

## **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)**

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### Summary

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

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

## Preface

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

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

This changed curriculum involves many new teaching learning techniques and assessment methods. Based on the course outcomes, curriculum is devide 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. Practicals can give a chance of acquiring skills by practice of use of Sanskrit in Samhitadhyayan. Application of learned Sanskrit will be practically ensured by reading newly introduced Ashtang Hrudayam. Students can experience of application of Sanskrit Grammer in Samhitadhyayan. Introduction to Niruktis, dictionaries and Shabdakoshas can motivate students to derive and understand meanings from Sanskrit verses on their own. As this is a language, learning to communicate in this language is very much essential. Addition of Sanskrit communication as a part of curriculum is for overcoming the fear of learning a new language.

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

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## Course Code and Name of Course

|  | Course code             | Name of Course                     |
|--|-------------------------|------------------------------------|
|  | <b>AyUG SN &amp; AI</b> | <b>Sanksrit and Ayurved Itihas</b> |
|  |                         |                                    |

**AyUG SN & AI Course**

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

| SR1<br>CO<br>No       | A1<br><b>Course learning Outcome (CO) AyUG SN &amp; AI</b><br><b>At the end of the course AyUG SN &amp; AI, the student should be able to-</b>   | B1<br><b>Course learning outcomes matched with program learning outcomes.</b> |
|-----------------------|--|---|
| <b>Sanskrit</b>       |  |   |
| CO1                   | Read and recite Prose (गद्यः) and poem (पद्यः) with the appropriate accent (उच्चारणस्थानानि तथा बाह्याभ्यरप्रयत्नानि).<br>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).<br>परिभाषाशब्देषु नामरूपेषु सर्वनामरूपेषु क्रियापदेषु प्रत्ययेषु संज्ञासु सन्धिषु समासेषु च ज्ञानं तदद्वारा आयुर्वेदसंहितासु अर्थावबोधनम्<br>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).<br>अन्वयलेखने वाच्यार्थावबोधने शास्त्रार्थावबोधने च सामर्थ्यं अनुवादनपाटवञ्च  | 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 आयुर्वेद विद्यमानानां पदानां तेषां पर्यायानाञ्च निरुक्तिपूर्वक परिज्ञानं तेषां प्रयोगे परिचयञ्च  | PO-5, PO-7, PO-9  |
| CO 6                  | Speak, Write and Summarize and Express in Samskrit (संस्कृतम्). संस्कृतभाषायां भाषणे लेखने सङ्क्षिप्त 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.<br>सामाजिक- औद्योगिक-मानविक धर्मबोधता  | PO-6 & PO-8   |
| <b>Ayurved Itihas</b> |  |   |
| CO 8                  | Analyse and explain the important milestones in the history of Ayurveda  | PO-1  |
| CO 9                  | Appreciate the status of Ayurveda in different time periods and Contributions made by different Acharyas to Ayurveda.  | PO-1  |

**Table 2 : Contents of Course AyUG SN & AI**

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

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

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

|           |  |           |           |           |           |
|-----------|--|-----------|-----------|-----------|-----------|
|           | <p>रुधादि गण- रुधिर् आवरणे, भिदिर् विदारणे, भुज् तनादि गण- तनु विस्तारे, कृज् करणे</p> <p>क्र्यादि गण- प्रीज् -तर्पणे कान्ते च, ग्रह् उपादाने, ज्ञा चुरादि गण- गण् संस्थाने, साध्, ताड्, धू, कथ् वाक्यप्रबन्धे आत्मनेपदि-</p> <p>भ्वादि गण - वृतु वर्तने, वृध्(वर्ध्), लभ्, सेव्, रुच् अदादि गण - शीड् स्वप्ने, ब्रू</p> <p>जुहोत्यादि गण- धा धारणपोषणयोः, दा (दाज्), दिवादि गण- जनी प्रादुर्भाव, मन् बुध्, पद्, विद् स्वादि गण- चिज् चयने,</p> <p>तुदादि गण- तुद् व्यथने, कृष् विलेखने, म्लि, विद्, मुच्, सिङ्च्, रुधादि गण- रुधिर् आवरणे, भिदिर् विदारणे, भुज् तनादि गण- तनु विस्तारे, कृज् करणे</p> <p>क्र्यादि गण- प्रीज् -तर्पणे कान्ते च, ग्रह् उपादाने, ज्ञा चुरादि गण- चुर्, क्षाल्, कथ्, घोष्, भक्ष् आयुर्वेदसंहितासु विद्यमानानां धतुरूपाणां परिचयीकरणम् अभिकाम्यम्</p> <p><b>9.2</b> - लृङ्ग , आशीर्लिङ्ग, लिट , लुङ्ग, लुड [सङ्क्षिप्त पाठनम्-Brief teaching] भ्वादि गण, अदादि गण, जुहोत्यादि गण, दिवादि गण, स्वादि गण, तुदादि गण, रुधादि गण, तनादि गण, क्र्यादि गण, चुरादि गण पूर्वोक्तधातुष्वेकस्य पञ्चलकारेषु रूपाणि दर्शयेत्   परं परीक्षायाम् न पृष्ठव्यानि  </p> |           |           |           |           |
| <b>10</b> | <p>प्रत्ययः:</p> <p><b>10.1</b> – क्त्त - क्तवत्, तव्यत् – अनीयर्, शत् – शानच्, ल्युट् - ण्वुल्, क्त्वा - ल्यप्, णिनिः, क्तिन्, तुमुन्</p> <p>प्रत्ययाणाम् प्रयोगः: एव पृष्ठव्याः  </p> <p><b>10.2</b> - भावे घज्, करणे घज्, भावे ष्यज्, कर्मणि ष्यत्, कर्त्तरि अच् अप् आयुर्वेदसंहितायां विद्यमानानां भावे/करणे/कर्त्तरि/ताच्छील्ये/ आदि प्रत्ययानां परिचयः करणीयः   परं परीक्षायाम् न पृष्ठव्याः   परीक्षायाम् वाच्य प्रयोगः स्वरूपे पृष्ठव्याः  </p>  | <b>II</b> | <b>10</b> | <b>05</b> | <b>6</b>  |
| <b>11</b> | विशेषण विशेष्य   | <b>II</b> | <b>05</b> | <b>02</b> | <b>03</b> |

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

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|----|---|----------------------------|----|--------------------------------|--------------------------------|
|    | 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, स्थानसम्ब्रयः, दोषगतिः भेदः, रसः, वीर्यम्, विपाकः, कार्यकारणभावः</p> <p>C) स्रोतस्, कोष्ठः, आमम्, विरुद्धाहम्, विरुद्धाहारः, विदाहि, विष्टम्भ, सात्म्यम्, ओकसात्म्यम्, देशसात्म्यम्, अत्यशनम्, स्थानी, योगवाही, पथ्यम्, अपथ्यम्, कृतानन्वर्गः, अवस्थापाकः, वेगः, शोधन, शमन, लंघन, बृहण, अनुपान आदि</p>   | A - I<br>B - II<br>C- III  | 20 | 10<br>(A-2,<br>B-4,<br>C- 4)   | 15<br>(A- 5,<br>B-5,<br>C-5)   |
| 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>त्र्योदशः 1, 7, 8, 9</p> | A - I<br>B - II<br>C - III | 30 | 20<br>(A- 4,<br>B- 8, C-<br>8) | 14<br>(A- 4,<br>B- 5, C-<br>5) |

