

COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS (PRESCRIBED BY NCISM)



Transitional Curriculum

(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**



Transitional

Transitional Curriculum for First Professional BAMS

Introduction:

The students getting admitted to the Ayurveda graduate course (B.A.M.S) are from different backgrounds, different regions having different cultural and linguistic backgrounds. Their educational qualifying qualifications are also from diversified curriculums, i.e., state syllabus, CBSE, ICSE etc. studied in different mediums of language. Ayurveda is a unique medical system with subjects and terminologies that are different and typical. Hence, there is a need to transit students of diversified backgrounds to the unique Ayurveda Medical Science.

Objectives of Transitional Curriculum:

1. Orientation of the college/institutional campus and the available facilities
2. Introduction of the officials of the campus, hierarchy and their roles.
3. Orientation to office procedures, campus rules and regulations, code of conduct and dress codes, if any, rules and procedures for availing leave, procedures for availing library facility, anti-ragging committee & squad, safety apps, and so on.
4. Introduction to various medical systems, scope of Ayurveda nationally and internationally, higher education in Ayurveda, job opportunities, entrepreneurship, etc.
5. An overview of the BAMS curriculum and the subjects
6. Orientation of regulatory and governing bodies and introduction of their heads
7. Sanskrit Language orientation and spoken Sanskrit
8. Goal setting
9. Basic Life Support (BSL) Training
10. Orientation of basic computer skills
11. Personality development, Team building, Gender sensitisation etc.

Course Outcomes: by the end of Transitional Curriculum, the students will be:

1. Familiar with the campus, infrastructure and facilities, officials and their roles
2. Understand and become familiar with the rules, regulations, and various procedures of the college/institution.
3. Understand the code of conduct and campus behaviour.
4. Understand the scope of Ayurveda and opportunities.
5. Familiar with the BAMS curriculum and subjects
6. Acquainted with regulatory/governing bodies
7. Capable of performing BSL
8. Acquire basic computer skills.
9. Improve communication and conversation skills in Sanskrit.
10. Develop leadership qualities.
11. The ability to set goals

Duration of the Course:

The Transitional Curriculum shall be of **ninety hours (Preferably 6hrs X 15 days)**.

Guidelines to conduct the Transitional Curriculum:

Colleges/Institutes shall prepare a day wise **time table for 90 hours** as per the availability of experts and resources in accordance with the guidelines provided by NCISM as detailed in **Table-1**

TABLE-1: DETAILS OF TRANSITIONAL CURRICULAR ACTIVITIES & DURATION

| SR.NO | TRANSITIONAL CURRICULAR ACTIVITIES | DURATION (HOURS) |
|-------|---|------------------|
| 1 | <p>Inaugural Function/Induction Programme:</p> <ul style="list-style-type: none"> ➤ Students and parents are to be involved. ➤ Institutional profile (origin & history of the institution, introduction of society/trust, achievements/innovations of the college/institution, collaborations etc.) presentation by the principal or senior faculty member. ➤ Opinions by senior students ➤ Address of the chief guest (if invited) ➤ Parent interaction, information and instructions. | 2-3 |
| 2 | <p>Pre-Test, Post-Test & Feedback:</p> <ul style="list-style-type: none"> ➤ Pre-Test & Post-Test shall be from the same questionnaire. ➤ The test shall comprise questions on awareness of Ayurveda, BAMS programme details like full form of BAMS, duration etc., about the institution, Sanskrit knowledge, computer skills, regulatory bodies, opportunities after BAMS etc. ➤ The questions shall be within the framework of the transitional curriculum. ➤ The questionnaire should include 30–50 questions. ➤ Google forms are preferred. ➤ Results of the pre-test and post-test are compared. Post-test results must indicate that students achieved the course outcomes. If any aspects are not improved or understood by many students, such aspects need to be addressed. ➤ Feedback is to be obtained on the content of the transitional curriculum as well as the mode of conduction. Suggestions for further improvisation. | 2-3 |
| 3 | <p>Know Your Campus:</p> <ul style="list-style-type: none"> ➤ A guided tour of the entire campus and facilities ➤ Officials from the respective units are introduced. ➤ Activities and achievements of units and facilities ➤ Students are to be made into batches of suitable size and guided by faculty members. | 4-10 |
| 4 | <p>Orientation Lectures:</p> <ul style="list-style-type: none"> ➤ Institutional officials and their roles in the hierarchy ➤ Rules and regulations of the campus, code of conduct, and dress codes, if any. ➤ An Introduction to various medical systems ➤ Ayurveda's national and international reach, higher education in Ayurveda, job opportunities, entrepreneurship, etc. ➤ An Overview of the BAMS curriculum and the subjects, including highlights of the Minimum Standards of Education-2021. ➤ Orientation of Regulatory/Governing Bodies (Ministry of Ayush, NCISM, affiliated universities, State Commissionerate/Directorate, etc.) and introduction of their heads. ➤ Gender sensitisation | 12-20 |

