. 16/28, Ca. Sa. 1/16
21. Vikalpa - Ca. Su. 26/105
22. Pradesha - Ca. Su. 27/329, Ca. Vi. 8/137

			23. Sambhava - Ca. Su. 28/45 24. Hetwartha - Ca. Ni. 2/21, Ca. Ni. 4/4, Ca. Ni. 7/28, Ca. Vi. 3/40 25. Atidesha - Ca. Sa. 6/11 26. Apavarga - Ca. Su. 26/106 27. Uddhara - Ca. Su. 25/29 28. Anaikantika - Ca. Su. 15/4 29. Pratyutsara and Uddhara - Ca. Su. 25/10-28 30. Nirnaya - Ca. Su. 25/29 31. Apavarga - Ca. Vi. 1/10	
24	ASSESSMENT OF HEALTH THROUGH DHATU SAMYA PAREEKSHA	3	Purpose: To assess health status of a person based on dhatusamya pareeksha. (Ref: Ch Vi 8/89) Teacher's role: Demonstrate use of proforma in healthy subjects Students role: Assess dhatusamya in ten individuals using the proforma	2
25	AGNI ASSESSMENT BASED ON APACHARA	3	Purpose: To familiarise the assessment of agni based on apacara-visesha (Ref: Ch Vi 6/12) Teacher's role: Explain the concept of agnipareeksha based on apacharavisesha; Demonstrate the questionnaire in a few subjects Students role: Assess agni of ten individuals using the proforma	2
26	TRIVIDHA ROGA VISHESHAVIJNANA IN DIAGNOSIS	3	Purpose: To justify the role of trividha-rogavisesha vijnana (pratyaksha, anumana and aptopadesa) in clinical methods. (Ref: Ch Vi 4) Teacher's role: Demonstrate the use of pratyaksha, anumana and aptopadesa in case taking, stressing on use of sense organs (smell, touch, vision and sound), methods of inference and importance of aptopadesa (writing respective references relevant in a particular case); Assigning cases to demonstrate the above methods Students role: Prepare reports on application of trividha visesha vijnana in three cases	3

27	ASSESSMENT OF UPASAYA AND ANUPASAYA IN PATIENTS	3	Purpose: To justify importance of upasaya and anupasaya clinical examination (Ref: Ch Ni 1 with Chakrapani commentary) Teacher's role: Demonstrate identification of upasaya and anupasaya in selected cases Students role: Identify upasaya and anupasaya in a minimum of three cases and document it	2
Total Hr				100

Activity

CO	Topic name	Activity Details	Hours #
CO5,CO7	Cha.Su.15-Upakalpaneeya Adhyaya	Expert Lecture on Aturalaya: This activity will evoke an interest among students about planning for construction of Hospitals and Nursing homes. Topic: Standard guidelines to setup Ayurveda Clinics, Nursing Homes and Hospitals.	1
CO6,CO7,CO8	Cha.Su.19-Ashtodareeya Adhyaya	Activity on Disease classification: Teacher should give an insight to NAMASTE portal published by Ministry of AYUSH. Students should go through with every standardised Ayurveda terminologies related to disease classification and also National Ayurveda Morbidity codes.	2
CO4,CO6,CO8	Cha.Su.20- Maharoga adhyaya	Compilation/ Making monograph on Nanatmaja vikara: Steps (1) Teacher should make teams of 3-5 students.(2) An Editorial team for making monograph has to be made including experts of Roga Nidana. (3) Divide the 140 diseases into available number of teams. (4) Teacher should provide a format to collect data on each diseases which must include pictorial representation of disease and cross references. (5) The Editorial team will collect the data from all teams and edit in the form of a	3

		book. (6) The content should be reviewed by Experts and made as E-Monograph (PDF)/ Book.	
CO4,CO7	Cha.Su.21- Ashtauninditeeya adhyaya	Video making on concept of Nidra: Steps (1) Teacher should explain the content on which students should make video (2) The Minimum duration of Video should be 3 minutes. (3) Video can be in regional languages. (4) Teacher should select the best videos and can publish in social media after rectifying the content of the video.	1
CO4,CO5,CO7	Cha.Su.25- Yajjapurusheeya Adhyaya	Justifying concept of Hita and Ahita ahara: Steps (1) Students should be divided in to groups and assign some of the Hita and Ahita ahara dravya (2) Student should find and discuss the logical explanations on justifying the given dravya as Hita or Ahita	2
CO4,CO5,CO7	Cha.Su.26- Atreyabhadraakaapyeeya Adhyaya	Application of paradi guna: Steps (1) Any probable drug or treatment plan to be selected and assign to various groups (2) Students should view them through paradi guna and document it.	2
CO5,CO8	Cha.Su.27- Annapaanvidhi Adhyaya	Collection of different dravya's: Steps (1) Student should collect different dravya's available in their locality. (2) Student should exhibit the same and discuss with experts. (3) Document opinion given by experts.	2
CO4,CO8	Cha.Su.29- Dashapraanaayataneeya Adhyaya	Skit on different types of vaidya in relation to medical ethics: Steps (1) The class has to be divided into teams and they should be assigned to write a story for skit, considering different qualities of vaidya (2) They should perform the skit after Screening done by concerned teachers	2
CO4,CO6	Cha.Ni. 08- Apasmara nidana adhyaya	Documentation of Nidanarthakara roga: Student should discuss and document the experiences of practising physicians of their	2

		Hospital or outside about Nidanarthakara roga.	
CO3,CO4,CO6,CO7	Cha.Ni. 08- Apasmara nidana adhyaya	Quiz on Nidana sthana: Steps (1) Teacher should give a written test including important multiple choice questions of nidana sthana. (2) The highest scoring students should be selected and made into different teams as per the convenience. (3) The selected students should be conducted quiz with different rounds considering the content of the Nidana sthana.	2
CO3,CO4,CO7	Cha.Sha.1-Katithapurusha Adhyaya.	Game on Ashta smruti karana: Steps (1) Plan the Memory check games by using Different materials such as Drugs, Books and instruments.(2) Students should be subjected for memory check sessions. (3) Later their experiences should be interpreted through Ashta smruti karana.	2
CO4,CO6,CO7	Cha.Sha. 04- Mahatee garbhavakranti Adhyaya	Identify film/Tv serial characters having different qualities of Trividha satwa and their varieties: Steps (1) Students has to be divided into teams and each team should be assigned some of the satwa. (2) The team should collect the video clips of those characters and has to present to all after getting scrutinized by teachers.	2
CO4,CO8	Cha.Sha. 05- Purushavichaya Adhyaya	Adopting pravrutti and nivrutti upayas in present era: Steps (1) Teacher should make teams and assign different pravrutti and nivrutti upayas.(2) Team should present the pravrutti and nivrutti upayas considering relevance in present era.	2
CO4,CO7,CO8	Cha.Sha. 06- Sareeravichaya adhyaya	Analysing Data on causes of akala mrutyu: Students should search and collect data from online sources published by Govt or Private Authorities about the causes of Akala mrutyu. Analyse and present the data and discuss on Akala mrutyu in the class.	2

CO4,CO7	Cha.Sha.08- Jathisutreeya Adhyaya	Street play on awareness of garbhopaghatakara bhava: Steps (1) Teacher should make teams and explain about the structure of street play (2) Student should create a narrative story to present the concept in public (3) Minimum duration of the play is 15 minutes	2
CO7,CO8	Cha.Vi.01- Rasa vimaana Adhyayam	Digital Posters for public awareness on Ahara vidhi: Steps (1) Teacher should assign the topic to the students individually or in group. (2) Student should make a digital posters or infographics with the help of various online tools such as CANVA etc.	2
CO4,CO7,CO8	Cha.Vi. 03- Janapadodhwamsaneeya Vimanam Adhyaya	Short Documentary on any of the Janapadodhwamsakara bhava: Steps (1) Teacher should guide the students on Janapadodhwamsakara bhava (2) Students should be taught on what is documentaries and should fix the duration of video. (3) Teams should be made and they have to shoot and edit the videos on any of the janapadodhwamsakara bhava. (4) Present the documentaries and share experience.	2
CO4,CO8	Cha.Vi. 8-Rogabhishagjiteeyam Adhyaayam.	Identifying Adhyayana vidhi: Steps (1) Teacher should guide the students to identify and document different individual and group learning techniques. (2) Students should present and share experience on their learning techniques	2
CO3,CO4,CO7	Cha.In.5-Purvarupeeyam Indriyam Adhyaya	Identifying types of swapna: Steps (1) Teacher should assist to make a Proforma for different types of Swapna. (2) Student should assess the proforma with Healthy individuals or diseased and analyse the Data.	2
CO3,CO4,CO7,CO8	Cha.In.12-Gomayachurni yam Indriya Adhyaya	Discussion on death signs: Steps (1) Teacher should assign set of students to interact with	1

		concerned ICU Doctors/ Nurses or assistants. (2) Students should interact with them based on arishta lakshanas and document it.	
CO3,CO6,CO7	Cha.In.01-Varnaswareeya Adhyaya	Use of various standard tools for assessing factors related to arishta : Students are assigned with some of the standard tools to assess various factors relevant in arishta-vijnana available in the following source: https://www.carakasamhitaonline.com/mediawiki-1.32.1/index.php?title=Varnasvariyaam_Indriyam_Adhyaya#Assessment_of_complexion	2

Hours indicated are included in calculations of Table 3 and 4

Table 5- Teaching learning method

Sr No	Teaching learning methods in the course	No of Activities
1	Lecture	30
2	Lecture with Power point presentation	17
3	Lecture & Group Discussion	364
4	Lecture with Video clips	20
5	Discussions	37
6	Brainstorming	58
7	Inquiry-Based Learning	14
8	PBL	6
9	CBL	48
10	Project-Based Learning	5
11	TBL	1
12	Team project work	2
13	Flipped classroom	29
14	Blended Learning	9
15	Edutainment	9
16	Mobile learning	7