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

### Paper II – Part B – Ayurved Itihas –

|   | A2<br><b>List of Topics AyUG SN &amp; AI</b><br><b>(Maximum Marks – 20 (MCQ only)</b>  | B2<br>Term | C2<br>Marks | D2<br>Lecture<br>hours | E2<br>Non-<br>Lecture<br>hours |
|---|--|------------|-------------|------------------------|--------------------------------|
| 1 | Derivation (Vyutpatti and Niruktti) and definition of Itihasa. Necessity, Significance and Utility of knowledge of Ayurveda itihasa. Means and method of study of Ayurveda itihasa. Different Time periods relevant for the Study of Ayurveda itihasa (viz, Prevedic, Vedic, Samhita kala, Sangraha kala etc.) | I          | 5           | 1                      | 2                              |
| 2 | Origin and lineage of Ayurveda (Ayurvedavataraṇa) 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                              |

|           |  |            |          |   |   |
|-----------|--|------------|----------|---|---|
| <b>4</b>  | Structure, Contributions and importance of Laghutrayee and Commentaries: Madhava Nidana, Sharngadhara Samhita, Bhavaprakasha.  | <b>II</b>  |          | 1 | 3 |
| <b>5</b>  | Origin and period of different systems of medicine in the world.   | <b>II</b>  |          | 1 | 2 |
| <b>6</b>  | Introduction to Vrukshayurveda, Hastyayurveda and Ashwayurveda. (Included in Transitional Curriculum)  | <b>II</b>  | <b>5</b> | - | 1 |
| <b>7</b>  | Status of Ayurveda during the period of Ashoka, Mughal and British rule.   | <b>II</b>  |          | 1 | 2 |
| <b>8</b>  | 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.  | <b>III</b> |          | 1 | 2 |
| <b>9</b>  | Globalization of Ayurveda  | <b>III</b> | <b>5</b> | 1 | 2 |
| <b>10</b> | 1)Developmental activities in Ayurveda in the post-independence period:<br><br>• Introduction to various committees and their recommendations<br>• Introduction of activities of the following Organizations : Department of AYUSH, CCIM/ NCISM, CCRAS,<br>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. | <b>III</b> |          | 1 | 2 |
|           |  |            |          |   |   |

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

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

|  |  |  |  |  |  |   |  |  |  |
|--|--|--|--|--|--|---|--|--|--|
|  |  |  |  |  |  | Preparation of MSQ (MCQ) Question-answer sessions |  |  |  |
|--|--|--|--|--|--|---|--|--|--|

Topic 3 उपसर्गः - उपसर्गः क्रियायोगे (05 marks) Time: 05 Hrs (Lecture:- 02 hours Non lecture 03 hrs)

|                        |  |  |           |           |  |   |     |    |  |
|------------------------|--|--|-----------|-----------|--|---|-----|----|--|
| CO 2,<br>CO 4,<br>CO 6 | Identify the उपसर्गः<br><br>Explain the meaning of the words with उपसर्गः:<br><br>Identify the difference in meaning according to the उपसर्गः: | Cognitive domain - Comprehension problem solving | Must know | Khows how | Lectures with Power point presentation.<br>Problem Based Learning (PBL)<br>Group Discussions | Oral & Written<br><br>objective type<br>very short answer<br>compare<br>differentiate etc,<br>Assignments<br>open book test | F&S | II |  |
|------------------------|--|--|-----------|-----------|--|---|-----|----|--|

Topic 4- अव्ययानि (05 marks) Time: 05 Hrs (Lecture:- 02 hours Non lecture 03 hrs)

|                        |  |                                  |           |           |  |   |     |    |  |
|------------------------|--|----------------------------------|-----------|-----------|--|---|-----|----|--|
| CO 2,<br>CO 4,<br>CO 6 | 4.1<br>Identify अव्ययानि                                 | Cognitive domain - Comprehension | Must know | Knows     | Lectures with Power point presentation.<br>Group Discussions | Oral & Written.<br><br>objective type<br>very short answer - compare,<br>differentiate<br>Assignments on sentence construction,<br>presentation by the students | F&S | I  |  |
| CO 2,<br>CO 4,<br>CO 6 | 4.2<br>Explain the meaning with reference to the context | Cognitive domain – Application   | Must Know | Knows how | Lectures with Power point presentation.<br>Group Discussions | Oral & Written<br><br>objective type<br>very short  | F&S | II |  |

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

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

|               |  |  |           |           |  |  |     |   |  |
|---------------|--|--|-----------|-----------|--|--|-----|---|--|
| CO 3,<br>CO 6 | A) Discriminate the विभक्ति and their meaning.<br><br>B) Identify the karakas from Ayurveda texts like करणम् कारणम्<br><br>C) Construct sentences.<br>D) Translate sentences from English to | Cognitive domain - Synthesis problem solving | Must know | Shows how | Lectures with Power point presentation.<br><br>Group Discussions | Oral & Written<br><br>objective type very short answer / compare differentiate / | F&S | A)- I<br>B)- II<br>C) - III<br>D) - III |  |
|---------------|--|--|-----------|-----------|--|--|-----|---|--|

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|--|--------------------------------------|--|--|--|--|--|--|--|
|  | Sanskrit & from Sanskrit to English. |  |  |  | meaning with reference to the context etc<br>Assignments on identification of the karakas used in the Ayurveda basic principle terms like<br><b>करणम्</b><br><b>कारणम्</b> . |  |  |  |
|--|--------------------------------------|--|--|--|--|--|--|--|

**Topic 6- सन्धि:** (15 marks) **Time:** 20 Hrs (**Lecture:-** 10 hours **Non lecture** 10 hrs)

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

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

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

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

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

|               |  |  |              |           |   |   |     |    |  |
|---------------|--|--|--------------|-----------|---|---|-----|----|--|
|               |  |  |              |           |   | a Quiz on<br>समासः<br>Puzzles<br>Word cloud<br>Cross words<br>etc.<br>Preparation of<br>charts,<br>mindmaps etc.  |     |    |  |
| CO 2,<br>CO 6 | 7.4<br><br>Identify समासः<br>Explaining the meaning<br>of the context by writing<br>the विग्रहवाक्यम्<br><br>Construct the समस्तपदम्<br>while writing the<br>sentences | Cognitive<br>domain -<br>Application<br>and problem<br>solving | Must<br>know | Shows how | Lectures with Power<br>point presentation.<br><br>Group Discussions<br>Flipped classroom<br><br>Peer learning<br>Classes by the<br>students on the sutras<br>in Ashtang hrudaya<br>with the विग्रहवाक्यम्<br>Problem Based<br>Learning(PBL) | Oral &<br>Written<br><br>objective type<br>very short<br>answer<br><br>Assignments<br>to find the<br>समासः in<br>Ashtangahriday<br>a Quiz on<br>समासः<br>Puzzles<br>Word cloud<br>Cross words<br>etc.<br>Preparation of<br>charts,<br>mindmaps etc. | F&S | II |  |

#### Topic 8- शब्दरूपाणि (10 marks) Time: 16 Hrs (Lecture:- 2 hours Non lecture 14 hrs)

|                        |   |  |              |           |   |   |     |   |  |
|------------------------|---|--|--------------|-----------|---|---|-----|---|--|
| CO 2,<br>CO 3,<br>CO 6 | Identify & write the<br>अन्तलिङ्गविभक्तिवचनानि of<br>a noun.<br><br>Construct sentences | Cognitive<br>domain –<br>Synthesis<br><br>problem<br>solving | Must<br>know | Shows how | Lectures with Power<br>point presentation.<br><br>Recitation<br><br>Peer learning | Oral &<br>Written<br><br>objective type<br>very short<br>answer | F&S | I |  |
|------------------------|---|--|--------------|-----------|---|---|-----|---|--|

