

Curriculum for MD/ MS Ayurveda
(PRESCRIBED BY NCISM)

अभ्यासात्प्राप्यते दृष्टिः कर्मसिद्धिप्रकाशिनी ।

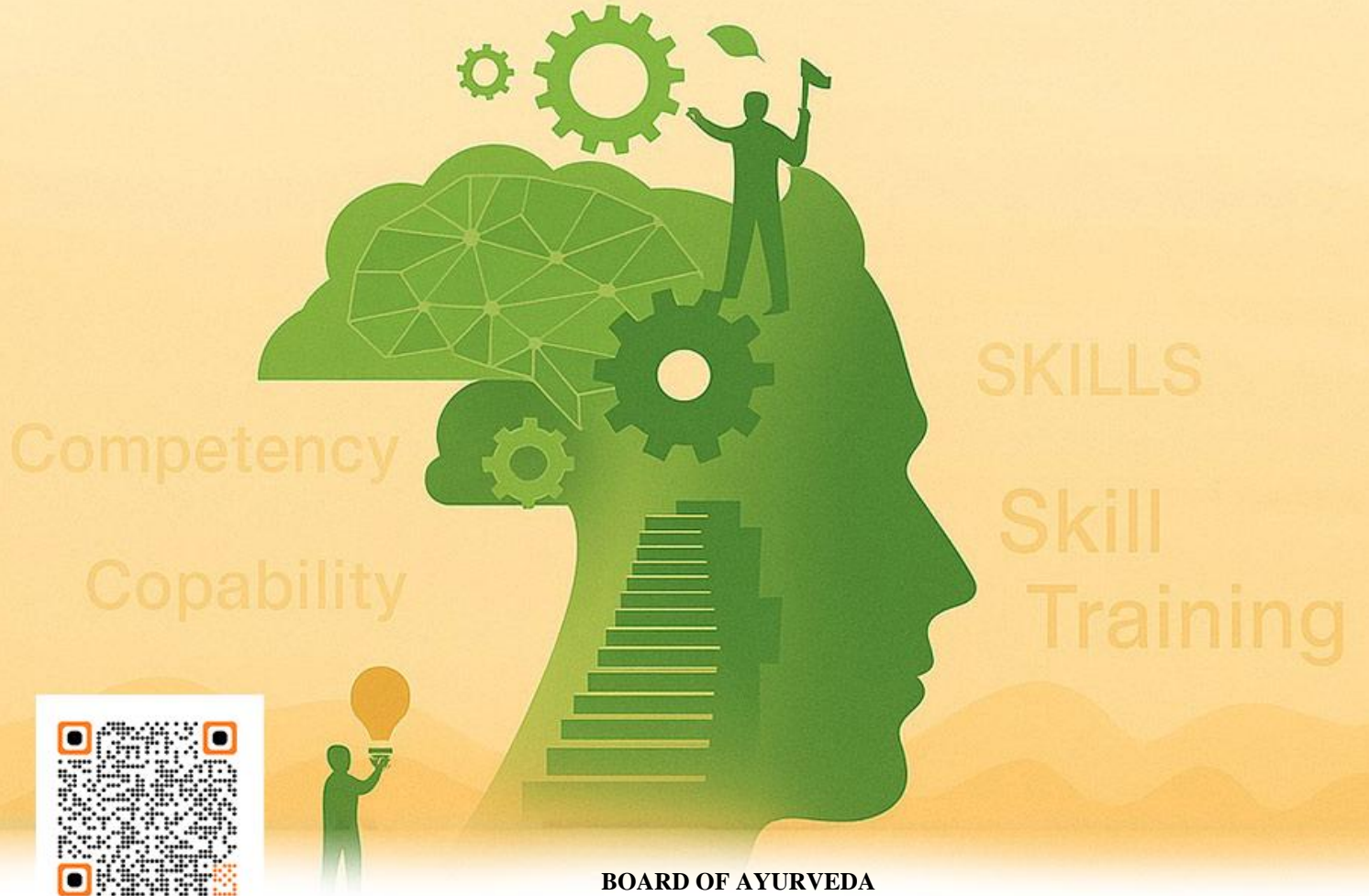
Semester III-VI

Ayurveda Samhita and Siddhanta
(Compendium and Basic Principles)
(SUBJECT CODE : AYPG-SS)

(Applicable from 2024-25 batch, from the academic year 2025-26 onwards until further
notification by NCISM)



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Preface

The postgraduate syllabus for MD in Ayurveda Samhita and Siddhanta has been designed to align with the vision of the National Education Policy (NEP), emphasizing deep learning, interdisciplinary integration, and practical application of Ayurvedic principles. This foundational paper serves as a preparatory phase providing a robust background for the core papers in subsequent phases of the program. It aims to equip learners with the necessary knowledge and skills to navigate the complex cognitive processes required for advanced studies.

The primary competency for a postgraduate in Samhita and Siddhanta is the ability to read, comprehend, and interpret the profound knowledge encoded within classical Ayurvedic texts (Samhitas). To achieve this, mastery of Sanskrit is essential for accurately deciphering the meanings of verses. A comprehensive understanding of the historical development of Ayurveda is also critical for contextualizing the knowledge and its evolution. Additionally, the exploration of manuscripts and manuscriptology is indispensable for engaging with the rich textual heritage of Ayurveda.

The syllabus emphasizes methodical learning through classical techniques, including teaching, reasoning, and research methods. It also incorporates tools for interpreting implicit and nuanced meanings of verses, such as Tantrayukti and Nyaya. The research component focuses on innovative areas, including terminology studies, and translational research, fostering a dynamic approach to traditional knowledge systems.

This curriculum aspires to move beyond rote textual comprehension, encouraging students to achieve higher-order competencies. By integrating a layered approach and providing an in-depth exploration of Ayurveda's extensive literary corpus, this syllabus represents a progressive evolution in Ayurvedic education. It prepares scholars to become adept interpreters, clinicians, researchers, and innovators, blending traditional wisdom with contemporary relevance to advance the field of Ayurveda.

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NCISM
(NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE)

Competency-Based Dynamic Curriculum for MD/ MS Ayurveda
Ayurveda Samhita and Siddhanta (AYPG-SS)

Summary & Credit Framework

Semester III-VI

Module Number & Name	Credits	Notional Learning Hours	Maximum Marks of assessment of modules (Formative Assessment)
Semester No : 3			
Paper No : 1 (Ayurveda Classics - Ayurveda Samhita)			
M 1 Sushruta-Samhita, Ashtanga Sangraha and Ashtanga Hrudaya	2	60	50
M 2 Charaka-Samhita: Sutrasthana : I	2	60	50
Paper No : 2 (Ayurveda Compendia - Ayurveda Vangmaya)			
M 9 Ayurveda and Vedic Literature	2	60	50
M 10 Samhita Vangmaya-Pracheena kala	2	60	50
Paper No : 3 (Ayurveda Philosophy - Ayurveda-Darshana)			
M 18 Sankhya Darshana	2	60	50
M 19 Yoga Darshana	2	60	50
Paper No : 4 (Fundamental Principles of Ayurveda - Ayurveda Siddhanta)			
M 26 Ayurveda Sarvatantra-Pratitantra Siddhanta	2	60	50
M 27 Purusha Vichayanam	2	60	50
Semester No : 4			
Paper No : 1 (Ayurveda Classics - Ayurveda Samhita)			
M 3 Charaka-Samhita: Sutrasthana : II	3	90	75
M 4 Charaka-Samhita: Nidanasthana	1	30	25
Paper No : 2 (Ayurveda Compendia - Ayurveda Vangmaya)			
M 11 Samhita Vangmaya in Madhyakala	2	60	50

M 12 Samhita Vangmaya in Adhunik kala	2	60	50
Paper No : 3 (Ayurveda Philosophy - Ayurveda-Darshana)			
M 20 Nyaya Darshana	2	60	50
M 21 Vaisheshika Darshana	2	60	50
Paper No : 4 (Fundamental Principles of Ayurveda - Ayurveda Siddhanta)			
M 28 Swastha-Swasthya Siddhanta	2	60	50
M 29 Vyadhi – Vyadhita Siddhanta	2	60	50
Semester No : 5			
Paper No : 1 (Ayurveda Classics - Ayurveda Samhita)			
M 5 Charaka-Samhita - Vimana Sthana	2	60	50
M 6 Charaka-Samhita - Sharira Sthana	2	60	50
Paper No : 2 (Ayurveda Compendia - Ayurveda Vangmaya)			
M 13 Rogavigyan Vangmaya	1	30	25
M 14 Chikitsa-Vangmaya	3	90	75
Paper No : 3 (Ayurveda Philosophy - Ayurveda-Darshana)			
M 22 Mimamsa and Vedanta Darshana	2	60	50
M 23 Charvak, Bauddha and Jain Darshana	2	60	50
Paper No : 4 (Fundamental Principles of Ayurveda - Ayurveda Siddhanta)			
M 30 Samanya Chikitsa Siddhanta Vichayanam	3	90	75
M 31 Jwara Vichayanam based on Bruhatrayee	1	30	25
Semester No : 6			
Paper No : 1 (Ayurveda Classics - Ayurveda Samhita)			
M 7 Charaka-Samhita - Chikitsa Sthana	3	90	75
M 8 Charaka-Samhita - Indriya, Kalpa and Siddhi Sthana	1	30	25
Paper No : 2 (Ayurveda Compendia - Ayurveda Vangmaya)			
M 15 Vyakhya vangmaya	2	60	50
M 16 Allied disciplines of Ayurveda	1	30	25
M 17 Writing skills and redaction	1	30	25
Paper No : 3 (Ayurveda Philosophy - Ayurveda-Darshana)			
M 24 Ayurveda- A Svatanttra Darshana	2	60	50

M 25 Reflection of Darshana in commentaries of Ayurvedic texts	2	60	50
Paper No : 4 (Fundamental Principles of Ayurveda - Ayurveda Siddhanta)			
M 32 Comparative analysis of Samprapti based on Brihatrayee.	2	60	50
M 33 Comparative analysis of Chikitsa Sutra based on Brihatrayee	2	60	50
	64	1920	1600

Credit frame work

AYPG-SS consists of 33 modules totaling 64 credits, which correspond to 1920 Notional Learning Hours. Each credit comprises 30 hours of learner engagement, distributed across teaching, practical, and experiential learning in the ratio of 1:2:3. Accordingly, one credit includes 5 hours of teaching, 10 hours of practical training, 13 hours of experiential learning, and 2 hours allocated for modular assessment, which carries 25 marks.