17	Role plays	15
18	Self-directed learning	105
19	Problem solving method	2
20	Workshops	2
21	Game-Based Learning	4
22	Demo on Model	1
23	Library Session	4
24	Peer learning	6
25	Real life experience	4
26	Recitation	40
27	Presentations	3
28	Case diagnosis	1
29	Drug analysis	4
30	Demonstration	9
31	Demonstration bedside	4
32	Field visit	3

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

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

6 A-Number of Papers and Marks Distribution

Subject Code	Papers	Theory	Practical/Clinical Assessment					Grand Total
			Practical	Viva	Elective	IA	Sub Total	
AyUG-SA2	1	100	-	75	10 (Set SB)	15	100	200

6 B - Scheme of Assessment (formative and Summative)

PROFESSIONAL COURSE	DURATION OF PROFESSIONAL COURSE		
	First Term (1-6 Months)	Second Term (7-12 Months)	Third Term (13-18 Months)
Second	3 PA & First TT	3 PA & Second TT	3 PA & UE**

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

**** University Examination shall be on entire syllabus**

6 C - Calculation Method for Internal assessment Marks

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

Evaluation Methods in MSE

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

6 E Question Paper Pattern

II PROFESSIONAL BAMS EXAMINATIONS

AyUG-SA2

PAPER-1

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

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

6 F Distribution of theory examination

Paper 1						
Sr. No	A List of Topics	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1	Cha.Su.13- Sneha Adhyaya	1	37	Yes	Yes	Yes
2	Cha.Su.14- Sveda Adhyaya	1		Yes	Yes	Yes
3	Cha.Su.15- Upakalpaneeya Adhyaya	1		Yes	Yes	Yes
4	Cha.Su.16- Chikitsaprabhritiya Adhyaya	1		Yes	Yes	Yes
5	Cha.Su.17- Kiyantashiraseeya Adhyaya	1		Yes	Yes	Yes
6	Cha.Su.18- Trisotheeya Adhyaya	1		Yes	Yes	Yes
7	Cha.Su.19- Ashtodareeya Adhyaya	1		Yes	Yes	No
8	Cha.Su.20- Maharoga adhyaya	1		Yes	Yes	No
9	Cha.Su.21- Ashtauninditeeya adhyaya	1		Yes	Yes	Yes
10	Cha.Su.22- Langhanabrimhaneeya Adhyaya	1		Yes	Yes	Yes
11	Cha.Su.23- Santarpaneeya Adhyaya	1		Yes	Yes	Yes
12	Cha.Su.24- Vidhishoniteeya Adhyaya	1		Yes	Yes	Yes
13	Cha.Su.25- Yajjapurusheeya Adhyaya	1		Yes	Yes	Yes
14	Cha.Su.26- Atreyabhadraakaapeeya Adhyaya	1		Yes	Yes	Yes
15	Cha.Su.27- Annapaana vidhi Adhyaya	1		Yes	Yes	No
16	Cha.Su.28- Vividhashitapeeteeya Adhyaya	1		Yes	Yes	Yes

17	Cha.Su.29- Dashapraanaayataneeya Adhyaya	2		Yes	Yes	No
18	Cha.Su.30- Arthedashamahamooleeya Adhyaya	2		Yes	Yes	Yes
19	Cha.Ni.01-Jwara nidana Adhyaya	2	19	Yes	Yes	Yes
20	Cha.Ni.02-Raktapitta nidana Adhyaya	2		Yes	Yes	Yes
21	Cha.Ni.03-Gulma nidana Adhyaya	2		Yes	Yes	No
22	Cha.Ni.04-Prameha nidana adhyaya	2		Yes	Yes	Yes
23	Cha.Ni.05-Kushta nidana Adhyaya	2		Yes	Yes	Yes
24	Cha.Ni.06-Shosha nidana Adhyaya	2		Yes	Yes	Yes
25	Cha.Ni.07-Unmada nidana Adhyaya	2		Yes	Yes	Yes
26	Cha.Ni.08-Apasmara nidana adhyaya	2		Yes	Yes	Yes
27	Cha.Vi.01- Rasa vimana Adhyayam	3	24	Yes	Yes	Yes
28	Cha.Vi.02-Trividha kuksheeya Adhyayam	3		Yes	Yes	Yes
29	Cha.Vi.03-Janapadodhwansaneeya Vimanam Adhyaya	3		Yes	Yes	Yes
30	Cha.Vi.04-Trividha roga vishesha vijnyaneeya adhyaya	3		Yes	Yes	Yes
31	Cha.Vi. 05- Sroto vimana Adhyaya	3		Yes	Yes	Yes
32	Cha.Vi. 06-Roganika vimana adhyaya	3		Yes	Yes	Yes
33	Cha.Vi. 07- Vyadhita rupeeeya vimana Adhyaya	3		Yes	Yes	Yes

34	Cha.Vi. 08-Rogabhishagjiteeyam Adhyaayam.	3	13	Yes	Yes	Yes
35	Cha.Sha.01-Katithapurushheeya Adhyaya	2		Yes	Yes	No
36	Cha.Sha.02-Atulyagothreeyam Adhyaaya	2		Yes	Yes	No
37	Cha.Sha.03-Khuddika garbhavakranti Adhyaya	2		Yes	Yes	No
38	Cha.Sha.04-Mahatee garbhavakranti Adhyaya	2		Yes	Yes	Yes
39	Cha.Sha.05-Purushavichaya Shareera Adhyaya	2		Yes	Yes	No
40	Cha.Sha.06-Sareeravichaya adhyaya	2		Yes	Yes	No
41	Cha.Sha.07- Sareerasankhya sareera Adhyaya	2		Yes	Yes	No
42	Cha.Sha.08-Jathisutreya Adhyaya	2	7	Yes	Yes	No
43	Cha.In.1-Varnasvariya Indriya Adhyaya	3		Yes	Yes	No
44	Cha.In.2-Pushpitakam Indriya Adhyaya	3		Yes	No	No
45	Cha.In.3-Parimarshaneeyam Indriyam Adhyaya	3		Yes	No	No
46	Cha.In.4-Indriyaneekam Indriya adhyaya	3		Yes	No	No
47	Cha.In.5-Purvarupeeyam Indriyam Adhyaya	3		Yes	Yes	No
48	Cha.In.6-Katamanisharireeyam Indriyam Adhyaya	3		Yes	No	No
49	Cha.In.7-Pannarupiyam Indriyam Adhyaya	3		Yes	Yes	No
50	Cha.In.8-Avakshiraseeyam Indriyam	3		Yes	No	No

	Adhyaya				
51	Cha.In.9-Yasya shyavanimittiya Indriya Adhyaya	3		Yes	No
52	Cha.In.10-Sadyomaraneeyam Indriya Adhyaya	3		Yes	No
53	Cha.In.11-Anujyotiyam Indriya Adhyaya	3		Yes	No
54	Cha.In.12-Gomayachurniyam Indriya Adhyaya	3		Yes	No
Total Marks		100			

Paper No:1		
Question No	Type of Question	Question Paper Format
Q1	<p>Multiple choice Questions 20 Questions 1 mark each All compulsory</p> <p>Must know part - 15 MCQ Desirable to know - 3 MCQ Nice to know part - 2 MCQ</p>	<ol style="list-style-type: none"> 1. Cha.Su.13- Sneha Adhyaya / Cha.Su.14- Sveda Adhyaya 2. Cha.Su.17- Kiyantashiraseeya Adhyaya / Cha.Su.15- Upakalpaneeya Adhyaya 3. Cha.Su.20- Maharoga adhyaya / Cha.Su.18-Trisotheeya Adhyaya / Cha.Su.19-Ashtodareeya Adhyaya 4. Cha.Su.22- Langhanabrimhaneeya Adhyaya / Cha.Su.21- Ashtauninditeeya adhyaya 5. Cha.Su.23- Santarpaneeya Adhyaya / Cha.Su.24- Vidhishoniteeya Adhyaya 6. Cha.Su.28- Vividhashitapeeteeya Adhyaya / Cha.Su.26- Atreyabhadraakaapeeya Adhyaya / Cha.Su.25- Yajjapurushheeya Adhyaya 7. Cha.Su.30- Arthedashamahamooleeya Adhyaya / Cha.Su.29- Dashapraanaayataneeya Adhyaya 8. Cha.Ni.02-Raktapitta nidana Adhyaya / Cha.Ni.01-Jwara nidana Adhyaya 9. Cha.Ni.04-Prameha nidana adhyaya / Cha.Ni.03-Gulma nidana Adhyaya 10. Cha.Ni.05-Kushta nidana Adhyaya / Cha.Ni.06-Shosha nidana Adhyaya 11. Cha.Ni.08-Apasmara nidana adhyaya / Cha.Ni.07-Unmada nidana Adhyaya 12. Cha.Vi.02-Trividha kuksheeya Adhyayam / Cha.Vi.03-Janapadodhwansaneeya Vimanam Adhyaya / Cha.Vi.01- Rasa vimana Adhyayam 13. Cha.Vi.04-Trividha roga vishesha vijnyaneeya adhyaya / Cha.Vi. 05- Sroto vimana Adhyaya 14. Cha.Vi. 06-Roganika vimana adhyaya / Cha.Vi. 07- Vyadhita rupeeya vimana Adhyaya 15. Cha.Vi. 08-Rogabhishagjiteeyam Adhyaayam. 16. Cha.Sha.02-Atulyagothreeyam Adhyaaya / Cha.Sha.01-Katithapurushheeya Adhyaya 17. Cha.Sha.04-Mahatee garbhavakranti Adhyaya / Cha.Sha.03-Khuddika garbhavakranti Adhyaya / Cha.Sha.05-Purushavichaya Shareera Adhyaya 18. Cha.Sha.07- Sareerasankhya sareera Adhyaya