| | | |
|----|--|---------|
| | <ul style="list-style-type: none"> ➤ ASUS (Ayurveda, Siddha, Unani, and Sowa-Rigpa) medical systems and their roles in primary health care, public health, and disease prevention. ➤ Orientation to learning methods: self-learning, collaborative learning, lifelong learning strategies, time management, examination strategies, etc. ➤ Role of Ayush in COVID-19 management and its scientific outcomes (Ref. Ministry of Ayush Dossier) ➤ National Health Status, Goals and Policies ➤ Personal health and hygiene | |
| 5 | <p>Demonstration of Procedures:</p> <ul style="list-style-type: none"> ➤ Office related, library related, internet related, leave related, campus behaviour, availing health care facilities etc. | 2-3 |
| 6 | <p>Motivational Lectures:</p> <ul style="list-style-type: none"> ➤ By eminent personalities. ➤ Five to ten talks may be organised. ➤ One to two international speakers are desirable. | 5 – 6 |
| 7 | <p>Sanskrit Language orientation & Vadatu Samskritam (Spoken Sanskrit)</p> <p>*Syllabus: वदतु संस्कृतम् (Attached)</p> | 15 – 20 |
| 8 | <p>Computer Skill & Apps Installation:</p> <ul style="list-style-type: none"> ➤ Computer basics, MS Office (MS Word, Power Point, Excel, etc.), creation of e-mail ID, e-mail correspondence, Internet browsing, etc. ➤ Safety Apps installation: 122 India; Mysafetipin; Citizen COP; Himmat; Shake2safety; Raksha; Smart 24x7 | 10-12 |
| 9 | <p>Basic Life Support and First Aid :</p> <ul style="list-style-type: none"> ➤ Theoretical explanation and technique demonstration ➤ Hands-on training for all students ➤ Sufficient mannequins (one for each 10 students) or models are to be arranged for enough exposure and practice. | 5-6 |
| 10 | <p>Personality Development & Recreation:</p> <ul style="list-style-type: none"> ➤ Communication skills, critical thinking, soft skills, empathy and respecting conduct, confidence and personal growth, speaking in front of an audience, etc. ➤ Team building activities ➤ Stress management, including yoga and meditation, relaxation techniques, ➤ Health awareness, Fitness, and Hygiene ➤ Recreational activities and talent show (During the talent exhibition, talented students are to be identified and recorded. Such students are encouraged to participate in institutional activities and to participate in various competitions. If required, training may be provided) | 15-20 |
| 11 | <p>Goal Setting:</p> <ul style="list-style-type: none"> ➤ Any faculty member or expert in goal setting can instruct the student on "How to Set Goals." ➤ After orientation, students set their goals and the path to achieve them with the help of experts and mentors. ➤ The set goals shall be recorded and signed by the student and mentor. One copy with the student and one copy filed in the office. ➤ At the end of BAMS program, the set Goals are to be assessed in terms of achievement. | 2-3 |