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|--|--|--|--|--|-------------------|--|--|--|--|
|  |  |  |  |  | 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,<br>CO 6 | 9.1<br>Identify & write लकारपदपुरुषवचनानि of the roots.<br><br>Interpret the meaning according to the लकार:<br><br>Use for constructing sentences. | Cognitive domain - Synthesis and problem solving | Must know    | Shows how | Lectures with Power point presentation.<br><br>Recitation<br><br>Group Discussions<br><br>Peer learning | Oral & Written objective type very short answer<br><br>Assignments to find out the verbs used in various text book in the syllabus and completing all the forms.<br><br>Quizzes<br>Word cloud etc. | F&S | I |  |
| CO 2,<br>CO 6 | 9.2<br>Identify & write लकारपदपुरुषवचनानि of the roots.  | Cognitive domain- Comprehension problem          | Nice to know | Knows     | Lectures with Power point presentation.<br><br>Group Discussions  | Oral Assignments Quizzes Word cloud etc.   | F&S | I |  |

|  |   |         |  |  |  |  |  |  |  |
|--|---|---------|--|--|--|--|--|--|--|
|  | Interpret the meaning according to the लकारः: | solving |  |  |  |  |  |  |  |
|--|---|---------|--|--|--|--|--|--|--|

**Topic -10 प्रत्यया: (10 Marks) Time: 11 Hrs (Lecture:- 5 hours Non lecture 06 hrs)**

|               |   |  |              |           |  |  |     |    |  |
|---------------|---|--|--------------|-----------|--|--|-----|----|--|
| CO 2,<br>CO 6 | 10.1<br><br>Identify the प्रत्यया:<br><br>Interpret the meaning with reference to the context with the support of the प्रत्यया:   | Cognitive domain - Comprehension and problem solving | Must know    | Shows how | Lectures with Power point presentation.<br><br>Group Discussions | Oral & Written<br><br>objective type very short answer<br>Assignments<br>Quizzes | F&S | II |  |
| CO 2,<br>CO 6 | 10.2<br><br>Identify the प्रत्यया:<br><br>Interpret the meaning with reference to the context with the support of the प्रत्यया:<br><br>(परीक्षायाम् वाच्य प्रयोगः स्वरूपे पृष्ठव्यः   ) | Cognitive domain- Application and problem solving    | Must to Know | Shows how | Lectures with Power point presentation.<br><br>Group Discussions | Oral<br>Assignments<br>Quizzes   | F&S | II |  |

**Topic 11- विशेषण विशेष्य (05 Marks) Time: 05 Hrs (Lecture:-02 hours Non lecture 03 hrs)**

|               |  |  |           |                       |  |  |     |    |  |
|---------------|--|--|-----------|-----------------------|--|--|-----|----|--|
| CO 2,<br>CO 6 | Identify and discriminate different types of Visheshanas.<br><br>Effectively use visheshanas in sentences. | Cognitive domain - Application and problem solving | Must know | Knows how / Shows how | Lectures with Power point presentation.<br><br>Flipped classroom | Oral & Written<br>Quizzes<br>Word cloud etc. | F&S | II |  |
|---------------|--|--|-----------|-----------------------|--|--|-----|----|--|

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

**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,<br>CO 5 | Explain the meaning of the words and their synonyms with the help of their nirukti (निरुक्तिः)<br><br>A) आयुः, शरीर, मनः,<br>अग्निः, जलम्, वातः,<br>पित्तम्, कफः<br><br>B) रस, रक्त, मांस, मेद,<br>अस्थि, मज्जा, शुक्र,<br>इन्द्रियम्, श्रोत्र, चक्षु,<br>, रसना, ग्राण<br><br>C) धी, धृति, स्मृति, बुद्धी,<br>, मति प्रज्ञा, मूत्र, पुरीषः,<br>स्वेद, आत्मा,<br>रोगः, निदानम्, रोगिः,<br>भेषजचिकित्सा, आदि | Cognitive domain - comprehension | Must know | Knows how | Lectures with Power point presentation.<br><br>Flipped classroom<br><br>Peer learning<br><br>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<br>B – II<br>C- III | Sa<br>mh<br>ita,<br>Kr<br>iya<br>Sh<br>ari<br>r,<br>Ra<br>ch<br>an<br>a<br>Sh<br>ari<br>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)**

|               |  |  |           |           |  |  |     |                            |  |
|---------------|--|--|-----------|-----------|--|--|-----|----------------------------|--|
|               | Explain the meaning of the words and their synonyms with the help of their nirukti (निरुक्तः)<br><br>Describe the Paribhasapadas (परिभाषापदः)<br>परिभाषापदानि –<br><br>A) आयुर्वेदः, पञ्चमहाभूतानि, त्रिगुणम्, दोषाः, मलाः, दूष्यम्, सम्सर्गः, सन्निपातः<br><br>B) द्रव्य, गुण, कर्म, सामान्य, विशेष, गुरु, लघु, प्रकृतिः, विकृतिः, चयः, प्रकोपः, प्रसरः, स्थानसम्ब्रयः, दोषगतिः, भेदः, रसः, वीर्यम्, विपाकः, कार्यकरणभावः<br><br>C) स्रोतस्, कोषः, आमम्, विरुद्धाहम्, विरुद्धाहारः, विदाहि, विष्टम्भि, सात्म्यम्, ओक्सात्म्यम्, देशसात्म्यम्, अत्यशनम्, अध्यशनम्, स्थानी, योगवाही, पथ्यम्, अपथ्यम्, कृतान्नवर्गः, अवस्थापाकः, वेगः, शोधन, शमन, लंघन, बृहण, अनुपान आदि | Cognitive domain – Comprehension Application | Must know | Knows how | Lectures with Power point presentation.<br><br>Flipped classroom<br><br>Peer learning<br><br>Group Discussions | Oral & Written objective type very short answer write short notes Assignments from Ayurveda Samhita Open book test | F&S | A - I<br>B - II<br>C - III | Sa<br>mh<br>ita,<br>Kr<br>iya<br>Sh<br>ari<br>r,<br>Ra<br>ch<br>an<br>a<br>Sh<br>ari<br>r. |
| CO 2,<br>CO 5 |  |  |           |           |  |  |     |                            |  |

**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,<br>CO 6 | Identify the subject object Adjective noun verb in a sentence. | Cognitive domain – Comprehension Application | Must know | Shows how | Self-directed learning<br><br>Flipped classroom<br><br>Classes by the students | Oral & Written<br><br>Objective type<br>Very short answer<br>Anvaya writing | F&S | A - I<br>B - II<br>C - III | Sa<br>mh<br>ita |
|---------------|--|--|-----------|-----------|--|---|-----|----------------------------|-----------------|

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

|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
| त्र्योदशः: 1, 7, 8, 9<br>चतुर्दशः: 2, 3, 4<br>पञ्चदशः: 7, 10<br>षोडशः: 5, 6<br>सप्तदशः: 1, 4<br>अष्टादशः: 1, 2, 3<br>एकोनविंशतिः: 2, 3, 4<br>विंशतिः: , 12, 3, 4 |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|