		<p>/ Cha.Sha.06-Sareeravichaya adhyaya / Cha.Sha.08-Jathisutreeya Adhyaya</p> <p>19. Cha.In.1-Varnasvariya Indriya Adhyaya / Cha.In.2-Pushpitakam Indriya Adhyaya / Cha.In.4-Indriyaneekam Indriya adhyaya / Cha.In.5-Purvarupeeyam Indriyam Adhyaya</p> <p>20. Cha.In.9-Yasya shyavanimitiya Indriya Adhyaya / Cha.In.11-Anujyotiyam Indriya Adhyaya / Cha.In.8-Avakshiraseeyam Indriyam Adhyaya / Cha.In.12-Gomayachurniyam Indriya Adhyaya</p>
Q2	<p>Short answer Questions Eight Questions 5 Marks Each All compulsory</p> <p>Must know - 7 SAQ Desirable to know - 1 SAQ No questions on Nice to know</p>	<p>1. Cha.Su.13- Sneha Adhyaya / Cha.Su.14-Sveda Adhyaya / Cha.Su.16-Chikitsaprabhritiya Adhyaya / Cha.Su.20-Maharoga adhyaya / Cha.Su.18-Trisotheeya Adhyaya / Cha.Su.17- Kiyantashiraseeya Adhyaya / Cha.Su.15- Upakalpaneeya Adhyaya / Cha.Su.19-Ashtodareeya Adhyaya</p> <p>2. Cha.Su.28- Vividhashitapeeteeya Adhyaya / Cha.Su.26- Atreyabhadraakaapeeya Adhyaya / Cha.Su.25- Yajjapurusheeya Adhyaya / Cha.Su.22- Langhanabrimhaneeya Adhyaya / Cha.Su.23- Santarpaneeya Adhyaya / Cha.Su.24- Vidhishoniteeya Adhyaya / Cha.Su.21- Ashtauninditeeya adhyaya / Cha.Su.30- Arthedashamahamooleeya Adhyaya / Cha.Su.29- Dashapraanaayataneeya Adhyaya / Cha.Su.27- Annapaana vidhi Adhyaya</p> <p>3. Cha.Ni.04-Prameha nidana adhyaya / Cha.Ni.05-Kushta nidana Adhyaya / Cha.Ni.03-Gulma nidana Adhyaya / Cha.Ni.08-Apasmara nidana adhyaya / Cha.Ni.02-Raktapitta nidana Adhyaya / Cha.Ni.06-Shosha nidana Adhyaya / Cha.Ni.01-Jwara nidana Adhyaya / Cha.Ni.07-Unmada nidana Adhyaya</p> <p>4. Cha.Vi.04-Trividha roga vishesha vijnyaneeya adhyaya / Cha.Vi.02-Trividha kuksheeya Adhyaya / Cha.Vi.03-Janapadodhwansaneeya Vimanam Adhyaya / Cha.Vi.01- Rasa vimana Adhyaya</p> <p>5. Cha.Vi. 08-Rogabhishagjiteeyam Adhyaya. / Cha.Vi. 06-Roganika vimana adhyaya / Cha.Vi. 05- Sroto vimana Adhyaya / Cha.Vi. 07- Vyadhita rupeeya vimana Adhyaya</p>

		<p>6. Cha.Sha.02-Atulyagothreeyam Adhyaaya / Cha.Sha.01-Katithapurushheeya Adhyaya / Cha.Sha.04-Mahatee garbhavakranti Adhyaya / Cha.Sha.03-Khuddika garbhavakranti Adhyaya</p> <p>7. Cha.Sha.07- Sareerasankhya sareera Adhyaya / Cha.Sha.06-Sareeravichaya adhyaya / Cha.Sha.08-Jathisutreeya Adhyaya / Cha.Sha.05-Purushavichaya Shareera Adhyaya</p> <p>8. Cha.In.11-Anujyotiyam Indriya Adhyaya / Cha.In.1-Varnasvariya Indriya Adhyaya / Cha.In.7-Pannarupiyam Indriyam Adhyaya / Cha.In.10-Sadyomaraneeeyam Indriya Adhyaya / Cha.In.12-Gomayachurniyam Indriya Adhyaya / Cha.In.5-Purvarupeeyam Indriyam Adhyaya</p>
Q3	<p>Long answer Questions Four Questions 10 marks each All compulsory</p> <p>All questions on must know. No Questions on Nice to know and Desirable to know</p>	<p>1. Cha.Su.13- Sneha Adhyaya / Cha.Su.14-Sveda Adhyaya / Cha.Su.16-Chikitsaprabhritiya Adhyaya / Cha.Su.18-Trisotheeya Adhyaya / Cha.Su.17-Kiyantashiraseeya Adhyaya / Cha.Su.15-Upakalpaneeya Adhyaya</p> <p>2. Cha.Su.28- Vividhashitapeeteeya Adhyaya / Cha.Su.26- Atreyabhadraakaapeeya Adhyaya / Cha.Su.25- Yajjapurushheeya Adhyaya / Cha.Su.22- Langhanabrimhaneeya Adhyaya / Cha.Su.23- Santarpaneeya Adhyaya / Cha.Su.24- Vidhishoniteeya Adhyaya / Cha.Su.21- Ashtauninditeeya adhyaya / Cha.Su.30- Arthedashamahamooleeya Adhyaya</p> <p>3. Cha.Ni.04-Prameha nidana adhyaya / Cha.Ni.05-Kushta nidana Adhyaya / Cha.Ni.08-Apasmara nidana adhyaya / Cha.Ni.02-Raktapitta nidana Adhyaya / Cha.Ni.06-Shosha nidana Adhyaya / Cha.Ni.01-Jwara nidana Adhyaya / Cha.Ni.07-Unmada nidana Adhyaya</p> <p>4. Cha.Vi.04-Trividha roga vishesha vijnyaneeya adhyaya / Cha.Vi.02-Trividha kuksheeya Adhyayam / Cha.Vi. 08-Rogabhishagjiteeyam Adhyaayam. / Cha.Vi. 06-Roganika vimana adhyaya / Cha.Vi.03-Janapadodhwansaneeya Vimanam Adhyaya / Cha.Vi. 05- Sroto vimana Adhyaya / Cha.Vi. 07- Vyadhita rupeeya vimana Adhyaya / Cha.Vi.01- Rasa</p>

6 H Distribution of Practical Exam

S.No	Heads	Marks
1	Viva on Practical record	10
2	Shloka recitation	10
3	Viva on vyakhyana	5
4	Viva on Sutrasthana	20
5	Viva on Nidanasthana	10
6	Viva on Vimanasthana	10
7	Viva on Shareerasthana	5
8	Viva on Indriyasthana	5
9	Electives (Set SB)	10
10	IA	15
Total Marks		100

References Books/ Resources

S.No	Book	Resources
1	Charakasamhita with Cakrapani Commentary	Yadavji Trikamji, editor. Agnivesha. Charaka Samhita. Ayurveda Dipika. Chakrapanidatta (comm)(Sanskrit) Varanasi: Chaukambha Sanskrit Sansthan
2	Charak Samhita (English Commentary)	Ram Karan Sharma and Bhagawan Dash, editor. Charak Samhita (English Commentary): Varanasi: Chowkambha Sanskrit Series
3	Charak Samhita (Hindi commentary)	Harishchandra Singh Kushvaha, editor and translator. Charak Samhita (Hindi Commentary): Varanasi: Chaukambha Orientalia
4	Charak Samhita (Hindi commentary)	Jayadev Vidyalkar, editor. Charak Samhita (Hindi commentary): Motilal Banarsi Dass Publishers Pvt. Ltd
5	Charak Samhita (Hindi commentary): Vaidya Atridev Vidyalkar	Charak Samhita (Hindi commentary): Vaidya Atridev Vidyalkar
6	Charak Samhita (Hindi commentary)	Gorakhanath Chaturvedi and Kashinath Pandeya Shastri, editor. Charak Samhita (Hindi commentary): Varanasi: Chaukambha Bharati Academy
7	Charak Samhita (Hindi commentary)	Brahmanand Tripathi, editor. Charak Samhita (Hindi commentary): Varanasi: Chaukambha Surbharati Prakashan
8	Charak Samhita (Hindi commentary): Dr. Ravidatta Tripathi	Vidyadhar Shukla and Ravidatta Tripathi Charak Samhita (Hindi commentary): Varanasi: Chaukambha Sanskrit Pratishthan
9	Charaka Samhita (Hindi commentary)	Banwari Lal Gaur, editor. Charaka Samhita (Hindi commentary): Rashtriya Ayurved Vishwavidyalaya
10	Legacy of Caraka	M S Valiathan, Legacy of Caraka (English): Hyderabad: Orient Longman
11	Charakasamhita	Charak e-Samhita –National Institute of Indian Medical Heritage – http://niimh.nic.in/ebooks/ecaraka
12	Charakasamhita	Charakasamhitaonline.com - www.charakasamhitaonline.com
13	Illustrated Charakasamhita, Dr. R Vidyant	R Vidyant, editor. Illustrated Charakasamhita (English Commentary): Varanasi Chaukambha Prakashak
14	Namaste Portal	NAMASTE - Portal (ayush.gov.in)
15	CCRAS Prakriti tool	CCRAS Prakriti Tool http://www.ccras.res.in/
16	Sanskrit English Dictionary	Monnier Williams. A Sanskrit English Dictionary. Delhi. Motilal Banarsidasspublishers Pvt Ltd.

