

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



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



प्राणाभिसरः प्राणायतनानाम्

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



Samhita

NCISM
**I professional Ayurvedacharya
(BAMS)**

Subject Code: AyUG-SA1

Samhita Adhyayan 1

Summary

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

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

PREFACE

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

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

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

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

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Course Code and Name of Course

	Course code	Name of Course
	AyUG-SA1	Samhita Adhyayan 1

AyUG SA1 Course

Table 1- Course learning outcomes and matched PO.

SR1 CO No	A1 Course learning Outcomes (CO) AyUG SA1 At the end of the course AyUG-SA1, the students should be able to-	B1 Course learning Outcomes matched with program learning outcomes.
CO1	Distinguish the different <i>Samhitas</i> , their importance and methodology and familiarize with the tools of <i>Samhita Adhyayan</i> . (eg: <i>tantrayukti</i>)	PO2, PO9
CO2	Interpret and apply the <i>sutras</i> from the <i>Samhitas</i> .	PO1
CO3	Apply and evaluate the <i>Tridosha</i> , <i>Saptadhatu</i> and <i>Mala</i> principles (theory).	PO1, PO3, PO5
CO4	Practice and prescribe <i>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.	<p>Introduction to Samhita-</p> <p>i. Definition of Samhita and its types and nomenclature. (Samhita- forms, nomenclature, commentary, types etc.)</p> <p>ii. Brief Introduction of Samhitas (Bruhatrayee), their commentaries and commentators (Preceptors, aut hours, redactors, commentators)</p> <p>iii. Tantrayukti, Tantraguna and Tantradosha</p> <p>iv. RachanaShaili & BhashaShaili (Composition and Language style) of Bruhatrayee.</p> <p>v. Anubandha Chatushtya</p> <p>vi. Ashta-Prashna</p> <p>vii. Trividha Jnyanopaya</p>	1	(Indicated in Viva)	15	09
Ashtang Hriday Samhita - Sutrasthan (1-15 Adhyaya) -			50 marks		
2.	<p>AH Su.1. Ayushkamiya Adhyaya-</p> <p>i. Ashtang Hridaya parichaya (Introduction to Ashtang Hridaya)</p> <p>ii. Dosha-dhatu-mala parichaya (Introduction to dosha, dhatus and mala)</p> <p>iii. Agni- koshta swarup (Concept of digestive fire and bowel habits)</p> <p>iv. Rasa, virya, vipaka prabhav guna parichaya (Introduction to rasa, virya, vipaka, prabhav and guna)</p> <p>v. Rog-aarogya swarup (Concept of health and disease)</p> <p>vi. Roga-aatur parikshan (Assessment of disease and diseased)</p> <p>vii. Desha and kaala parichaya (Introduction to habitat and time)</p> <p>viii. Chikitsa bheda (Types of treatment)</p> <p>ix. Pada chatushtaya Swaroopam (Concepts of four factors of treatment)</p> <p>x. Vyadhi sadhyasadyatva (Types of prognosis)</p>	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

	<ul style="list-style-type: none"> 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.	<p>AH Su.7. Annaraksha Adhyaya-</p> <ul style="list-style-type: none"> i. Rajnikate- Vaidyasthiti (Important place of Vaidya in Kings palace) ii. Savishanna Lakshanam (Properties of poisoned food) iii. Savishanna Pariksha (Examination of food contaminated with poison) iv. Savishanna-Lakshana- Aushadha (Signs of food poisoning and its treatment) v. Viruddha Aahar (Incompatible food and food practices) vi. Satmikaran Krama (Method of adaptation of wholesome food habits and to taper unwholesome food habits) vii. Aahar-Shayan-Abrahmacharya – Trayopasthambha (Three accessory pillars of Health) viii. Recitation of important shlokas 	II		04	03
9.	<p>AH Su.8. Matrashitiya Adhyaya-</p> <ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> 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	<p>AH Su.9. Dravyaadi Vijnaniya Adhyaya-</p> <ul style="list-style-type: none"> 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	<p>AH Su.10. Rasabhedhiya Adhyaya-</p> <ul style="list-style-type: none"> 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	<p>AH Su.11. Doshadi Vijnaniya Adhyaya-</p> <ul style="list-style-type: none"> 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 vrudhhi kshaya (treatment principles) v. Agni (Digestive fire) vi. General pathophysiology for origin of diseases vii. Ojus (Essence of dhatus) 	III		08	05

	viii. Vriddhi-kshaya bshesaja ix. Recitation of important shlokas				
13	AH Su.12. Doshabhedhiya Adhyaya- i. Dosha and dosha bheda (Dosha and their types) ii. Dosha chaya, prakopa, prasham karanani (Causes of dosha accumulation, aggregation and alleviation) iii. Trividhakarana (three causative factors of disease) iv. Trividha Roga marga (three pathways of disease) v. Aatura parikshbhaav (assessment methods) vi. Recitation of important shlokas	III		08	05
14	AH Su.13. Doshopakramaniya Adhyaya- i. Tridosha- upakrama (Treatment principles of vitiated doshas) ii. Shuddha-ashuddha chikitsa lakshana (Accurate and inaccurate treatment) iii. Dosha gati (movement of doshas inside the body) iv. Concept of aama v. Dasha aushadha-kaala (ten types of times for administering medicines) vi. Recitation of important shlokas vii. Research Updates – 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. Arogasya chaturvarge pradhanam karanam iii. Trisutra Ayurveda iv. Details of Shat padartha v. Ayurvedasya lakshanam tatha prayojan vi. Ayusho lakshanam paryayashcha vii. Samanyavisheshayorlakhanam viii. Tridanda ix. Vyadhinam trividho hetusamgrah x. Vyadhinam ashraya tatha Arogasya 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

	<ul style="list-style-type: none"> v. Anuvasana Dravya & Main Indications vi. Ashtavimshathi Yavagu vii. Panchakarma Mahatwa & Vaidya Guna viii. Recitation of important shlokas 				
19	<p>Ch S Su 3. Aragvadhiya Adhyaya-</p> <ul style="list-style-type: none"> i. Dwa Trimshath Churna Pradeha & Main Indications 	II		01	03
20	<p>Ch S Su 4. Shadvirechana-shatahritiya Adhyaya-</p> <ul style="list-style-type: none"> i. Shadvirechan aashrya ii. Panchkashaya yoni iii. Panchvidh kashaya kalpana iv. Panch kashaya shatani 	II		03	04
21	<p>Ch S Su 5. Matrashiteeya Adhyaya-</p> <ul style="list-style-type: none"> i. MatravatAhara ii. Nature of Ahara (Guru, Laghu) iii. AharaMatra iv. MatravatAharaPhala v. AharaSevanaVidhana on the bases of its nature vi. Swasthavrutta vii. Anjana viii. Dhumapana ix. Nasya x. Dantadhavana xi. Jivhanirlekhana xii. Gandusha xiii. Abyanga xiv. Parimarjana xv. VastraGandhaMalyadiDharana xvi. Shouchavidhi xvii. Kshoura Karma xviii. PadatraDharana xix. ChatraDharana xx. Important Shlokas for recitation xxi. Research Updates: Role of Dinacharya to maintain circadian rhythm Role of therapeutic message for cell rejuvenation Mechanism of satiation and proper quantity of food (Sauhitya Matra) 	II		03	05

22	Ch S Su 6. Tasyashiteeya Adhyaya- i. Classification Samvastara ii. Visarga Kala iii. Adana kal;a iv. Shadrutuvivechana and Charya v. Hamsodaka vi. Saatmya vii. Important shlokas for recitation viii. Research Updates: What causes the season: Summer and winter solistice- Equinoxes- Rotation of earth around sun.	II		04	04
23	Ch S Su 7. Naveganadharaniya Adhyaya- i. Adharneeya-Dharneeya vega lakshan, chikitsa ii. Vyayam (Details regarding exercise) iii. Ahita sevan evam varjya vidhi iv. Deha prakruti (Body constitution) v. Agantuja evam Pradnyaapradh janya vyadhi evam chikitsa vi. Impotant Shlokas for recitation vii. Research Updates: Corelation of genomic variation with the classification of Prakriti	II		04	04
24	Ch S Su 8. Indriyopakramaniya Adhyaya- i. Enumeration of Indriya, Dravya, Adhishthana, Artha, Buddhi ii. Manas Lakshana iii. Ekatvam of Manas iv. Sattvikatva, Rajasatva and Tamasatva of Manas v. Indriya PanchaPanchaka vi. Adhyatma Dravya Guna Sangraha vii. Mahabhuta – Indriya sambandh viii. Prakriti – Vikriti hetu ix. SadvrittaAnushthana x. Hetuchatushtaya xi. AnuktaSadvritta xii. Important Shlokas for Recitation xiii. Research updates: Mental health and gut microbiota.	II		04	03
25	Ch S Su 9. Khuddakachatushpada Adhyaya- i. Chikitsa Chatushpada ii. Roga-Arogya Lakshana	II		03	03