Important Note: The User Manual MD/MS Ayurveda is a valuable resource that provides comprehensive details about the curriculum file. It will help you understand and implement the curriculum. Please read the User Manual before reading this curriculum file. The curriculum file has been thoroughly reviewed and verified for accuracy. However, if you find any discrepancies, please note that the contents related to the MSE should be considered authentic. Each paper has 16 credits and each semester covers 16 credits across 4 papers. In case of difficulty and questions regarding the curriculum, write to syllabus24ayu@ncismindia.org

Credit Analysis Overview					
Sem/Paper	Paper No 1	Paper No 2	Paper No 3	Paper No 4	Credits
Semester 3	M-1 2 Crs M-2 2 Crs	M-9 2 Crs M-10 2 Crs	M-18 2 Crs M-19 2 Crs	M-26 2 Crs M-27 2 Crs	16
Semester 4	M-3 3 Crs M-4 1 Crs	M-11 2 Crs M-12 2 Crs	M-20 2 Crs M-21 2 Crs	M-28 2 Crs M-29 2 Crs	16
Semester 5	M-5 2 Crs M-6 2 Crs	M-13 1 Crs M-14 3 Crs	M-22 2 Crs M-23 2 Crs	M-30 3 Crs M-31 1 Crs	16
Semester 6	M-7 3 Crs M-8 1 Crs	M-15 2 Crs M-16 1 Crs M-17 1 Crs	M-24 2 Crs M-25 2 Crs	M-32 2 Crs M-33 2 Crs	16
Credits	16	16	16	16	64

Semester VI University examination					
Theory			Practical*		
Paper	Marks	Total	Practical Heads	Marks	Total
Paper -1	100	400	Long case or procedure/Major practical as applicable	100	400
			Short case or procedure/Minor practical	50	
Paper -2	100		Spotters	50	
			Assessing teaching ability	20	
Paper -3	100		Assessing presentation skills	20	
			Viva (4 examiners: 20 marks/each examiner)	80	
Paper -4	100		Dissertation Viva	40	
			Logbook (Activity record)	20	
			Practical/Clinical Record	20	
Semester VI University examination – 800 Marks					

* Details in 6H table

Course Code and Name of Course

Course code	Name of Course
AYPG-SS	Ayurveda Samhita and Siddhanta (Compendium and Basic Principles)

Table 1 : Course learning outcomes and mapped Program learning outcomes

CO No	A1 Course learning Outcomes (CO) AYPG-SS At the end of the course AYPG-SS, the students should be able to	B1 Course learning Outcomes mapped with program learning outcomes.
CO1	Analyze and interpret the fundamental principles (Maulika-siddhanta) of Ayurveda in the context of Indian philosophical traditions.	PO1,PO3,PO7
CO2	Evaluate the evolution and development of Ayurveda from the Pre-Vedic period to the Brihatrayee, including contributions from medieval and contemporary Ayurvedic literature.	PO1,PO7
CO3	Demonstrate proficiency in using classical and contemporary teaching methodologies, including Ashtaprashna, Trividha-upaya, Vadamarga, and Pareeksha, for knowledge transmission in real-world clinical settings.	PO1,PO3,PO5,PO6,PO8
CO4	Apply, techniques of linguistics and interpretation such as Vyakarana, Tantraguna (Tantrayukti, Tacchilya), Samhitokta-Nyaya and Vyakhya to elicit the implicit and unstated meanings of sutra of Samhita.	PO1,PO7
CO5	Plan and conduct Samhita-oriented Research comprising manuscriptology, content editing, content development, tool development and terminology; for literary and translational research grounded in the principles and practices of Ayurveda	PO1,PO3,PO5,PO7
CO6	Apply siddhanta with respect to tri-sutra related to swastha-atura and evaluate them in diagnosis, prognosis and management of diseases through clinical methods depicted in Samhita texts	PO1,PO2,PO7
CO7	Evaluate major principles encoded in Samhita texts with respect to their significance in the contemporary biomedical and global healthcare context.	PO1,PO3,PO7,PO8
CO8	Develop deeper sense of ethics, professionalism, morality and purposefulness as a Vaidya and humane, in comparison with contemporary life style, codes and conducts.	PO4,PO6,PO8

Table 2: Course contents (Modules - Credits and Notional Learning Hours)

Paper No : 1 Ayurveda Classics - Ayurveda Samhita						
Semester No : 3						
2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	M-1 Sushruta-Samhita, Ashtanga Sangraha and Ashtanga Hrudaya This module explores selected signature chapters from the Sushruta Samhita, Ashtanga Sangraha, and Ashtanga Hrudaya through a layered approach of textual analysis. The content of the classical Ayurvedic texts is examined through five dimensions: Adhikarana-vimarsha, Sutra-vimarsha, Tattva-vimarsha, Vidhi-vimarsha, and Prayoga-vimarsha. <ul style="list-style-type: none"> Adhikarana-vimarsha focuses on the critical examination of a passage based on its structural placement-across treatise (tantra), section (sthana), chapter (adhyaya), and contextual sentence (vakya)-to understand its relevance and interconnections within the larger textual framework. Sutra-vimarsha involves the fundamental understanding of a verse through close reading, prose order (anvaya), grammar, and literal meaning. It is approached in two: vakya (sentence) and vakyartha (sentence meaning). Tattva-vimarsha critically explores the underlying principles (tattva) implied in a verse, through cross-referencing and linking with the broader theoretical framework of Ayurveda. This follows the 	2	10	20	30	60

<p>exposition of verses in Samhita (Samhita-vimarsha) and/or that of verses in Vyakhya (Vyakhya-vimarsha)</p> <ul style="list-style-type: none"> • Vidhi-vimarsha refers to the interpretation of vidhi (normative or prescriptive statements) through applied inference, logic, and research-based validation, with translational potential, connecting classical principles with contemporary inquiry. • Prayoga-vimarsha examines the clinical application of Ayurvedic concepts, focusing on real-world decision-making, therapeutic outcomes, and practice-based challenges. <p>Together, Adhikarana-vimarsha and Sutra-vimarsha help develop the ability to interpret texts at the sentence and meaning levels (Vakya and Vakyartha). Tattva-vimarsha builds analytical competence at the level of principle and conceptual depth (Artha avayava), while Vidhi-vimarsha and Prayoga-vimarsha translate that understanding into research and clinical practice.</p> <p>• M 1U 1 Adhikarana-vimarsha Tantra, Sthana and Adhyaya Adhikarana of following Chapters in Sushruta-Samhita, Ashtanga-Samgraha and Ashtanga-Hrudaya:</p> <ol style="list-style-type: none"> 1. Sushruta-Samhita: Vedotpatti (Su.1), Shishyopanayaniya (Su.2), Adhyayanamasampradaniya (Su.3), Prabhashaniya (Su.4), Shonitavarnaneeya (Su.14), Doshadhatu-mala-Kshaya-Vruddhi-Adhyaya (Su.15), Vranaprashnadhyaya (Su.21), Vyadhisamuddeshiya (Su.24), Dravya-rasa-guna-virya-vipaka-vigyaniya (Su.40), Dravya-vishesha-vigyaniya (Su.41), Rasa-vishesha-vigyaniya (Su.42), Doshabheda-Vikalpa (Ut.66) 2. Ashtanga Samgraha : Dinacharya (Su.3), Viruddhaanna Vijnaneeyam (Su.9), Annapanavidhi (Su.10), Dvividhaushadha vijnaneeyam (Su.12), Agrasangraheeyam (Su.13), Rogabhediya (Su.22) and Bhesajavacharneeyam (Su.23) 3. Ashtanga hrudaya: Doshadivigyaniyam (Su.11), Doshabhediya (Su.12) and Doshopakramaniya (Su.13) 					
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<p>• M 1U 2 Sutravimarsha of Sutra-s Sutravimarsha of the entire chapters enlisted above through the following steps</p> <ol style="list-style-type: none"> 1. Proper reading of Sutras 2. Application of Sanskrit rules 3. Preparation Anwaya (syntax), wherever necessary, 4. Derivation of Vakyartha <p>• M 1U 3 Tatvavimarsha</p> <ol style="list-style-type: none"> 1. Definitions of Ashtangas (Su.Su.1/7) 2. Definition of Ayurveda (Su.Su.16) 3. Adhishthanatva of Purusha (Su.Su.1/22) 4. Definition, classification, adhishthana and chikitsasutra of Vyadhi (Su.Su.1/23-28, AS.Su.22) 5. Bijachatushtaya (Su.Su.1/38-39) 6. Importance of Bahusrutatwa (Su. Su. 4/9) 7. Description of Rasa (Su.Su.14/3,1) 8. Dhatuparinama (Su.Su.14/9-18) 9. Raktapradhanyata (Su.Su.14/21-22) 10. Panchadha vibhaga of Doshas (Su.Su.15/3,4) 11. Dhātu-malakarma, Kshayalakshana, chikitsasutra (Su.Su.15/4-17) 12. Ojus and ojoyapath-s (Su.Su.15/19-28) 13. Svasthalakshana (Su.Su.15/41) 14. Importance of Tridosha (Su.Su.21/3-8) 15. Pitta & agni (Su.Su.21/9) 16. Characters, locations and types of Pitta and Kapha (Su.Su.21/10-15) 17. Shatkriyakala (Su.Su.21/18-36) 18. Saptavidha rogabhedha (Su.Su.24/4-7, AS Su 22/20) 19. Dosha in diseases (Su.Su.24/8-11) 20. Importance of Rasadipanchaka (Su.Su.40 - whole chapter) 					
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<p>21. Characteristics of Panchbhautika dravya (Su.Su.41/2-4)</p> <p>22. Guna-bhuta-sambandha & Indriyagrahyatwa (Su.Su.41/11)</p> <p>23. Virudhahara (A.S.Su.9, Ch.Su. 26)</p> <p>24. Pathya-apathya-sheelana-tyaga vidhi (AS.Su.9/24)</p> <p>25. Trayopasthambha (AS Su.9/27 onwards)</p> <p>26. Upakramabheda (AS Su.12)</p> <p>27. Trividhahetu (AS.Su 22/13-16)</p> <p>28. Rogamarga (AS Su 22/18)</p> <p>29. Anubandha-anubandhi roga (AS Su. 22/19)</p> <p>30. Trividhapramana in diagnosis (AS Su 22/23)</p> <p>31. Bheshaja-pareeksha (AS Su. 23/8)</p> <p>32. Different considerations in Bheshajanischaya (precision of prescription) (AS Su. 23/3-12)</p> <p>33. Bheshajakala (AS Su. 23/11, AH Su. 13/37-41)</p> <p>34. Ama/Samadosha: Description and treatment outline (AH Su 13/13-23)</p> <p>35. Agantu, Sthani, Tiryaggata dosha, Shakhagati, Koshtagati (AH Su 13)</p> <p>36. Sodhanakala (AH Su 13/34-36)</p> <p>• M 1U 4 Prayoga/Vidhi-vimarsha</p> <p>Sample principles for Vidhi/Prayoga-vimarsha</p> <p>1. Ashtanga - Evaluation of Specialty/super-specialty alignment of current curriculum</p> <p>2. Vyadhi classification</p> <p>3. Bijachatushtaya a core framework for clinical decision-making, protocol development, and Ayurveda-based translational research.</p> <p>4. Dhatuparinama</p> <p>5. Raktapradhanyata</p> <p>6. Panchavidha dosha –</p> <p>7. Dhatu-mala karma</p> <p>8. Dosha sthana</p> <p>9. Shadkriyakala</p>					
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10. Dosha in diseases 11. Viruddhahara – 12. Trayopasthambha – 13. Upakrama bheda - 14. Trividha hetu 15. Rogamarga 16. Anubandha-Anubandhi Roga - Comorbidity framework in Ayurveda 17. Trividha Pramana 18. Bheshaja Pareeksha 19. Bheshaja kala 20. Ama 21. Doshagati					
<p>M-2 Charaka-Samhita: Sutrasthana : I</p> <p>This module deals with the of first three Chatushkas consisting of 12 chapters of the Sutra-Sthana of the Charaka-Samhita. The Chatushkas included are Aushadhachatushka, Swasthachatushka and Nirdesha chatushka. The above content is examined through five dimensions: Adhikarana-vimarsha, Sutra-vimarsha, Tattva-vimarsha, Vidhi-vimarsha, and Prayoga-vimarsha (See Module.1 for further details). The initial two units, Adhikarana-vimarsha and Sutra-vimarsha imbibe the competency of explaining the text in Vakya and Vakyaartha whereas the Tatva-vimarsha provide the competency to analyze the text in Arthavayava. The Vidhi-vimarsha/Proyoga-vimarsha is the application of the concepts.</p> <p>• M 2U 1 Adhikarana-vimarsha</p> <p>1. Sthanadhikarana and Adhyayadhikarana of Sutrasthana 2. Adhyaya-Adhikarana-vimarsha of Dirghanjivitiya (Su.1), Apamargatanduliya (Su.2), Aragwadhiya (Su.3), Shatvirechanashatasritiya (Su.4), Matrashitiya (Su.5), Tasyasititya (Su.6), Navegandharaniya (Su.7), Indriyopakramaniya (Su.8),</p>	2	10	20	30	60