17	Shabdakalpadruma	Raja Radha Kanta Deva, Shabda Kalpa Drum: Varanasi: Chowkhamba Sanskrit Series Office
18	Vaidyak Shabda Sindhu	Kaviraj Shri Nagendra Nath Sen Vaidya Shastri, Vaidyak Shabda Sindhu: Varanasi: Chowkhamba Orientalia

Abbreviations

Assessment

S.No	Short form	Discription
1	T-EMI	Theory extended matching item
2	T- EW	Theory Essay writing
3	T- MEQs	Theory MEQs
4	T-CRQs	Theory CRQs
5	T-CS	Theory case study
6	T-OBT	Theory open book test
7	P-VIVA	Practical Viva
8	P-REC	Practical Recitation
9	P-EXAM	Practical exam
10	PRN	Presentation
11	P-PRF	Practical Performance
12	P-SUR	Practical Survey
13	P-EN	Practical enact
14	P-RP	Practical Role play
15	P-MOD	Practical Model
16	P-POS	Practical Poster
17	P-CASE	Practical Case taking
18	P-ID	Practical identification
19	P-PS	Practical Problem solving
20	QZ	Quiz
21	PUZ	Puzzles
22	CL-PR	Class Presentation,
23	DEB	Debate
24	WP	Word puzzle
25	O-QZ	Online quiz

26	O-GAME	Online game-based assessment
27	M-MOD	Making of Model
28	M-CHT	Making of Charts
29	M-POS	Making of Posters
30	C-INT	Conducting interview
31	INT	Interactions
32	CR-RED	Critical reading papers
33	CR-W	Creativity Writing
34	C-VC	Clinical video cases,
35	SP	Simulated patients
36	PM	Patient management problems
37	CHK	Checklists
38	OSCE	OSCE
39	OSPE	OSPE,
40	Mini-CEX	Mini-CEX
41	DOPS	DOPS
42	CWS	CWS
43	RS	Rating scales
44	RK	Record keeping
45	COM	Compilations
46	Portfolios	Portfolios
47	Log book	Log book
48	TR	Trainers report
49	SA	Self-assessment
50	PA	Peer assessment
51	360D	360-degree evaluation
52	TT-Theory	Theory
53	PP-Practical	Practical
54	VV-Viva	Viva

Domain

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

T L method

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

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

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



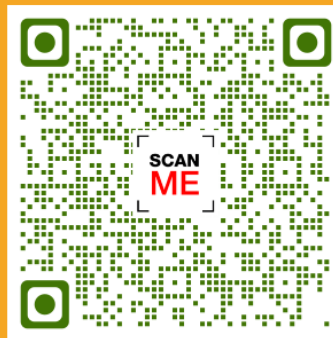
**PADARTHA VIJNANAM
(SUBJECT CODE- AyUG-PV)
FUNDAMENTAL PRINCIPLES OF AYURVEDA AND QUANTUM
MECHANICS**

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



प्राणाभिसरः प्राणायतनानाम्

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



Padartha

NCISM

I professional Ayurvedacharya (BAMS)

Subject Code: AyUG-PV

Padartha Vijnanam

FUNDAMENTAL PRINCIPLES OF AYURVEDA AND QUANTUM MECHANICS

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

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

PREFACE

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

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

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

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

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

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Course Code and Name of Course

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

AyUG-PV Course

Table 1- Course learning outcomes and matched PO.

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

Table 2 : Contents of Course AyUG-PV

Sr No	A2 List of Topics AyUG-PV Paper I	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours
1	Ayurveda Nirupana 1.1 Lakshana of Ayu, composition of Ayu. 1.2 Lakshana of Ayurveda. Swaroopa and Prayojana of Ayurveda 1.3 Lakshana and classification of Siddhanta. 1.4 Introduction to Basic Principles of Ayurveda and their significance.	I	25	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, Meemamsa and Vedanta darshana. 2.3 Ayurveda as unique and independent school of thought (philosophical individuality of Ayurveda). 2.4 Principles and examples in contemporary sciences which will enhance understanding concept of Padartha. 2.5 Relevance of Study of Darshana and Padartha Vignana in Ayurveda	I		10	14
3.	Dravya vijñāneeyam 3.1 Dravya: Lakshana, Classification and Enumeration 3.2 Panchabhuta: Various theories regarding the creation (theories of Taittiriyaopaniṣad, Nyaya-Vaisheshika, Sankhya-Yoga, Sankaracharya, Charaka and Sushruta), Lakshana and qualities of each Mahabhoota. 3.3 Kala: Etymological derivation, Lakshana, division / units and significance. 3.4 Dik: Lakshana, division and significance. 3.5 Atma: Lakshana, classification, seat, Gunas, Linga according to Charaka, the method / process of knowledge formation (atmanah jnasya pravrittih). 3.6 Purusha: According to Ayurveda - Ativahikapurusha/ Sukshmarsharira/ Rashipurusha/ Chikitsapurusha/ Karmapurusha/ Shaddhatvatmakapurusha. 3.7 Manas: Lakshana, Synonyms, Qualities, Objects, Functions, dual nature of mind (ubhayaatmakatvam), as a substratum of diseases, Influence of Panchabhoutika aahara and aushadha (penta-elemental diet) on manas. 3.8 Role of Panchamahabhuta and Triguna in Dehaprakriti and Manasaprakriti respectively. 3.9 Tamas as the tenth Dravya. 3.10 Practical study/Application and Importance of each Kaarana dravya in Ayurveda. 3.11 Principles and examples in contemporary sciences	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 Sartha Guna, Gurvadiguna, Paradiguna, Adhyatmaguna (41 Guna) 4.3 Gunapradhanyata (Importance of Guna) 4.4 Practical / clinical application of each Guna in Ayurveda 4.5 Principles and examples in contemporary sciences which will enhance understanding concept of Guna.	II		4	6
5.	Karma vijnaneeyam 5.1 – Introduction of concept of Karma According to Darshanaand Ayurveda – Classification of Karma 5.3 - Practical application of karma 5.4 - Principles and examples in contemporary sciences which will enhance understanding concept	II		2	4
6.	Samanya vijnaneeyam 6.1 – Introduction of concept of Saamaanya According to Darshana and Ayurveda. – Classification of Saamaanya 6.3 - Practical application of saamaanya 6.4 - Principle and examples in contemporary sciences which will enhance understanding theconcept of Saamanya.	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 Samavaaya According toDarshana and Ayurveda. 8.2 – Practical application of Samavaaya 8.3- Principles and examples in contemporary sciences which will enhanceunderstanding theconcept of Samavaya	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 Abhava.	III		2	4

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

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

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

Paper I									
A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/sub	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Format ive /summ ative	I3 Te rm	J3 Integ ration
Topic 1- Ayurveda Nirupana Time (Lecture: - _5 hours Non lecture 6 hours)									
CO1	Describe the Nirukti (etymology) and Definition of Ayu	Cognitive/ Recall	Must Know	Knows	Lecture Group discussion	Written and Viva	F and S	I	
CO1	Describe the components of Ayu	Cognitive/ Recall	Must Know	Knows	Lecture Group Discussion Enquiry Based learning	Written and Viva	F and S	I	
CO1	Explain Synonyms of Ayu with their meaning and importance	Cognitive Recall	Must Know	Knows	Lecture Group Discussion	Written and Viva	F and S	I	
CO1	Distinguish between 4 types Ayu namely Sukhayu, Dukhayu, Hitayu, Ahitayu	Cognitive Comprehension	Must Know	Knows	Lecture Group Discussion/ Problem Based Learning	Written and Viva, Quiz	F and S	I	
CO1	Realises that the balance between hitayu	Affective	Must know	Knows	Group Discussion/	viva	F	I	

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

CO1, CO 2	Justify the Application of Basic Principles in Ayurveda	Affective	Must know	Knows	Lecture Demonstration/ Group Discussion	Written and Viva	F and S	I	
CO1, CO 2	Recite the concern verses from Tarkasangraha and Charak Samhita	Cognitive Recall	Desirable to know	Knows	Audio clips, classroom recitation	Viva, recitation competition	F and S	I	
Topic 2- Padartha and Darshana Nirupana Time (Lecture:- _10__ hours Non lecture __14_hours)									
CO1, CO 2	Classify padartha, differentiate bhava, abhava padartha and Appreciate Shat karana of Acharya Charaka.	Cognitive Recall	Must Know	Knows	Lecture/ Discussions PBL	Written and Viva, puzzle	F & S	I	
CO1, CO 2	Discuss similarity and dissimilarity of padartha	Cognitive Comprehension	Desirable to Know	Knows	Lecture/ Discussions/ Activity based learning	Written and Viva	F & S	I	
CO2	Explain nirukti and vyakhya (definition) of darshana	Cognitive Recall	Must Know	Knows	Lecture	Written and Viva	F & S	I	
CO2	Describe Origin of darshana and Explain Importance of darshana (prayojana)	Cognitive Comprehension	Must know	Knows how	Lecture / Group Discussion	Written and Viva, Quiz	F & S	I	
CO1, CO 2	Analyse terms viz - philosophy, metaphysics, aesthetics, epistemology, psychology in relation with darshana	Cognitive Comprehension	Nice to know	Knows	Lecture / Group Discussion/ Activity Based learning	Written and Viva	F & S	I	
CO2	Classify darshana and differentiate between asthika, nasthika, asthikanasthika	Cognitive Recall	Must Know	Knows	Lecture / Enquiry Based Learning	Written and Viva	F & S	I	

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

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

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

	which will enhance understanding concept of Padartha. For ex-matter and energy.								
CO1, CO 2	Analyse role of padartha in darshana and in Ayurveda and Demonstrate the role of Padarthavijnana in Ayurveda	Cognitive / Comprehension	Must Know	Knows how	Lecture/ Seminars /PBL	Written and Viva, Open Book Test	F & S	I	
CO2	Recite concern verses	Cognitive Recall	Desirable to know	knows	Edutainment Audio clips, classroom recitation	Viva, recitation competition	F&S	I	
Topic-3 Dravya vijnaneeyam Time (Lecture:- __14__ hours Non lecture __20__hours)									
CO3	Explain Nirukti and Paribhasha (definition) of Dravya	Cognitive Recall	Must Know	Knows	Lecture	Written and Viva	F and S	II	
CO3	Classify Dravya and Differentiate between Karana and Karya dravya	Cognitive Recall	Must Know	Knows	Lecture Group Discussion/ Enquiry Based Learning	Written and Viva, Puzzle	F and S	II	
CO3	Enumerate Darvya as per different schools of thoughts	Cognitive Recall	Must Know	Knows	Lecture Group Discussion	Written and Viva, puzzle	F and S	II	
CO3, CO1	Value Practical application of study of Dravya in Ayurveda	Affective	Desirable to know	Knows how	Lecture Group Discussion	Written and Viva	F and S	II	
CO3	Explain the various theories (theories of Taittiriyaopanishad, Nyaya-Vaisheshika,	Cognitive/ Comprehension	Must Know	Knows	Lecture Group Discussion /Activity Based	Written and Viva, Quiz	F and S	II	