	<ul style="list-style-type: none"> 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	<p>Ch S Su 10. Mahachatushpada Adhyaya-</p> <ul style="list-style-type: none"> i. Catuspaada-bheshajam alam aarogyaayeti (aatreya-krta) ii. Bheshaja-abheshajayo tulyatva pratipaadana – (maitreya-krta) 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. Pratyakhyeya 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	<p>Ch S Su 11. Tisraishaniya Adhyaya-</p> <ul style="list-style-type: none"> i. TrividhaEshana (Three Desires of life) ii. Paralokaeshana iii. Chaturvidhpariksha 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, Nirdesh, Vaakyashesh, Prayojan, Upadesh, arthapatti, Ekant,	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	Formativ e	I	

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

CO1	Interpret Ashta 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 saptadhatus and mala.	Cognitive/ Recall	Must know	Know	Lecture	Written & Viva	F & S	I	
CO4	Explain the concept of Samsarga (combination of 2 dosha) & Sannipata	Cognitive/ Comprehension	Must know	Knows how	Lecture	Written & Viva	F & S	I	

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

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

CO6	Explain the two types of Bhesaja 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/Comprehension	Must know	Know how	Flipped Classroom Group Activity: self identification of Mistake they are doing Plan to rectify and reassessment after duration.(6 months)	Written or Viva	F & S	I	
CO4	Enumerate the types of bad deeds(Dasha Vidha Papakarma)	Cognitive/Recall	Must know	Know How	Flipped Classroom	Written or Viva	F & S	I	
CO4, CO8	Explain the concept of good principles and conduct (Sadvrutta)	Cognitive	Must know	Knows how	Flipped Classroom	Written or Viva	F & S	I	
CO4	Explain the principles of personal hygiene (shuddhi)	Cognitive/Comprehension	Must know	Knows how	Flipped Classroom	Written or Viva	F & S	I	
CO2	Recite the shlokas from 1 to 48	Cognitive/Recall	Must know	Show	Self-learning	MCQ/viva/quiz	F & S	I	
CO8	Assess and observe the Dincharya Principles.	Skill	Must know	Does	Proforma based assessment in healthy volunteers/ patients.	Work book- Viva	F & S	I	
CO8	Justify the importance of Dincharya	Cognitive/ Application	Must know	Does	Application of Principles in own life	Viva	F & S	I	
CO1	Identify Upadesh, Ekant, Prayojan Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	I	

Topic – 4. Ashtang 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/Comprehension	Must know	Knows How	Lecture	Written or Viva	F & S	I	
CO6	Explain vegdharan as the root cause for many diseases and its common treatment	Cognitive/Comprehension	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Explain the dharaneeya vega (urges to be controlled)	Cognitive/Comprehension	Must know	Knows How	Lecture/ Group discussion	Written or Viva	F & S	I	
CO8	Justify the importance of adharneeya and dharneeya vega to maintain health	Cognitive/ Application	Must know	Does	Group discussions	Group discussions/ Class activities	F & S	I	
CO6	Explain importance of Shodhana chikitsa (purification techniques)	Cognitive/Comprehension	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Explain the importance of Brumhana after Shodhana chikitsa	Cognitive/Comprehension	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Explain the concept of Aagantu roga (traumatic diseases) and its treatment	Cognitive/Comprehension	Must know	Knows How	Lecture	Written or Viva	F & S	I	
CO6	Discuss the concept of rutu-shodhana (elimination of doshas according to seasons)	Cognitive/ Application	Must know	Knows How	Lecture/Group Discussion	Written & Viva	F & S	I	

CO6 CO8	Describe the importance of healthy diet and regimen.	Cognitive/Comprehension	Must know	Knows How	Lecture/Group discussion	Written & Viva	F & S	I	
CO6	Comply with health rules regarding vegdharan and hita-aahar-vihar.	Cognitive/Comprehension	Must know	Shows		Group discussion/Class activities	F & S	I	
CO2	Recite the shlokas from number 1 to 22, 24-31, 35	Cognitive/Recall	Must know	Show	Self-learning	Written/viva/quiz	F & S	I	
CO3, CO6	Assess the sign and symptoms caused due to suppression of Adharaneeya Vegas.	Skill	Must Know	Show how	Proforma based assessment in healthy volunteers/patients.	Problem based assessment	Formative	I	
CO1	Identify Uddesh, Nirdesh, Tantrayukties in this chapter.	Cognitive/Application	Must know	Knows how	Lecturer/Group discussion	Viva	F & S	I	

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

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

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

CO5	Identify the characteristics of different oils	Cognitive/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	Dravyaguna
CO5	Enumerate the qualities of various types of mamsa (meat)	Cognitive/ Recall	Nice to know	Knows	Lecture discussion	Written or Viva	Formative	II	
CO5	Enumerate the qualities of various types of shaka	Cognitive/ Recall	Must know	Knows	Lecture discussion	Written or Viva	Formative and summative	II	Dravyaguna
CO5	Enumerate the qualities of various types of fruits	Cognitive/ Recall	Desire to know	Knows	Lecture discussion	Written or Viva	Formative	II	Dravyaguna
CO5	Enumerate the qualities of various types of krtannavarga (cooked food)	Cognitive/ Recall	Must to know	Know	Lecture discussion	Written or Viva	Formative and summative	II	Bhaishajy akalpana
CO5	Enumerate the qualities of various types of medicinal dravyas (herbs)	Cognitive/ Recall	Must know	Knows	Lecture discussion	Written or Viva	F & S	II	Dravyaguna
CO5	Classify certain common dravyas according to varga and functions	Skill	Must know	Show how	Group activities	Viva	F & S	II	
CO1	Identify Samucchaya, Prayojan, Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
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/ Comprehension	Nice to know	Know	Discussion	Written or Viva	Formative	II	

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

	swasadnya 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/Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO4	Describe how to quantify food	Cognitive/Comprehension	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO4	Determine the adverse effects of heena matra (inadequate quantity of food) and atimatra (excess quantity of food) ahara	Cognitive/Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO6	Discuss the etiopathogenesis, symptoms and treatment principles of Alasaka and Visuchika.	Cognitive/Application	Must know	Knows how	Lecture/PBL	Written or Viva	F & S	II	
CO6	Classify between various types of Apatarpan therapies	Cognitive/Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO6	Classify various types of ajeerna	Cognitive/Comprehension	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/Comprehension	Must know	Knows	Group discussion	Written or Viva	F & S	II	

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

Topic -10 Ashtang Hridaya 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-praty-arabdha Dravyas.	Cognitive/Comprehension	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO2	Recite the shlokas – 1,2,3, 4,10, 12, 13, 20,26,27,28	Cognitive/Recall	Must know	Knows	Self-learning	Written , Viva/quiz	F & S	II	
CO1	Identify 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, Nirdesh, Apavarga Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
Topic -12 Ashtang Hriday Samhita – Sutrasthan- Chapter 11. Doshadi Vijnaniya Adhyaya- Time (Lecture:- 08 ; Non lecture 05 hours)									
CO3	Discuss the importance of dosha dhatu mala	Cognitive/ Application	Must know	Know how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	
CO3	Explain dosha dhatu mala prakruta karma (normal functions)	Cognitive/ Comprehension	Must know	Knows how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	

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

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

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

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

CO1	Identify Apadesh, Samucchaya Tantrayukties in this chapter Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III	
Topic -14 Ashtang Hriday Samhita – 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 SthaniDosh (native) and AagantuDosh (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 saamadasha 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 Atisthauya with the treatment module	Cognitive/Comprehension	Must know	Know how	Lecture	Written or Viva	F & S	III	
CO6	Elaborate the concept of Atikarshya with the treatment module	Cognitive/Comprehension	Must know	Know how	Lecture	Written or Viva	F & S	III	
CO2	Recite the shlokas – 1 to 7, 31 to 36	Cognitive/Recall	Must know	Shows	Self-learning	Written or Viva	F & S	III	
CO1	Identify Nirvachan, Samucchay, Nidarshan Tantrayukties in this chapter.	Cognitive/Application	Must know	Knows how	Lecturer/Group discussion	Viva	F & S	III	
Topic -16 Ashtang 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 Ayurvedavatanam (Genealogy of Ayurveda)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO8	Discuss the chaturvarga and its main factor for achieving it	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	

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

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

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

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

CO7	Enumerate few Shiro Virechana Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Audiovisual aids/ Herbal garden visit	Written or Viva	F & S	II	Dravyaguna
CO7	Enumerate few Vamana Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Audiovisual aids/ Herbal garden visit	Written or Viva	F & S	II	Dravyaguna
CO7	Enumerate few Virechana Dravya & Main Indications	Cognitive	Desirable 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 Sutrashtan Chapter-05 Matrashiteeya Adhyaya_ Time (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	Swastarutt a
CO5	Define and enlist Nature of Ahara (Guru, Laghu)	Cognitive/ Recall	Must know	Knows how	Lecturer Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a
CO5	Explain the significance of MatravatAharaPhala	Cognitive/ Recall	Must know	Know how	Lecturer, Audio-Visual aids, Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a
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	Swastarutt a

