

**USER MANUAL
FOR
FIRST PROFESSIONAL BAMS CURRICULUM**



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



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

National Commission for Indian System of Medicine

The National Commission for Indian System of Medicine is the statutory body constituted under NCISM Act, 2020 vide gazette notification extraordinary part (ii) section (i) dated 21.09.2020.

An Act..

- to provide for a medical education system that improves access to quality and affordable medical education, ensures availability of adequate and high quality medical professionals of Indian System of Medicine in all parts of the country;
- that promotes equitable and universal healthcare that encourages community health perspective and makes services of such medical professionals accessible and affordable to all the citizens;
- that promotes national health goals;
- that encourages such medical professionals to adopt latest medical research in their work and to contribute to research;
- that has an objective periodic and transparent assessment of medical institutions and facilitates maintenance of a medical register of Indian System of Medicine.
- for India and enforces high ethical standards in all aspects of medical services;
- that is flexible to adapt to the changing needs and has an effective grievance redressal mechanism and for matters connected therewith or incidental thereto

Graduate Attributes: -

Ayurved Samhiats explain many attributes of Ayurved Physician. Charak Samhita has explained the Qualities of *Pranabhisar Vaidya*, (Saviour), *Chikitsaprabhrut*, *Vaidyavrutti* and many quotes from almost all chapters of samhita. Sushrut Samhitas has elaborate description of teaching learning process and qualities of Vaidya in many chapters e.g. Prabhashaneeya. similarly, Ashtang sangrah and Hridaya and other samhitas contributed many such quotes.

These are the graduate attributes compiled from samhitas. (A student after completion of the course, should gain these attributes.)

| Graduate Attributes (GA) Sanskrit and English Translation | |
|--|--|
| GA1 | स्वस्थातुरयोःकृते हेतुलिङ्गौषधात्मकस्य त्रिसूत्रात्मकस्य आयुर्वेदस्य जाता (भवेत्) Ayurveda professional who is well versed with the Trisutra framework i.e. causes (Hetu), symptoms (Linga) and therapeutics (Aushadha) for the maintenance of health and management of disease |
| GA2 | विविधगुरुशास्त्रसेवनादिभिः पर्यवदातता विशुद्ध ज्ञानवत्ता बहुशो दृष्टकर्मता च Erudite scholar of pure knowledge of Ayurveda learnt from various gurus, contemporary disciplines and thorough observation of multiple procedures. (Variety of learning experiences.) |
| GA3 | प्रकृतिवितर्कयुक्तिप्रतिपत्तिविद् (भवेत्) Physician with a rational approach to clinical decision making that is holistic and based on uniqueness of individual (Prakruti). |
| GA4 | कर्म कुशल जितहस्ता च (भवेत्) Physician who is dexterous and skilled at performing therapeutic maneuvers. |
| GA5 | विजाता शासिता योक्ता चिकित्साप्रभृतः (प्राणाभिसरः) च (भवेत्) Saviour of lives, who is well equipped with requisite knowledge, leadership attributes and the ability to practice holistic management of diseases. |
| GA6 | दक्षः शुचिः सदवृत्तशीलः करुणावान च (भूत्वा वर्तत) |

| | |
|-----|---|
| | Agile, wise, virtuous, ethical and compassionate professional physician. |
| GA7 | <p>सतताध्ययनपरः (भवेत्)</p> <p>Self-directed learner taking efforts to enrich his qualities (knowledge and skills) to improve healthcare and societal well-being.</p> |
| GA8 | <p>सुष्ठु संभाषणक्षमः (स्यात्)</p> <p>Eloquent or good communicator who effectively communicates with patients, families, community and peers.</p> |
| GA9 | <p>चिकित्सक अन्वेषक अध्यापक गुणानां जाता अभिकाक्षिणः च (भवेत्)</p> <p>Professional who knows the qualities of a practitioner, researcher and academician and aspires to be one.</p> |

Programme learning outcomes (PO)

At the end of the BAMS programme, the students will be able to:

| | |
|-----|--|
| PO1 | Demonstrate comprehensive knowledge and application of the Trisutra concept to explore root causes, identify clinical manifestations of disease to treat ailments and maintain healthy status. |
| PO2 | Demonstrate knowledge and skills in Ayurveda, acquired through integration of multidisciplinary perspectives and keen observation of clinical and practical experiences. |
| PO3 | Demonstrate proficiency in holistic, unique assessment of an individual for rational approach and decision-making in management of disease and maintenance of health. |

| | |
|-----|---|
| PO4 | Perform procedures and therapeutic maneuvers with skill and dexterity in a variety of situations. |
| PO5 | Demonstrate knowledge, skills and attitudes to provide holistic quality care and preparedness to practice. |
| PO6 | Demonstrate agility, virtuous and ethical behavior and compassion to improve the well-being of individuals and society. |
| PO7 | Demonstrate self-directedness in pursuit of knowledge and skills, which is required for advancing health care and wellbeing of society. |
| PO8 | Demonstrate the ability to effectively communicate with patients, families, community and peers |
| PO9 | Demonstrate an understanding of qualities and required skills as a practitioner, researcher and academician and an aspirations to become one. |

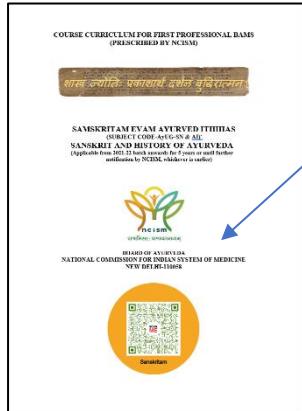
प्राणाभिसरः प्राणायतनानाम्

GA1 to GA9 are Matched with PO1 to PO9 Respectively.

User manual.

Welcome to new curriculum of NCISM for I Professional BAMS (Ayurvedacharya).

This is an introduction before reading the curriculum file for any course. These instructions will help reader to easily retrieve the information from the document. This document involves many familiar and less familiar terms. Some of them are explained in here.



First Page: Contains Name, Code, Year and “QR code” for downloading the document.

Second page is Summary page for the Course.