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

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

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

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

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

CO3	Describe the practical application of Adhyatma Guna .	Cognitive Comprehension	Must know	knows how	Lecture / Demonstration/ Problem Based Learning	Written And Viva	F&S	II	
CO3	Recite the concern verses from TarkaSangrah and Charak Samhita	Cognitive Recall	Desirable to know	knows	Audio clip/ classroom recitation	viva	F&S Recitation competition	II	
CO1 CO2	Discuss Principles and examples in contemporary sciences which will enhance understanding the concept of Guna.	Cognitive Comprehension	Nice to know	Knows	Lecture/ Discussions/ Self-learning activity	-	F	II	
Topic - 5. Karma vijñaneeyam Time (Lecture:- __2__ hours Non lecture __4__ hours)									
CO3	Define <i>Karma</i> acco. to various <i>Darshana</i> and <i>Ayurveda</i> .	Cognitive Recall	Must know	Knows	Lecture	Written And Viva	F&S	II	
CO3	Compare the <i>Karma Lakshana</i> (characteristics) from <i>Charaka Samhita</i> and <i>Darshana</i>	Cognitive Comprehension	Must know	Knows	Lecture/ Group discussion/ Flipped Classroom	Written And Viva	F&S	II	
CO3	Explain the types of <i>Karma</i>	Cognitive Comprehension	Must know	Knows	Lecture and discussion, demonstration	Written And Viva	F&S	II	
CO3	Describe the process of production and destruction of <i>Laukika Karma</i> with one	Cognitive Comprehension	Desirable to know	Knows how	Lecture and demonstration	Written And Viva	F&S	II	

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

	<i>Darshana.</i>								
CO3	Describe the <i>Anuvrutti Buddhi</i>	Cognitive Recall	Desirable to know	knows	Lecture and discussion	Written	F & S	III	
CO3	Explain the types of <i>Samanya</i> (Acc. To <i>Ayurveda</i> and <i>Darshana</i>)	Cognitive Recall	Must know	Knows	Lecture and discussion/ Flipped Classroom	Written And Viva	F & S	III	
CO3	Explain the importance of <i>samanya</i> in diagnosis and treatment	Cognitive Comprehension	Must know	Knows	Lecture and discussion/Case Based Learning	Written And Viva ,Quiz	S	III	
CO3	Identify the examples of <i>Dravya-guna-karma Samanya</i> with each <i>DOSHA-DHATU-MALA</i>	Cognitive Comprehension	Must know	Knows how	Lecture and Demonstration/ Group Discussion	Written And Viva , Open Book Test	S	III	
CO3	Recite the concern verses from <i>TarkaSangrah</i> and <i>Charak Samhita</i>	Cognitive Recall	Desirable to know	knows	Audio clip/ classroom recitation	viva	F&S Recitation competition		
CO1	Discuss principle and examples in contemporary sciences which will enhance understanding the concept of <i>Samanya</i> . For ex-system biology	Cognitive Comprehension	Nice to know	knows	Self -Directed learning	-	F	III	
Topic - 7 . Vishesh vijñaneeyam									
Time (Lecture:- __3__ hours Non lecture __6__ hours)									
CO3	Explain <i>Vishesh</i> According to <i>Ayurveda</i> & <i>Darshana</i>	Cognitive Comprehension	Must know	Knows	Lecture and Group Discussion	Written And Viva	F&S	III	

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

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

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

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

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

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

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

Topic 3- Pratyaksha Pariksha/Pramana Time (Lecture:- __8_ hours Non lecture _14__hours)

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

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

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

	illustrations				Problem based learning / Group discussion	test			
CO4	Describe the practical application of Pratyaksha in Sharir, Nidan, Chikitsa and Anusandhan (research).	Cognitive / comprehension	Must know	Knows	Lecture/ case-based learning / Group discussion	Written And Viva	F&S	II	
CO4	Justify the role Pratyaksha (Observation and interpretation skills for generalization of results) in research	Cognitive / Application	Must know	Knows how	Lecture/ Activity based learning/ Problem based learning / Group discussion	Written And Viva	F&S	II	
CO4	Realizes importance as well as limitation of Pratyaksha	Affective	Must know	Knows	Group discussion	Viva	F&S	II	
CO4	Recite the concern Verses from Tarkasangrah & CharakSamhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competetion	F&S	II	
Topic 4 - Anumana pariksha/Pramana Time (Lecture:- _10__ hours Non lecture _15__hours)									
CO4	Describe Anumana	Cognitive / Recall	Must know	Knows	Lecture	Written And Viva	F&S	II	
CO4	Define the terms with an example (Anumiti, Paramarsha, Vyapti, Hetu, Sadhya, Paksha, Drishtanta)	Cognitive / Recall	Must know	Knows	Lecture/ enquiry based learning	Written And Viva, quiz	F&S	II	
CO4	Describe the types of anumana	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning/ group discussion	Written And Viva,	F&S	II	

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

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

					learning / Group discussion				
CO4	Describe the Importance of Yukti in Ayurveda	Cognitive / Recall	Must know	Knows how	Lecture / Activity based learning/ Problem based learning / Group discussion	Written And Viva	F&S	III	
CO4	Describe the practical application of Yukti in Sharir, Nidan, Chikitsa and Anusandhan (research).	Cognitive Recall	Must know	Knows how	Lecture/ Activity based learning/ Problem based learning / Group discussion	Written And Viva	F&S	III	
CO4	Recite the concern Verses from CharakSamhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	III	
8. Topic 6 – Upamana Pramana Time (Lecture:- __2_ hours Non lecture _4_ hours)									
CO4	Define Upamana..Enlist the types of Upaman	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	III	
CO4	Describe the Importance of Upamana in Ayurveda	Cognitive / Recall	Must know	Knows	Lecture/ Problem based learning / Group discussion	Written And Viva	F&S	III	
CO4	Describe the practical applications of Upamana in Sharir, Nidan, Chikitsa and Anusandhan.	Cognitive/ Comprehension	Must know	Knows	Lecture/ Game based learning/ Problem based learning / Group discussion	Written And Viva, quiz	F&S	III	
CO4	Recite the concern Verses from Tarkasangrah & Charak	Cognitive Recall	Desirable to know	kmows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	III	

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

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

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

List of Practicals

Course AyUG-PV_: Practical List

Marks: 100

Hours:- 45 (included in non Lecture hours)

SN	Name of Topic/ Name of Practical	Term	Activity / Practical
P1	Ayurved Nirupan	I	Ayurved Perception identification: Ask the meaning of Ayurveda to your parents, friends and family members (min 10) and write it, give your opinion on it. Introduction to communication skills. Conduct of survey.
P2	Darshana and Padartha	I	<ul style="list-style-type: none"> • Darshan concept development: Find and write names of different philosophies? • Discussions: meanings of philosophy, darshana, spirituality, religion. Are they same or different? Write in Activity Book.
P3	Hitayu/ Sukhayu lakshanas	I	<ul style="list-style-type: none"> • Identification of characters of Hitayu, & Sukhayu in Healthy individuals.
P4	Dravya	I	<ol style="list-style-type: none"> 1. Identification of Guna and Karma. Make a list of 10 dravyas surrounding you and identify Guna and Karma in it. 2. Panchbhautik nature identification: Demonstrate the Panchamahabhuta in any five ahara dravya and five sharira dravya/ avayava with a neat labeled diagramme. (ex-cell, blood, vata, pitta, kapha etc). 3. Determination of Directions: Identify the directions in and enlist the content in each direction in your campus. 4. Conceptualize Time : Discussion and understanding of Kala as per Ayurved and contemporary sciences. 5. Categorization of Aushadhi dravya by dominance of Mahabhoot e.g. Parthiv / Jaleeya/ Agney/ Vayaveey/ Akasheey dravya with reasons. 6. Early Clinical Exposure(ECE): Visit the OPD, find the diseases common for different age groups (balyavastha/ tarunyavastha/ vrudhdhavastha)

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

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

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

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

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

Practical									
A4 Course outcome	B4 Learning Objective (At the end of the session, the Students should be able to)	C4 Domain/ sub	D4 Must to know/ 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
	Practical1-Ayurved Nirupan Time (practical- 2 hours)								
CO1	Define Ayurved	Cognitive Recall	MK	knows	discussion	Viva	F & S	I	
CO1	Conduct the survey to identify the perception about Ayurved in the society	Psychomotor	MK	Shows	Demonstration/ discussion	Viva	F&S	I	
	Practical2-Darshan and Padarth (Practical- 1hour)								
CO2	Discuss and compare the meanings of philosophy, darshana, spirituality, religion.	Cognitive / Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F &S	I	
CO2	Find and write names of different philosophies?	Cognitive/Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I	
Practical - 3(hitayu/Sukhayu) Time (Practical/ Clinical 2 hours) :									