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

					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	Swastarutt a, Panchakarma
CO6	Describe Parimarjana	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a,
CO4	Describe the VastraGandhaMalyadiDhara	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a,
CO4	Explain the concept of Shouchavidhi	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a,
CO4	Discuss the Kshourakarma	Cognitive/Comprehension	Must know	Know how	Lecturer Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a,
CO4	Define PadatraDharan with importance	Cognitive/Recall	Must know	Know how	Lecturer Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a,
CO4	Explain the ChatraDharana	Cognitive/Recall	Must know	knows How	Lecturer Audio-Visual aids	Written or Viva	Formative and Summative	II	Swastarutt a,

					Group Discussion				
CO4	Justify the importance of the procedures mentioned as dincharya	Cognitive/ Application	Must know	Shows how	Group Discussion	Group Discussion/ Project work	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/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
CO4	Research Updates: Corelation of genomic variation with the classification of Prakriti	Cognitive/ Recall	Desire to know	Know	lecture/ Audio- vidual aids	Group discussion	-	II	

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

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

CO4	State the predominant Mahabhuta in each Indriya	Cognitive/Recall	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Know the role of Indriya and Mana in Prakriti and Vikriti	Cognitive/Recall	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Discuss the Causes and Benefits of Sadvritta Anushthana	Cognitive/Comprehension	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Elaborate the Do's and Don'ts in Sadvritta	Cognitive/Recall	Must know	Know	Lectures/ Audio-Visual Aids/ Group Discussion	Written or Viva	Formative & Summative	II	
CO4	Explain Hetuchatushtaya	Cognitive/Recall	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	II	
CO4	State the guideline for Anukta Sadvritta	Cognitive/Recall	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	II	
CO2	Recite the shloka number 7-13, 34	Cognitive/Recall	Must know	Shows	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	II	
CO1	Identify Upadesh , Samucchaya, Yog Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	Formative & Summative	II	
CO4	Research updates: Mental health and gut microbiota.	Cognitive/ Application	Nice to know	Know	Lectures/ Audio-Visual Aids	Group discussion	-	II	
Topic-2CO Charak Samhita Sutrasthan Chapter-9. Khuddakachatushpada Adhyaya- Time (Lecture:- 03 ; Non lecture 03 hours)									
CO8	Cite Chikitsa Chatuspada (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 iimportance of Vaidya in the 4 components of healthcare	Cognitive/ Recall	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Write the Complications due to ignorant physician	Cognitive/ Recall	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Describe the Sadvaidya Qualities (good physician)	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Write the duties of the physician	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	II	
CO8	List Four types of Vaidya vritti (attitude of the physician)	Cognitive/ Recall	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	II	

CO8	Recite the shloka number 3,4,5,18,20,21, 24,25,26	Cognitive/ Recall	Must know	Shows	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Discuss the qualities and duties of a good physician	Cognitive/ Application	Must know	Shows how		Written or Viva	Formative	II	
CO1	Identify Uddesh, 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- bsheshajam alam aarogyaayeti (aatreya-krtā), Bsheshaja-absheshajayo tulyatva pratipaadana – (maitreya-krtā), Its conclusion by Atreya,	Cognitive/ Recall	Desirable to know	Knows	Lecture with substantiation of the point by mentioning contemporary examples	Written & Viva	F & S	II	
CO6	Explain the Cikitsaa sootram- Cikitsaayaam yasolaabhe kaaranam,	Cognitive/ Recall	Desirable to know	Knows	Lecture with substantiation of the point by mentioning	Written or Viva	F & S	II	

					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- Time (Lecture:- 06 ; Non lecture 05 hours)									
CO4	Explain the significance of the three desires for prana (life) and dhana(means of life).	Cognitive/ Recall	Must know	Know how	Lectures/ Audio- Visual Aids	Written & Viva	Formative & Summative	III	
CO4	Discuss the concept of paraloka	Cognitive/ Recall	Must know	Know how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO4	Discuss different opinions on the concept of punarjanma (re-birth)	Cognitive/ Recall	Must know	Know how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO2	Define characteristics of Aapta	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO2	Define pratyaksha, anumana and 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/Comprehension	Must know	Know how	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Discuss the three disease pathways	Cognitive/Comprehension	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO8	Classify the three types of physicians	Cognitive/Comprehension	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Describe daivavyapashraya, yuktivyapashraya and satvavajayachikitsa	Cognitive/Comprehension	Must know	Know how	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Describe antahaparimarjana, bahiparimarjana, shastrapr anidhanachikitsa.	Cognitive/Comprehension	Must know	Know how	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	III	

CO2	Discuss importance of ashta trika.	Cognitive/ Application	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO2	Recitation of Shloka number 18,19,20,21,22,23,24, 25, 47.	Skill	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO1	Identify Swasadnyaa, samucchaya , Samshaya, Nirvachan Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III	
Topic-28. Charak Samhita Sutrasthan Chapter-12. Vatakalakaliya Adhyaya-<u>Time</u> (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/Comprehension	Must know	Knows how	Lectures/Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO4	Describe the action of normal and aggravated Kapha	Cognitive/Comprehension	Must know	Knows how	Lectures/Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO4	Describe atreya's exploration on Tridosha and its importance	Cognitive/Comprehension	Must know	Knows how	Lectures/Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO4	Recite the shlokas-8,11,12	Cognitive/Recall	Must know	Shows	Lectures/Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO1	Identify Padartha, Vyakhyan, Anumat Tantrayukties in this chapter	Cognitive/Application	Must know	Knows how	Lecturer/Group discussion	Viva	Formative & Summative	III	

Table 4 : Practical/ Activities for AyUG - SA 1

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

Table 5: Non Lecture Activities Course AyUG-SA1

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

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

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

	<p>(inadequate quantity of food) and atimatra (excess quantity of food) ahara:- (Video clip of patient suffering from a type of Ajeerna can be shared in class and then group wise discussion on the concept.)</p> <p>Group Activity- Differentiate between the food items recommended and non-recommended for daily use:- Cross refer the previous chapters and demonstrate the rationale behind the wholesome or unwholesome nature of these enlisted Dravyas referring their qualities.</p>		
11.	<p>9. Dravyaadi Vijnaniya Adhyaya- Application of concepts- Enlist the dravyas according to Rasa, Veerya, Vipaka, Prabhav. (Can refer chapter 5,6,10 of Ashtang Hriday and Chapter 2, 3, 4 of Charak Samhita). Apply the concepts learned in present chapter to understand the action of Dravyas.</p>	II	4 hrs
12.	<p>10. Rasabhedhiya Adhyaya- Case based learning- Prepare proforma enlisting the sign and symptoms of excess consumption of six Rasas and regular diet pattern. Assess the predominance of Rasa consumption in patients or healthy volunteers. Then Correlate with the case findings.</p>	II	4 hrs
13.	<p>11. Doshadi Vijnaniya Adhyaya- Case Based learning-(CBL)- Assess the patient for Vriddhi and Kshaya Lakshanas of Dosha-Dhatu-Mala, based on predesigned proforma. Discuss these case findings later in class.</p>	III	5 hrs
14.	<p>12. Doshabhedhiya Adhyaya- Model making Activity- Working models on Dosha Sthanas or Subtypes of Doshas, Chaya, Prakop and Prashama of Doshas: PBL/CBL</p>	III	5 hrs

	Give one problem/case based on Samanya Dosh Nidan. Student will identify possible causative factors responsible for vitiation of Doshas in given problem.		
15.	<p>13. Doshopakramaniya Adhyaya- Case Based learning-(CBL)- Group activity- Observe the signs and symptoms of Ama in any five patients (Group wise) and present and discuss it in class.</p> <p>Seminar Presentation-</p> <ol style="list-style-type: none"> Understand Aushadha Kaal in relation with suntypes of Vata Dosha. Recognize the principles applicable during treatment of Saam Dosha and Dushyas. 	III	6 hrs
16.	<p>14. Dvidividhopakramaniya 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-shatahritiya 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 today's 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 - Distribution of Theory Exam