The Page will provide at a glance information of Lecture and non-Lecture hours, Distribution of hours as per papers, Distribution of Marks (Theory and Practical).

| NCISM I professional Ayurvedacharya (BAMS) | | | |
|--|---|---------------------------------------|-------------------|
| SAMSKRITAM EVAM AYURVEDI ITIHASA SANSKRIT AND HISTORY OF AYURVEDA (Applicable from 2021-22 batch onwards for 5 year or multi semester students to NCISM affiliated institutions) | | | |
| Summary | | | |
| AC/CS/AN & AI Total number of Teaching hours: 580 | | | |
| Lecture hours (LH) – Theory | 250 Hours | 100 Hours | 100 Hours (AI) |
| Practical hours (PH) – Theory | – | – | – |
| Non-Lecture hours (NLH) – Theory | 24 Hours | 140 Hours | 200 Hours (AI/LD) |
| Practical hours (PH) – Theory | 55 Hours | 40 Hours | – |
| Non-Lecture hours (NLH) – Practical | – | – | – |
| Examination (Papers & Mark Distribution) | | | |
| Item | Theory Component Marks: AYUUG-A & AI | Practical Component Marks: | |
| Paper I | 100 Subject 100 Marks | Practical 10 Marks Theory 90 Marks | 10 15 |
| Paper II | Subject 10 Marks and Assignment 90 Marks | – | – |
| Sub-Total | 200 | 100 | – |
| Total Marks | – | 200 | – |

Next table is Index. All the major tables are indexed.

Curriculum: The curriculum is defined as the guideline of the academic content covered by an education system while undergoing a particular course or program. Curriculum has a wider scope which covers the knowledge, attitude, behaviour, manners, performance & skills that are imparted or inculcated in a student. It contains every aspect from objectives to assignments. This is outcome-based approach of the curriculum.

Graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution.

The graduate attributes include capabilities that help strengthen learners’ abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society.

Program learning Outcomes deal with the general aspect of graduation for a BAMS program, and the competencies and expertise a graduate will possess after completion of the program. Name of the Programme : Ayurvedacharya (Bachelor of Ayurvedic Medicine and Surgery - BAMS)

As per new MSE, This programme (BAMS) is divided in three Professional years of 1.5 years each, followed by 1 year of internship. I professional BAMS has five courses (Subjects).

Course Code and Name of Course

| | Course code | Name of the Course |
|---|--------------|--|
| 1 | AyUG SN & AI | Sanksrit and Ayurved Itihas |
| 2 | AyUG-PV | Padartha Vijnanam (Fundamental Principles of Ayurveda and Quantum Mechanics) |
| 3 | AyUG KS | Kriya Sharir (Human Physiology) |
| 4 | AyUG-RS | Rachana Sharir (Human Anatomy) |
| 5 | AyUG-SA1 | Samhita Adhyayan 1 |

Course code: is an abbreviation of selected alphabets given to the course (subject).

Name of the course: Complete name of the course is indicated in the table in each course.

Next table explains Course learning outcomes (CO) and they are matched with Programme learning outcomes.(PO)

Table 1- Course learning Outcome and matched Program learning outcomes.

| | | |
|-----------------|---|---|
| SR1 CO No | A1 Course learning Outcome (CO) AyUG-.....: At the end of the course AyUG-.....: the student should be able to- | B1 Course learning Outcome matched with program learning outcomes. |
| | | |

SR1: Course learning Outcome are numbered in column SR1. CO<Number> for the AyUG-.....: These number will be used in the table 3 in column A3.

A1: Course Learning Outcome (CO) :

Course Learning outcomes (CO) is a detailed description of, what a student must be able to do at the completion of a course. CO helps the learner to understand the reason for pursuing the course. Learner can visualize the learning (it may be knowledge, Skills or attitude) at the end of the course.

Learning outcome is measurable and involves the structuring of two parts, a verb and an object. The verb phrase describes the intended cognitive process or what the learner is intended to do, and the object phrase describes the knowledge students are expected to acquire or construct.

B1: Program learning Outcomes (POs) matched with Course learning outcomes (CO)

Ayurvedacharya (BAMS) is a programme and outcomes for this are explained in earlier section. This column explains CO in column A1 matched with the appropriate PO<number> written in row in front of COs

Table 2: Contents of the Course-

| | A2 List of Topics AyUG-PV I | B2 Term | C2 Marks | D2 Lecture hours | E2 Non-Lecture hours |
|--|--------------------------------|------------|-------------|------------------------|----------------------------|
| | | | | | |

Table 2 explains contents of course. List of topics and distribution according to term and marks.

| | A2 List of Topics AyUG-..... | B2 Term | C2 Marks | D2 Lecture hours | E2 Non-Lecture hours |
|--|---------------------------------|------------|-------------|------------------------|----------------------------|
| | | | | | |

A2: List of topics AyUG-.....: List of the topics (main and subtopics) those are included in the course.

| | A2 List of Topics AyUG-..... | B2 Term | C2 Marks | D2 Lecture hours | E2 Non-Lecture hours |
|--|---------------------------------|------------|-------------|------------------------|----------------------------|
| | | | | | |

B2: Term – The course is of three terms of six months each. Topics in A2 are to be covered in three terms. This column indicates topics to be covered as per each term. Indicated by I, II, III.

| | A2 List of Topics AyUG.. | B2 Term | C2 Marks | D2 Lecture hours | E2 Non-Lecture hours |
|--|-----------------------------|------------|-------------|------------------------|----------------------------|
| | | | | | |

C2: Marks: This column indicates distribution of marks for the topic or group of topics in the course. Useful for considering the weightage of the topic in the course.

Term wise distribution is indicated in column B2 and marks distribution in C2.

| | A2 List of Topics AyUG____ | B2 Term | C2 Marks | D2 Lecture hours | E2 Non-Lecture hours |
|--|-------------------------------|------------|-------------|------------------------|----------------------------|
| | | | | | |

D2 and E2 : Lecture and Non Lecture Hours:- Defines the Total number of hours allotted for the course. As per MSE, they are divided in lecture and non-lecture hours.

| | A2 List of Topics AyUG... | B2 Term | C2 Marks | D2 Lecture hours | E2 Non-Lecture hours |
|--|------------------------------|------------|-------------|------------------------|----------------------------|
| | | | | | |

D 2 Lecture hours: Lecture is an exposition of a given subject or discourse on a particular subject delivered before an audience or class. Lecture is commonest method used in the classroom for teaching. Now it is supplemented with A/V aids. Expectations from the lecture are interactive lectures.

Interactive teaching method is a teaching process which is conducted through the interaction between the teacher and the learner. It is within the existing learning conditions, aiming to transfer common knowledge, skills, and values to the student.