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

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

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

| <b>Topic 1- Time (Lecture:- 1 hour, Non lecture 2 hours)</b> |  |                          |                   |       |  |  |       |   |  |
|--|--|--------------------------|-------------------|-------|--|--|-------|---|--|
| 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<br><b>Discussions or debate</b>  | F     | I |  |
| CO 8<br>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 |  |
| <b>Topic 2- Time (Lecture:- 1 hour, Non lecture 2 hours)</b> |  |                          |                   |       |  |  |       |   |  |
| CO 8<br>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<br>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,<br><b>Online search of Archiological sites for Ayurved. Presentation by Students,</b> | F     | I |  |

|      |   |                        |                   |       |                            |             |       |   |  |
|------|---|------------------------|-------------------|-------|----------------------------|-------------|-------|---|--|
| CO 8 | Describe Ayurveda as Upaveda of Atharvaveda | Cognitive/coprehension | Desirable to know | Knows | Lecture & Group Discussion | Written MCQ | F & S | I |  |
|------|---|------------------------|-------------------|-------|----------------------------|-------------|-------|---|--|

**Topic 3- Time (Lecture:- 2 hour, Non lecture 2 hours)**

|              |   |             |           |       |  |  |       |   |                           |
|--------------|---|-------------|-----------|-------|--|--|-------|---|---------------------------|
| CO 8<br>CO 9 | Describe the Structure, Specialities, Time period of Charaka Samhita                | Cognitive/K | Must know | Knows | Lecture, charts & Group Discussion<br>Online Visit of Charakaranya, elared places. | Written MCQ<br><b>Chart preparation</b>                  | F & S | I |                           |
| CO 8<br>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<br>CO 9 | Enumerate the important Commentaries on Charaka Samhita and identify their authors. | Cognitive/K | Must know | Knows | Lecture & Group Discussion,<br>Activity on commentary,<br>Compilation.             | Written MCQ<br><b>Online samhitas, Commentary search</b> | F & S | I |                           |
| CO 8<br>CO 9 | Explain the importance of Ayurveda Deepika, Jalpakalpataru.                         | Cognitive/K | Must know | Knows | Lecture & Group Discussion.  | Written MCQ  | F & S | I |                           |
| CO 8<br>CO 9 | Justify Charakastu Chikitsite in view of Global medical history.                    | Cognitive/K | Must know | Knows | Lecture & Group Discussion,  | Written MCQ<br><b>Debate Creativs writing</b>            | F     | I | Roganida na, Kayachikitsa |
| CO 8<br>CO 9 | Describe the Structure, Specialities, Time period of Sushruta Samhita               | Cognitive/K | Must know | Knows | Lecture & Group Discussion   | Written MCQ<br>Poster making                             | F & S | I |                           |
| CO 8<br>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<br>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<br>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<br>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<br>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<br>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<br>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<br>CO 9 | Briefly explain contributions of Vruddha and Laghuvaghbata  | Cognitive/K             | Must know | Knows | Lecture & Group Discussion             | Written MCQ                            | F & S | I |                                |
| CO 8<br>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 Sutrasthane tu  | Cognitive               | Must know | Knows | Lecture & Group                        | Written                                | F & S | I |                                |

|              |   |             |                   |       |                                 |   |       |   |  |
|--------------|---|-------------|-------------------|-------|---------------------------------|---|-------|---|--|
| CO 9         | vagbhata  | e/K         |                   |       | Discussion                      | MCQ                                       |       |   |  |
| CO 8<br>CO 9 | Enumerate the salient features of Bhela Samhita                       | Cognitive/k | Desirable to know | Knows | Lecture & Group Discussion, SDL | Written MCQ                               | F     | I |  |
| CO 8<br>CO 9 | Enumerate the salient features of Hareeta Samhita                     | Cognitive/k | Desirable to know | Knows | Lecture & Group Discussion, SDL | Written MCQ                               | F & S | I |  |
| CO 8<br>CO 9 | Describe the Structure, Specialties, Time period of Kashyapa Samhita  | Cognitive/k | Must know         | Knows | Lecture & Group Discussion      | Written MCQ<br>Chart or collage of Events | F & S | I |  |
| CO 8<br>CO 9 | Briefly explain contribution of Kashyapa, Jeevaka, Vatsya.            | Cognitive/k | Must know         | Knows | Lecture & Group Discussion      | Written MCQ                               | F & S | I |  |
| CO 8<br>CO 9 | Identify contribution of Kashyapa Samhita to the field of Pediatrics. | Cognitive/k | Must know         | Knows | Lecture & Group Discussion      | Written MCQ                               | F & S | I |  |

**Topic 4- Time (Lecture:- 1 hour, Non lecture 3 hours)**

|              |   |             |           |       |   |   |       |    |             |
|--------------|---|-------------|-----------|-------|---|---|-------|----|-------------|
| CO 8<br>CO 9 | Describe Structure, Contributions and importance of Madhava Nidana.   | Cognitive/k | Must know | Knows | Lecture & Group Discussion, Library Session for handing of books. | Written MCQ<br>Library Searching online available Samhitas.<br>Samhita mobile application s | F & S | II |             |
| CO 8<br>CO 9 | Outline the importance of Madhavakara, Vijayarakshita, Shrikanthadatta and Justify nidane madhava shreshta. | Cognitive/k | Must know | Knows | Lecture & Group Discussion  | Written MCQ   | F & S | II | Roganida na |
| CO 8         | Describe Structure,   | Cognitive   | Must know | Knows | Lecture & Group   | Written   | F & S | II |             |

|              |  |             |           |       |                             |             |       |    |  |
|--------------|--|-------------|-----------|-------|-----------------------------|-------------|-------|----|--|
| CO 9         | Contributions and importance of Sharngadhara Samhita.                          | e/k         |           |       | Discussion                  | MCQ         |       |    |  |
| CO 8<br>CO 9 | Briefly explain contribution of Sharngadhara, Adhamalla, Kashiram.             | Cognitive/k | Must know | Knows | Lecture & Group Discussion  | Written MCQ | F & S | II |  |
| CO 8<br>CO 9 | Explain about Bhavamishra and Enumerate the salient features of Bhavaprakasha. | Cognitive/k | Must know | Knows | Lecture & Group Discussion, | Written MCQ | F & S | II |  |

**Topic 5- Time (Lecture:- 1 hour, Non lecture 2 hours)**

|              |   |             |           |       |                            |                          |       |    |  |
|--------------|---|-------------|-----------|-------|----------------------------|--------------------------|-------|----|--|
| CO 8<br>CO 9 | Enlist origin and period of different systems of medicine in the world. | Cognitive/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<br>CO 9 | Explain in brief about Ashwayurveda, Gajayuyurveda, Gavayurveda and Vrukshayurveda. | Cognitive/k | Must know | Knows | Lecture (Included in Transitional Curriculum)& Group Discussion | Written MCQ Serach of Use of Ayurved plats in different cattle food.<br><br>Poster making | F & S | II |  |
|--------------|---|-------------|-----------|-------|---|---|-------|----|--|