	AyUG-SA1	A List of Topics	B Term	C Marks	D Type of Questions "Yes" can be asked. "No" should not be asked.		
					MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1.		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	1		YES	YES	YES
4.	AH Su.3. Rutucarya Adhyaya	1		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. Annaswaroopa Vijnaneeya Adhyaya	II		NO	YES	NO
8.	AH Su.7. Annaraksha Adhyaya	II		NO	YES	NO
9.	AH Su.8. Matrashitiya Adhyaya	II		YES	YES	YES
10.	AH Su.9. Dravyaadi Vijnaniya Adhyaya	II		YES	YES	YES
11.	AH Su.10.Rasabhedhiya Adhyaya	II		YES	YES	YES
12.	AH Su.11.Doshadi Vijnaniya Adhyaya	III		YES	YES	YES
13.	AH Su.12.Doshabhedhiya Adhyaya	III		YES	YES	YES
14.	AH Su.13.Doshopakramaniya Adhyaya	III		YES	YES	YES
15.	AH Su.14.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-	1	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-shatashritiya 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"> 2. Topic number 3 (A.H.Su.Ch.2) 3. Topic number 4 (A.H.Su.Ch.3) 4. Topic number 5 (A.H.Su.Ch.4) 5. Topic number 9 (A.H.Su.Ch.8) 6. Topic number 10 (A.H.Su.Ch.9) 7. Topic number 11 (A.H.Su.Ch.10) 8. Topic number 12 (A.H.Su.Ch.11) 9. Topic number 13 (A.H.Su.Ch.12) 10. Topic number 14 (A.H.Su.Ch.13) 11. Topic number 15 (A.H.Su.Ch.14) 12. Topic number 17 (C.S.Su.Ch.1) 13. Topic number 21 (C.S.Su.Ch.5) 14. Topic number 22 (C.S.Su.Ch.6) 15. Topic number 23 (C.S.Su.Ch.7) 16. Topic number 24 (C.S.Su.Ch.8) 17. Topic number 25 (C.S.Su.Ch.9) 18. Topic number 26 (C.S.Su.Ch.10) 19. Topic number 27 (C.S.Su.Ch.11) 20. Topic number 28 (C.S.Su.Ch.12)
Q2	<p>Short answer Questions (SAQ)</p> <p>Eight Questions</p> <p>5 Marks Each</p> <p>All compulsory</p> <p>Must know 7,</p> <p>Desirable to know 1</p> <p>No Questions on Nice to know</p>	<ol style="list-style-type: none"> 1. Topic no. 2 (A.H.Su.Ch.1) / Topic no. 25 (C.S.Su.Ch.9) / Topic number 26 (C.S.Su.Ch.10) 2. Topic no. 3(A.H.Su.Ch.2) / Topic no. 9(A.H.Su.Ch.8) / Topic no. 21(C.S.Su.Ch.5) / Topic no. 24 (C.S.Su.Ch.8) 3. Topic no. 4 (A.H.Su.Ch.3) / Topic no. 22 (C.S.Su.Ch.6) / Topic no. 5 (A.H.Su.Ch.4) / Topic no. 23 (C.S.Su.Ch.7)/ 4. Topic no. 12 (A.H.Su.Ch.11) / Topic no. 13 (A.H.Su.Ch.12)/ Topic no.28 (C.S.Su.Ch.12) 5. Topic no. 17 (C.S.Su.Ch.1) 6. Topic no. 6 (A.H.Su.Ch.5)/ Topic no.7 (A.H.Su.Ch.6)/ Topic no.18 (C.S.Su.Ch.2)/ Topic no.19 (C.S.Su.Ch.3) / Topic no.20 (C.S.Su.Ch.04) / Topic no.16 (A.H.Su.Ch.15) 7. Topic no.8 (A.H.Su.Ch.7) /Topic no. 10 (A.H.Su.Ch.9) / Topic no.11 (A.H.Su.Ch.10)/ 8. Topic no. 14 (A.H.Su.Ch.13) Topic no.15 (A.H.Su.Ch.14)/ Topic no. 27 (C.S.Su.Ch.11)
Q3	<p>Long answer Questions (LAQ)</p> <p>Four Questions</p> <p>10 marks each</p> <p>All compulsory</p>	<ol style="list-style-type: none"> 1. Topic no. 2 (A.H.Su.Ch.1) / Topic no. 17 (C.S.Su.Ch.1)/ Topic no. 25 (C.S.Su.Ch.9)/ Topic number 26 (C.S.Su.Ch.10) 2. Topic no.3(A.H.Su.Ch.2) / Topic no. 4 (A.H.Su.Ch.3)/ Topic no. 21(C.S.Su.Ch.5) / Topic no. 22 (C.S.Su.Ch.6)

	All questions on Must to know. No Questions on Nice to know and Desirable to know	3. Topic no. 12 (A.H.Su.Ch.11) / Topic no. 13 (A.H.Su.Ch.12)/ Topic no. 14 (A.H.Su.Ch.13)/ Topic no.15 (A.H.Su.Ch.14) / Topic no.28 (C.S.Su.Ch.12) 4. Topic no. 9(A.H.Su.Ch.8)/ Topic no. 10 (A.H.Su.Ch.9) / Topic no.11 (A.H.Su.Ch.10)/ Topic no. 27 (C.S.Su.Ch.11)/ Topic no.5 (A.H.Su.Ch.4)/ Topic no. 23 (C.S.Su.Ch.7)
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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. Vishwvasu 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 \(carakasamhitaonline.com\)](http://Charak Samhita New Edition (carakasamhitaonline.com))

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



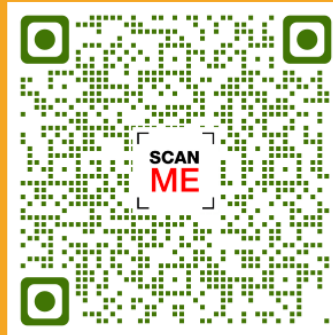
**PADARTHA VIJNANAM
(SUBJECT CODE- AyUG-PV)
FUNDAMENTAL PRINCIPLES OF AYURVEDA AND QUANTUM
MECHANICS**

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

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

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

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

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

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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	Course learning Outcome matched with program learning outcomes.
	At the end of the course AyUG-PV, the student should be able to-	
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	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours
	Paper I				
1	Ayurveda Nirupana 1.1 Lakshana of Ayu, composition of Ayu. 1.2 Lakshana of Ayurveda. Swaroopaa and Prayojana of Ayurveda 1.3 Lakshana and classification of Siddhanta. 1.4 Introduction to Basic Principles of Ayurveda and their significance.	I		5	6
2	Padartha and Darshana Nirupana 2.1 Padartha Lakshana, Enumeration and classification of Padartha, Bhava and Abhava Padartha, Padartha according to Acharya Charaka (Karana-Padartha). 2.2 Etymological derivation of the word “Darshana”. Classification and general introduction to 9 Schools of Indian Philosophy with an emphasis on: Nyaya, Vaisheshika, Sankhya ,Yoga, 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	25	10	14
3.	Dravya vijnaneeyam 3.1 Dravya: Lakshana, Classification and Enumeration 3.2 Panchabhuta: Various theories regarding the creation (theories of Taittiriyaopanishad, Nyaya-Vaisheshika, Sankhya-Yoga, Sankaracharya, Charaka and Sushruta), Lakshana and qualities of each Mahabhoota. 3.3 Kala: Etymological derivation, Lakshana , division / units and significance. 3.4 Dik: Lakshana ,division and significance. 3.5 Atma: Lakshana, classification, seat, Gunas, Linga according to Charaka, the method / process of knowledge formation (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	<p>Pariksha</p> <p>1.1. Definition, Significance, Necessity and Use of Pariksha.</p> <p>1.2. Definition of Prama, Aprama, Prameya, Pramata, Pramana.</p> <p>1.3. Significance and importance of Pramana, Enumeration of Pramana according to different schools of Philosophy.</p> <p>1.4. Four types of methods for examination in Ayurveda (Chaturvidha-Parikshavidhi), Pramana in Ayurveda.</p> <p>1.5. Subdivision of different Pramanas under three Pariksha.</p> <p>1.6. Practical application of methods of examination (Parikshavidhi) in Nidan and Chikitsa.</p>	I	26	6	12
2	<p>2. Aptopadesha Pariksha/Pramana</p> <p>2.1. Lakshana of Aptopadesha, Lakshana of Apta.</p> <p>2.2. Lakshana of Shabda, and its types.</p> <p>2.3. Shabdavritti-Abhidha, Lakshana, Vyanjana and Tatparyakhya. Shaktigrahahetu.</p> <p>2.4. Vaakya: Characteristics, Vaakyarthajnanahetu- Aakanksha, Yogyata, Sannidhi.</p> <p>2.5. Importance of Aptopadesha in maintaining Health, Prevention of Diseases, Diagnostics, Therapeutics and Research.</p>	I		6	10
3.	<p>3. Pratyaksha Pariksha/Pramana</p> <p>3.1. Lakshana of Pratyaksha, types of Pratyaksha- Nirvikalpaka- Savikalpaka with description, description of Laukika and Alaukika types and their further classification.</p> <p>3.2. Indriya-prapyakaritvam, six types of Sannikarsha.</p> <p>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>) of Indriya.</p> <p>3.4. Trayodasha Karana, dominance of Antahkarana.</p> <p>3.5. Hindrances in direct perception (<i>pratyaksha-anupalabdhikaarana</i>), enhancement of direct perception (Pratyaksha) by various</p>	II	42	8	14

	instruments/ equipments, necessity of other Pramanas in addition to Pratyaksha. 3.6. Practical study/ application of Pratyaksha in Sharir, Nidan (Diagnosis), Chikitsa (Treatment) and Anusandhan (Research).				
4.	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 Darvyas as per different schools of thoughts	Cognitive Recall	Must Know	Knows	Lecture Group Discussion	Written and Viva, puzzle	F and S	II	
CO3, CO1	Value Practical application of study of Dravya in Ayurveda	Affective	Desirable to know	Knows how	Lecture Group Discussion	Written and Viva	F and S	II	
CO3	Explain the various theories (theories of Taittiriyanopanishad, Nyaya-Vaisheshika,	Cognitive/ Comprehension	Must Know	Knows	Lecture Group Discussion /Activity Based	Written and Viva, Quiz	F and S	II	