These can be brief segments within a larger lecture-based class and can include a single or mix of several different Teaching learning and student engaging techniques. Total number of hours required to complete the topic are indicated in the column.

| | A2 List of Topics AyUG... | B2 Term | C2 Marks | D2 Lecture hours | E2 Non-Lecture hours |
|--|------------------------------|------------|-------------|------------------------|-------------------------|
|--|------------------------------|------------|-------------|------------------------|-------------------------|

E2 Non Lecture Hours:- Practical-Learning means knowledge gained by implementing theory in real-life activities. This way of learning helps students to remember the topic for a long time and also to master it. Practical-learning makes the study more enjoyable, with the highest engagement in the topic.

Learning can be with various ways. Based on objectives like Disseminate knowledge, Develop capability to use ideas, to test ideas, to generate ideas, Facilitate the personal development of students, self directed learning.

Common methods like Reading, Handouts, Guest lectures, using library and other learning resources, Case studies, Work experience, Projects, Demonstrations, Group working, Simulations, Workshops, Discussion & debates, Essay writing, tutorials, Presentations, compilations, feedback on written work. Some others like Peer assessment, Research projects, Workshops on techniques of creative problem solving. Team based learning like Group working, Action learning, field work. Generating ideas with Lateral thinking, Brainstorming, Mind-mapping, Creative writing, drawing. Others like Problem solving, Experiential learning, Role play, Mentors, Reflective logs and diaries, independent study/ self-directed learning, Work placement, Portfolio development etc.

Activities based on relevance are expected as a part of learning experience. Time required for these activities along with different newer Teaching learning methods supported by various Audio visual aids can be considered as **non-lecture hours**. These hours are indicated as per topic list in this column.

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

| A3 Course outcome | B3 Learning Objective (At the end of the session, the students should be able to) | C3 Domain/Category | D3 Must to know/ desirable to know/Nice to know | E3 Level Does/ Shows how/ Knows how/ Know | F3 T-L method | G3 Assessment | H3 Formative /summative | I3 Te rm | J3 Integration |
|---|---|-----------------------|---|--|---------------------|------------------|-------------------------------|----------------|-------------------|
| Topic 1- <Topic point > (Lecture:- <Number> hours, Non lecture <Number> hours) | | | | | | | | | |

Table 3 Learning objectives of course AyUG-.....: contents. This table contains ten columns. This comprehensive table explains Topic and subtopic wise points in the table. Matched lecture and no lecture hours explained as per D2 and E2 columns. It also explains learning Objective of the topic, Domain and subdomain as per Blooms Taxonomy, level, appropriate Teaching learning Method, assessment method, type of assessment and Integration for teaching.

| A3 Course outcome | B3 Learning Objective (At the end of the session, the students should be able to) | C3 Domain/sub | D3 Must to know/ desirable to know/Nice to know | E3 Level Does/ Shows how/ Knows how/ Know | F3 T-L method | G3 Assessment | H3 Formative /summative | I3 Te rm | J3 Integration |
|---|---|------------------|---|--|---------------------|------------------|-------------------------------|----------------|-------------------|
| Topic 1- <Topic point > (Lecture:- <Number> hours, Non lecture <Number> hours) | | | | | | | | | |

A3 indicates Course learning outcome (CO): - CO are explained in Column A1. Topic list is explained in column A2. This column A3 explains relation of Topic in list and course outcome denoted corresponding CO number. One topic and Objectives for topic may contribute in one or more than one CO s. They are also denoted in this column.

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

Topic 1- <Topic point > (Lecture:- <Number> hours, Non lecture <Number> hours)

B3 Learning Objectives: - Learning objectives are clearly written, specific statements of observable learner behavior or action that can be measured upon completion of an educational activity. It is a description of what the learner must be able to do upon completion of an educational activity. A well-written learning objective outlines the knowledge, skills and/or attitude the learners will gain from the educational activity. One Topic covers one or many learning objectives. They are noted in Column B3. Each objective start with a verb. Before that line in the first cell “At the end of the session, the student should be able to” is common to all the statement.

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

Topic 1- <Topic point > (Lecture:- <Number> hours, Non lecture <Number> hours)

C3 indicates **Domain of learning**. Benjamin Bloom has identified three domains of educational activities. The three domains are Cognitive, psychomotor and affective. Cognitive is for mental skills (Knowledge), Psychomotor is for manual or physical skills (Skills) while Affective is for growth in feelings or emotional areas (Attitude), They are also indicated by KSA (Knowledge, Skills and Attitude). All activities related to teaching and learning are aligned to these domains of learning.

Cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories. They are in ascending order. Lowest level is Knowledge (Recall), followed by Comprehension, Application, Analysis, Synthesis and Evaluation in the pyramid. They start from the simplest to the most complex.

Psychomotor domain includes physical movement, coordination, and use of the motor skill areas. Development of these skills requires practice and is measured in terms of speed, precision, procedures, or techniques in execution. The seven major categories listed in order are Perception, Set, Guided response, Mechanism, Complex Overt Response, Adaptation and Origination.

Affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories listed in order are: Receiving, Responding, Valuing, Organization and Internalizing values (characterization).

These are denoted in column C3 e.g., Cognitive/Knowledge.

| A3 Course outcome | B3 Learning Objective (At the end of the session, the students should be able to) | C3 Domain/ sub | D3 Must to know/ desirable to know/Nice to know | E3 Level Does/ Shows how/ Knows how/ Know | F3 T-L method | G3 Assessment | H3 Formative /summative | I3 Te rm | J3 Integration |
|---|---|----------------------|---|--|---------------------|------------------|-------------------------------|----------------|-------------------|
| Topic 1- <Topic point number> (Lecture:- <Number> hours, Non lecture <Number> hours) | | | | | | | | | |

D3 : Considering the Course outcome, Learning objective, level of learner(UG/ PG etc), topics are classified into Must to know, Desirable to know and Nice to know. This classification is essential to focus depth of the teaching, allotted time and efforts in teaching. It reflects in Teaching learning Methods and assessment. Must know should be covered in depth, Desirable to know as an introduction and Nice to know should be a sensitization.

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

Topic 1- <Topic point number> (Lecture:- <Number> hours, Non lecture <Number> hours)

E3 Levels of competencies in Clinical practice. It is based on Millar's Pyramid. It is divided in four levels. Lower two levels are Know and Know how based on Cognitive. Top two Shows and does for behavior. Lower three levels are useful in UG. In any topic based on the Domain and importance, Level, Teaching and learning activities as well as Assessment methods are planned. These levels for each objective in topic are noted in Column E3.