Syllabus: Vadatu Samkritam वदतु संस्कृतम्

| Sl. no. | Contents | Teaching and learning methodology | Hours |
|---------|--|-----------------------------------|----------|
| 1 | गीतम्-पठतुसंस्कृतम्, ममनाम--भवतः नामकिम्, भवत्या: नामकिम्, परस्परपरिचयः: | Didactic with Video | 1 hours. |
| 2 | सः, सा, एषः, एषा, एतत्। अस्ति—नास्ति- सन्ति | Didactic with Video | 1 hours |
| 3 | तत्र, अत्र, कुत्र, सर्वत्र, अन्यत्र, एकत्र्. With practical demonstration. | Didactic with Video | 1 hour |
| 4 | कृपया, स्वागतम्, धन्यवादाः, क्षम्यताम्, अवश्यकम्-पर्याप्तम्- मास्तु, सरलाःकथाः: | Didactic with video | 1 hour |
| 5 | संख्याप्रयोगः:-१-१०० | Didactic with chart | 1 hours |
| 6 | writing and oral, समयपरिचयः: | Didactic with chart | 1 hours |
| 7 | दिनस्यपरिचय-प्रपरह्यः- परह्यः-ह्यः-अद्य-श्वः-परश्वः-प्रपरश्वः: | Didactic and activity | 1 hour |
| 8 | प्रश्नकरणम्, | Didactic and activity | 1 hour |
| 9 | Discussion on previous topics, अभिनय-above all contents will be practiced to the students with conversation method. | Group activity and conversation | 1 hour |
| 10 | पुरत-पृष्ठतः, वामतः-दक्षिणतः,उपरि-अधः, अन्तः -बहिः सहायेनवाक्यप्रयोग | Didactic with video | 1 hour |
| 11 | वर्तमानरूप-अस्ति-सन्ति, भूतकाल-भविष्यत्कालरूपाणि | Didactic with video | 1 hour |
| 12 | यदि-तर्हि, च-एव-इति-अपि, त-पर्यन्तम्, सह-विना, विरुद्धार्थकशब्दाः उन्नत-वामन, पुरातन-नूतन, बृहत्-लघुदीर्घ-हस्त, स्थूल-कृशअधिकं- किंचित् | Didactic with video | 1 hour |
| 13 | षष्ठीविभक्तिः, वैद्य-रोगी-सम्भाषणम् | Didactic with chart | 1 hour |
| 14 | Discussion on previous topics, अभिनय-above all contents will be practiced to the students with conversation method. | Group activity and conversation | 1 hour |
| 15 | शरीरस्यअवयवानांपरिचय, | Didactic | 1 hour |
| 16 | कृत्वाप्रत्यय, तुमन्ताव्यय, अनियर्पत्यय, तरप्-तमप् | Didactic | 1 hour |
| 17 | किल, बहुशः:, चित्, द्वयम्, संख्यासुलिङ्गभेदः, संख्यान्वेषणम् | Didactic and practical | 1 hour |
| 18 | विशेषण-विशेषभावस्यअभ्यासः, बन्धुवाचकशब्दाः | Didactic and practical | 1 hour |
| 19 | Discussion on previous topics, अभिनय-above all contents will be practiced to the students with conversation method. | Group activity and conversation | 1 hour |
| 20 | Samaropanam | Stage Function | 1 hour |

References:

1. ABHYASAPUSTAKAM, Samskrutabharati, Bangalore
2. PRATHAMADIKSHA - VAKYAVISTARA, V K Shastri Rashtriya Samskruta Samsthanam, New Delhi
3. www.sanskritpromotion.in
4. SAMBHASHANASHIBRAM (Video Series), Dr. R. Vishwas, Samskrutabharati, Bangalore