<p>Khuddakachatushpada (Su.9), Mahachatushpada (Su.10), Tisraishaniya (Su.11) and Vatakalakaliya (Su.12)</p> <p>• M 2U 2 Sutravimarsha Sutravimarsha of entire chapters enlisted above through the following steps</p> <ol style="list-style-type: none"> 1. Proper reading of Sutras 2. Application of Sanskrit rules 3. Preparation Anvaya (syntax), wherever necessary, 4. Derivation of Vakyaartha <p>• M 2U 3 Tatvamimarsha</p> <ol style="list-style-type: none"> 1. Vyakhyavimarsha of Shatkarana 2. Samhitavimarsha and Vyakhyavimarsha of Samanya-vishesha (Ca Su 10/6, Ca.Su 12/6-7 Ca. Ni 3/7,9,11, Ca. Vi 1/7, AH 1/14) 3. Samhitavimarsha and Vyakhyavimarsha of Dvididhatwa of Samanya-vishesha (Ca. Sa 6/1-11) 4. Samhitavimarsha and Vyakhyavimarsha of Atma, Paramatma, Purusha, Brahma (Ca.Su 25, Ca. Sa 1/2, 3, Su Su 1/22) 5. Samhitavimarsha and Vyakhyavimarsha of Guna-Sankhya and Paribhasha (Ca.Su. 8/11, Ca.Su 26/29-35, Ca.Sa 1/72, Ca.Sa.6/10, A H . Su. 1/18, Su Su. Su Su. 41/11, 46/514-524, Sarngadhar Pra.Kha. Chapter 4) 6. Samhitavimarsha and Vyakhyavimarsha of Karma (Su 11/39, 26/23) 7. Samhitavimarsha and Vyakhyavimarsha of Hetusangraha. (Su 11/37, 20/5, 28/7, Ni 1/3, Vi 6/6, Sa 1/35, 1/98, 2/40, AH Su1/19, 12/34-42) 8. Vyakhyavimarsha of definitions of the names of Mahakashayas 9. Vyakhyavimarsha indications of Shodhanaushadha 					
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	<p>10. Samhitavimarsha and Vyakhyavimarsha of Ritu and the corresponding months (Vi.8/125, Su.Su.6/6, 10 AH Su.3/1-2)</p> <p>• M 2U 4 Vidhivimarsha Sample topics for Vidhivimarsha</p> <ol style="list-style-type: none"> 1. Significance of synonyms of Ayus 2. Shatkarana model 3. Purushartha in the present society 4. Samanyavisesha 5. Quality assurance in healthcare 6. Clinical applications of Karma-based classification in treatment planning (Shatvirechana shataashriteeya) 7. Mahakashaya properties and therapeutic groupings 8. Correlation studies between Ritu Kala and epidemiological data on disease patterns. 9. Integration of Ritu-Charya with public health preventive strategies. 10. Clinical application of Yavagu 11. Clinical application of Pradeha 					
		4	20	40	60	120
Semester No : 4						
2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total

<p>M-3 Charaka-Samhita: Sutrasthana : II This module deals with the last four Chatushkas and the two Sangraha-Adhyayas of the Sutra-Sthana of the Charaka-Samhita. The Chatushkas included in this module are Kalpana, Roga, Yojana and Annapana. The above content is examined through five dimensions: Adhikarana-vimarsha, Sutra-vimarsha, Tattva-vimarsha, Vidhivimarsha, and Prayoga-vimarsha (See Module.1 for further details). The initial two units, Adhikaranavimarsha and Sutravimarsha imbibe the competency of explaining the text in Vakya and Vakyartha, whereas the Tatvavimarsha provide the competency to analyse the text in Arthavayava. The Vidhivimarsha/Proyogavimarsha is the application of the concepts.</p> <p>• M 3U 1 Adhikaranavimarsha Adhyayadhikarana-vimarsha of the chapters of Kalpana, Roga, Yojana, Annapana and Sangraha-Adhyaya</p> <p>• M 3U 2 Sutravimarsha Sutravimarsha of the chapters of Kalpana, Roga, Yojana, Annapana and Sangraha-Adhyaya</p> <p>• M 3U 3 Tattvamimarsha</p> <ol style="list-style-type: none"> 1. Samhitavimarsha of Samsarjana-krama (Si 1/11, Ci1/1/26-27) 2. Samhitavimarsha and Vyakhyavimarsha of Swabhavoparama (Su11/44, Ni 8/41, Vi 7/28-30) 3. Samhitavimarsha and Vyakhyavimarsha of Chikitsa paribhasha and Dhatusamya (Su 1/53, Su 9/4, Sa 6/4) 4. Samhitavimarsha and Vyakhyavimarsha of Ashayaapkarshagati (Madhav Nidana-Madhukosha 1/6) 5. Samhitavimarsha and Vyakhyavimarsha of Dosha-Vruddhi-Kshaya-Samanya-Lakshana (Ca.Ci 26/292-293) 6. Samhitavimarsha and Vyakhyavimarsha of Ojus (Ca.Su. 30/8-12, Su Su.15/20-27, AH Su. 11/37-40, AH Sa 6/41,) 	3	15	30	45	90
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<p>7. Vyakhyavimarsha of Trividha-bodhya-sangraha (Su 18/42-47, Su19/5-6)</p> <p>8. Samhitavimarsha and Vyakhyavimarsha of Sankhya-samprapti of 48 Roga</p> <p>9. Samhitavimarsha and Vyakhyavimarsha of Shadupakrama (Ca. Su 23/18-24, Ca.Vi.4/42-44, AH Su. 8/21)</p> <p>10. Samhitavimarsha and Vyakhyavimarsha of Dwividhopakrama (AH Su. 14)</p> <p>11. Samhitavimarsha and Vyakhyavimarsha of Chikitsa-bheda (Ca. Su. 1/58-61, Ca.Su.11/54-55, Ca.Vi. 7/14, 28-30, Ca.Vi.8/87, Su.Su 5/3,)</p> <p>• M 3U 4 Vidhivimarsha</p> <p>1. Samsarjana Krama as a structured dietary rehabilitation protocol</p> <p>2. Swabhavoparama concept in relation to, natural healing, and self-regulation mechanisms.</p> <p>3. Ashyapakarshagati</p> <p>4. Trividha-bodhya-sangraha in the case of anukta vyadhi</p> <p>5. Dosha-vriddhi-kshaya</p> <p>6. Ashtodareeya – disease classification</p> <p>7. Chikitsa Bheda</p>					
<p>M-4 Charaka-Samhita: Nidanasthana</p> <p>This module deals with the all the eight chapters of the Nidanasthana of the Charaka-Samhita. It explains the content of the Classical Ayurvedic Texts in three ways as, Vakya, Vakyartha and Arthavayava. The initial two units, Adhikaranavimarsha and Sutravimarsha imbibe the competency of explaining the text in Vakya and Vakyartha whereas the Tatvavimarsha provide the competency to analyse the text in Arthavayava. The Vidhivimarsha/Proyogavimarsha is the application of the concepts.</p> <p>• M 4U 1 Adhikaranavimarsha</p>	1	5	10	15	30

<p>1. Sthanadhikarana of Nidanasthana 2. Adhyayadhikarana-vimarsha of the chapters of Nidanasthana</p> <p>• M 4U 2 Sutravimarsha</p> <p>1. Sutravimarsha of all the chapters of the Nidanasthana</p> <p>• M 4U 3 Tattvavimarsha</p> <p>1. Samhitavimarsha and Vyakhyavimarsha of Nidanapanchaka 2. Samhitavimarsha and Vyakhyavimarsha of Vyadhibheda (Ca. Su 11/45, 19/6-7, 20/3, Ca. Vi. 6/3, 11, Su Su Chapter 24, 35/18, AS. Su. Chapter 22 MN Madhukosha.1) 3. Vyakhyavimarsha of Vikara-vikhata-bhava-abhava-prativishesha 4. Vyakhyavimarsha of Bahudrava-shleshma (AS Su 22/35) 5. Vyakhyavimarsha of Nidanarthakara-Roga, Vyadhi-Sankara 6. Samhitavimarsha and Vyakhyavimarsha of Shuddha-chikitsa (Su Su 35/23)</p> <p>• M 4U 4 Vidhi/Prayogavimarsha</p> <p>1. Nidanapanchaka: Comprehensiveness of Nidanapanchaka in complex and multi-morbidity cases. 2. Commentators' insights into disease overlap, Vyadhi-sankara and Upadrava, 3. Vikara-vighatabhavaabhaava 4. Nidanarthakara roga 5. Suddha-asuddhachikitsa</p>						
		4	20	40	60	120

Semester No : 5

2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	<p>M-5 Charaka-Samhita - Vimanasthana This module deals with all the 8 chapters of the Vimanasthana of the Charaka-Samhita. It explains the content of the Classical Ayurvedic Texts in three ways as, Vakya, Vakyaartha and Arthavayava. The initial two units, Adhikaranavimarsha and Sutravimarsha imbibe the competency of explaining the text in Vakya and Vakyaartha whereas the Tatvavimarsha provide the competency to analyse the text in Arthavayava. The Vidhivimarsha/Proyogavimarsha is the application of the concepts</p> <p>• M 5U 1 Adhikaranavimarsha</p> <ol style="list-style-type: none"> 1. Sthana-Adhikarana of Vimanasthana 2. Adhyaya Adhikarana of the chapters of Vimanasthana <p>• M 5U 2 Sutravimarsha</p> <ol style="list-style-type: none"> 1. Sutravimarsha of all the chapters of Vimanasthana <p>• M 5U 3 Tattvavimarsha</p> <ol style="list-style-type: none"> 1. Samhitavimarsha of Prakruti-samasamaveta lakshana and Prabhava, Vikriti-vishamasamaveta lakshana and Prabhava 2. Samhitavimarsha and Vyakhyavimarsha of Aharavidhivisheshayatana 3. Vyakhyavimarsha of Daiva and Paurusha (Ca.Vi 3/29-35, Ca.Sa1/116, Ca. Sa.2/44) 4. Vyakhyavimarsha of Dashavidha-Parikshyabhava 	2	10	20	30	60