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

Topic 1- <Topic point number> (Lecture:- <Number> hours, Non lecture <Number> hours)

F3 T – L Methods: - Teaching learning methods. Teaching learning methods are planned based on Topic need, Domain, Importance, Level to be assessed. This column indicates traditional methods like lecture as well as interactive methods.

Lecture method is an educational presentation delivered by an instructor to a group of students with the help of instructional aids and training devices. In lecture method, the teacher orally presents the course material in an organized way to the students. Lectures may contain varying level of student participation, and the students take notes. Lecturing is one of the oldest methods of teaching used by the teachers of higher education. Lecture method gives more importance to content presentation, where the teacher is active and the students are passive, but the monotony of

teaching will be overcomed by various methods of Interactivity and Audio-visual aids. It is fastest and easiest way of large group teaching. Lecture method helps to motivate, clarify doubt, review the understanding by verbal and nonverbal responses.

In lecture, various other methods can be included. A large classroom can be converted to small groups for

Discussions: - Leading discussions can be one of the most rewarding, and most challenging, teaching methods. Using discussions as a primary teaching method allows us to stimulate critical thinking. Large group can be converted to small groups and activity can be conducted.

Brainstorming is used as one of the teaching methods. the students participate by responding or presenting views on the topic. This technique encourages new ideas among students.

Inquiry-Based Learning starts from a place of questioning. Students may spontaneously ask questions or be prompted to ask questions about a particular topic. They might search to find answers, engage in activities that will help them pursue answers, or work collaboratively in pursuit of answers.

Problem-based learning (PBL) is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.

Case based learning: - Same as above. A case on clinical practice or any real-life situation.

Project-Based Learning: - Project-based learning requires students to spend an extended period of time (e.g., a week) on a single project. Students will complete project with Learning objective and will present in class.

Team-based learning (TBL) is a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class

Flipped classroom: - Flipped classrooms involve asking students to complete the reading, preparation and introductory work at home. Video or presentations are supplied before the class. Then, during class time, the students will ask questions and participate in discussions.

Blended Learning Blended learning is a mix method. Classroom lecture and technology together. This method relies heavily on technology, with part of the instruction taking place online and part in the classroom via a more traditional approach, similar but different than flipped classroom approach. Various online tools, apps can be added in the classroom activities.

Edutainment: - A combination of education and entertainment. it helpful in maintaining students' interests, by using various methods of teaching such as videos, Power Point slides, demonstrations, discussions, etc.

Early Clinical Exposure (ECE) provides a clinical context and relevance to basic sciences learning. It also facilitates early involvement in the healthcare environment that serves as motivation and reference point for students, leading to their professional growth and development. It can be for healthy individuals or Patients. In a large classroom, it can be achieved by recorded videos, cases.

Simulation is also the pedagogical approach of providing students with the opportunity to practice learned skills in real-life situations. Simulation-based learning allows students to apply abstract concepts to active hands-on practice. Practicing with mock or real patients in a dedicated clinical environment such as a clinical skills lab helps students learn to make appropriate decisions at various points within the scenario.

Role plays: - Role play is the basis of all dramatic activity. Role playing is a way of working through a situation, a scenario, or a problem by assuming roles and practicing what to say and do in a safe setting. It is effective way of learning cognitive, affective as well as communication.

Self-directed learning is the process through which an individual takes responsibility for their learning. This includes assessing the needs and readiness for learning, identifying learning goals, engaging in the learning process and self-evaluation. As a part of learning students are needs to acquire many essential skills by this methos. Many online tools, E learning portals, MOOC's related to syllabus are available. As per importance of topics nice to know topics can be selected for this method.

Problem solving method: - Human beings face multi-dimensional problems in their lives, and they try to solve these problems in a particular way in the light of their previously gained knowledge and experiences. In this regard, it is essential for the students to be prepared for future or near future challenges by facing real life, or real like, problems in their learning environment, and finding appropriate solution of these problems. Many similar methods like Critical thinking, creative thinking can be part of this activity.

Kinesthetic Learning students perform hands-on physical activities rather than listening to lectures or watching demonstrations. Kinesthetic learning, values movement and creativity, is most commonly used types of instruction. Students are expected to do, make or create something. Poster making, model making, Chart making, Video Clip making. Many such activities can be part of learning.

Workshops on few topics for can be good Teaching method. Skills development, communication skills, ethics and many other programme outcomes can be achieved with this method.

Game-Based Learning Students love games, game-based learning, which requires students to be problem solvers as they work on quests to accomplish a specific goal. For students, this approach blends targeted learning objectives with the fun of earning points or badges, much like they would in a video game.

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

Topic 1- <Topic point number> (Lecture:- <Number> hours, Non lecture <Number> hours)

G3 Assessments: This column indicates method of assessment for the given Topic. Various types of assessment methods are given as per domain. For assessment of cognitive domain MCQ, extended matching items, SAQ, LAQ, Essay writing, modified essay questions (MEQs), Constructed Response Questions (CRQs), case study, open book test etc. can be conducted.

In class activities like Quiz, Puzzles, Class Presentation, Debate, Word puzzle, Online quiz and online game-based assessment methods etc. Kinesthetic activities like Making of Model, Charts, Posters, conducting interview, Interactions, Presentations, similarly Critical reading papers, Creativity Writing etc. are useful to assess current understanding and giving feedback.

Clinical or practical related video cases, simulated patients, patient management problems, checklists, Objective Structured Clinical examination (OSCE), OSPE, Mini-Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedural Skills (DOPS), simulation, Clinical work sampling (CWS) can be recorded as formative assessment. Involving activities like student projects, short survey, research projects, can be used. Other Teaching Methods indicated in the column like PBL, CBL etc. can be used as formative assessment with rating scales, checklist and pre decided scoring pattern. Record keeping like compilations, portfolios, log book, trainer's report, self-assessment, peer assessment, and 360-degree evaluation can be scored for few marks as Formative assessment.

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

Topic 1- <Topic point number> (Lecture:- <Number> hours, Non lecture <Number> hours)

H3 Formative and summative assessment: Column indicate assessment indicated in G3 should be performed as Formative and summative assessment. Few topics are indicated for formative assessment only. Most of the topics will be for formative as well as summative assessment.

I3 Term wise distribution is again indicated in column.

J3 Integration: - Students learn similar topics in more than one course(subjects). Integration of such topics, concepts, where various subject-based knowledge or aspects of one theme or topic are assimilated to provide the holistic approach. Many departments can come together to provide such holistic experience for similar topic. Horizontal and vertical integration opportunities are indicated in this column.