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

CO2	Compare elementary particles/subatomic particles with Tanmatra/triguna.	Cognitive/ Recall	NK	Know	Video clips, discussions SDL	Quiz	F	II	
CO3, CO1	Define the term <i>Kala</i> from various <i>darshanas</i> and <i>Ayurveda</i> .	Cognitive/ Recall	Must know	Knows	Lecture	Written and Viva	F & S	II	
CO3	Explain classification/types of <i>Kala</i>	Cognitive/ Recall	Must know	Knows	Lecture	Written and Viva	F & S	II	
CO3, CO1	Find illustrations of kala explained in Ashtang Hridaya.	Cognitive/ Comprehension	Must know	Knows	Lecture /Activity Based Learning	Written and Viva	F & S	II	
CO3, CO2 CO1	Give examples of importance of Kala in Ayurveda and time as per contemporary sciences	Cognitive/ Recall	Must know	Knows how	Problem Based Learning/ Group Discussion	Written and Viva, Quiz	F & S	II	
CO3	Define <i>the term Dik</i> . Explain classification/ division of <i>Dik</i> .	Cognitive/ Recall	Must know	Knows	Lecture /Activity Based Learning	Written and Viva, puzzle	F & S	II	
CO3, CO1	Illustrate significance of <i>Dishas</i> in Ayurveda with examples.	Cognitive/ Comprehension	Must know	Knows how	Lecture /Seminar	Written and Viva	F & S	II	
CO3	Find illustrations of <i>Dik</i> 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/ Shaddhatvatmaka-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 vijnaneeyam									
Time (Lecture:- <u>3</u> hours Non lecture <u>6</u> hours)									
CO3	Explain the Samanya(According to <i>Ayurveda & Darshana</i>)	Cognitive Comprehension	Must know	Knows	Lecture	Written And Viva	F&S	III	
CO3	Distinguish the <i>Samanya</i> concept of <i>Ayurveda</i> from	Cognitive Comprehension	Must know	Knows	Lecture and discussion	Written And Viva	F&S	III	

	<i>Darshana.</i>								
CO3	Describe the <i>Anuvruti 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>Vishesha</i> According to <i>Ayurveda</i> & <i>Darshana</i>	Cognitive Comprehension	Must know	Knows	Lecture and Group Discussion	Written And Viva	F&S	III	

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>Pravruttirubhayasyatu</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:- <u> 2 </u> hours Non lecture <u> 4 </u> 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:- <u> 2 </u> hours Non lecture <u> 4 </u> 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 TarkaSangrah and Charak Samhita	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 Aptopadesh	Cognitive / Recall	Must know	Knows	Lecture	Written And Viva	F&S	I	
CO 4	Describe the significance of Aptopadesha in Chikitsa	Cognitive / Recall	Must know	Knows	Case based learning/ Group discussion	Written And Viva	F&S	I	
CO 4	Define the term Shabda	Cognitive / Recall	Must know	Knows	Lecture	Written And Viva	F&S	I	
CO 4	Describe types of Shabda	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I	
CO 4	Define the term Shaba artha bodhaka 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 Vaakyarthajhana 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-anupalabdhihaarana)	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 Tarkasangrah & CharakSamhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competetion	F&S	I	
Topic 5 - Yukti pariksha/Pramana Time (Lecture:- _2_ hours Non lecture _2_ hours)									
CO4	Describe Yukti	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning/ Group discussion	Written And Viva	F&S	III	
CO4	Compare Yukti as an independent Pariksha and as a part 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	knows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	III	

Topic 7 - Karya- Karana Siddhanta Time (Lecture:- _11_ hours Non lecture _13_ hours)									
CO5 CO2	Define Karya 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/ Comprehension	Must know	Knows how	Lecture/problem based activity	Written and Viva	F & S	III	
CO5 CO2	Realises the utility of Charakokta Dashvidha Parikshya Bhav in understanding situations and taking decisions	Affective	Must know	Knows	Group discussion/ Role play/ Debate		F	III	
CO5 CO2	Distinguish different opinions regarding the manifestation of Karya from Karana	Cognitive / Application	Must know	Knows how	Edutainment Role play/ Debate group discussion/debate	Written and Viva, quiz	F & S	III	
CO5 CO2	Analyse Satkaryavada and relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture & Group Discussion/debate	Written and Viva	F & S	III	
CO5 CO2	Analyse Asatkaryavada & relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture & Group Discussion/debate	Written and Viva	F & S	III	

CO5 CO2	Analyse Parinamavada & relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture & Group Discussion	Written and Viva	F & S	III	
CO5 CO2	Analyse Arambhavada & relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture & Group Discussion	Written and Viva	F & S	III	
CO5 CO2	Analyse Paramanuvada 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/ vrudhastha)

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	<p>Observation: Note down the factors from Prakruti analysis which you can</p>

			<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. (microscope, telescope etc)</p> <p>Justification of use of various equipment in examination of patient and Diagnosis of disease. (X ray, USG etc)</p>
P9	Anuman Praman	II	<p>Application in Real life situation</p> <p>Write 3 examples of Vyapti (associations)in real life.</p> <p>Find and explain 5 examples of Anumana pramana as per types.</p> <p>Write 3 examples of panchavayava vakya. Correlate it with practicals that you have conducted.</p> <p>Examples of Hetvabhas.(Any three)</p> <p>Study use of inference in various sciences.</p>
P10	Samanya Vishesh Siddhant	III	<p>Identification: Visit vanaushadhi udyan of your college. Find samanyatva and visheshatva among plants.</p> <p>Illustration : Make a chart of food articles and activities to illustrate the relationship of 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.

			<p>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.</p>
A1	Other Activities in Journal.	I, II, III.	<ol style="list-style-type: none"> 1. Oral presentation: on allotted topic, PPT slides be made and Copy of slides be pasted in activity book 2. Quiz: Participation of all students in Quiz on some topic of Padartha vijnana. 3. Recitation: Important shloka of padartha vijnana recitation everyday or alternate days by students and written in diary. 4. Each student will do Pick and speak on topics of Padartha Vijnana. 5. e charts / animations etc.

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

Practical									
A4 Course outcome	B4 Learning Objective (At the end of the session, the Students should be able to)	C4 Domain/ sub	D4 Must to know/ 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 e/Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I	
Practical - 3(hitayu/Sukhayu) Time (Practical/ Clinical 2 hours) :									

CO 1	Discuss characters of hitayu, & Sukhayu	Cognitive /Recall	MK	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/ vrudh'avastha)	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/Comprehe	MK	Knows how	Demonstration/Practical	Viva/Practicals	F&S	II	

	examples (panchakarma/Shastrakarma)	nsion							
CO 3	Illustrate five types of Karma in collage of pictures/ photos	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	II	
CO 3	compare Karma with concepts learned in Physics, Chemistry etc.	Cognitive/ Comprehen sion	MK	Knows	Practical/Demon stration	Viva/ Practicals	F&S	II	
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/Comprehension	MK	Knows how	Demonstration/discussion/brainstorming/Video Clips	Viva/Practicals	F&S	II	
Practical -9 Anuman praman Time (Practical/ Clinical 5 hours)									
CO4	Discuss Anuman praman	Cognitive/Recall	MK	Knows	Demonstration/discussion/brainstorming	Viva	F&S	II	
CO4	Identify and classify Anuman praman with type in given examples.	Cognitive/Comprehension	MK	knows	Demonstration/Practical, Ask examples or encourage to identify examples.	Practical/Demonstration	F&S	II	
CO4	Find and discuss examples of Vyapti (associations) in real life.	Cognitive/Comprehension	MK	Knows how	Practical/Demonstration. Ask examples or encourage to identify examples.	Practical/Demonstration	F&S	II	
CO4	Apply panchavayava vakya for drawing inference in practicals conducted	Cognitive/Comprehension	MK	Knows how	Practical/Demonstration	Practical/Demonstration	F&S	II	
CO4	Identify and discuss Hetvabhas in given examples	Cognitive/Comprehension	MK	Knows how	Practical/Demonstration. Ask examples or encourage to identify	Practical/Demonstration	F&S	II	

					examples.				
CO4	Draw inference in various sciences on the basis of Vyapti.	Cognitive/ recall	MK	knows	Demonstration/ discussion/ brainstorming	Practical/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	<p>Multiple choice Questions (MCQ)</p> <p>20 Questions</p> <p>1 mark each</p> <p>All compulsory</p> <p>(Must Know 15 MCQ Desirable to know 3 MCQ Nice to know 2 MCQ)</p>	<ol style="list-style-type: none"> 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	<p>Short answer Questions (SAQ)</p> <p>Eight Questions</p> <p>5 Marks Each</p> <p>All compulsory</p> <p>(Must know 7 . Desirable to know 1 No Questions on Nice to know.)</p>	<ol style="list-style-type: none"> 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	<p>Long answer Questions (LAQ)</p> <p>Four Questions</p> <p>10 marks each</p> <p>All compulsory</p> <p>(All questions on Must to know. No Questions on Nice to know and Desirable to know.)</p>	<ol style="list-style-type: none"> 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	<p>Multiple choice Questions (MCQ)</p> <p>20 Questions</p> <p>1 mark each</p> <p>All compulsory</p> <p>(Must know 15 MCQ Desirable to know 3 MCQ Nice to know 2 MCQ)</p>	<ol style="list-style-type: none"> 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	<p>Short answer Questions (SAQ)</p> <p>Eight Questions</p> <p>5 Marks Each</p> <p>All compulsory</p> <p>(Must know 7 . Desirable to know 1 No Questions on Nice to know.)</p>	<ol style="list-style-type: none"> 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	<p>Long answer Questions (LAQ)</p> <p>Four Questions</p> <p>10 marks each</p> <p>All compulsory</p> <p>(All questions on must know No Questions on Nice to know and Desirable to know)</p>	<ol style="list-style-type: none"> 1. 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