CO 1	Discuss characters of hitayu, & Sukhayu	Cognitive /Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I	
CO 1	Identifies characters of hitayu, & Sukhayu in healthy individuals	Cognitive / Comprehension	MK	Knows How	Demo/Practical	Viva	F& S	I	
Practical 4- Dravya 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 pentaelemental nature of Ahar Dravya Aushadh Dravya in given examples	Cognitive/ Comprehension	MK	Shows	Practical/Demonstration	Viva/ Practicals	F& S	I	
CO1,3	Identify the Guna and Karma in the given dravya	Cognitive/ Comprehension	MK	Knows how	Practical/Demonstration	Viva/ Practicals	F&S	I	
CO1,3	Categorize the Aushadhi dravya by dominance of Mahabhoot e.g. Parthiv /Jaleeya/ Agney/ Vayaveey/ Akasheey dravya with reasons	Cognitive/ Comprehension	MK	Knows how	Practical/Demonstration	Viva/ Practicals	F&S	I	
CO1,3	Identify the directions in and enlist the content in each direction in your campus.	Cognitive/ Comprehension	MK	Knows how	Practical/Demonstration	Viva/ Practicals	F&S	I	
CO1,3	Discus the concept of Kala as per Ayurved and	Cognitive/ Recall	MK	Knows	Demonstration/ discussion/	Viva	F&S	I	

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

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

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

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

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

					examples.				
CO4	Draw inference in various sciences on the basis of Vyapti.	Cognitive/ recall	MK	knows	Demonstration/ discussion/ brainstorming	Practical/De monstration	F&S	II	
Practical -10 Samanya Vishesh Siddhant Time (Practical/ Clinical 5 hours)									
CO 3	Discuss Samanya vishesh Siddhant	Cognitive/ Rcall	MK	Knows	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO 3	Identify and classifies Samanya vishesh Siddhant with type in given examples.	Cognitive/ Comprehe nsion	MK	Knows how	Demonstration/ Practical/ Ask examples or encourage to identify examples.	Viva/ Practical	F&S	III	
CO 3	Identify samanyatva and visheshatva among plants in Vanaushadhi udyan	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration.	Viva/ Practicals	F&S	III	
CO 3	Make a chart/ eChart of food articles and activities to illustrate the relationship of samanya/vishesha with dosha-dhatu-malas.	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Presentation/ Viva/ Practicals	F&S	III	
CO 3	Make a poster seasonal vegetables and fruits which are Samanya/Vishesha with the dosha.	Cognitive/ Comprehe nsion	MK	Knows how	Practical	Presentation /Viva/ Practicals	F&S	III	
Practical -11 Samavay Time (Practical/ Clinical 1 hour)									

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

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

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

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

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

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

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

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

6 B - Scheme of Assessment (formative and Summative)

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

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

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

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

6 D -Evaluation Methods for Periodical Assessment

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

6 E- Paper Layout

I PROFESSIONAL BAMS EXAMINATIONS

AyUG-PV

Paper-I

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

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

I PROFESSIONAL BAMS EXAMINATIONS

AyUG PV

Paper-II

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

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

6 F- Disribution of Theory Exam

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

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

6 G- Question paper blue print
Paper I –

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

Paper II

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

6 H Distribution of Practical Exam

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

SN	Heads	Marks
1	Practical (Total Marks 100)	100
a.	Spotting (4 Spots) Problem based on Principles in PV. Topics 1. Pratyaksha praman/Pratyaksha Badhakar Bhav 2. Vada (Any one) 3. Abhav/Samavay 4. Upaman/Yukti	20
b.	Journal of Activity book/ Projects. (Viva on journal and communication skill)	20
c.	Practical I (10 Marks Each) 1. Identify panchamahabhoot dominance in the given dravya 2. Identify Samanya- Vishesh in the given dravyas 3. Identify the Gunas in the given dravyas (Use different dravys for different students.)	30
d.	Practical II (Problem based questiones/ Situations)(10 Marks Each)(Any three) 1. Identify and explain the Karya Karan with types in given problem 2. Frame and Write Panchavayav vakya for the given anumana. 3. Identify Vyapti, Paksh, Sadhya, Hetu, Pakshadharmata, Sapaksha, Vipaksha 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	

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

7. References /Resources

Reference Books

PadarthaVignana books

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

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



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



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



Samhita

NCISM
**I professional Ayurvedacharya
 (BAMS)**

Subject Code: AyUG-SA1

Samhita Adhyayan 1

Summary

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

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

PREFACE

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

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

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

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

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Course Code and Name of Course

	Course code	Name of Course
	AyUG-SA1	Samhita Adhyayan 1

AyUG SA1 Course

Table 1- Course learning outcomes and matched PO.

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

Table 2 : Contents of Course AyUG-SA1

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

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

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

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

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

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

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

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

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

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

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

AyUG-SA1 Learning Objective									
A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/s ub	D3 Must to know/ desirabl e to know/Ni ce to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formati ve /summat ive	I3 Te rm	J3 Integra tion
Topic 1- Introduction To Samhitas: Time (Lecture:-15 ; Non lecture:-09 hours)									
CO1	Explain the term Samhita	Cognitive/ Comprehe nsion	Must know	Knows	Lecture	Written or Viva	F & S	I	
CO1	Identify Bruhatrayee	Cognitive/ Recall	Must know	Knows	Lecturer	Written or Viva	F & S	I	
CO1	Discuss the various Samhitas and Commentaries in brief	Cognitive/ Comprehe nsion	Must know	Knows	Lecturer / Group Discussion	Written or Viva	F & S	I	
CO1	Discuss the various preceptors, aut hours, redactors and commentators in brief	Cognitive/ Comprehe nsion	Must know	Knows	Lecturer	Written or Viva	F & S	I	
CO1	Apply various Tantrayukties like Adhikaran, Yoga, Padarth, Uddesh, Niradesh, Vaakyashesh, Prayojan, Upadesh, arthapatti, Ekant,	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	Formativ e	I	

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

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

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

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

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

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

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

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

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

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

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

Topic -5 Ashtang Hriday Samhita – Sutrasthan- Chapter 4. Roganutpadaniya Adhyaya--Time (Lecture:- 05 ; Non lecture 04 hours)

CO6	Enlist the adharaneeya vega (natural urges not to be suppressed by force)	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of adhovata (flatus) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of purisha (fecal matter/ defecation) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of mootra (urine) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of udgaar (belching) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of kshvathu (sneezing) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of trushna (thirst) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	

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

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

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

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

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

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

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

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

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

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

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

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

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

CO5	Justify the predominance of Dravya	Cognitive/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	

CO5	Discuss the hierarchy of active principles of Dravya (matter)	Cognitive/Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO5	Define Prabhava	Cognitive/Recall	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO5	Recall the exemplified functions of various active principles	Cognitive/Recall	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO5	Describe the Saman pratyayarabdha and Vichitra-pratyayarabdha 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 Hriday Samhita – Sutrasthan- Chapter 10. Rasabhedhiya Adhyaya- Time (Lecture:- 05 ; Non lecture 04 hours)

CO2	Describe the formation of rasa from mahabhoota	Cognitive/Comprehension	Must know	Know	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	II	Dravyaguna
CO2	Identify the examples and exceptions of the six rasa	Cognitive/Comprehension	Must know	Know	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	II	Dravyaguna
CO2	Explain the features of six rasa with examples and exceptions	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	II	
CO2	Explain the functions of six rasa	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	II	

CO2	Describe the symptoms due to excess use (atiyog) of the six rasa	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	II	
CO2	Analyze the tartamatva of rasas (hierarchy of rasa on the basis of characteristics)	Cognitive/Application	Must know	Knows how	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	II	Dravyaguna
CO2	Enlist the 63 types of permutation and combination of rasa	Cognitive/Recall	Nice to know	Know how	Lecturer Audio-Visual aids	Written or Viva	F & S	II	Dravyaguna
CO2	Classify the dravyas according to the rasa skand (group)	Skill	Must know	Know how	Discussion/activities based proformas	Viva/Activities	F & S	II	
CO2	Recite the shloks-1-21, 33-38	Cognitive/Recall	Must know	Knows	Self-learning	Written or Viva	F & S	II	
CO1	Identify Uddesh, Niradesh, Apavarga Tantrayukties in this chapter.	Cognitive/Application	Must know	Knows how	Lecturer/Group discussion	Viva	F & S	II	
<u>Topic -12 Ashtang Hriday Samhita – Sutrasthan- Chapter 11. Doshadi Vijnaniya Adhyaya- Time (Lecture:- 08 ; Non lecture 05 hours)</u>									
CO3	Discuss the importance of dosha dhatu mala	Cognitive/Application	Must know	Know how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	
CO3	Explain dosha dhatu mala prakruta karma (normal functions)	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	

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

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

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

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

CO1	Identify Apadesh, Samucchaya Tantrayukties in this chapter Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III	
Topic -14 Ashtang Hriday Samhita – Sutrasthan- Chapter 13 Doshopakramaniya Adhyaya-Time (Lecture:- 07 ; Non lecture 06 hours)									
CO3	Explain the therapeutic procedures and specific management of vata, pitta and kapha dosha	Cognitive/ Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	III	
CO6	Explain the seasonal regimen to be adopted in various combinations of vitiated Doshas	Cognitive/ Comprehension	Must know	Knows	Lecture/Group Discussions	Written or Viva	F & S	III	
CO6	Discuss the importance of treatment of doshas in accumulation stage	Cognitive/ Application	Must know	Knows how	Lecture/Group Discussions	Written or Viva	F & S	III	
CO6	Differentiate the accurate and inaccurate therapeutic procedures.	Cognitive/ Comprehension	Must know	Knows how	Lecture/Group Discussions	Written or Viva	F & S	III	
CO6	Elaborate the factors responsible for movement of doshas from koshta to shakha and shakha to koshta.	Cognitive/ Comprehension	Must to know	Knows how	Lecture	Written or Viva	F & S	III	
CO6	Elaborate the concept of tiryag-gatadosha (migration to other abodes) and its treatment principle.	Cognitive/ Comprehension	Must to know	Knows how	Lecture	Written or Viva	F & S	III	
CO6	Describe the line of treatment for SthaniDosha (native) and AagantuDosha (immigrant)	Cognitive/ Comprehension	Must to know	Knows how	Lecture	Written or Viva	F & S	III	