Table 4: Learning objectives (Practical) of Course <course code>

| A4 Course outcome | B4 Learning Objective (At the end of the session, the students should be able to) | C4 Domain/ sub | D4 Must to know/ desirable to know/Nice to know | E4 Level Does/ Shows how/ Knows how/ Know | F4 T-L method | G4 Assessment | H4 Formative /summative | I4 Te rm | J4 Integration |
|-------------------------|---|----------------------|---|--|---------------------|------------------|-------------------------------|----------------|-------------------|
|-------------------------|---|----------------------|---|--|---------------------|------------------|-------------------------------|----------------|-------------------|

Topic 1- <Topic point number> (Lecture:- <Number> hours, Non lecture <Number> hours)

Similar to above table 3 for practical

- List of Practical is added to denote the practicals.

Table 5- Non-Lecture Activities Course AyUG....

| Sr No | List non lecture Teaching-Learning methods | No of Activities |
|-------|--|------------------|
| | | |

Table 5 summaries Non-Lecture Activities. These are indicative and as per the topic need, amongst the multiple methods denoted here and in the objectives table appropriate activities should be chosen.

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

6 A-Number of Papers and Marks Distribution

Number of Papers and Marks Distribution for First Professional BAMS Subjects

| S.No. | Subject Code | Papers | Theory | Practical/Clinical Assessment | | | | | Grand Total |
|--------------------|--------------|--------|--------|-------------------------------|------|----------------|----|-------------|-------------|
| | | | | Practical /Clinical | Viva | Electives | IA | Sub Total | |
| 1. | AyUG-SN & AI | 2 | 200 | - | 75* | 10 (Set-FA) | 15 | 100 | 300 |
| 2. | AyUG-PV | 2 | 200 | 100 | 60 | 10 (Set-FB) | 30 | 200 | 400 |
| 3. | AyUG-KS | 2 | 200 | 100 | 70 | - | 30 | 200 | 400 |
| 4. | AyUG-RS | 2 | 200 | 100 | 70 | - | 30 | 200 | 400 |
| 5. | AyUG-SA1 | 1 | 100 | - | 75 | 10 (Set-FC) | 15 | 100 | 200 |
| GRAND TOTAL | | | | | | | | 1700 | |

*Viva voce examination shall be for Sanskrit and not for Ayurved Ithihasa

(Set-FA, FB, FC – sets of Electives for First Professional BAMS)

6 B - Scheme of Assessment (formative and Summative)

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

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

Theory i.e. Written by the MCQ, SAQ, LAQ as per MSE and Practical Examination by Practical /

Clinical/ Viva.

Formative assessment as, it is assessment for learning, various other methods can be used. Considering cognitive, psychomotor and affective domain appropriate method as per column G3, appropriate method should be adopted.

(Refer above explanation of Formative assessment in G3 column)

Formative assessment should be frequent activity after teaching.

Records should be kept and cumulative marks should be forwarded to university as per table

Formative assessment is defined by two terms, Periodic Assessment and term test.

Periodic Assessment and Term Test - In table 6 C method for calculation of internal assessment marks is explained. Various periodic assessment methods are explained in the table 6 D.

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

For Sanskrit and Samhita Adhyayan 1

| TERM | PERIODICAL ASSESSMENT* | | | | | TERM TEST** | TERM ASSESSMENT | |
|--------------------|---|--------------------|----------------------|--|---|-------------------------------|---------------------------------|---|
| | A | B | C | D | E | F | G | H |
| 1 (15 Marks) | 2 (15 Marks) | 3 (15 Marks) | Average (A+B+C/3) | Converted to 15 Marks (D/15*15) | Term Test (Marks converted to 15) (15 Marks) | Sub Total /_30 Marks | Term Assessment (..../15) | |
| FIRST | | | | | | E+F | (E+F)/2 | |
| SECOND | | | | | | E+F | (E+F)/2 | |
| THIRD | | | | | NIL | | E | |
| Final IA | Average of Three Term Assessment Marks as Shown in 'H' Column. | | | | | | | |
| | Maximum Marks in Parentheses *Select an Evaluation Method which is appropriate for the objectives of Topics from the Table 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C. ** Conduct Theory (100 Marks) (MCQ(20*1 Marks), SAQ(8*5), LAQ(4*10)) and Practical (100 Marks) Then convert total to 15 marks. | | | | | | | |

OR

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

For Kriya Sharir, Rachana Sharir and Padartha Vijnana

| TERM | PERIODICAL ASSESSMENT* | | | | | TERM TEST** | TERM ASSESSMENT | |
|--------------------|--|--------------------|----------------------|--|---|-------------------------------|---------------------------------|---|
| | A | B | C | D | E | F | G | H |
| 1 (15 Marks) | 2 (15 Marks) | 3 (15 Marks) | Average (A+B+C/3) | Converted to 30 Marks (D/15*30) | Term Test (Marks converted to 30) | Sub Total /_60 Marks | Term Assessment (..../30) | |
| FIRST | | | | | | E+F | (E+F)/2 | |
| SECOND | | | | | | E+F | (E+F)/2 | |
| THIRD | | | | | NIL | | E | |
| Final IA | Average of Three Term Assessment Marks as Shown in 'H' Column. | | | | | | | |
| | Maximum Marks in Parentheses | | | | | | | |

| | |
|--|--|
| | *Select an Evaluation Method which is appropriate for the objectives of Topics from the Table 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C. ** Conduct Theory (100 Marks)(MCQ(20*1 Marks), SAQ(8*5), LAQ(4*10)) and Practical (100 Marks) Then convert to 30 marks. |
|--|--|

6 D - Evaluation Methods for Periodical Assessment

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

A detailed list of periodic assessment is given in this table. Choose one activities Indicated in Table 3 - Column G3 as per Indicated I, II or III term in column I3 or any other as per objectives from this table. Conduct periodic test for 15 marks.

6 E Question Paper Pattern

I PROFESSIONAL BAMS EXAMINATIONS

AyuUG -

PAPER-1

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

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

Similar for Paper II (If applicable).

6 F Distribution of theory examination

| | | | | D Type of Questions “Yes” can be asked. “No” should not be asked. | | |
|--|---------------------|-----------|------------|--|------------------|-------------------|
| | A List of Topics | B Term | C Marks | MCQ (1 Mark) | SAQ (5 Marks) | LAQ (10 Marks) |
| | | | | | | |

Question paper Blue print is indicated as per Term, maximum marks allotted to topic and type of Questions.