**Topic 7- Time (Lecture:- 1 hour, Non lecture 2 hours)**

|              |   |             |                   |       |                                 |   |       |    |  |
|--------------|---|-------------|-------------------|-------|---------------------------------|---|-------|----|--|
| CO 8<br>CO 9 | Describe the Status of Ayurveda during the period of Ashoka, Mughal and British rule. | Cognitive/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<br>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<br>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<br><br>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<br>CO 9 | Enumerate the various Committees and 2-3 recommendations  | Cognitive   | Must know         | Knows | Lecture                              | Written MCQ  | F & S | III |  |
| CO 8<br>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<br>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:<br><br>1. Presentation of videos about Maheshwar Sutra, Prayatna, Uccharana Sthanani etc.<br>2. Graphical Representation of Vocal system<br>3. Reading / Pronunciation<br>4. Preparing different Shabdarupani and recitation<br>5. Preparing different Kriyapadani.<br>6. Practicals on Karakani.<br>7. Practicals on Pratyayas<br>8. Practicals on Sandhis<br>9. Practicals on Samasa<br>10. Practicals on Upasargas.<br>11. Practicals on Avyayas<br>12. Practicals on Visheshan – Visheshya<br>13. Practicals on Anvay lekhana<br>14. Practicals on Nirukti<br>15. Practicals on Paribhasha<br>16. Practicals on Panchatantra | I<br>I<br>I<br>I/II<br>I<br>I/II<br>II<br>II<br>II<br>II<br>II<br>II<br>II<br>II<br>II/III<br>II/III<br>I/II/II<br>III | 120 hours |

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

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

|  |                     |                           |  |  |                |  |  |  |  |
|--|---------------------|---------------------------|--|--|----------------|--|--|--|--|
|  | desirable language. | comprehension, synthesis. |  |  | Record writing |  |  |  |  |
|--|---------------------|---------------------------|--|--|----------------|--|--|--|--|

**Practical 3 - Translation from desirable language to Sanskrit. Time: 15 Hrs. (Practical/ Clinical 15 hrs)**

|                  |  |   |                 |              |   |                 |       |    |  |
|------------------|--|---|-----------------|--------------|---|-----------------|-------|----|--|
| CO 3, 4,<br>5, 6 | Translate from<br>desirable language<br>to Sanskrit. | Cognitive<br>domain -<br>comprehension,<br>synthesis. | Must to<br>know | Shows<br>how | Demonstration<br>Group Activity<br>Record writing | Oral<br>Written | F & S | II |  |
|------------------|--|---|-----------------|--------------|---|-----------------|-------|----|--|

**Practical 4- संभाषण भाषा पठनम् Spoken Sanskrit Time: 15 Hrs (Practical/ Clinical 15 hrs)**

|         |   |   |                 |              |  |      |       |     |  |
|---------|---|---|-----------------|--------------|--|------|-------|-----|--|
| CO 6, 7 | Apply Sanskrit<br>grammar.<br><br>Write a small<br>paragraph or Script.<br><br>Speak atleast 5 to<br>10 lines in Sanskrit<br>fluently.<br><br>Stage a skit. | Cognitive<br>domain -<br>comprehension.<br><br>Psychomotor<br>domain –<br>articulation<br><br>Psychomotor<br>domain –<br>articulation | Must to<br>know | Shows<br>how | Staging small skits.<br>Script writing, elocution<br>competitions.<br>Games<br>Conversation<br>Peer learning<br>Creating conversations<br>Conversations in<br>different situations by<br>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)

1. Presentation of videos about Maheshwar Sutra, Prayatna, Uccharana Sthanani etc.
2. Graphical Representation of Vocal system
3. Reading / Pronunciation
4. Preparing different Shabdharupani 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**

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

**Topic wise details –**

| <b>List non lecture Teaching-Learning methods</b>   | <b>No of Activities</b> |
|---|-------------------------|
| 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 Shabdharupani 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 Shabdharupani and Kriyapadani etc. (SDL, PBL, group activities) | 4                       |
| Practicals on Paribhasha (PBL, SDL, Group Discussions)  | 15                      |
|   | 120                     |

#### **Ayurved Itihas-**

| <b>List non lecture Teaching-Learning methods</b> | <b>No of Activities</b> |
|---|-------------------------|
| Group Discussion,                                 | 10                      |
| Video clips                                       | 5                       |
| Online Search, Project                            |                         |
| 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<br>(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<br>(1-6 Months)  | Second Term<br>(7-12 Months) | Third Term<br>(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                               |  | 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<br>*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.<br>** Conduct Theory (100 Marks)(MCQ(20*1 Marks), SAQ(8*5), LAQ(4*10)) and Practical (100 Marks)<br>Then convert total marks to 15 marks. |              |              |                   |                                 |  |                     |                           |

## 6 D- Evaluation Methods for Periodical Assessment

| S. No. | Evaluation Methods  |
|--------|---|
| 1.     | <b>Activities Indicated in Table 3 - Column G3 as per Indicated I, II or III term in column I3.</b>   |
| 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),<br>Objective Structured Practical Examination (OPSE),<br>Mini Clinical Evaluation Exercise (Mini-CEX),<br>Direct Observation of Procedures (DOP),<br>Case Based Discussion (CBD)  |
| 9.     | Extra-curricular Activities, (Social Work, Public Awareness, Surveillance Activities, Sports or Other Activities which may be decided by the department).   |
| 10.    | Small Project   |
| 11.    | <b>Specific Periodic Assessment AyUG- SN &amp; AI<br/>Sanskrit (3 PA / term)</b><br>Quiz, Puzzles, Word cloud, Cross words, Preparation of charts, mindmaps, Assignments, Open book test, Recitation. SanskritTopics 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.<br><b>Ayurved Itihas ( 3 PA/term)</b><br>Quiz, Puzzles, Word cloud, Cross words, Preparation of charts, mindmaps, Assignments, Open book test, Video Clips making.<br>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)<br>All Sanskrit | 20                  | 1                  | 20          |
| Q 2 | Short answer questions (SAQ)<br>All Sanskrit    | 8                   | 5                  | 40          |
| Q 3 | Long answer questions (LAQ)<br>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)<br>Ayurved Itihas, (all 20) | 20                  | 1                  | 20          |
| Q 2 | Short answer questions (SAQ)<br>All Sanskrit                | 8                   | 5                  | 40          |
| Q 3 | Long answer questions (LAQ)<br>All SaAnskrit                | 4                   | 10                 | 40          |
|     |   |                     |                    | 100         |