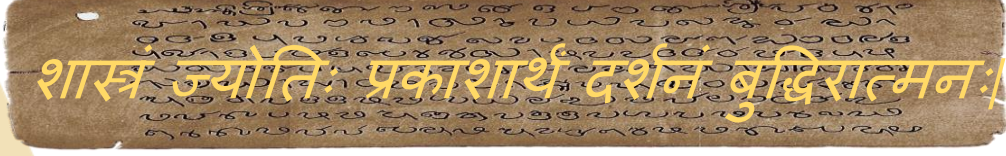
7. References /Resources

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)**



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

Summary

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

Examination (Papers & Mark Distribution)					
Item	Theory Component Marks AyUG-SN & AI	Practical Component Marks			
		Practical	Viva	Elective	IA
Paper I	100 Sanskrit 100 Marks	--	75*	10 (Set-FA)	15
Paper II	100 Sanskrit 80 Marks and Ayurved Itihas 20 Marks				
Sub-Total	200	100			
Total marks	300				
*Viva voce examination shall be for Sanskrit and not for Ayurved 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 (विभाक्त्यर्थ) used in various verses of Ayurveda texts (आयुर्वेद संहिता). कारकविभक्त्यर्थादिषु परिज्ञानं तथा आयुर्वेदसंहितासु तेषां प्रयोगपरिचयञ्च	PO-5, PO-7, PO-9
CO 4	Formulate the Prose order (अन्वयः) of Slokas/Sutras in Ayurveda Textbooks (संहिता) to derive the meaning (वाच्यार्थ), to determine the Scientific Meaning (शास्त्रार्थ) and to Translate (Regional or other language). अन्वयलेखने वाच्यार्थावबोधने शास्त्रार्थावबोधने च सामर्थ्यं अनुवादनपाठवञ्च	PO-5, PO-6, PO-7, PO-8, PO-9
CO 5	Interpret the Synonyms (पर्यायाः) and Derivations (निरुक्ति) of Ayurveda Terms using samskrita dictionaries (संस्कृत शब्दकोश). कोशग्रन्थानां सहाय्येन आयुर्वेदे विद्यमानानां पदानां तेषां पर्यायानाञ्च निरुक्तिपूर्वकं परिज्ञानं तेषां प्रयोगे परिचयञ्च	PO-5, PO-7, PO-9
CO 6	Speak, Write and Summarize and Express in Samskrit (संस्कृतम्). संस्कृतभाषायां भाषणे लेखने सङ्क्षिप्य लिखने अर्थप्रकाशने च सामर्थ्यम्	PO-5, PO-6, PO-7, PO-8, PO-9
CO 7	Develop the ethical responsibility towards the profession, society and human being. सामाजिक- औद्योगिक-मानुषिक धर्मबोधता	PO-6 & PO-8
Ayurved Itihas		
CO 8	Analyse and explain the important milestones in the history of Ayurveda	PO-1
CO 9	Appreciate the status of Ayurveda in different time periods and Contributions made by different Acharyas to Ayurveda.	PO-1

Table 2 : Contents of Course AyUG SN & AI

Sr No	A2 List of Topics AyUG-SN & AI Paper I	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours
Paper I Sanskrit					
1	संस्कृतवर्णानाम् परिचयः – माहेश्वरसूत्राणि, उच्चारणस्थानानि, बाह्यप्रयत्नानि, अभ्यन्तर प्रयत्नानि	I	05	3	10
2	संज्ञा- 2.1 - संयोगः, संहिता, ह्रस्वदीर्घप्लुतः, अनुनासिकः, पदम्, धातुः, उपसर्गः, गुणः, वृद्धिः [विस्तरेण पाठनम् - Detailed teaching] 2.2 - इत्, लोपः, प्रत्याहारः, उदात्तः, अनुदात्तः, स्वरितः, सवर्णः, निपातः, प्रगृह्यम्, [सङ्क्षिप्य पाठनम् – Brief teaching]	2.1 – I 2.2 – II	05	05	-
3.	उपसर्गाः- उपसर्गाः क्रियायोगे प्र, परा, अप, सम्, अनु, अव, निस, निर, 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 कारकम् 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 सन्धिः-लोपः शाकल्यस्य, पररूपसन्धिः-एडि पररूपम्, पूर्वरूपसन्धि- एडः पदान्तादति, प्रकृतीभाव- सर्वत्र विभाषा गोः , प्लुत प्रगृह्य अचि नित्यम् </p> <p>सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि </p> <p>6.2 - हल्सन्धिः /व्यञ्जनसन्धिः - 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, कानाम्प्रेडिते 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>विभक्तिसमीपसमृद्धिव्यर्थार्थाभावात्ययसम्प्रतिशब्दप्रादुर्भावपश्चाद्यथानुपूर्व्ययौगपद्यसादृश्यसम्पत्तिसाकल्यान्तवचनेषु 7.1.2. - प्रथमा निर्दिष्टम् उपसर्जनम्, उपसर्जनं पूर्वम् /नाव्ययीभावादतो/ म् त्वपञ्चम्याः/ तृतीयासप्तम्योर्बहुलम्/अव्ययीभावे चाकाले </p> <p>7.2. - तत्पुरुष समासः - द्वितीया श्रितातीतपतितगतात्यस्तप्राप्तापन्नैः, तृतीया तत्कृतार्थेण गुणवचनेन, कर्तृकरणे कृता बहुलम्, चतुर्थी तदर्थार्थ बलिहितसुखरक्षितैः, पञ्चमीभयेन, षष्ठी, सप्तमीशौण्डैः, विशेषणं विशेष्येणबहुलम्, उपमानानि सामान्यवचनैः, नञ्, कर्मधारय, द्विगुः, उपपद तत्पुरुष</p> <p>7.3 - बहुव्रीहि समासः - अनेकमन्यपदार्थे</p> <p>7.4 - द्वन्त्वसमासः - चार्थे द्वन्द्वः</p> <p>सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि </p>	II	15	09	10
8.	<p>शब्दरूपणि</p> <p>8.1 - 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 - स्त्रीलिङ्गःशब्दरूपाणि 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 - नपुंसकलिङ्ग 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 समाननामरूपाणाम् परिचयकरणम् अभिलषणीयम् प्रश्नपत्रे न प्रष्टव्यम् </p> <p>8.4 - सर्वनामपदानि - अस्मद्, युष्मद्, तद्, एतद्, यद्, किम्, इदम् आदि</p>				
<p>9.</p>	<p>धातुरूपाणि - [विस्तरेण पाठनम्-detailed teaching]</p> <p>9.1 - परस्मैपदि - लट्/लृट्/लङ्/विधिलिङ्/लोट् भ्वादि गण - भू सत्तायाम्, क्षि क्षये, गमू(गम्) गतौ, पा पाने, जीव्, पच्, त्यज्, दृश् (पश्य) अदादि गण - अद् भक्षणे, हन् हिम्सागत्योः, वा गतिगन्धनयोः पा रक्षणे, अस्, श्वस्, स्वप्, ब्रू जुहोत्यादि गण- धा धारणपोषणयोः, पृ - पलनपूरणयोः, हा त्यागे, दा (दाञ्) 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>	<p>I</p>	<p>10</p>	<p>05</p>	<p>05</p>

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

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

	रोगिः, भेषजचिकित्सा , आदि				
2	<p>परिभाषापदानि –</p> <p>A) आयुर्वेदः, पञ्चमहाभूतानि, त्रिगुणम्, दोषाः, मलाः, दूष्यम्, सम्सर्गः, सन्निपातः</p> <p>B) द्रव्य ,गुण, कर्म ,सामान्य, विशेष, गुरु, लघु, प्रकृतिः, विकृतिः, चयः, प्रकोपः, प्रसरः, स्थानसम्प्रयः, दोषगतिः भेदः, रसः, वीर्यम्, विपाकः, कार्यकारणभावः</p> <p>C) स्रोतस्, कोष्ठः, आमम्, विरुद्धाहम्, विरुद्धाहारः, विदाहि, विष्टम्भि, सात्म्यम्, ओकसात्म्यम्, देशसात्म्यम्, अत्यशनम्, अध्यशनम्, स्थानी, योगवाही, पथ्यम्, अपथ्यम्, कृतान्नवर्गः, अवस्थापाकः, वेगः, शोधन, शमन, लंघन, बृहण, अनुपान आदि</p>	<p>A - I</p> <p>B - II</p> <p>C- III</p>	20	<p>10</p> <p>(A-2,</p> <p>B-4,</p> <p>C- 4)</p>	<p>15</p> <p>(A- 5,</p> <p>B-5,</p> <p>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,</p> <p>B- 8, C-</p> <p>8)</p>	<p>14</p> <p>(A- 4,</p> <p>B- 5, C-</p> <p>5)</p>