A indicate List and name of topic and subtopic

B indicate Term

C indicate maximum marks allotted for topic or group of Topics.

D Distribution of type of question MCQ, SAQ, LAQ to be asked. "Yes" indicate can be asked. "No" indicate should not be asked.

6 G Blue print of paper I & II

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

6 G - Blue printing of paper: - Based on 6 F should be used for framing question paper.

A indicates Sr No question

B indicates Type of Questions.

C indicates Topic number from which question is to be framed.

All questions should be compulsory.

For Q 1 MCQ 20 questions to be framed based on the topics indicated in column C. Must to know part 15 MCQ, Desirable to know 3 MCQ, Nice to know 2 MCQs.

For Q 2 SAQ 8 questions to be framed based on the topics indicated in column C. 7 Questions from Must to know 1 Question on Desirable to know and no Questions on Nice to know

For LAQ 4 questions to be framed based on the topics indicated in column C All questions on must know. No Questions on Nice to know and Desirable to know.

Structured Questions should be asked for LAQ. A clear demarcation of the should be given.

A balance of question assessing Knowledge, Comprehension, Application and Analysis should be maintained.

6 H Distribution of Practical Exam

| SN | Heads | Marks |
|----|-----------------------------|-------|
| 1 | Practical (Total Marks 100) | |
| | Heading 1 | |
| | Heading 2 | |
| | Heading 3 | |
| | Heading 4 | |
| | | |
| 2 | Viva Voce | |
| 3 | Internal | |
| 4 | Electives (if applicable)) | |
| | Total Marks | |

6 H indicates Marks Distribution as per various heads. Practical, Viva. Internal assessment marks(IA) and Electives (If Applicable).

7. References books/ Resources

Book and Resources are given.

Implementation

- Select a topic as per term
- Read the objectives
- Think of Domain
- Decide lecture plan and prepare material A/V aids(PPT, Charts etc)
- Decide non lecture activities to be conducted. Prepare resources (Case, problem etc)

- Decide assessment method (formative) and prepare material if required (e.g. Quiz, puzzle, etc)
- Make lesson plan. (Template next page)
- Conduct session/practical

LESSON PLAN TEMPLATE

List of Learning Resources : (Textbook, e – resources, other)
 Referenced according to Vancouver style

| | | |
|---|----------------------|-----------------------|
| Name of College: | | |
| Name of Department (s) | | |
| Name of Course | Academic Year | Batch – |
| Learning Objectives: | | |
| Instructional Method (Circle as appropriate) - Lecture /Seminar /Tutorial / Bedside Clinic / OPD Session / Community Visit / Hospital visit, any other | | |
| Duration - LH- | | NLH |
| Time | Activity Description | Resources/ A-V Aids |
| | | Assessment Method / s |

प्राणाभिसरः प्राणायतनानाम्

Contributions:

Curriculum reforms committee by CCIM.

- **Vaidya Jayant Deopujari,**
Chairman BOG, Pratap Nagar, Nagpur, Maharashtra-440010.
- **Prof. Tanuja Manoj Nesari**, (Syllabus committee coordinator)
Director, All India Institute of Ayurveda, Sarita Vihar, New Delhi.
- **Prof. Sanjeev Sharma**, (Syllabus committee coordinator)
Director, National Institute of Ayurveda, Jaipur, Rajasthan.
- **Vaidya Vinod Kumar T.G. Nair**, 86, Nirjhari, PTP Nagar, Thiruvananthapuram-695038, Kerala.
- **Vaidya Rakesh Pandit**, Shiv Nagar, MEHLI, Shimla-171013, Himachal Pradesh.
- **Prof. Haridra Dave**, Professor, J.S. Ayurved Mahavidyalaya, Nadiad, Gujarat.
- **Prof. Kamlesh Kumar Dwivedi**, Samne Ghat, Lanka, Varanasi –221005. U.P.
- **Prof. Asim Ali Khan**, D-194, Abul Fazal Enclave, Jamia Nagar, New Delhi-110025.
- **Prof. Mohammed Abdul Waheed**, Tilak Nagar Amber Pet Road, Hyderabad-500013, Telangana.
- **Prof. R. Meena Kumari**, Arumbakkam, Chennai-600106, Tamil Nadu.

Mentors for Health Sciences Education Technology and Online Training.

- **Dr Payal Bansal**, Director, CPE and Faculty Development, Dr.D.Y.Patil Vidyapeeth, Pune
- **Dr Nirmala Rege**, Professor Seth GS Medical college and KEM Hospital Mumbai
- **Dr Mohan R Joshi**, Tilak Ayurved Mahavidyalaya, Pune

Committee AyUG SN Sanskrit

1. **Ramadas P V**, (Chairman) Professor Sanskrit, Amrita school of Ayurveda, Kollam, Kerala
2. **Dr. Vilobh Bharatiya**, (Co-ordinator) Assi Professor Sanskrit, Vidarbha Ayurved College, Amaravati
3. **Dr. S. Venugopalan**, Professor, SCSVMV, Enathur, Kanchipuram
4. **Sanjeeva Krishna Hegade**, Reader, Sushrutha Ayurvedic Medical College & Hospital, Bangalore
5. **Sambhu Potty V**, Asst. Professor in Sanskrit, Govt. Ayu College, Tripunithura, Ernakulam, Kerala
6. **Dr. V Kalpana**, Asst. Prof. Sanskrit, S.V. Ayurvedic College, T.T.D., Tirupati
7. **Dr. Devan. E. M**, Assistant professor, Government Sanskrit college, Thiruvananthapuram, Kerala
8. **Prof, Parameshwar G Bhat**, N K Jabshetty Ayurveda college & P G centre, Bidar. Karnataka
9. **Dr. Lekshmi.M.S**, PG Scholar, Govt. Ayurved College, Thiru
10. **Vysakh S**, PG Scholar, KVG Ayurvedic Medical College and Hospital,
11. **Dr. Madhura Kulkarni**, (Facilitators) Assi. Professor Sanskrit, Tilak Ayurved Mahavidyalaya, Pune
12. **Dr. Nilesh Kulkarni**, (Facilitators) Sumatibai Shah Ayurved Mahavidyalaya, Hadapsar, Pune