## 6 F- Distribution of Theory Exam

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

|    |  |    |   |    |                           |                                   |
|----|--|----|---|----|---------------------------|-----------------------------------|
|    |  |    |   |    |                           |                                   |
| 6. | <p>सन्धि:</p> <p><b>6.1</b> - अच् सन्धि/ःस्वरसन्धि: - यण् सन्धि- इको यणचि, गुण सन्धि=आहुणः वृद्धिसन्धि-ःवृद्धिरेचि, अयवायाव सन्धि: - एचोऽयवायव/ःवान्तो यि प्रत्यये, लोप सन्धि-ःलोप :शाकल्यस्य, पररूपसन्धि-ःएडि पररूपम्, पूर्वरूपसन्धि- एडः पदान्तादति, प्रकृतीभाव- सर्वत्र विभाषा गोः , प्लुत प्रगृह्ण अचि नित्यम्  </p> <p><b>6.2</b> - हल्सन्धि: /व्यञ्जनसन्धि: - श्रुत्वसन्धि -ःस्तो : श्रुना श्रुः, छृत्वसन्धि -ःषुना षुः, जश्त्व सन्धि-ःझलां जशो/न्ते, अनुनासिकसन्धि-ःयरोऽनुनासिकेऽनुनासिको वा/प्रत्यये भाषायां नित्यम्, परसर्वासन्धि-ःतोर्लिः/ःवा पदान्तस्य, चत्वर्वसन्धि: खरि च, पूर्वसर्वासन्धि-ःझयोऽहोऽन्यतरस्याम्, छुत्वसन्धि: शश्छोऽटि/छत्वमर्मीति वाच्यम्, अनुस्वारसन्धि -ः मोऽनुस्वारः, तुगागमसन्धि-ः शि तुक्/छे च/पदान्ताद्वा, रुत्वआदेशसन्धि-ः नश्छव्यप्रशान्</p> <p><b>6.3</b> - विसर्गसन्धि: - रुत्वसन्धि-ःससजुषो रुः, उत्वसन्धि-ः अतो रोरप्लुदादप्लुते/हशि च, रो रि, भो भागो अधो अपूर्वस्य योऽशि, रोऽसुषि , एतत्तदोः सुलोपोऽकोरनन् समासे हलि, सोऽचि लोपे चेत् पादपूरणम्  </p> <p><b>6.4.-</b> रुत्वप्रकरणसन्धि-ः [ सङ्क्षिप्त्य पाठनम् – Brief teaching]</p> <p>सम :सुटि, कानाम्रेडिते च, अत्रानुनासिको पूर्वस्य तु वा,अनुनासिकात्परोऽनुस्वारः, खरवसानयोर्विसर्जनीयः, विसर्जनीयस्य सः,सम्पुङ्कानां सो वक्तव्यः  </p> | II | <p><b>15</b><br/><b>(6.1-<br/>5marks</b></p> <p><b>6.2/6.4-<br/>5marks</b></p> <p><b>6.3 –<br/>5marks</b><br/>)</p>                                       | No | Yes (1 que<br>of 5 marks) | Yes 10 (1<br>Que. of 10<br>marks) |
| 7. | <p>समास</p> <p><b>7.1</b> - अव्ययीभावसमासः - <b>7.1.1</b> - अव्ययम् विभक्तिसमीपसमृद्धिव्यर्थभावात्ययसम्प्रतिशब्दप्रादुर्भावप श्रायथानुपूर्वयौगपद्यसादृउश्यसम्पत्तिसाकल्यान्तवचनेषु  </p> <p><b>7.1.2.</b> - प्रथमा निर्दिष्टम् उपसर्जनम्/ उपसर्जनं पूर्वम् /नाव्ययीभावादतो/ म् त्वपञ्चम्या/ः तृतीयासप्तम्योर् बहुलम्/अव्ययीभावे चाकाले  </p> <p><b>7.2.</b> - तत्पुरुष समासः - द्वितीया श्रितातीतपतितगतात्यस्तप्राप्तापनैः, तृतीया तत्कृतार्थेन गुणवचनेन, कर्तृकरणे कृता बहुलम्, चतुर्थी तदर्थार्थ बलिहितसुखरक्षितैः, पञ्चमीभयेन, षष्ठी, सप्तमीशौण्डै ,ः विशेषणं विशेष्येणबहुलम्,उपमानानि सामान्यवचनैः, नन् ,कर्मधारय ,द्विगुः: उपपद तत्पुरुष</p>  | II | <p><b>15</b><br/><b>(7.1.1<br/>&amp;7.1.2<br/>--<br/>5marks</b></p> <p><b>7.1.3 –<br/>5marks</b></p> <p><b>7.14 &amp;<br/>7.15 –<br/>5marks</b><br/>)</p> | No | Yes (1 que<br>of 5 marks) | Yes 10 (1<br>Que. of 10<br>marks) |

|    |  |   |    |    |                        |                        |
|----|--|---|----|----|------------------------|------------------------|
|    | 7.3 - बहुत्रीहि समास - :अनेकमन्यपदार्थे<br>7.4 - द्रष्ट्वसमास - :चार्षे द्रन्द्वः  |   |    |    |                        |                        |
| 8. | <p>शब्दरूपणि</p> <p><b>8.1 - पुलिलङ् शब्दरूपाणि</b></p> <p>अकारान्तः - वात्, वैद्य, रुण, राम आदि<br/>     इकारान्तः - अग्नि, मुनि आदि<br/>     उकारान्तः - क्रतु, भानु गुरु आदि<br/>     ऋकारान्तः - नृ, धातु, पितृ आदि<br/>     ओकारान्तः - गो आदि<br/>     नकारान्त - श्लेष्मन्, रोगिन्, ज्ञानिन् आदि<br/>     सकारान्त - चन्द्रमस् आदि<br/>     तकारान्त - मरुत् आदि<br/>     दकारान्त - सुहृद् आदि<br/>     जकारान्त - भिषज्, आदि<br/>     शकारान्तः - कीटृश्, एतादृश् आदि</p> <p><b>8.2 - खीलिङ्ग शब्दरूपाणि</b></p> <p>आकारान्तः - बला, कला, स्थिरा, माला आदि<br/>     इकारान्तः - सम्प्राप्ति, प्रकृति, मति आदि<br/>     ईकारान्तः - धमनी, नदी आदि<br/>     उकारान्तः - रज्जु, धेनु आदि<br/>     ऊकारान्तः - वर्षाभू, वधू आदि<br/>     ऋकारान्तः - मातृ आदि<br/>     चकारान्तः - वाच् आदि<br/>     तकारान्तः - योषित्, सरित् आदि<br/>     दकारान्तः - परिषद् आदि<br/>     जकारान्तः - सञ् आदि<br/>     सकारान्तः - जलौकस्, सुमनस् आदि<br/>     षकारान्तः - प्रावृष् आदि</p> <p><b>8.3 - नपुंसकलिङ्ग शब्दरूपाणि</b></p> <p>अकारान्तः - पितृ, वन आदि<br/>     उकारान्तः - अशृ, मधु आदि<br/>     इकारान्तः - अक्षिः, अस्थि, वारि, दथि आदि<br/>     ऋकारान्तः - ज्ञात्, धातु आदि<br/>     नकारान्तः - वत्मन्, दण्डन् आदि<br/>     सकारान्तः - स्रोतस्, मनस् आदि<br/>     षकारान्तः - सर्पिष्, आयुष् आदि<br/>     तकारान्तः - शकृत्, जगत् आदि</p> <p><b>8.4- सर्वनामपदानि</b> - अस्मद्, युष्मद्, तद्,<br/>     एतद्, यद्, किम्, इदम् आदि</p> | I | 10 | No | Yes (1 que of 5 marks) | Yes (1 que of 5 marks) |
| 9. | धातुरूपाणि—<br><b>9.1 - परस्मैपदि</b> - लट्/लट्/लड्/विधिलिङ्/लोट्<br>भ्वादि गण - भू सत्तायाम्, क्षि क्षये, गम् (गतौ, पा  | I | 10 | No | Yes (1 que of 5 marks) | Yes (1 que of 5 marks) |