<p>5. Vyakhyavimarsha of Dashavidha-Pariksha 6. Vyakhyavimarsha of Shadvidha-Roga-Vigyanopaya (Su. Su 10/4) 7. Vyakhyavimarsha of Rogavishesha-vigyanopaya (Ca.Vi.4/3-8)</p> <p>• M 5U 4 Vidhivimarsha</p> <p>1. Prakriti-samasamaveta lakshana and Vikriti-vishamasamaveta 2. Aharavidhivisheshayatana 3. Dasavidhapareekshya</p>					
<p>M-6 Charaka-Samhita - Sharira Sthana This module deals with all the eight chapters of the Sharira-Sthana of the Charaka-Samhita. It explains the content of the Classical Ayurvedic Texts in three ways as, Vakya, Vakyartha and Arthavayava. The initial two units, Adhikaranavimarsha and Sutravimarsha imbibe the competency of explaining the text in Vakya and Vakyartha whereas the Tatvavimarsha provide the competency to analyse the text in Arthavayava. The Vidhivimarsha/Proyogavimarsha is the application of the concepts.</p> <p>• M 6U 1 Adhikaranavimarsha</p> <p>1. Sthana -Adhikarana of Sharira Sthana 2. Adhyaya Adhikarana of the chapters of Sharira Sthana</p> <p>• M 6U 2 Sutravimarsha Sutravimarsha of all the chapters of Sharira Sthana</p> <p>• M 6U 3 Tattvavimarsha</p> <p>1. Samhitavimarsha and Vyakhyavimarsha of Purusha-bheda, Ativahikapurusha</p>	2	10	20	30	60

	2. Samhitavimarsha and Vyakhyavimarsha of Mana, Satwabhedha (Ca.Sa.4/34-40) 3. Vyakhyavimarsha of Garbha-pravrutti-nivrutti-janma-hetu 4. Vyakhyavimarsha of Garbhakaarana 5. Vyakhyavimarsha of Mukta & Mokshopaya 6. Vyakhyavimarsha of Sharira-avayava according to bhuta • M 6U 4 Vidhivimarsha 1. Purusha-bhedha 2. Satwabhedha 3. Garbhakarana 4. Mokshopaya					
		4	20	40	60	120
Semester No : 6						
2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	M-7 Charaka-Samhita - Chikitsa Sthana This module deals with all the 30 chapters of the Chikitsasthana of the Charaka-Samhita. It explains the content of the Classical Ayurvedic Texts in three ways as, Vakya, Vakyartha and Arthavayava. The initial two units, Adhikaranavimarsha and Sutravimarsha imbibe the competency of explaining the text in Vakya and Vakyartha whereas the Tatvavimarsha provide the competency to analyse the text in Arthavayava. The Vidhivimarsha/Proyogavimarsha is the application of the concepts.	3	15	30	45	90

	<p>• M 7U 1 Adhikaranavimarsha</p> <ol style="list-style-type: none"> 1. Sthanadhikarana of Chikitsa Sthana 2. Adhyaya Adhikarana of the chapters of Chikitsa Sthana <p>• M 7U 2 Sutravimarsha Sutravimarsha of all the chapters of Chikitsa Sthana</p> <p>• M 7U 3 Tattvavimarsha</p> <ol style="list-style-type: none"> 1. Samhitavimarsha of Achararasayana, 2. Vyakhyavimarsha of Rupadravyam 3. Vyakhyavimarsha of Trividha Vajikarana, 4. Samhita-vimarsha and Vyakhyana-vimarsha of Jwara Chikitsa Siddhanta (Ca. Ci 3/138-172, 272, Ca. Ci 30/302, Ca Ni 1/36-40 Ca.Vi.4/40) 5. Samhita-vimarsha -Jwara Samanya Nidana in Sushrutasamhita 6. Vyakhya-vimarsha of Sannipatika Jwara (Ca.Ci 3/284-286) 7. Vyakhya-vimarsha of dwividha Pitta (Ca. Ci 3/217) 8. Vyakhya-vimarsha of Dwividha Samsarga of Raktapitta 9. Vyakhya-vimarsha of Marga of Paittika Raktapitta 10. Gulme Agni Rakshana Pradhanya (Ci 5/136) 11. Vyakhya-vimarsha of Jatapramehi 12. Vyakhya-vimarsha of Ekadasha Rupa of Rajayakshma 13. Vyakhya-vimarsha of Sapta Rupa of Rajayaksma 14. Vyakhyavimarsha of Agni in Arsha, Atisara and Grahani roga 15. Vyakhyavimarsha of Agnidosh and Roga-sangha 16. Vyakhyavimarsha of Arsha-chaturvidha-chikitsa <p>• M 7U 4 Prayogavimarsha</p> <ol style="list-style-type: none"> 1. Jwaraghna Mahakashaya 2. Clinical application of Hingwadi Gulika/Churna 					
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	<p>3. Talisadi Churna, Kalyanaka Ghruta, Maha-Paishachika Ghruta, Pancha-Gavya Ghruta</p> <p>4. Kalyanaka ghruta</p> <p>5. Paishachika ghruta</p> <p>6. Eladi Gudika</p> <p>7. Amrutaprasha Ghruta</p> <p>8. Punarnavadi Arishta</p> <p>9. Kamsahareetaki</p> <p>10. Narayana Choornam</p> <p>11. Dusparshakadi Kwatha</p> <p>12. Abhayarishta</p> <p>13. Mandoora Vataka</p> <p>14. Punarnava mandoora</p> <p>15. Kndakaree ghrutam</p> <p>16. Agasthya Hareetakee</p> <p>17. Chargeri Ghrutam</p> <p>18. Peetaka Choornam</p> <p>19. Balatailam</p> <p>• M 7U 5 Vidhivimarsha</p> <p>1. Achara-rasayana</p> <p>2. Sannipata-jwara</p> <p>3. Gunme agnisamrakshanam</p>					
	<p>M-8 Charaka-Samhita - Indriya, Kalpa and Siddhi Sthana</p> <p>This module deals with all chapters of the Indriyasthan, Kalpasthana and Siddhisthana of the Charaka-Samhita. It explains the content of the Classical Ayurvedic Texts in three ways as, Vakya, Vakyartha and Arthavayava. The initial two units, Adhikaranavimarsha and Sutravimarsha imbibe the competency of explaining the text in Vakya and Vakyartha whereas the Tatvavimarsha provide the competency to analyse the text in Arthavayava. The Vidhivimarsha/Proyogavimarsha is the application of the concepts.</p>	1	5	10	15	30

	<p>• M 8U 1 Adhikaranavimarsha</p> <p>1. Sthanadhikarana of Indriya, Kalpa and Siddhi Sthana 2. Adhyaya Adhikarana of the chapters of the Indriya, Kalpa and Siddhi Sthana</p> <p>• M 8U 2 Sutravimarsha Sutravimarsha of all the chapters of the Indriya, Kalpa and Siddhi Sthana</p> <p>• M 8U 3 Tattvavimarsha</p> <p>1. Samhitavimarsha and Vyakhyavimarsha of Classification of Arishta 2. Swapna-darshana Kaaranam 3. Vyakhyavimarsha of Trividha-Shodhana-Aushadha 4. Samhitavimarsha and Vyakhyavimarsha of Ratio of Niroohadravya 5. Samhitavimarsha and Vyakhyavimarsha of Maatraavat-aushadha-lakshana 6. Samhitavimarsha and Vyakhyavimarsha of Karma of Pratisamskarta</p> <p>• M 8U 4 Prayogavimarsha Use of Kalyanaka guda</p> <p>• M 8U 5 Vidhivimarsha</p> <p>1. Matra (of medicine) as key determinant of safety, efficacy, and patient suitability.</p>					
		4	20	40	60	120
		16	80	160	240	480

Paper No : 2 Ayurveda Compendia - Ayurveda Vangmaya

Semester No : 3

2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	<p>M-9 Ayurveda and Vedic Literature The Vedas are regarded as the earliest recorded knowledge within Indian wisdom. They encompass nearly all aspects of ancient life, including diseases and their treatments. This module explores the medical practices and related traditions documented in Vedic literature, revealing the origins of Ayurveda within the Vedas and highlighting the distinctions between Ayurvedic practices and those of the Vedic tradition. The status of Ayurveda as an Upaveda is also examined. In addition to Vedic texts (Samhita, Brahmana, Aranyaka, and Upanishad), this discussion also includes ancient works like the Puranas.</p> <p>• M 9U 1 Vedic Literature</p> <p>1. Vedic literature: Samhita, Brahmana, Aranyaka, Upanishad, Upaveda, Vedanga, and Upanga</p> <p>• M 9U 2 Ayurveda in Veda-Samhita - I</p> <p>1. Review on Status of Ayurveda in Veda-samhita: Rigveda, Yajurveda, Samaveda Samhita</p> <p>• M 9U 3 Ayurveda in Veda-Samhita - II</p>	2	10	20	30	60

	<p>1. Status of health care practices in Atharvaveda-Samhita</p> <p>• M 9U 4 Ayurveda in Brahmana and Aranyaka</p> <p>1. Ayurvedic content in Brahmana, Aranyaka and Upanishad</p> <p>• M 9U 5 Ayurveda in Purana</p> <p>1. Ayurvedic content in Purana</p>					
	<p>M-10 Samhita Vangmaya-Pracheena kala This module deals with the development of various branches of Ayurveda and the study about the major Ayurvedic literature in the Prachina-kala (Samhita-kala). This period marks the golden age of Ayurveda. It explores the richness of literature tradition and practices during that era, which lead to the wealth of Ayurvedic wisdom disseminated to the coming generations.</p> <p>• M 10U 1 Branches of Ayurveda</p> <p>1. Status and development of practice of Ashtanga in Pracheena kala</p> <p>• M 10U 2 Sushruta-Samhita</p> <p>1. Sushruta Samhita: Structure, characteristics, uniqueness, specialty and contribution 2. Sushruta Samhita as master material for knowledge of Shareera and Shalya</p> <p>• M 10U 3 Ashtanga Hrudaya and Ashtangasangraha</p> <p>1. Structure, characteristics, uniqueness, specialty and contributions of Ashtanga Hrudaya and Ashtanga Sangraha</p>	2	10	20	30	60