Subject code - AyUG PV Padartha Vidnyana and AyUG -SNAI Ayurved Itihas

1. **Vd. Kirathamoorthy. P P**, (Chairman) Professor, VPSV AVC, Kottakkal
2. **Dr. Anand Katti**, (Co-ordinator) Asso. Professor, Govt. Ayurveda Medical college, Bengaluru
3. **Dr. Mohan R. Joshi**, Professor, Tilak Ayurved Mahavidyalaya, Pune
4. **Dr. Raja Rajeshwari**, Professor, SDM College of Ayurveda and Hospital, Hassan
5. **Vd. Dipali Shukla**, Associate Professor, Govt. Akhandanand Ayurved College, Ahmedabad
6. **Vd. Pankaj Pathak**, Associate Professor, All India Institute of Ayurveda, New Delhi
7. **Dr. Nagaraj Naik Chavhan**, Assi. Professor, SDMAMCH, Gadag
8. **Vd. Pratik Mehta**, PG Scholar, Tilak Ayurved Mahavidyalaya, Pune
9. **Vd. Preetpal Singh**, PG Scholar, IPGT & RA, Jamnagar
10. **Dr. Madhumati Nawkar**, (Facilitators) Asso. Professor, R T Ayurved Mahavidyalaya, Akola
11. **Dr. Manojkumar Chaudhari**, (Facilitators) Assi. Professor, Ashtang Ay. Mahavidyalaya, Pune

Subject code - AyUG KS Kriya Sharir

1. **Dr Kalpana Sathe**, (Chairman) Professor, Sumatibhai Shah Ayurved Mahavidyalaya, Pune
2. **Dr Devendra Khurana**, (Co-ordinator) Principal, Shri Krishna Rajkiya AM, Kurukshetra.
3. **Dr Kavita Indapurkar**, Professor, Bharati Vidyapeeth Deemed University Ayurved college, Pune
4. **Dr Deepa Kale**, Asst. Professor.
5. **Dr. Puja Sharma**, Asst. Professor, Shiva Ayurved Medical College, Bilaspur, Himachal Pradesh
6. **Dr Kishorilal Sharma**, Asso. Professor, Madan Mohan Malviya Rajkiya AM, Udaypur, Rajasthan.

7. **Dr Prem Chand Mangal**, Professor, Shri Krishna Rajkiya AM, Kurukshetra Haryana
8. **Dr. Vipin Pandey**, PG Scholar,
9. **Dr. Sayalee S. Videkar**, PG Scholar, R.A. Podar Medical Ayurved College, Mumbai
10. **Dr Kiran Tawalare**(Facilitators), Asst. Professor, Shri Ayurved College, Nagpur, Maharashtra
11. **Dr. Kishor Patwardhan**, (Facilitators), Professor, BHU, Varanasi

Subject code - AyUG RS Rachana Sharir

1. **Dr. M. Dinkar Sarma**(Chairperson), Professor, H. No: 12-6-2/248, Vivek Nagar, Ku
2. **Dr. Sunil Kumar Yadav**(Coordinator), Professor, National Institute of Ayurveda, Jaipur
3. **Dr. Saroj Vinay Patil**, Professor, Tilak Ayurved Mahavidyalaya, Pune
4. **Dr. Pranab Jyoti Vashya**, Professor, Government Ayurvedic College, Jalu
5. **Dr. Kameshwar Nath Singh**, Professor, Faculty of Ayurveda Institute of Medicine
6. **Dr. Satish Vats**, Professor, Shri Krishna Rajkiya Ayurved Mahavidyalaya, Kurukshetra Haryana
7. **Dr. Upender Nath Sharma**, Associate Professor, Ayurvedic College Hospital, Paprola
8. **Dr.B.G. Kulkarni**, Professor, Parul Institute of Ayurved, PO. Limda, Ta. Waghodia, Vadodara
9. **Dr.Amit Kumar Sharma**, Professor, Ayurved & Unani Tibbia College, Karol Bagh , Delhi
10. **Dr.Isha Harshwani**, Ph.D. Scholar, National Institute of Ayurveda, Jaipur.
11. **Dr. Simi C P**, PG Scholar, SDM College of Ayurveda and Hospital, Hassan
- 12 **Dr Priti Desai**,(Facilitators)Professor, MGACH&RC, Wardha. Maharashtra
- 13 **Dr Gaurav Sawarkar**(Facilitators)Associate Professor, MGACH&RC, Wardha. Maharashtra

Subject code - AyUG SA – 1 Samhita Adhyayana – 1

1. **Prof. A S Baghel** (Chairman), Professor, I.P.G.T & R.A. Jamnagar, Gujrat
2. **Dr.Vasudeva A Chate** (Co-ordinator), Asso. Professor, GAMC&H, Mysore
3. **Dr.Shreevathsa**, Professor, Govt. Ayurveda Medical College, Mysore
4. **Dr.S. Swaminathan**, Professor, Sri Jayendra Sarswathi Ayurveda College, Chennai
5. **Dr.Ritesh Gujarati**, Associate Professor, GJP-IASR, Anand, Gujrat
6. **Dr. Abhijit Saraf** , Asso. Professor, Saptashrungi Ayurved Mahavidyalaya & Hospital, Nashik
7. **Dr. Jayalakshmy T R**, Assi. Professor, Ashtamgam Ayurveda Chikisalyam, Palakkad
8. **Dr.Sharad Kumar M**, PG Student, SDM college of Ayurveda, Hassan
9. **Dr. Sarvesh Sharma**, PG Scholar, R.A. Podar Ayurved Medical College, Mumbai
10. **Dr Priya Naik** (Facilitator), Assistant Professor, R. A. Podar Ayurved Mahavidyalaya, Mumbai
11. **Dr.Vaishali Mali**, (Facilitator), Assi Professor, Ch. Bramh Prakash Ayu. Charak Sansthan, Delhi



Curriculum Committee

Vaidya Jayant Deopujari,

Chairman,

NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110058

Dr BS Prasad

President,

BOARD OF AYURVEDA

NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110058

| | |
|--|---|
| Coordinator, Curriculum committee | Dr Mohan R Joshi, Tilak Ayurved Mahavidyalaya, Pune |
| Subject Coordinators- I BAMS | |
| Sanskrit | Dr. Madhura Kulkarni, Assistant Professor Sanskrit, Tilak Ayurved Mahavidyalaya, Pune |
| Padartha Vijnana | Dr. Madhumati Nawkar, Assistant Professor, R T Ayurved Mahavidyalaya, Akola |
| Kriya Sharira | Dr Kiran Tawalare, Assistant Professor, Shri Ayurved College, Nagpur, Maharashtra |
| Rachana Sharira | Dr. Gaurav Sawarkar, Associate Professor, Mahatma Gandhi Ayurved College Hospital & Research Centre, Wardha, Maharashtra. |
| Samhita Adhyayan 1 | Dr. Vaishali Mali, Assistant Professor, Ch. Bramh Prakash Ayurved Charak Sansthan, Khera Dabar, New Delhi |