|           |  |   |    |   |  |
|-----------|--|---|----|---|--|
|           | <p>पाने, जीव्, पच्, त्यज्, दृश(पश्य)</p> <p>अदादि गण - अद् भक्षणे, हन् हिम्सागत्योः, वा</p> <p>गतिगन्धनयोः पा रक्षणे, अस्, श्वस्वप, ऽब्रू,</p> <p>जुहोत्यादि गण- धा धारणपोषणयोः, पृ - पलनपूरणयोः, हा त्यागे, दा (दाज्)</p> <p>दिवादि गण- विवु क्रीडादौ, त्रसी उद्वेगे, पुष् पुष्टै, कुप्, नश्, तुष्, स्निह्, जृ</p> <p>स्वादि गण- चिब् चयने, शक् शृ,</p> <p>तुदादि गण- तुद् व्यथने, कृष् विलेखने, लिख् लेखने, दिश्, कृन्त्, क्षिप्, स्पृश्</p> <p>रुधादि गण- रुधिर् आवरणे, भिदिर् विदारणे, भुजः</p> <p>तनादि गण- तनु विस्तारे, कृज् करणे</p> <p>क्र्यादि गण- प्रीञ्- तर्पणे कान्ते च, ग्रह् उपादाने ज्ञाना</p> <p>चुरादि गण- गण् संस्थाने, साध्, ताङ्, धृ, कथ् वाक्यप्रबन्धे</p> <p>आत्मनेपदि -</p> <p>भ्वादि गण - वृत् वर्तने, वृथ्(वर्ध), लभ्, सेव्, रुच्</p> <p>अदादि गण - शीङ् स्वप्नेब्रू,</p> <p>जुहोत्यादि गण- धा धारणपोषणयोः, दा (दाज्),</p> <p>दिवादि गण- जनी प्रादुर्भाव, मन्, बुध्, पद्, विद्</p> <p>स्वादि गण- चिब् चयने,</p> <p>तुदादि गण- तुद् व्यथने, कृष् विलेखने, म्रि, विद्, मुच्, सिङ्च्</p> <p>रुधादि गण- रुधिर् आवरणे, भिदिर् विदारणेभुज, ऽ</p> <p>तनादि गण- तनु विस्तारे, कृज् करणे</p> <p>क्र्यादि गण- प्रीञ्- तर्पणे कान्ते च, ग्रह् उपादानेज्ञ, ऽा</p> <p>चुरादि गण- चुर्, क्षाल्, कथ्, घोष्, भक्</p> <p>आयुर्वेदसंहितासु विद्यमानानां धतुरूपाणां परिचयीकरणम्</p> <p>अभिकाम्यम्</p> <p><b>9.2</b> - लृडग, आशीर्लिंडग, लिट, लुडग, लुड [सङ्क्षिप्त पाठनम्-Brief teaching] भ्वादि गण, अदादि गण, जुहोत्यादि गण, दिवादि गण, स्वादि गण, तुदादि गण, रुधादि गण, तनादि गण, क्र्यादि गण, चुरादि गण<br/>पूर्वोक्तधातुष्वेकस्य पञ्चलकरेषु रूपाणि दर्शयेत्   परं परीक्षायाम् न पृष्ठव्यानि  </p> |   |    |   |  |
| <b>10</b> | <p>प्रत्ययः</p> <p><b>10.1</b> – क्त - क्तवत्, तव्यत् – अनीयर्, शत् – शानच्, ल्युट् - ष्वुल्, क्त्वा - ल्यप्, णिनि, ;क्तिन्, तुमन्</p> <p>प्रत्ययाणाम् प्रयोगः एव पृष्ठव्याः  </p> <p><b>10.2</b> - भावे घञ्, करणे घञ्, भावे व्यञ्, कर्मणि ण्यत्, कर्त्तरि अञ् अप्</p> <p>आयुर्वेदसंहितायां विद्यमानानां भावे/करणे/कर्त्तरि/ताच्छील्ये/आदि प्रत्ययानां परिचयः करणीयः   परं परीक्षायाम् न</p>   | I | 10 | 3 | Yes (2 Que of 1 mark)<br>que of 5 marks) |

|           |  |           |           |          |                       |           |
|-----------|--|-----------|-----------|----------|-----------------------|-----------|
|           | पृष्ठव्या :  परीक्षायाम् वाच्य प्रयोगः स्वरूपे पृष्ठव्या : |           |           |          |                       |           |
| <b>11</b> | विशेषण विशेष्य   | <b>II</b> | <b>05</b> | <b>2</b> | Yes (3 Que of 1 mark) | <b>No</b> |

|    | <b>Paper II</b><br><b>Sanskrit and Ayurved Itihas</b>  |                           |  | <b>D</b><br>Type of Questions<br>“Yes” can be asked.<br>“No” should not be asked. |                        |  |
|----|--|---------------------------|--|---|------------------------|--|
|    | <b>Part A Sanskrit List of Topics</b>  | <b>B Term</b>             | <b>C Marks</b>                                 | <b>MCQ (1 Mar k)</b>  | <b>SAQ (5 Marks)</b>   | <b>LAQ (10 Marks)</b>  |
| 1  | निश्चित तथा पर्याय पदानि—<br>A) आयुः ,शरीर, मनः, अग्निः, जलम्, वातः, पित्तम्, कफः<br>B) रस, रक्त, मांस, मेद, अस्थि, मज्जा, शुक्र , इन्द्रियम्, श्रोत्रः, चक्षुः, रसना , ग्राण<br>(C धी, धृति, सृति, बुद्धी, मति , प्रज्ञा , मूत्र , पुरीषः, स्वेद, आत्मा, रोगः, निदानम्, रोगि ;भेषजचिकित्सा , आदि  | A -I<br>B – II<br>C- III  | 15   | <b>No</b>   | Yes (2 que of 5 marks) | Yes (1 que of 5 marks)   |
| 2  | परिभाषापदानि –<br>A) आयुर्वेदः, पञ्चमहाभूतानि, त्रिगुणम्, दोषाः, मलाः, दूष्यम्, सम्पर्शः, सन्निपातः<br>B) द्रव्य, गुण , कर्म, सामान्य, विशेष, गुरु, लघु, प्रकृतिः, विकृतिः, चयः, प्रकोपः, प्रसरः, स्थानसम्बन्धः, दोषगतिः भेदः, रसः; वीर्यम्, विपाकः, कार्यकारणभावः<br>C) स्रोतस् , कोषः, आमम्, विरुद्धाहम्, विरुद्धाहारः, विवाहि, विष्टिभि, सात्यम्, ओक्सात्यम्, देशसात्यम्, अत्यशनम्, अध्यशनम्, स्थानी, योगवाही, पथ्यम्, अपथ्यम्, कृतान्वर्गः;, अवस्थापाकः, वेगः ,शोधन, शमन , लंघन , बृहण, अनुपान आदि | A - I<br>B - II<br>C- III | 20   | <b>No</b>   | Yes (2 que of 5 marks) | Yes (1 Que. of 10 marks)   |
| 3. | अन्वयलेखनम् -<br>A) अष्टाङ्गहृदयम् सूत्रस्थानम् —अध्यायतः सर्वाणि सूत्राणि<br>1.आयुष्कार्मीयम्<br>2.दिनचर्या<br>3.रोगानुत्पादनीयम्<br>B) अष्टाङ्गहृदयम् सूत्रस्थानम् —अध्यायतः सर्वाणि सूत्राणि<br>दोषादिविज्ञानीयम्<br>दोषभेदीयम्<br>दोषोपक्रमणीयम्<br>द्विविधोपक्रमणीयम्<br>C) वैद्यकीय सुभाषितसाहित्यम् – shloka numbers -<br>प्रथमः 1, 2<br>द्वितीयः 1, 7<br>तृतीयः 9  | A- I<br>B - II<br>C - III | 30<br>(A<br>B<br>C<br>10<br>mark<br>s<br>each) | <b>No</b>   | 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<br>पञ्चमः 2, 3<br>षष्ठः 1, 4, 7<br>सप्तमः 2, 5, 17<br>अष्टमः 13, 12<br>नवमः 12, 13<br>दशमः 1, 19<br>एकादशः 1, 2<br>द्वादशः 1, 6<br>त्रयोदशः 1, 7, 8, 9<br>चतुर्दशः 2, 3, 4<br>पञ्चदशः 7, 10<br>षोडशः 5, 6<br>सप्तदशः 1, 4<br>अष्टादशः 1, 2, 3<br>एकोनविंशतिः 2, 3, 4<br>विंशतिः, 12, 3, 4 |     |    |     |   |
| 4. | पञ्चतन्त्र-अपरीक्षितकारकम् ५ अध्याय  | III | 15 | No  | Yes (1 que of 5 marks)<br>Yes (1 que of 10 marks) |
|    | <b>Part B</b><br><b>Ayurved Itihas</b>   |     |    |     |   |
|    | <b>All Topics</b>  |     |    | Yes | No<br>No  |