	<p>2. Comparison of Ahstangahrudaya with Ashtangasangraha for external and internal evidences</p> <p>• M 10U 4 Kashyapa Samhita</p> <p>1. Structure, characteristics, uniqueness, specialty and contributions of Kashyapa Samhita</p> <p>• M 10U 5 Hareeta samhita and Bhela samhita</p> <p>1. Structure, characteristics, uniqueness, specialty and contributions of Hareeta samhita & Bhela samhita</p>					
		4	20	40	60	120
Semester No : 4						
2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	<p>M-11 Samhita Vangmaya in Madhyakala</p> <p>The Madhyakala period represents a significant phase of advancements in specific areas of Ayurveda, reflecting a phase of consolidated growth and intellectual refinement. This era saw Ayurveda's transition into Sangraha Granthas-extensive compilations, commentaries, and lexicons that are still accessible today. Noteworthy progress was made in areas such as diagnostics, pharmaceuticals, pharmacology, therapeutics, and the application of metals and minerals in treatment. Key commentaries, foundational to the understanding of classical texts, were authored during this time. This module provides an introduction to the major texts of the</p>	2	10	20	30	60

<p>Madhyakala period, while additional works from this era will be explored in subsequent modules.</p> <ul style="list-style-type: none"> • M 11U 1 Sharngadhara-Samhita I 1. Authorship, historical context, structural composition, distinctive features of Sharngadhara Samhita. • M 11U 2 Sharngadhara samhita - II 2. Thematic overview, major contributions, distinctive features, and overall impact of the Sharngadhara Samhita on the development of Ayurvedic knowledge and practice • M 11U 3 Siddhasara samhita & Parahita Samhita 1. Authorship, period, structure, characteristics and specialty of Siddhasara Samhita and Parahita Samhita • M 11U 4 Other Madhyakala-Samhita 1. Authorship, period, structure, characteristics and specialty of Kalyana-Karaka, Yogashataka (by Nagarjuna) and Yogashataka (by Vararuchi) 					
<p>M-12 Samhita Vangmaya in Adhunika kala The Adhunika Kala, beginning after 1700 CE, is characterized by various periods of progress and decline, reflecting significant shifts in Ayurvedic literature. This module focuses on key texts from this period, covering works up to the 19th century for detailed exploration.</p> <ul style="list-style-type: none"> • M 12U 1 Important Granthas of Adhunikakala Important Granthas of Adhunikakala • M 12U 2 Bhavaprakasha 	2	10	20	30	60

	<p>1. Bhavaprakasha: Authorship, Period, Structure, Characteristics, Specialty, Overview on content, Significant contributions, Uniqueness</p> <p>• M 12U 3 Ayurveda Soukhya and Yogatarangini</p> <p>1. Ayurveda Soukhya, Yogatarangini and Bruhat Yogatarangini: Authorship, Period, Structure, Characteristics, Specialty</p>					
		4	20	40	60	120
Semester No : 5						
2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	<p>M-13 Rogavigyan Vangmaya Rogavijnana (pathology and diagnosis) forms a core component of Triskandha Ayurveda. The foundational knowledge of diseases, as presented in the Brihat Trayee, underwent significant modifications over time, particularly during the Madhyama Kala. These advancements primarily involved the description of new diseases, innovations in diagnostic methods, and variations in symptomatology. Later texts also introduced different sequences in the categorization of diseases. This module explores the evolution of symptomatology and diagnostic approaches across the literature.</p> <p>• M 13U 1 Rogavijnana Vangmaya</p>	1	5	10	15	30

	<p>1. Evolution of Roga Vigyan Vangmaya 2. Advancements from Brihat-trayee tradition</p> <p>• M 13U 2 Madhava nidana</p> <p>1. Madhava nidana: Authorship, Period, Structure, Characteristics, Specialty, Overview on the content, Significant contributions and Uniqueness</p> <p>• M 13U 3 Roga Vigyan Vangmaya-others</p> <p>1. Hamsaraja-Nidana, Anjana-nidana and Siddhanta-nidana: Authorship, Period, Structure, Characteristics, Specialty</p>					
	<p>M-14 Chikitsa-Vangmaya Chikitsa-vangmaya encompasses a variety of texts dedicated to therapeutic practices, including Chikitsagrantha (treatises on treatment), Yoga Grantha (formularies), Vaidyaka-Kavya (medical poetry), Pathyapathya (dietary guidelines), among others. Numerous works emerged during later periods, notably the Madhyakala and Adhunik Kala, contributing significantly to Ayurveda's therapeutic heritage. Many regional texts were also composed during this time, reflecting the therapeutic diversity of Ayurveda as it evolved across different eras.</p> <p>• M 14U 1 Chikitsa Vangmaya</p> <p>1. Evolution of Chikitsa Vangmaya 2. Major difference from Brihat trayee</p> <p>• M 14U 2 Chikitsa granthas</p>	3	15	30	45	90

<p>1. Authorship, Period, Structure, Characteristics, Specialty of the following:</p> <p>Madhava Chikitsita, Vrundamadhava, Chikitsa Kalika, Chakradatta, Vangasena, Bhaishajya Ratnavali, Yogaratnakar, Yogatarangini, Atankatimirabhaskar, Vyadhinigraha, Vaidyasarasamgraha, Chikitsadarsha, and Chikitsa Pradeep</p> <p>• M 14U 3 Yoga Samgraha Grantha</p> <p>1. Authorship, Period, Structure, Characteristics, Specialty of the following texts</p> <p>Gadanigraha, Navanitaka or Bower's Manuscript, Shatashloki, Virasimhavalokana, Siddhabheshaja Manimala, Basavarajiyam, Siddhayoga Sangraha, Rajamarttand , Yogaratna Samuchaya, Vaidyamruta, Vaidyamanotsav, Vaidyarahasya, Vaidyachintamani, Vaidyamanorama, Vaidyavallabha, and Sahasrayogam</p> <p>• M 14U 4 Vaidyaka Kavya</p> <p>1. Authorship, Period, Structure, Characteristics, Specialty of the following-</p> <p>Vaidyajivan, Vaidyavatamsa, Chamatkar Chintamani, Vaidyakaustubha, Vruttamanikyamala, Vruttaratnavali, Vaidyavilasa</p> <p>• M 14U 5 Anupana and Pathyapathya</p> <p>1. Authorship, Period, Structure, Characteristics, Specialty of the following -</p>					
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	<p>Anupanamanjari, Pathyapathya, Pathyapathyavinischaya, Pathyapathyavinirnaya</p> <p>• M 14U 6 Nighantu</p> <p>1. Authorship, Period, Structure, Characteristics, Specialty of the following -</p> <p>Siddhamantra, Dravygunasangraha and Horthus Malabaricus</p> <p>• M 14U 7 Sutragrantha</p> <p>1. Authorship, Period, Structure, Characteristics, Specialty of the following</p> <p>Ayurvedasutra, Kaushitakisutra (Atharvaveda related, chapter IV) and Rasavaisheshikasutra</p>					
		4	20	40	60	120
Semester No : 6						
2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	<p>M-15 Vyakhya vangmaya</p> <p>The extensive body of commentaries represents a significant advancement in Ayurveda, particularly during the medieval and modern periods. These commentaries remain invaluable for gaining deeper insights into the classical texts. This module focuses on the commentaries of the Charaka Samhita, Sushruta Samhita, Ashtanga</p>	2	10	20	30	60

<p>Sangraha, Ashtanga Hrudaya, Madhava Nidana, Sharngadhara Samhita, and Chakradatta.</p> <p>• M 15U 1 Vyakhya-Charakasamhita</p> <p>1. Charakanyasa, Charakapanjika, Nirantarapadavyakhya, Ayurveda Dipika, Tattvapradeepika, Jalapakalpataru, Charakopaskar, Charaka-Vivriti, Charakapradipika:</p> <p>Availability, Authorship, Period, Specialty</p> <p>• M 15U 2 Vyakhya-Sushruta Samhita</p> <p>1. Nibandha Samgraha, Bhanumati, Nyayachandrika/Panjika, Sushrutartha Sandeepani:</p> <p>The Availability, Authorship, Period, Specialty</p> <p>• M 15U 3 Vyakhya-Ashtanga Sangraha and Ashtanga Hrudaya</p> <p>1. Sarvanga Sundara, Ayurveda Rasayan, Vakyapradipika, Sanketa Manjari, Vagbhata Khandana Mandan and Shashilekha</p> <p>Availability, Authorship, Period, Specialty</p> <p>• M 15U 4 Vyakhya-Madhavanidana and Sharngadhara samhita</p> <p>Dipika and Gudharthadipika of Sharngadhara Samhita, Madhukosha, Atankadarpana and Siddhanta Chintamani of Madhav Nidana:</p> <p>Availability, Authorship, Period, and Specialty</p> <p>• M 15U 5 Vyakhya-Chakradatta</p> <p>Ratnaprabha and Tatvachandrika: Availability, Authorship, Period, Specialty</p>					
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<p>M-16 Allied disciplines of Ayurveda While Ayurveda primarily focuses on human medicine, parallel branches also developed to address the treatment of animals, plants, and other forms of life. There is readily available literature, such as Vrukshayurveda (plant medicine) and Mrigayurveda (animal medicine), that documents these areas. However, these branches have not received adequate attention. This module explores and describes these lesser-addressed fields.</p> <p>• M 16U 1 Vrukshayurveda</p> <ol style="list-style-type: none"> 1. Textbooks on Vrukshayurveda 2. Authorship, Period, and Uniqueness 3. Gross nature of Principles and Practices encoded <p>• M 16U 2 Mrugayurveda</p> <ol style="list-style-type: none"> 1. Pashu Ayurveda 2. Gaja Ayurveda 3. Ashwayurveda 	1	5	10	15	30
<p>M-17 Writing skills and redaction This module aims to develop the students' skills in reviewing, editing, and writing. While the previous focus was on studying the rich textual heritage of Ayurveda, the emphasis now shifts to equipping Students with the ability to create original content in the field. Through training in editing, publishing, content development, and the creative dimensions of Ayurvedic thought, Students will be empowered to compose new commentaries on classical texts, aligning them with the needs and context of modern society.</p> <p>• M 17U 1 Review process</p> <ol style="list-style-type: none"> 1. Methods of reviewing, revising and refining 	1	5	10	15	30

	<p>2. Types of reviews 3. Methods of classical review process with reference to Shastrapareeksha</p> <p>• M 17U 2 Editing process & different types of Editions</p> <p>1. Different methods of editing: Content editing, Structural editing, Copy editing, Line editing, Proof reading 2. Types of editions: Critical edition, Diplomatic edition, Eclectic edition, Annotated edition etc. 3. Evidence of editing in available prints of Samhitas</p> <p>• M 17U 3 Redaction</p> <p>1. Classical method of redaction 2. Evidence of redaction in available prints of Samhitas</p> <p>• M 17U 4 Transliteration process</p> <p>1. Methods of transliteration 2. Use of transliteration tools</p> <p>• M 17U 5 Writing skills</p> <p>1. Content creation 2. Composing new commentary</p>					
		4	20	40	60	120
		16	80	160	240	480
Paper No : 3 Ayurveda Philosophy - Ayurveda-Darshana						
Semester No : 3						