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

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

4	Structure, Contributions and importance of Laghutrayee and Commentaries: Madhava Nidana, Sharngadhara Samhita, Bhavaprakasha.	II		1	3
5	Origin and period of different systems of medicine in the world.	II	5	1	2
6	Introduction to Vrukshayurveda, Hastyayurveda and Ashwayurveda. (Included in Transitional Curriculum)	II		-	1
7	Status of Ayurveda during the period of Ashoka, Mughal and British rule.	II		1	2
8	Contribution of Scholars of modern era: Acharya Gana Nath Sen, Vaidya Yamini Bhushan Rai, Vaidya Shankar Dajishastri Pade, Acharya Swami Lakshmiram, Acharya Yadavji Tikramji, Dr. PM. Mehta, Vaidya B G Ghanekar, Vaidya Damodar Sharma Gaur, Acharya Priyavrat Sharma, Vaidya C Dwarakanath, Vaidya K R Shrikantamurthy, Vaidya VJ Thakkar, Vaidyaratnam PS Varier, Vaidya B V Gokhale.	III	5	1	2
9	Globalization of Ayurveda	III		1	2
10	1)Developmental activities in Ayurveda in the post-independence period: <ul style="list-style-type: none"> • 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 उपसर्गाः - उपसर्गाः क्रियायोगे (05 marks) Time: 05 Hrs (Lecture:- 02 hours Non lecture 03 hrs)									
CO 2, CO 4, CO 6	Identify the उपसर्गाः: Explain the meaning of the words with उपसर्गाः: Identify the difference in meaning according to the उपसर्गाः:	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.			
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Topic 6- सन्धिः (15 marks) Time: 20 Hrs (Lecture:- 10 hours Non lecture 10 hrs)

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

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

						etc. Preparation of charts, mindmaps etc.			
CO 2, CO 6	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 Ashtangahrdaya 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 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 meaning with reference to the context etc. Assignments to find the समासः in Ashtangahrdaya	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- धातुरूपाणि (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 mativ e	I3 Te rm	J3 Integr ation
Topic 1- निरुक्ति/ Paryaya padani (15 marks) Time: 18 Hrs. Lecture:- 7 hours (A-2, B-5) Non lecture 13 (A- 4, B-4, C-5 hrs)									
CO 2, CO 5	Explain the meaning of the words and their synonyms with the help of their nirukti (निरुक्तिः) A) आयुः ,शरीर, मनः, अग्निः, जलम्, वातः, पित्तम्, कफः B) रस, रक्त, मांस, मेद, अस्थि, मज्जा, शुक्र , इन्द्रियम्, श्रोत्र, चक्षु , ,रसना, घ्राण C) धी, धृति, स्मृति ,बुद्धी , ,मति प्रज्ञा ,मूत्र ,पुरीषः, स्वेद, आत्मा, रोगः, निदानम् ,रोगि , भेषजचिकित्सा , आदि	Cognitive domain - comprehension	Must know	Knows how	Lectures with Power point presentation. Flipped classroom Peer learning Ayurveda Samhita Group Discussions	Oral & Written objective type very short answer compare differentiate meanings meaning with reference to the context etc Assignments Open book test	F & S	A- I B – II C- III	Sa mh ita, Kr iya Sh ari r, Ra ch an a Sh ari r.
Topic 2- परिभाषापदानि (20 marks) Time 25 Hrs (Lecture:- 10 (A-2, B-4, C- 4 hours) Non lecture 15 (A- 5, B-5, C-5 hrs)									

CO 2, CO 5	<p>Explain the meaning of the words and their synonyms with the help of their nirukti (निरुक्तिः)</p> <p>Describe the Paribhasapadas (परिभाषापदः) परिभाषापदानि –</p> <p>A) आयुर्वेदः, पञ्चमहाभूतानि, त्रिगुणम्, दोषाः, मलाः, दूष्यम्, सम्सर्गः, सन्निपातः</p> <p>B) द्रव्य, गुण, कर्म, सामान्य, विशेष, गुरु, लघु, प्रकृतिः, विकृतिः, चयः, प्रकोपः, प्रसरः, स्थानसम्श्रयः, दोषगतिः भेदः, रसः, वीर्यम्, विपाकः, कार्यकारणभावः</p> <p>C) स्रोतस्, कोष्ठः, आमम्, विरुद्धाह्वम्, विरुद्धाहारः, विदाहि, विष्टम्भि, सात्म्यम्, ओकसात्म्यम्, देशसात्म्यम्, 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 very short answer write short notes Assignments from Ayurveda Samhita 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 Objective type Very short answer Anvaya writing</p>	F&S	A - I B - II C- III	Sa mh ita

<p>Write the पदच्छेदं विग्रहवाक्यम् अन्वयः वाच्यार्थं and भावार्थम् Of shlokas</p> <p>A) अष्टाङ्गहृदयम् सूत्रस्थानम् – अध्यायतः सर्वाणि सूत्राणि १. आयुष्कामीयम् २. दिनचर्या ३. रोगानुत्पादनीयम्</p> <p>B) अष्टाङ्गहृदयम् सूत्रस्थानम् – अध्यायतः सर्वाणि सूत्राणि दोषादिविज्ञानीयम् दोषभेदीयम् दोषोपक्रमणीयम् द्विविधोपक्रमणीयम्</p> <p>C) वैद्यकीय सुभाषितसाहित्यम् – shloka numbers - प्रथमः 1, 2 द्वितीयः 1, 7 तृतीयः 9 चतुर्थः 2, 3 पञ्चमः 2, 3 षष्ठः 1, 4, 7 सप्तमः 2, 5, 17 अष्टमः 13, 12 नवमः 12, 13 दशमः 1, 19 एकादशः 1, 2 द्वादशः 1, 6</p>			<p>Group Discussions</p>	<p>Short answer Assignments on writing पदच्छेदं विग्रहवाक्यम् अन्वयः वाच्यार्थं 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	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
	(At the end of the session, the students should be able to)								

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, Jalpakalpataru.	Cognitive/K	Must know	Knows	Lecture & Group Discussion.	Written MCQ	F & S	I	
CO 8 CO 9	Justify Charakastu Chikitsite in view of Global medical history.	Cognitive/K	Must know	Knows	Lecture & Group Discussion,	Written MCQ Debate Creatives 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 available 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 web sites of colleges and Discussions	F & S	III	

List of Practicals

Hours: 180 Hrs

SN	Name of Practical Sanskrit	Term	Hours
P1	Use of Dictionaries and Shabdakoshas अमरकोशः, वनौषधिवर्गः, शब्दकल्पद्रुमः, वाचस्पत्यम्	I	15
P2	Translation from Sanskrit to desirable language.	II	15
P3	Translation from desirable language to Sanskrit.	II	15
P4	सम्भाषण भाषा पठनम् Spoken Sanskrit and Communication Skills	III	15
P5	All activity based practicals from above table are enlisted. (In table 2 and Table 3) They are as follows: <ol style="list-style-type: none">1. Presentation of videos about Maheshwar Sutra, Prayatna, Uccharana Sthanani etc.2. Graphical Representation of Vocal system3. Reading / Pronunciation4. Preparing different Shabdarupani and recitation5. Preparing different Kriyapadani.6. Practicals on Karakani.7. Practicals on Pratyayas8. Practicals on Sandhis9. Practicals on Samasa10. Practicals on Upasargas.11. Practicals on Avyayas12. Practicals on Visheshan – Visheshya13. Practicals on Anvay lekhana14. Practicals on Nirukti15. Practicals on Paribhasha16. Practicals on Panchatantra	I I I I/II I I/II II II II II II II I/II/III II/III I/II/II III	120 hours

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

Sanskrit Practical									
A4 Course outcome	B4 Learning Objective (At the end of the session, the Students should be able to)	C4 Domain/sub	D4 Must to know/ 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 - comprehension	Must to know	knows	Demonstration for identifying the meaning of the words with the support of the shabdakoshas like Amarkosha, Shabda kalpadruma, vachaspatyam etc. Record writing	Oral	F & S	I	
CO 5, 6	Improve the vocabulary. Use in reading and writing.	Cognitive domain - comprehension	Desirable know	knows	Group Discussions Record writing	Oral Recitation Competitions Aksharashloka 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	
P5 All activity based practicals from above table are enlisted. (In table 2 and Table 3) They are as follows: (NLH 120)									
<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. Practicals on Karakani. 7. Practicals 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	
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, Prroject	
Tutorial	
Quiz, Collage, Puzzle	5
	20