## 6 G- Question paper blue print

### Paper I – Sanskrit

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

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

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

| A<br>Question<br>Sr. No | B<br>Type of Question   | C<br>Question Paper Format  |
|-------------------------|---|---|
| Q1                      | <p><b>Multiple choice Questions (MCQ)</b><br/> <b>Ayurved Itihas</b><br/>         20 Questions<br/>         1 mark each<br/>         All compulsory<br/> <br/>         Must know part 15 MCQ,<br/>         Desirable to know 3 MCQ.<br/>         Nice to Know 2 MCQ</p>   | <p>All Questions From <b>Ayurved Itihas</b>.Paper II Part B</p> <ol style="list-style-type: none"> <li>1. Topic number 1/2</li> <li>2. Topic number 3/4</li> <li>3. Topic number 5/6 /7 /8</li> <li>4. Topic number 9/ 10</li> <li>5. Topic number 1/2</li> <li>6. Topic number 3/4</li> <li>7. Topic number 5/6 /7 /8</li> <li>8. Topic number 9/ 10</li> <li>9. Topic number 1/2</li> <li>10. Topic number 3/4</li> <li>11. Topic number 5/6 /7 /8</li> <li>12. Topic number 9/ 10</li> <li>13. Topic number 1/2</li> <li>14. Topic number 3/4</li> <li>15. Topic number 5/6 /7 /8</li> <li>16. Topic number 9/ 10</li> <li>17. Topic number 1/2</li> <li>18. Topic number 3/4</li> <li>19. Topic number 5/6 /7 /8</li> <li>20. Topic number 9/ 10</li> </ol> |
| Q2                      | <p><b>Short answer Questions (SAQ)</b><br/> <b>Sanskrit</b><br/>         All compulsory<br/>         8 questions<br/>         5 marks for each que.<br/> <br/>         Must know part 7<br/>         questions, 1 question on<br/>         Desirable to know.<br/>         No Questions on Nice to<br/>         know.</p> | <ol style="list-style-type: none"> <li>1. Topic number 3 अधोदत्तस्य श्लोकस्य पदच्छेदं लिखित्वा रेखाङ्गितानां पदानां शब्दरूपाणि धातुरूपाणि वा लिखत  </li> <li>2. Topic number 3 अधोदत्तस्य श्लोकस्य अन्वयम् अर्थम् च लिखत</li> <li>3. Topic number 2/3 अधोदत्तस्य श्लोकस्य अन्वयम् अर्थम् च लिखत</li> <li>4. Topic number 3/ 4 प्रयोगं विपरिणमयत   5 Que x 1 mark each</li> <li>5. Topic number 2 अधोदत्तानाम् टिप्पणिर्लिखत  </li> <li>6. Topic number 1 शब्दस्य निरुक्तिं तथा पर्यायवचनानि च लिखत  </li> <li>7. Topic number 3/4 संस्कृत भाषायां अनुवदत  </li> <li>8. Topic number 3/4 मातृभाषायां अनुवदत  </li> </ol>   |
| Q3                      | <p><b>Long answer Questions (LAQ)</b><br/> <b>Sanskrit</b><br/>         All compulsory<br/>         4 questions<br/>         10 marks for each que.</p>   | <ol style="list-style-type: none"> <li>1. Topic 4 अधोदत्तकथायाः साराम्शं सम्स्कृत भाषायाम् लिखत   or Comprehension.</li> <li>2. Topic 2 अधोदत्तानाम् टिप्पणिर्लिखत   2x5 (5 marks for each)</li> <li>3. Topic 1, 3 <ul style="list-style-type: none"> <li>A) प्रश्नानाम् पूर्णवाक्येन उत्तराणि लिखत   5 Que.X 1 Mark for each</li> <li>B) निरुक्तिं तथा पर्यायवचनानि च लिखत    5 Que. X 1 mark for each</li> </ul> </li> </ol>  |

|  |  |   |
|--|--|---|
|  | All questions on must know.<br>No Questions on Nice to know and Desirable to know. | 4. Topic 3 अधोदत्तस्य श्लोकस्य पदच्छेदं विग्रहवाक्यम् अन्वयः वाक्यार्थं शास्त्रार्थं च लिखत  <br>5 Que. X 2 marks |
|--|--|---|

## 6 H - Distribution of Practical Exam

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

| SN |  | Heads     | Marks      |
|----|--|-----------|------------|
| A  | <b>VIVA (75)</b>   |           |            |
| 1  | Reading (structured approach)  | <b>10</b> |            |
| 2  | Shabdarupani and Karakani  | <b>10</b> |            |
| 3  | Sandhi and Padachcheda, Dhaturupani  | <b>10</b> |            |
| 4  | Samas  | <b>5</b>  |            |
| 5  | Paribhasha, Nirukti  | <b>5</b>  |            |
| 6  | Anvay  | <b>10</b> |            |
| 7  | Constructing sentences and conversation  | <b>10</b> |            |
| 8  | Compilation/ Record writing<br>[Compilation/ Record writing book should contain<br>1. Anvay<br>2. Padachcheda<br>3. Samas<br>4. Shabdarupani<br>5. Dhaturupani<br>6. Bhavarth<br><br>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.] | <b>10</b> |            |
| 9  | Communication Skill  | <b>5</b>  |            |
| B  | <b>Internal Assessment (15)</b>  |           | <b>15</b>  |
| C  | <b>Electives (10)</b>  |           | <b>10</b>  |
|    | Total Marks  |           | <b>100</b> |

## **7. References/ Resources**

### **Sanskrit**

#### **Books**

1. संस्कृतपाठ्यपुस्तकम् प्रथमः तथा द्वितीयभागः:- Sanskrit for Ayurveda part- I and Part –II Published by CCIM New Delhi
2. आयुर्वेदस्य भाषा-पञ्चभागः:- Ayurvedasya bhaSha part I to part –V samskrita samvardhana prathisthan mumbai
3. लघुसिद्धान्तकौमुदि: - वरदराज - Laghusiddhantakaumudi of bhattojidikshita
4. सिद्धन्तकौमुदि – भट्टोजिदीक्षितः siddhantakaumudi
5. वैद्यकीयसुभाषितसाहित्यम् - Vaidyakiyasubhashitasahityam, भास्कर गोविन्द घाणेकर, चौखम्बा प्रकाशन
6. पन्तन्त्रम् अपरीक्षितकारकम् - Pancatantra aparikshitakarakam 1 to 5 stories
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