2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	<p>M-18 Sankhya Darshana The study of Darshana (Indian philosophical systems) is essential for a deep understanding of Ayurveda, as it forms the foundation upon which Ayurvedic principles are built. Darshana provides a framework for understanding reality, consciousness, and the interconnectedness of mind, body, and spirit, which are central concepts in Ayurveda. Each philosophical system offers unique insights into the nature of existence, knowledge, and perception, all of which inform Ayurvedic approaches to health and disease. This module prepares the students for deeper understanding of Sankhyadarshana and its interconnectedness with Ayurveda.</p> <p>• M 18U 1 Fundamentals of Darshana</p> <ol style="list-style-type: none"> 1. Darshana: the terminology 2. Darshana: Classification criteria based on Vedas and Pramana 3. Origin of Scientific thought in the background of Darshana <p>• M 18U 2 Sankhya Darshana</p> <ol style="list-style-type: none"> 1. Sankhyasutra: Authorship, antiquity and Time period 2. Satkaryavada 3. Srishtivikasa krama (Panchavimsati tatva) 4. Dualism and Trividha dukha 5. Purusha Sankhya <p>• M 18U 3 Sankhya Karika</p>	2	10	20	30	60

	<p>1. Sankhya Karika: Authorship, Structure and Composition 2. Detailed understanding of verses: 1, 2, 3, 4, 5, 6, 7, 9, 12, 13, 21, 22, 23, 24, 25, 26, 27, 28, 32, 33, 35, 40.</p> <p>• M 18U 4 Application of Sankhya principles in Ayurveda</p> <p>1. Sankhya principles directly adopted in Ayurveda 2. Application of Sankhya principles like Satkaryavada, Triguna, Tridukha Indriya in Ayurveda.</p>					
	<p>M-19 Yoga Darshana Yoga Darshana, one of the most influential philosophical systems of India, has gained remarkable prominence in recent times. Rooted in the Yoga Sutras of Maharshi Patanjali, this system outlines the foundational concepts of Yoga as a path to self-mastery and liberation. Over time, the practical dimension of Yoga-Yogabhyasa-evolved into what later became known as Hatha Yoga, emphasizing physical discipline and breath control. The relationship between Yoga and Ayurveda is both deep and complementary. This module introduces the core philosophy of Yoga Darshana and explores its dynamic integration with Ayurvedic thoughts and practices.</p> <p>• M 19U 1 Fundamentals of Yoga Darshana</p> <p>1. Authorship and Structure 2. Composition of Yoga Sutra 3. Comparison of Yogadarshana with Sankhya darshana</p> <p>• M 19U 2 Patanjala Yoga Sutra</p> <p>1. Samadhi Pada- Sutra 1,2,6,7,12,30,33 2. Sadhana Pada – Sutra 1,28,29,30,32,46,49,54 3. Vibhuti Pada-Sutra 1,2,3</p>	2	10	20	30	60

	4. Kaivalya Pada –Sutra 1 • M 19U 3 Application of Yoga principles in Ayurveda 1. Influence of Yoga principles in Ayurveda 2. Current trends in Yoga					
		4	20	40	60	120
Semester No : 4						
2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	M-20 Nyaya Darshana Nyaya Darshana is traditionally regarded as the system of logic and epistemology. It offers a robust framework for acquiring valid knowledge (prama) through its detailed exposition of pramanas (means of knowledge), hetu (reason), and anumana (inference). At the postgraduate level, engaging with Nyaya involves appreciating its classifications of perception, inference, fallacies, and debate-tools essential not only in philosophical discourse but also in clinical reasoning and research methodology within Ayurveda. Importantly, its interplay with Vaisheshika system and its dialogic engagement with rival schools provide fertile ground for sharpening critical thinking and interpretative skills. • M 20U 1 Fundamentals of Nyaya Darshana 1. Literary sources and authors in Nyayadarshana 2. Nyaya as Samanatantra of Vaisheshika	2	10	20	30	60

<p>3. Shodasha tatwa of Nyaya</p> <ul style="list-style-type: none"> • M 20U 2 Pramana Vijnana <ol style="list-style-type: none"> 1. Description of Chaturvidha Pramana 2. Anumana pramana in research and clinical applications <ul style="list-style-type: none"> • M 20U 3 Navya Nyaya <ol style="list-style-type: none"> 1. Navya Nyaya: Formation and literature 2. Asatkaryavada and Pitharapakavada 3. Other pramana such as Arthapatti, Sambhav, Anupalabdh, Cheshta, Parishesha, Aitihya <ul style="list-style-type: none"> • M 20U 4 Application of Nyaya principles in Ayurveda <ol style="list-style-type: none"> 1. Application Asatkaryavada and Pitharapaka 2. Application of Anumana and its different aspects in Ayurveda 3. Applied aspects of Nyayadarshana 					
<p>M-21 Vaisheshika Darshana Vaisehika Darsana holds a place of profound influence in the theoretical foundation of Ayurveda, particularly in its understanding of the material world. By categorizing reality into six fundamental padarthas-Dravya, Guna, Karma, Samanya, Vishesha, Samavaya and Abhava- Vaiseshika provides a systematic framework that Ayurveda extensively applies in the interpretation and treatment of disease. In conjunction with its epistemological counterpart, Nyāya Darśana, Vaiśeṣika laid the groundwork for empirical inquiry into the nature of existence, matter, and causality. For this reason, it is often regarded as the Indian school of ontology. This module critically examines the core contributions of Vaiseshika Darshana and explores its deep interconnections with Ayurvedic thought and practice.</p> <ul style="list-style-type: none"> • M 21U 1 Fundamentals of Vaisheshika Darshana 	2	10	20	30	60

	1. Vaisheshika Sutra: Authorship, Structure, Importance and antiquity 2. Principles of Vaisheshika Darshana with special reference to Shad Padartha 3. Paramanuvada, Arambhavada and Pilupakavada 4. Concept of Padartha and pramana as per Vaisheshikasutra • M 21U 2 Padarthadharmasamgraha and Tarka Samgraha 1. Description of Shad Padartha in Padarthadharmasamgraha Bhashya 2. Different views on padartha and pramana as per Tarka Samgraha and Saptapadarthi • M 21U 3 Application of principles of Vaisheshika in Ayurveda 1. Application of Asatkaryavada, Paramanuvada and Padartha in Ayurveda					
		4	20	40	60	120
Semester No : 5						
2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	M-22 Mimamsa and Vedanta Darshana Mimamsa and Vedanta are two distinct schools of Indian philosophy that originate from the interpretative study of the Vedas. Mimamsa, also known as Purva Mimamsa and founded by Jaimini, focuses on the ritualistic section (Karma Kanda) of the Vedas, emphasizing the	2	10	20	30	60

<p>authority of Vedic injunctions, the eternality of sound, and the performance of rituals as a means to uphold dharma and achieve worldly and heavenly rewards. In contrast, Vedanta, or Uttara Mimamsa, attributed to Badarayana, centers on the philosophical teachings (Jnana Kanda), especially the Upanishads, exploring the nature of Brahman, Atman, and the path to moksha, giving rise to major sub-schools like Advaita, Visishtadvaita, and Dvaita. Together, these schools represent the ritualistic and philosophical dimensions of Vedic inquiry.</p> <p>• M 22U 1 Fundamentals of Mimamsa and Vedanta Darshana</p> <ol style="list-style-type: none"> 1. Literature of Meemamsa and Vedanta : Authorship and antiquity 2. Different schools of Meemamsa and Vedanta 3. Important principles and Vadas in Meemamsa and Vedanta 4. Karma, Dharma, Purushartha in Meemamsa 5. Vivartavada, Srushtivikasakrama and Panchcheekarana in Vedanta <p>• M 22U 2 Application of principles of Mimamsa and Vedanta Darshana in Ayurveda</p> <ol style="list-style-type: none"> 1. Influence of principles of Mimamsa and Vedanta Darshana in Ayurveda 2. Critical understanding of Meemamsa and Vedanta 					
<p>M-23 Charvak, Bauddha and Jain Darshana</p> <p>Charvaka Darshana, also known as Lokayata, is the materialist school of Indian philosophy that rejects the authority of the Vedas, denies the existence of the soul, afterlife, and karma, and accepts only direct perception as a valid means of knowledge, promoting a hedonistic view of life. Bauddha Darshana, the philosophy of Buddhism founded by Gautama Buddha, focuses on the Four Noble Truths and the Eightfold Path, emphasizing the cessation of suffering through ethical conduct, meditation, and wisdom, and highlights concepts such as non-self, impermanence, and emptiness. Jaina</p>	2	10	20	30	60

<p>Darshana, established by Mahavira, presents a dualistic worldview of soul and matter, advocates the path to liberation through right faith, right knowledge, and right conduct, and is known for doctrines of non-absolutism, conditional predication, and strict adherence to non-violence.</p> <p>• M 23U 1 Charvak Darshana</p> <ol style="list-style-type: none"> 1. Avidikatwa/Nastikatwa of Charvaka-Bauddha-Jaina darshanans 2. Charvak Darshana: Nomenclature, Authorship and antiquity 3. Main Principles of Charvaka Darshana 4. Refutation of Anumana and Shabda Pramana 5. Swabhavavada and Bhutachaitanyavada <p>• M 23U 2 Bauddha Darshana</p> <ol style="list-style-type: none"> 1. Bauddha Darshana: Authorship and antiquity 2. Main Principles of Bauddha Darshana 3. Arthakriyakaritva 4. Kshanabhanguravada 5. Pratityasamutpada <p>• M 23U 3 Jain Darshana</p> <ol style="list-style-type: none"> 1. Jain Darshana: Authorship and antiquity 2. Main Principles of Jain Darshana 3. Triratna, Syadvada, Anekantavada and Saptabhangi Nyaya <p>• M 23U 4 Application in Ayurveda</p> <ol style="list-style-type: none"> 1. Interaction of Charvak-Bauddha-Jaina Darshanans in Ayurveda 2. Bauddha-Jaina basis of social health and ethics in Ayurveda 3. Critical understanding of Charvak-Bauddha-Jaina 					
	4	20	40	60	120

Semester No : 6

2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	<p>M-24 Ayurveda- A Svatantra Darshana Ayurveda, through deeply connected with various Indian philosophical systems, is recognized as a Svatantra Darshana, an independent system of knowledge with its own foundational principles, methods of inquiry, and approach to health and life. While it draws philosophical insights from Darshanas like Nyaya, Vaisheshika, Sankhya, and Yoga, Ayurveda establishes its own epistemology, logic, and objectives centered around the concepts of Swasthya (health), Vyadhi (disease), and Chikitsa (treatment). It applies its unique frameworks-such as Tridosha, Dhatu, Mala, and Agni-not merely as philosophical constructs but as practical tools for understanding, preventing, and managing diseases. Ayurveda, therefore, stands as a distinct, self-reliant Darshana focusing on the science of life, health, and longevity.</p> <p>• M 24U 1 Uniqueness of Ayurveda</p> <ol style="list-style-type: none"> 1. Ayurveda as a Swatantradarshana 2. Uniqueness of Ayurveda as an independent Darshana <p>• M 24U 2 Unique Ayurveda principles</p> <ol style="list-style-type: none"> 1. Mokshopaya 2. Niyata-Aniyata Ayu Vichara 3. Kala-Akala Mrityu Vichara 	2	10	20	30	60