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

CO6	Describe the indications of shodhan and shaman therapies	Cognitive/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	
Topic -16 Ashtang Hriday Samhita – Sutrasthan- Chapter 15, Shodhanadigana Sangraha Adhyaya- Time (Lecture:- 02 ; Non lecture 04 hours)									
CO7	Select the vaman, virechan, niruha, nasya gana according to their functions	Cognitive/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	
Topic-17. Charak Samhita Sutrasthan Chapter 1. Dirghamjivitiyam Adhyaya; Time (Lecture:- 07 ; Non lecture 02 hours)									
CO1	Discuss the Ayurvedavataranam (Genealogy of Ayurveda)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO8	Discuss the chaturvarga and its main factor for achieving it	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	

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

CO6	Explain the three causative factors of disease	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO6	Explain the abode of vyadhi and arogya	Cognitive	Must know	Show how	Lecture	Written or Viva	F & S	I	
CO2	Discuss the characteristics of Atma	Cognitive	Must know	Know how	Lecture	Written or Viva	F & S	I	
CO6	Explain the sharira and manasa doshas	Cognitive	Must know	Know how	Lecture	Written or Viva	F & S	I	
CO6	Discuss the treatment of sharira and manasa doshas	Cognitive	Must know	knows How	Lecture	Written or Viva	F & S	I	
CO3	Discuss the gunas of vayu and its treatment	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO3	Discuss the gunas of pitta and its treatment	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO3	Discuss the gunas of shleshma and its treatment	Cognitive	Must know	Knows How	Lecture	Written or Viva	F & S	I	
CO6	Discuss about the treatment for sadhya and asadhya vikara (curable and incurable disease)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO2	Explain the rasa	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO2	Classify the dravya based on their effects on body and their origin	Cognitive	Must know	Know how	Lecture	Written or Viva	F & S	I	
CO7	Enumerate the dravya based on the useful parts (upayuktanga)	Cognitive	Desirable to know	Know how	Lecture/Mul media aids	Written or Viva	F & S	I	
CO7	Discuss about the identification of drugs by name, form and its action	Cognitive	Must know	Know how	Lecture/Mul media aids	Written or Viva	F & S	I	

CO8	Discuss about the duties for one aspires to be a physician.	Cognitive	Must know	Know how	Lecture	Written or Viva	F & S	I	
CO7	Discuss about the best drug	Cognitive	Must know	Know how	Lecture	Written or Viva	F & S	I	
CO8	Discuss about the best physician endowed with all good qualities	Cognitive	Must know	Know how	Lecture	Written or Viva	F & S	I	
CO2	Recite the shlokas 15, 24,28,29, 31, 41, 42, 44-67, 134,135	Cognitive/ Recall	Must know	Shows	Swadhyaya (self learning)	Written or Viva	F & S	I	
CO1	Identify Uddesha, Niradesh Tantrayukties in this chapter	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	I	

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

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

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

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

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

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

					Group Discussion				
CO4	Justify the importance of the procedures mentioned as dincharya	Cognitive/ Application	Must know	Shows how	Group Discussion	Group Discussion/ Project work	Formative and Summative	II	
CO2	Recite the shlokas 4, 12-13, 34-35, 56-57, 68-69, 81-83, 103	Cognitive/ Recall	Must know	Shows	Swadhyaya (self learning)	Viva	F & S	II	
CO1	Identify Upadesh, Padarth,, Nidarshan Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
CO4	Research Updates: Role of Dinacharya to maintain circadian rhythm Role of therapeutic message for cell rejuvenation Mechanism of satiation and proper quantity of food (Sauhitya Matra)	Cognitive	Nice to know	Knows how	Lecture; Audio-visual aids	Group discussion	-	II	
Topic-22. Charak Samhita Sutrasthan Chapter-6. Tasyashiteeya Adhyaya-Time (Lecture:- 04 ; Non lecture 04 hours)									
CO2	Discuss the importance of Classification of Samvastara	Cognitive/ Comprehension	Must know	Knows how	Lecture Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	
CO2	Explain the significance of Visarga Kala	Cognitive/ Comprehension	Must know	Know how	Lecture Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CO2	Discuss importance of ashta trika.	Cognitive/ Application	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO2	Recitation of Shloka number 18,19,20,21,22,23,24, 25, 47.	Skill	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO1	Identify Swasadnyaa, samucchaya , Samshaya, Nirvachan Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III	

Topic-28. Charak Samhita Sutrasthan Chapter-12. Vatakalakaliya Adhyaya-Time (Lecture:- 04; Non lecture 05 hours)

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

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

Table 4 : Practical/ Activities for AyUG - SA 1

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

Table 5: Non Lecture Activities Course AyUG-SA1

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

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

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

	<p>(inadequate quantity of food) and atimatra (excess quantity of food) ahara:- (Video clip of patient suffering from a type of Ajeerna can be shared in class and then group wise discussion on the concept.)</p> <p>Group Activity- Differentiate between the food items recommended and non-recommended for daily use:- Cross refer the previous chapters and demonstrate the rationale behind the wholesome or unwholesome nature of these enlisted Dravyas referring their qualities.</p>		
11.	<p>9. Dravyaadi Vijnaniya Adhyaya- Application of concepts- Enlist the dravyas according to Rasa, Veerya, Vipaka, Prabhav. (Can refer chapter 5,6,10 of Ashtang Hriday and Chapter 2, 3, 4 of Charak Samhita). Apply the concepts learned in present chapter to understand the action of Dravyas.</p>	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 Vridhhi 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 Dosha Nidan. Student will identify possible causative factors responsible for vitiation of Doshas in given problem.		
15.	<p>13. Doshopakramaniya Adhyaya- Case Based learning-(CBL)- Group activity- Observe the signs and symptoms of Ama in any five patients (Group wise) and present and discuss it in class.</p> <p>Seminar Presentation-</p> <ol style="list-style-type: none"> Understand Aushadha Kaal in relation with suntypes of Vata Dosha. Recognize the principles applicable during treatment of Saam Dosha and Dushyas. 	III	6 hrs
16.	<p>14. Dvividhopakramaniya Adhyaya-</p> <p>Case based learning- Find out the causative factors of Atishualya in present era (On the basis of predesigned proforma) CBL Share video clip of any patient suffering from Atikarshya- On the basis of previous learning discuss the contributing factors responsible for malnourishment. (Explore Dhatu Sneha Parampara in present context).</p>	III	5 hrs
17.	<p>15. Shodhanadigana Sangraha Adhyaya- Group Presentation- Divide the various Aushadha Vargas among students and a group will represent each varga and related practical information.</p>	III	4 hrs
	Charak Samhita – Sutrasthan (1-12 Adhyaya)		
18.	<p>CS Su 1. Deerghanjiviteeya Adhyaya-</p> <p>Compilation work: (based on commentry)</p> <ul style="list-style-type: none"> Student has to write 20 terminologies with meanings referring Chakrapani commentary. Then after these terms shall be discussed in class. 	I	2

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

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

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

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

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

6 B - Scheme of Assessment (formative and Summative)

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

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

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

6 D - Evaluation Methods for Periodical Assessment

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

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

6 E - Paper Layout

I PROFESSIONAL BAMS EXAMINATIONS

AyUG-SA1

Time: 3 Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

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

6 F - Disribution of Theory Exam

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

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

6 G - Question paper blue print

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

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

	All questions on Must to know. No Questions on Nice to know and Desirable to know	3. Topic no. 12 (A.H.Su.Ch.11) / Topic no. 13 (A.H.Su.Ch.12)/ Topic no. 14 (A.H.Su.Ch.13)/ Topic no.15 (A.H.Su.Ch.14) / Topic no.28 (C.S.Su.Ch.12) 4. Topic no. 9(A.H.Su.Ch.8)/ Topic no. 10 (A.H.Su.Ch.9) / Topic no.11 (A.H.Su.Ch.10)/ Topic no. 27 (C.S.Su.Ch.11)/ Topic no.5 (A.H.Su.Ch.4)/ Topic no. 23 (C.S.Su.Ch.7)
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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		Viva (75 Marks)	
	1	Viva on Record Book (of yearly conducted non lecture activities) (Refer Table 5)	15
	2	Viva on Shloka Book and Shloka Recitation (Ref table 3. Recitation)	10
	3	Identification of Tantrayukti Viva on .Introduction to Samhita (ref Table 2: 1)	15
	4	Viva Voce on AH	15
	5	Viva Voce on Ch Su	15
	6	Communication Skill	05
B		Internal Assessment	15
C		Electives	10
		Total Marks	100

7. Reference books/Resources

- **Introduction to Samhita**

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

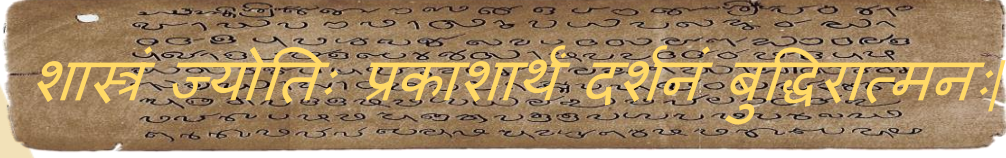
- **Ashtang Hridaya**

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

- **Charak Samhita**

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

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



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

SANSKRIT AND HISTORY OF AYURVEDA

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



प्राणाभिसरः प्राणायतनानाम्

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



Sanskritam

NCISM
I professional Ayurvedacharya
(BAMS)

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

Summary

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

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

Preface

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

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

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

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

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Course Code and Name of Course

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

AyUG SN & AI Course

Table 1- Course learning outcomes and matched PO.