Table 6: Assessment Summary

6 A-Number of Papers and Marks Distribution

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

6 B - Scheme of Assessment (formative and Summative)

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

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

TERM	PERIODICAL ASSESSMENT*					TERM TEST**	TERM ASSESSMENT	
	A	B	C	D	E	F	G	H
	1 (15 Marks)	2 (15 Marks)	3 (15 Marks)	Average (A+B+C/3)	Converted to 15 Marks (D/15*15)	Term Test (Marks converted to 15) (15 Marks)	Sub Total _/30 Marks	Term Assessment (.../15)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		E
Final IA	Average of Three Term Assessment Marks as Shown in 'H' Column.							
	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	B	C	D		
				Type of Questions "Yes" can be asked. "No" should not be asked.		
	A List of Topics	Term	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.	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	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)

<p>6.</p>	<p>सन्धिः 6.1 - अच् सन्धिः/स्वरसन्धिः - यण् सन्धि- इको यणचि, गुण सन्धि=आहुणः वृद्धिसन्धिः-वृद्धिरोचि, अयवायाव सन्धिः - एचोऽयवायाव/ःवान्तो यि प्रत्यये, लोप सन्धि-:लोप :शाकल्यस्य, पररूपसन्धि-:एङि पररूपम्, पूर्वरूपसन्धि- एङः पदान्तादति, प्रकृतीभाव- सर्वत्र विभाषा गोः , प्लुत प्रगृह्य अचि नित्यम् 6.2 - हल्सन्धिः /व्यञ्जनसन्धिः - श्रुत्वसन्धि -:स्तो : श्रुना श्रुः, ष्रुत्वसन्धि -:श्रुना ष्रुः, जश्त्व सन्धि-:झलां जशो/न्ते, अनुनासिकसन्धि-:यरोऽनुनासिकेऽनुनासिको वा/प्रत्यये भाषायां नित्यम्, परसवर्णसन्धि-:तोर्लि/ःवा पदान्तस्य, चर्त्वसन्धिः खरि च, पूर्वसवर्णसन्धि-:झयोऽहोऽन्यतरस्याम्, छुत्वसन्धिः शश्छोऽटि /छत्वममीति वाच्यम्, अनुस्वारसन्धि - : मोऽनुस्वारः, तुगागमसन्धि-: शि तुक्/छे च/पदान्ताद्वा, रुत्वआदेशसन्धि-: नश्छव्यप्रशान् 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 6.4.- रुत्वप्रकरणसन्धि-: [सङ्क्षिप्य पाठनम् – Brief teaching] सम :सुटि, कानाम्नेडिते च, अत्रानुनासिको पूर्वस्य तु वा,अनुनासिकात्परोऽनुस्वारः, खरवसानयोर्विसर्जनीयः, विसर्जनीयस्य सः,सम्पुङ्कानां सो वक्तव्यः </p>	<p>II</p>	<p>15 (6.1-5marks 6.2/6.4-5marks 6.3 – 5marks)</p>	<p>No</p>	<p>Yes (1 que of 5 marks)</p>	<p>Yes 10 (1 Que. of 10 marks)</p>
<p>7.</p>	<p>समास 7.1 - अव्ययीभावसमासः - 7.1.1 - अव्ययम् विभक्तिसमीपसमृद्धिव्यर्थार्थाभावात्ययसम्प्रतिशब्दप्रादुर्भावाव श्वायथानुपूर्व्ययौगपद्यसादृश्यसम्पत्तिसाकल्यान्तवचनेषु 7.1.2. - प्रथमा निर्दिष्टम् उपसर्जनम्, / उपसर्जनं पूर्वम् /नाव्ययीभावादतो/ म् त्वपञ्चम्या/ः तृतीयासप्तम्योर् बहुलम्/अव्ययीभावे चाकाले 7.2. - तत्पुरुष समासः - द्वितीया श्रितातीतपतितगतात्यस्तप्राप्तपन्नैः, तृतीया तत्कृतार्थेन गुणवचनेन, कर्तृकरणे कृता बहुलम्, चतुर्थी तदर्थार्थ बलिहितसुखरक्षितैः, पञ्चमीभयेन, षष्ठी, सप्तमीशौण्डे , विशेषणं विशेष्येणबहुलम् ,उपमानानि सामान्यवचनैः, नञ् ,कर्मधारय ,द्विगुः उपपद तत्पुरुष</p>	<p>II</p>	<p>15 (7.1.1 &7.1.2 -- 5marks 7.1.3 – 5marks 7.14 & 7.15 – 5marks)</p>	<p>No</p>	<p>Yes (1 que of 5 marks)</p>	<p>Yes 10 (1 Que. of 10 marks)</p>

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

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

	पृष्टव्या : परीक्षायाम् वाच्य प्रयोगः स्वरूपे पृष्टव्य :					
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, सात्म्यम्, ओकसात्म्यम्, देशसात्म्यम्, अत्यशनम्, अध्यशनम्, स्थानी, योगवाही, पथ्यम्, अपथ्यम्, कृतान्नवर्गः, अवस्थापाकः, वेगः ,शोधन,शामन , 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

		<p>16. Topic number 10 17. Topic number 10 18. Topic number 10 19. Topic number 11 20. Topic number 11</p>
Q2	<p>Short answer Questions (SAQ) 8 questions 5 marks for each que. All compulsory</p> <p>Must know part 7 questions, 1 question on Desirable to know. No Questions on Nice to know.</p>	<p>Q1 Topic 6 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</p>
Q3	<p>Long answer Questions (LAQ) All compulsory 4 questions 10 marks for each que.</p> <p>All questions on must know. No Questions on Nice to know and Desirable to know.</p>	<p>Q1 Topic 8, 5 – उचितं शब्दरूपं विलिख्य वाक्ये योजयत 5 Que. X 2 mark Q2 Topic 7 - अधोदत्तेषु श्लोकेषु रेखाङ्गितानां समस्तपदानां विग्रहवाक्यं समस्तपदम् वा समासनाम्ना सह लिखत (Underline 5 Samast padas or give 5 Vighrah vakyas from a 5 to 7 line passage or 2 to 3 shlokas from the syllabus.) 5 Que. X 2 marks Q3 Topic 6 - 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.)</p>

AyUG SN & AI :

Paper II – Sanskrit and Ayurved Itihas

A Question Sr. No	B Type of Question	C Question Paper Format
Q1	<p>Multiple choice Questions (MCQ) Ayurved Itihas 20 Questions</p> <p>1 mark each</p> <p>All compulsory</p> <p>Must know part 15 MCQ, Desirable to know 3 MCQ. Nice to Know 2 MCQ</p>	<p>All Questions From Ayurved Itihas.Paper II Part B</p> <ol style="list-style-type: none"> 1. Topic number 1/2 2. Topic number 3/4 3. Topic number 5/6 /7 /8 4. Topic number 9/ 10 5. Topic number 1/2 6. Topic number 3/4 7. Topic number 5/6 /7 /8 8. Topic number 9/ 10 9. Topic number 1/2 10. Topic number 3/4 11. Topic number 5/6 /7 /8 12. Topic number 9/ 10 13. Topic number 1/2 14. Topic number 3/4 15. Topic number 5/6 /7 /8 16. Topic number 9/ 10 17. Topic number 1/2 18. Topic number 3/4 19. Topic number 5/6 /7 /8 20. Topic number 9/ 10
Q2	<p>Short answer Questions (SAQ) Sanskrit All compulsory 8 questions 5 marks for each que.</p> <p>Must know part 7 questions, 1 question on Desirable to know. No Questions on Nice to know.</p>	<ol style="list-style-type: none"> 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	<p>Long answer Questions (LAQ) Sanskrit All compulsory 4 questions 10 marks for each que.</p>	<ol style="list-style-type: none"> 1. Topic 4 अधोदत्तकथायाः साराम्शं सम्स्कृत भाषायाम् लिखत or Comprehension. 2. Topic 2 अधोदत्तानाम् टिप्पणिलिखत 2x5 (5 marks for each) 3. Topic 1, 3 <ol style="list-style-type: none"> 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
5. वैद्यकीयसुभाषितसाहित्यम् - Vaidyakiyasubhashitasahityam, भास्कर गोविन्द घाणेकर, चौखम्बा प्रकाशन
6. पन्तन्त्रम् अपरीक्षितकारकम् - Pancatantra aparikshitakarakam 1 to 5 stories
7. शब्दकल्पद्रुमः - Sabdakalpadruma:
8. वाचस्पत्यम्- Vachaspatyam
9. अमरकोशः- Amarakosha
10. सिद्धारूपम् - Siddharupam
11. धातुपाठः- Dhatupatha
12. Sanskrit to English and English to Sanskrit Dictionary – Monier Williams
13. Sanskrit to Hindi and Hindi to Sanskrit Dictionary – Va. Shi. Apte
14. Sanskrit to Regional/ Desirable language dictionaries.
15. Ayurvediya Shabdakosha
16. Encyclopedic dictionary of Ayurveda – Dr. Kanjiv Lochan, Dr. P.S. Byadgi (Chaukhambha Publications)

Online Recourses:-

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

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

www.monierwilliams.com

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

Ayurved Itihas

Reference book

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