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)



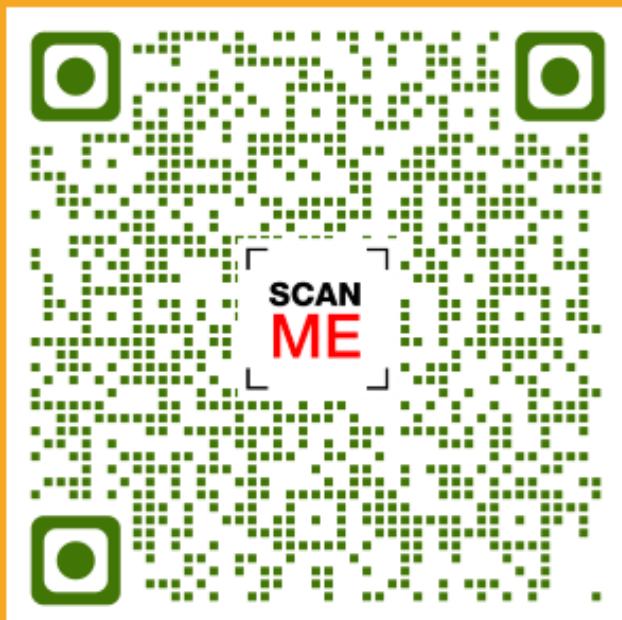
Sanskritam

PADARTHA VIJNANAM

(SUBJECT CODE- AyUG-PV)

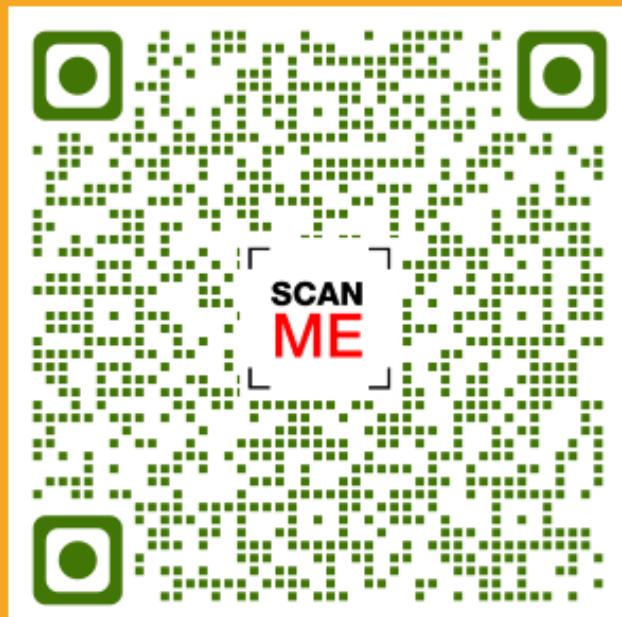
FUNDAMENTAL PRINCIPLES OF AYURVEDA AND QUANTUM MECHANICS

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



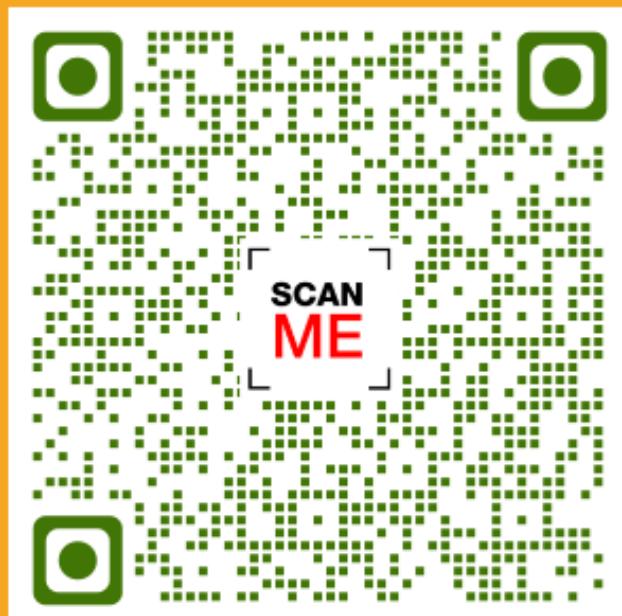
Padartha

KRIYA SHARIRA
(SUBJECT CODE- AyUG-KS)
HUMAN PHYSIOLOGY
**(Applicable from 2021-22 batch onwards for 5 years or until
further notification by NCISM, whichever is earlier)**



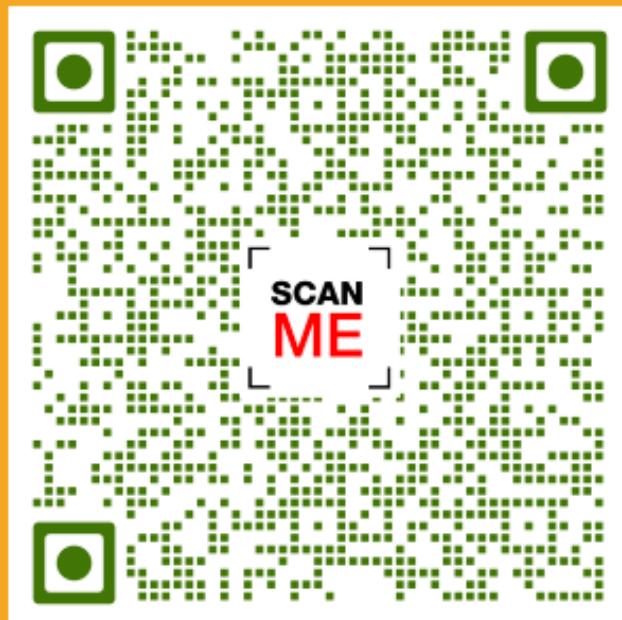
Kriya

RACHANA SHARIRA
(SUBJECT CODE- AyUG-RS)
HUMAN ANATOMY
**(Applicable from 2021-22 batch onwards for 5 years or until
further notification by NCISM, whichever is earlier)**



Rachana

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



Samhita