	<p>4. Yukti Pareeksha</p> <p>• M 24U 3 Ethics in Ayurveda</p> <p>1. Evolution of Medical ethics in Ayurveda and comparison with the Clinical Ethics, Research ethics</p> <p>2. Ayurveda: from pure philosophy to practical philosophy</p>					
	<p>M-25 Reflection of Darshana in commentaries of Ayurvedic texts The commentaries on Ayurvedic Samhitas frequently incorporate references from various Darshanans. In explaining terminologies and concepts, commentators often turn to the foundational principles and original sources of these philosophical systems to provide clarity and justification. The interpretations presented in these commentaries aim to establish the theoretical soundness of Ayurvedic concepts, wherein Darshanic frameworks play a pivotal role. Commentators extensively draw upon these philosophical perspectives to deepen the understanding of Ayurvedic texts. This close interweaving of Ayurveda and Darshana is vividly reflected in such commentarial literature. This module seeks to explore and highlight these intricate connections.</p> <p>• M 25U 1 Darshana in Jalpakalpataru</p> <p>1. Shadkarana in Jalpakalpataru commentary on Deerghanjeevitiya adhyaya of Charaka Samhita</p> <p>• M 25U 2 Darshana in Charakopaskara</p> <p>1. Charakopaskara commentary on Deerghajneevatiya adhyaya of Charaka Samhita</p> <p>• M 25U 3 Darshana in Nibandhasamgraha</p>	2	10	20	30	60

	<p>1. Reflection of Darshana on the Nibandhasamgraha commentary on Sarvabhootachintashareera of Sushruta Samhita</p> <p>• M 25U 4 Darshana in Ayurvedadeepika</p> <p>1. Reflection of Darshana on the Ayurvedadeepika commentary on Indriyopakramaneeya adhyaya, Katidhapurusheeyam adhyaya and Deerkhamjeeviteeyam adhyaya of Charaka Samhita</p>					
		4	20	40	60	120
		16	80	160	240	480
Paper No : 4 Fundamental Principles of Ayurveda - Ayurveda Siddhanta						
Semester No : 3						
2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
1.	<p>M-26 Ayurveda Sarvatantra-Pratitantra Siddhanta This module provides an in-depth exploration of the siddhantas that are universally accepted across disciplines (Sarvatantra Siddhanta), as well as those that are unique to Ayurveda (Pratitantra Siddhanta). The module emphasizes critical analysis, comparative understanding, and the application of these principles in Ayurveda clinical practice and research.</p> <p>• M 26U 1 Samanya-Vishesha siddhantha.</p> <p>1. Utility of Samanya-Vishesha in hetu-linga</p>	2	10	20	30	60

	<p>2. Application of Samanya-vishesha in aushadha</p> <p>• M 26U 2 Loka -Purusha samya siddhantha.</p> <p>1. Theoretical foundations of Loka-purusha samya siddhanta 2. Loka-purusha samya in formulating Pratitantra siddhantas</p> <p>• M 26U 3 Panchabhautika Siddhanta</p> <p>1. Clinical relevance of Panchamahabhuta 2. Panchamahabhuta based treatment approaches</p> <p>• M 26U 4 Swabhava uparama siddhantha</p> <p>1. Swabhava uparama siddhantha in natural resolution 2. Adhikaranasiddhantas in the context of Swabhava-uparama</p> <p>• M 26U 5 Siddhanta</p> <p>1. Differentiation of Siddhanta from Vada, Tatwa, Niyama and Nigamana 2. Definition of Siddhanta, types and applied examples in Ayurveda</p> <p>• M 26U 6 Karyakarana siddhanta</p> <p>1. Karyakarana siddhanta as a maulika siddhanta 2. Application of Karyakarana siddhanta in disease causation and treatment 3. Current application of causal reasoning</p>					
	<p>M-27 Purusha Vichayanam In Ayurveda, Purusha is recognized as the foundational basis (Adhishtana) for understanding human beings. In this context, Atma holds a central place, being integral to both the concept of Purusha</p>	2	10	20	30	60

<p>and the definition of Ayus. Ayurveda's perspective on human existence is rooted in Purusha, integrating philosophical, physiological, and material dimensions. A comprehensive understanding of Purusha, from its theoretical constructs to clinical applications, is crucial to appreciating Ayurveda's distinctive view of the individual and their uniqueness. This module delves into the various interpretations of Purusha, highlighting its progression from philosophical thought to practical relevance.</p> <p>• M 27U 1 Atma</p> <ol style="list-style-type: none"> 1. Atma and its classification. 2. Role of Atma in Cognition <p>• M 27U 2 Manas</p> <ol style="list-style-type: none"> 1. Manas and its Vishaya, Guna, and Karma. 2. Differentiation Manodosha, Manovega, Manovikara and Manovahasrotodushti <p>• M 27U 3 Indriya</p> <ol style="list-style-type: none"> 1. Pancha-Panchaka concept and Indriya-Artha sambandha. 2. Role of Indriya in maintaining health. 3. Indriyaswasthya and sensory well-being. <p>• M 27U 4 Shareera and Ayus</p> <ol style="list-style-type: none"> 1. The components and constitution of Shareera. 2. Role of the physical body in the sustenance of life and longevity (Ayu). 3. Concept of Ayu samyogarupata – the union of Atma, Manas, Indriya, and Shareera. <p>• M 27U 5 Dosha-dhatu-mala siddhanta</p>					
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	1. Concept of Samya (equilibrium) and Vaishamya (disequilibrium) in relation to Dosha, Dhatu and Mala. 2. Relevance of the Dosha-Dhatu-Mala Siddhanta in health and disease. 3. Dosha-karanata in disease causation with respect to site, intensity, interactions, accumulation, and aggravation phases, and implications of causative factors. 4. Doshatwa of Rakta • M 27U 6 Ahara parinama 1. Aharaparinama, dhatuposhana and different nyayas 2. Ahara jeerna lakshana					
		4	20	40	60	120

Semester No : 4

2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	M-28 Swastha-Swasthya Siddhanta This module provides an in-depth exploration of Siddhantas and important concepts related to the understanding of Swastha and Swasthya. It explores the formation and clinical implications of Prakruti (body-mind constitution), the role of Ahara and Vihara, physiological functions of Agni, Ojas, and Vyadhi-kshamatva (immunity), along with the pharmacological understanding of Rasa Panchaka	2	10	20	30	60

	<ul style="list-style-type: none"> • M 28U 1 Prakruti 1. Relevance of Sharira and Manasa Prakruti, 2. Understanding of Prakriti assessment tools • M 28U 2 Ahara, Vihara, Pathyapathya, Satmyaasatmya 1. Application of Ahara Vidhi Vidhana and Ahara Viseshtayatana principles 2. Relevance of Satmyaasatmya and Pathyapathya • M 28U 3 Agni, Ojus, Vyadhikshamatva, Vikara-vighata-bhava-abhava 1. Clinical implications of Agni, Ojus, Vyadhikshamatva 2. Vikara-vighata-bhava-abhava in the context of risk assessment 3. Action of Agnivardhaka aushadha and ojovardhaka ahara • M 28U 4 Rasapanchaka 1. Methods of assessment of Rasapanchaka • M 28U 5 Prakruti sama-samaveta, Vikruti vishama samaveta, Samana pratyayarabdha, Vichitra pratyayarabdha. 1. Prakruti Sama Samaveta, Vikruti Vishama Samaveta 2. Samana Pratyaya Arabdha and Vichitra Pratyaya Arabdha 					
	<p>M-29 Vyadhi – Vyadhita Siddhanta</p> <p>This module explores the diverse classical theories concerning Vyadhi (disease) and Vyadhita (patient), encouraging Students to critically engage with these concepts through interactive discussions. It emphasizes various approaches to understanding disease and</p>	2	10	20	30	60

<p>patient dynamics, highlighting their relevance in clinical decision-making. Key focus areas include traditional protocols for comprehensive patient assessment (Rogi Pariksha), stages of disease evolution (Samprapti), patterns of disease causation and progression, as well as clinical markers of morbidity and prognosis. The module also prompts Students to analyze these theories in the context of contemporary clinical challenges, promoting integrative and evidence-informed reasoning.</p> <p>• M 29U 1 Roga pareeksha</p> <ol style="list-style-type: none"> 1. Roga pareeksha: Different protocols based on Samhitas 2. Roga pareeksha in clinical decision making 3. Roga-rogee pareeksha with respect to holistic patient evaluation, assessment of disease burden <p>• M 29U 2 Shadkriyakala, dosha gati, rogamarga.</p> <ol style="list-style-type: none"> 1. Shadkriyakala 2. Dosha gati 3. Rogamarga. <p>• M 29U 3 Srotas, khavaigunya and srotodushti</p> <ol style="list-style-type: none"> 1. Srotas 2. Khavaigunya and srotodushti <p>• M 29U 4 Kleda, Utklesha, Abhishyanda and Leena</p> <ol style="list-style-type: none"> 1. Role of Kleda, Utklesha, Abhishyanda and Leena in disease manifestation. 2. Applied aspects of Kleda, Utklesha, Abhishyanda and Leena <p>• M 29U 5 Nidanarthakara Roga, Upadrava, Hethu-Linga-Vyadhi -Kriya Sankara</p>					
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	1. Nidanarthakara Roga, Upadrava, Hethu-Linga-Vyadhi -Kriya Sankara 2. Applied aspects of Nidanarthakara Roga, Upadrava, Hethu-Linga-Vyadhi -Kriya Sankara					
		4	20	40	60	120
Semester No : 5						
2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	M-30 Samanya Chikitsa Siddhanta Vichayanam This module explores the foundational treatment principles in Ayurveda, covering various approaches such as Dwividha Upakrama, Ama Chikitsa, Srotonusari Chikitsa, Panchakarma Chikitsa Siddhanta, Dosha Gati Anusara Chikitsa Siddhanta, Sthanika-Agantua Dosha Chikitsa, Leena Dosha Chikitsa, and Shodhana-Shamana Chikitsa. Together, these principles form a comprehensive, multi-dimensional approach to disease management. The treatment of specific conditions is largely based on the application of these principles, which guide the therapeutic strategies in Ayurveda. • M 30U 1 Trividha Aushadham, Dwividha upakrama, Shadvidha Upakrama 1. Trividha aushadham in the context of evidence based approaches 2. Application in current clinical scenario	3	15	30	45	90