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

Table 2 : Contents of Course AyUG SN & AI

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CO 3, CO 6	A) Discriminate the विभक्ति and their meaning. B) Identify the karakas from Ayurveda texts like करणम् कारणम् C) Construct sentences. D) Translate sentences from English to	Cognitive domain - Synthesis problem solving	Must know	Shows how	Lectures with Power point presentation. Group Discussions	Oral & Written objective type very short answer / compare differentiate /	F&S	A)– I B) – II C) – III D) - III	
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	Sanskrit & from Sanskrit to English.					meaning with reference to the context etc Assignments on identification of the karakas used in the Ayurveda basic principle terms like करणम् कारणम् .			
Topic 6- सन्धिः (15 marks) Time: 20 Hrs (Lecture:- 10 hours Non lecture 10 hrs)									
CO 2, CO 6	6.1 Identify सन्धिः Explain the meaning of the context by splitting. Formulate the joined words while writing the sentences	Cognitive domain - Application and problem solving	Must know	Knows how	Lectures with Power point presentation. Group Discussions Classes by the students Ashtang hrudaya with the सन्धिः	Oral & Written Objective type, very short answer – compare, differentiate etc. Assignments to find the सन्धिः in Ashtangahrudaya Quiz on सन्धिः	F&S	II	
CO 2, CO 6	6.2 Identify सन्धिः Explain the meaning of	Cognitive domain - Application and problem solving	Must know	Knows how	Lectures with Power point presentation. Group Discussions	Oral & Written objective type very short	F&S	II	

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

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

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

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

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

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

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

Paper II Part A - Sanskrit Learning Objective									
A3 Course outcome	B3 Learning Objective (At the end of the session, the Students should be able to)	C3 Domain/sub	D3 Must to know/ desira ble to know/ Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Form ative /sum mative	I3 Te rm	J3 Integr ation
Topic 1- निरुक्ति/ Paryaya padani (15 marks) Time: 18 Hrs. Lecture:- 7 hours (A-2, B-5) Non lecture 13 (A- 4, B-4, C-5 hrs)									
CO 2, CO 5	<p>Explain the meaning of the words and their synonyms with the help of their nirukti (निरुक्तिः)</p> <p>A) आयुः ,शरीर, मनः, अग्निः, जलम्, वातः, पित्तम्, कफः</p> <p>B) रस, रक्त, मांस, मेद, अस्थि, मज्जा, शुक्र , इन्द्रियम्, श्रोत्र, चक्षु , ,रसना, घ्राण</p> <p>C) धी, धृति, स्मृति ,बुद्धी , ,मति प्रज्ञा ,मूत्र ,पुरीषः, स्वेद, आत्मा, रोगः, निदानम् ,रोगि ,: भेषजचिकित्सा , आदि</p>	Cognitive domain - comprehension	Must know	Knows how	<p>Lectures with Power point presentation.</p> <p>Flipped classroom</p> <p>Peer learning</p> <p>Ayurveda Samhita</p> <p>Group Discussions</p>	<p>Oral & Written objective type</p> <p>very short answer</p> <p>compare differentiate meanings</p> <p>meaning with reference to the context etc</p> <p>Assignments</p> <p>Open book test</p>	F & S	A- I B – II C- III	Sa mh ita, Kr iya Sh ari r, Ra ch an a Sh ari r.
Topic 2- परिभाषापदानि (20 marks) Time 25 Hrs (Lecture:- 10 (A-2, B-4, C- 4 hours) Non lecture 15 (A- 5, B-5, C-5 hrs)									

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

<p>Write the पदच्छेदं विग्रहवाक्यम् अन्वयः वाच्यार्थ and भावार्थम् Of shlokas</p> <p>A) अष्टाङ्गहृदयम् सूत्रस्थानम् – अध्यायतः सर्वाणि सूत्राणि १.आयुष्कामीयम् २.दिनचर्या ३.रोगानुत्पादनीयम् B) अष्टाङ्गहृदयम् सूत्रस्थानम् – अध्यायतः सर्वाणि सूत्राणि दोषादिविज्ञानीयम् दोषभेदीयम् दोषोपक्रमणीयम् द्विविधोपक्रमणीयम् C) वैद्यकीय सुभाषितसाहित्यम् – shloka numbers - प्रथमः 1, 2 द्वितीयः 1, 7 तृतीयः 9 चतुर्थः 2, 3 पञ्चमः 2, 3 षष्ठः 1, 4, 7 सप्तमः 2, 5, 17 अष्टमः 13, 12 नवमः 12, 13 दशमः 1, 19 एकादशः 1, 2 द्वादशः 1, 6</p>				Group Discussions	<p>Short answer Assignments on writing पदच्छेदं विग्रहवाक्यम् अन्वयः वाच्यार्थ भावार्थम्</p>			
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	त्रयोदश: 1, 7, 8, 9 चतुर्दश: 2, 3, 4 पञ्चदश: 7, 10 षोडश: 5, 6 सप्तदश: 1, 4 अष्टादश: 1, 2, 3 एकोनविंशति: 2, 3, 4 विंशति: , 12, 3, 4								
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Topic 4 - पञ्चतन्त्र-अपरीक्षितकारकम् ५ अध्याय (15 marks) Time 07 Hrs (Lecture:- 03 hours Non lecture 04 hrs)

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

A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/sub	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formative /summative	I3 Term	J3 Integration

Topic 1- Time (Lecture:- 1 hour, Non lecture 2 hours)									
CO 8	Describe Etymological derivation (Vyutpatti), syntactical derivation (Niruktti) and definition of the word Itihasa.	Cognitive/ Knowledge (K)	Must know	Knows	Lecture & Group Discussion,	Written MCQ	F & S	I	
CO 8	Describe of knowledge of history, its significance and utility, means and method of Ayurveda history	Cognitive/ comprehension	Must know	Knows	Lecture & Group Discussion, Tutorial, Video clips	Written MCQ Discussions or debate	F	I	
CO 8 CO 9	Explain Different Time periods relevant for the Study of Ayurveda itihasa (viz, Prevedic, Vedic, Samhita kala, Sangraha kala etc.)	Cognitive/K	Must know	Knows	Lecture & Group Discussion, Tutorial, Charts, Edutainment.	Written MCQ	F & S	I	
Topic 2- Time (Lecture:- 1 hour, Non lecture 2 hours)									
CO 8 CO 9	Explain different opinions of origin and lineage of Ayurveda available in Samhitas and Samudra manthana and origin of Dhanvantari.	Cognitive/K	Must know	Knows	Lecture, video & Group Discussion	Written MCQ	F & S	I	
CO 8 CO 9	Outline 2-3 references of Ayurveda in Veda, Upanishat and Puarana	Cognitive/K	Desirable to know	Knows	Lecture, charts & Group Discussion, SDL	Written MCQ, Online search of Archiological sites for Ayurved. Presentation by Students,	F	I	

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

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

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

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

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

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

List of Practicals

Hours: 180 Hrs

[illegible]

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

	desirable language.	comprehension, synthesis.			Record writing				
Practical 3 - Translation from desirable language to Sanskrit. Time: 15 Hrs. (Practical/ Clinical 15 hrs)									
CO 3, 4, 5, 6	Translate from desirable language to Sanskrit.	Cognitive domain - comprehension, synthesis.	Must to know	Shows how	Demonstration Group Activity Record writing	Oral Written	F & S	II	
Practical 4- सम्भाषण भाषा पठनम् Spoken Sanskrit Time: 15 Hrs (Practical/ Clinical 15 hrs)									
CO 6, 7	Apply Sanskrit grammar. Write a small paragraph or Script. Speak atleast 5 to 10 lines in Sanskrit fluently. Stage a skit.	Cognitive domain - 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	
<p>P5 All activity based practicals from above table are enlisted. (In table 2 and Table 3) They are as follows: (NLH 120)</p> <ol style="list-style-type: none"> 1. Presentation of videos about Maheshwar Sutra, Prayatna, Uccharana Sthanani etc. 2. Graphical Representation of Vocal system 3. Reading / Pronunciation 4. Preparing different Shabdarupani and recitation 5. Preparing different Kriyapadani. 6. Practical on Karakani. 7. Practical on Pratyayas 									

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

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

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

Topic wise details –

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

Ayurved Itihas-

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

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

S.No.	Subject Code	Papers	Theory	Practical/Clinical Assessment					Grand Total
				Practical/Clinical	Viva	Electives	IA	Sub Total	
1.	AyUG-SN & AI	2	200	-	75*	10 (Set-FA)	15	100	300
*Viva voce examination shall be for Sanskrit and not for Ayurved 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
Final IA	Average of Three Term Assessment Marks as Shown in 'H' Column.							
	Maximum Marks in Parentheses *Select an Evaluation Method which is appropriate for the objectives of Topics from the Table 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C. ** Conduct Theory (100 Marks)(MCQ(20*1 Marks), SAQ(8*5), LAQ(4*10)) and Practical (100 Marks) Then convert total marks to 15 marks.							

6 D- Evaluation Methods for Periodical Assessment

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

6 E- Paper Layout

I PROFESSIONAL BAMS EXAMINATIONS

AyUG SN & AI

PAPER-I

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100 Sanskrit

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

I PROFESSIONAL BAMS EXAMINATIONS

AyUG SN & AI

PAPER-II

Time: 3 Hours

INSTRUCTIONS: All questions compulsory

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

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

6 F- Disribution of Theory Exam

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

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

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

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

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

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

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

6 G- Question paper blue print Paper I – Sanskrit

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

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

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

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

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

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

7. References/ Resources

Sanskrit

Books

1. संस्कृतपाठ्यपुस्तकम् प्रथमः तथा द्वितीयभागः- Sanskrit for Ayurveda part- I and Part –II Published by CCIM New Delhi
2. आयुर्वेदस्य भाषा-पञ्चभागः- Ayurvedasya bhaSha part I to part –V samskrita samvardhana prathisthan mumbai
3. लघुसिद्धान्तकौमुदिः - वरदराज - Laghusiddhantakaumudi of bhattojidikshita
4. सिद्धान्तकौमुदि – भट्टोजिदीक्षितः siddhantakaumudi
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