<p>• M 30U 2 Dosha Upakrama, Dhatu –Mala Anusara Chikitsa</p> <p>3. Dosha Upakrama, Dhatu –Mala Anusara Chikitsa 4. Importance of Dosha-targeted clinical care</p> <p>• M 30U 3 Ama Chikitsa, Srotonusari Chikitsa, Panchakarma Chikitsa Siddhanta</p> <p>5. Ama Chikitsa 6. Srotonusari Chikitsa 7. Panchakarma Chikitsa Siddhanta</p> <p>• M 30U 4 Dosha Gati Anusara Chikitsa Siddhanta, Sthanika-Agantu Dosha Chikitsa, Leena Dosha Chikitsa, Shodhana-Shamana Chikitsa</p> <p>8. Dosha Gati Anusara Chikitsa Siddhanta, Sthanika-Agantu Dosha Chikitsa, Leena Dosha Chikitsa, Shodhana-Shamana Chikitsa 9. Importance in management of chronic and recurrent diseases</p> <p>• M 30U 5 Vipareetha/Vipareetharthakari chikitsa, Aushadha sevana Kala</p> <ul style="list-style-type: none"> • Aushadha sevana Kala • Applied aspects of Aushadhasevanakala • Concept of Vipareeta, Vipareeta arthakari 					
<p>M-31 Jwara Vichayanam based on Bruhatrayee Jwarachikitsa is regarded as the foundational treatment in Ayurveda, signifying that mastering its principles allows their application in various other contexts. Nearly all treatment protocols are integrated into Jwarachikitsa at different stages. In practice, the methods commonly employed by physicians are largely derived from those used in Jwarachikitsa. This module provides an in-depth exploration of the theoretical approaches in Jwarachikitsa.</p>	1	5	10	15	30

	<p>• M 31U 1 Doshaja Jwara Samprapti-Chikitsa Sutra Vichayanam</p> <ol style="list-style-type: none"> 1. Doshaja Jwara Samprapti-Chikitsa Sutra 2. Applied aspects of Doshaja jwara <p>• M 31U 2 Agantuja Jwara Samprapti-Chikitsa Sutra Vichayanam</p> <ol style="list-style-type: none"> 1. Agantuja Jwara Samprapti-Chikitsa Sutra 2. Applied aspects of Jwarasamprapti-chikitsa <p>• M 31U 3 Dhatugata Jwara Samprapti-Chikitsa Sutra Vichayanam</p> <ol style="list-style-type: none"> 1. Dhatugata Jwara Samprapti-Chikitsa Sutra 2. Applied aspects of Dhatugata Jwara <p>• M 31U 4 Vishama Jwara Samprapti-Chikitsa Sutra Vichayanam</p> <ol style="list-style-type: none"> 1. Vishama Jwara Samprapti-Chikitsa Sutra 2. Applied aspects of Vishamajwara <p>• M 31U 5 Jeerna -Any Jwara Samprapti-Chikitsa Sutra Vichayanam</p> <ol style="list-style-type: none"> 1. Jeerna -Any Jwara Samprapti-Chikitsa Sutra 2. Applied aspects of Jeernajwara 					
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		4	20	40	60	120
Semester No : 6						
2A Mod ule Num ber	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectur es	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	<p>M-32 Comparative analysis of Samprapti based on Brihatrayee. This module focuses on the comparative analysis and clinical evaluation of disease pathogenesis (Samprapti) as described in the Bruhatrayee. Students will begin by comparing the Samprapti of selected diseases, drawing insights from the classical texts. The module will then guide Students through a critical analysis of these pathogenesis models, evaluating their applicability and relevance in modern clinical practice. Finally, students will be tasked with applying the principles of Samprapti to specific diseases, using them as a framework to clinically assess and evaluate disease progression and treatment strategies in contemporary settings. Through this approach, students will gain a deep understanding of Ayurvedic disease mechanisms and enhance their clinical decision-making skills.</p> <p>• M 32U 1 Raktapitta, Gulma</p> <p>1. Comparative analysis of the concept of Brihatrayee on Raktapitta, Gulma Samprapti 2. Applied aspects of Gulma and Raktapitta</p> <p>• M 32U 2 Prameha, Kushta, Shosha/Rajayakshma</p> <p>1. Comparative analysis of the concept of Brihatrayee on Prameha, Kushta, Shosha/Rajayakshma Samprapti</p>	2	10	20	30	60

<p>2. Applied aspects of Prameha</p> <p>• M 32U 3 Unmada, Apasmara</p> <p>1. Comparative analysis of Unmada, Apasmara Samprapti based on Brihatrayee. 2. Heenasatwata as a risk factor for psychomorbidity</p> <p>• M 32U 4 Shotha, Udara</p> <p>1. Comparative analysis of the concept of Brihatrayee on Shotha, Udara Samprapti. 2. Applied aspects of Shotha and Udara</p> <p>• M 32U 5 Arsha, Grahani, Pandu</p> <p>1. Comparative analysis of the concept of Brihatrayee on Arsha, Grahani, Pandu Samprapti. 2. Applied aspects of Grahani and Pandu</p> <p>• M 32U 6 Kasa, Shwasa</p> <p>1. Comparative analysis of the concept of Brihatrayee on Kasa, Shwasa Samprapti. 2. Applied aspects of Kasa and Shwasa</p> <p>• M 32U 7 Atisara, Chhardi</p> <p>1. Comparative analysis of the concept of Brihatrayee on Atisara, Chhardi Samprapti.</p>					
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<p>2. Applied aspects of Atisara and Chardi</p> <p>• M 32U 8 Udavartha, Vathavyadhi, Vatharaktha</p> <p>1. Comparative analysis of the concept of Brihatrayee on Udavartha, Vathavyadhi, Vatharaktha Samprapti.</p> <p>2. Applied aspects of Udavartha, Vathavyadhi, Vatharaktha</p>					
<p>M-33 Comparative analysis of Chikitsa Sutra based on Brihatrayee</p> <p>This module introduces postgraduate Students to the comparative study of Chikitsa Sutras across Charaka Samhita, Susruta Samhita, and Ashtanga hrudaya, highlighting their shared foundations and unique clinical perspectives. It focuses on analyzing disease-specific treatment strategies and interpreting their practical relevance in contemporary healthcare contexts. Students will engage in experiential learning through case-based discussions, textual analysis, and therapeutic reasoning exercises to connect classical knowledge with modern clinical priorities. The module fosters a multi-textual, integrative, and critically reflective approach to Ayurvedic therapeutics.</p> <p>• M 33U 1 Raktapitta, Gulma</p> <p>1. Comparative analysis of Chikitsa Sutra of Brihatrayee on Raktapitta, Gulma</p> <p>2. Applied aspects of Raktapitta and Gulma chikitsa</p> <p>• M 33U 2 Prameha, Kushta, Shosha/Rajayakshma</p> <p>1. Comparative analysis of Chikitsa Sutra of Brihatrayee on Prameha, Kushta, Shosha/Rajayakshma</p>	2	10	20	30	60

<p>2. Systemic detoxification in the context of Prameha and Kushta</p> <p>• M 33U 3 Unmada, Apasmara</p> <p>1. Comparative analysis of Chikitsa Sutra of Brihatrayee on Unmada, Apasmara 2. Panchakarma and sattvavajaya for neuropsychiatric care in the context of Unmada and Apasmara</p> <p>• M 33U 4 Shotha, Udara</p> <p>1. Comparative analysis of Chikitsa Sutra of Brihatrayee on Shotha, Udara 2. Applied aspects of Shotha and Udara chikitsa</p> <p>• M 33U 5 Arsha, Grahani, Pandu</p> <p>1. Comparative analysis of Chikitsa Sutra of Brihatrayee on Arsha, Grahani, Pandu 2. Agnichikitsa as Kayachikitsa in the context of Arsas, Grahani and Pandu</p> <p>• M 33U 6 Kasa, Shwasa</p> <p>1. Comparative analysis of Chikitsa Sutra of Brihatrayee on Kasa, Shwasa 2. Applied aspects of Kasa and Shwasa</p> <p>• M 33U 7 Athisara, Chardi</p>					
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	1. Comparative analysis of Chikitsa Sutra of Brihatrayee on Athisara, Chardi 2. Integrative approach and dietary practices in the management of Athisara and Chardi • M 33U 8 Udavarta, Vatavyadhi, Vatarakta 1. Comparative analysis of Chikitsa Sutra of Brihatrayee on Udavarta, Vatavyadhi, Vatarakta 2. Applied aspects of Vatavyadhi.					
		4	20	40	60	120
		16	80	160	240	480
		64	320	640	960	1920

Table 3 : Modules - Unit - Module Learning Objectives and Session Learning Objective- Notional Learning Hours- Domain-Level- TL Methods

Paper No : 1(Ayurveda Classics - Ayurveda Samhita)
Semester No : 3
Module 1 : Sushruta-Samhita, Ashtanga Sangraha and Ashtanga Hrudaya
Module Learning Objectives (At the end of the module, the students should be able to)

1. Contextualize selected descriptions in Sushruta-Samhita, Ashtanga Sangraha and Ashtanga Hrudaya, linking it to the structural framework of respective Samhitas.
2. Critically read, comprehend, and interpret the verses through Sutravimarsha.
3. Relate and cross-refer key Siddhantas across the content of Samhitas, analyzing them through Tatvavimarsha to derive deeper insights.
4. Evaluate the translational potential of principles and practices described in selected verses through Vidhivimarsha and Prayogavimarsha

Unit 1 Adhikarana-vimarsha Tantra, Sthana and Adhyaya Adhikarana of following Chapters in Sushruta-Samhita, Ashtanga-Sangraha and Ashtanga-Hrudaya:

1. Sushruta-Samhita: Vedotpatti (Su.1), Shishyopanayaniya (Su.2), Adhyayanasaṃpradaniya (Su.3), Prabhashaniya (Su.4), Shonitavarnaneeya (Su.14), Doshadhatu-mala-Kshaya-Vruddhi-Adhyaya (Su.15), Vranaprashnadhyaya (Su.21), Vyadhisamuddeshiya (Su.24), Dravya-rasa-guna-virya-vipaka-vigyaniya (Su.40), Dravya-vishesha-vigyaniya (Su.41), Rasa-vishesha-vigyaniya (Su.42), Doshabheda-Vikalpa (Ut.66)
2. Ashtanga Samgraha : Dinacharya (Su.3), Viruddhaanna Vijnaneeyam (Su.9), Annapanavidhi (Su.10), Dvididhaushadha vijnaneeyam (Su.12), Agrasangraheeyam (Su.13), Rogabhediya (Su.22) and Bheshajavacharneeyam (Su.23)
3. Ashtanga hrudaya: Doshadivigyaniyam (Su.11), Doshabhediya (Su.12) and Doshopakramaniya (Su.13)

References: 2,14,50,56,57,58,59,60,89,96,226

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4	Interpret and Analyse tantra Adhikarana of Sushruta-Samhita, Ashtanga-Sangraha and Ashtanga-Hrudaya Interpret adhyaya adhikarana of the enlisted adhyayas of Sushruta-	2	Lecture	CK	Knows-how	L&GD,L&PPT

	Samhita, Ashtanga-Samgraha and Ashtanga-Hrudaya					
Unit 2 Sutravimarsha of Sutra-s Sutravimarsha of the entire chapters enlisted above though the following steps <ol style="list-style-type: none"> 1. Proper reading of Sutras 2. Application of Sanskrit rules 3. Preparation Anvaya (syntax), wherever necessary, 4. Derivation of Vakyaartha References: 2,14,50,59,60,136,140						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4	Explain Sutravimarsha as the method of reading sutras meaningfully and deriving intended meaning (Vakyaartha) through padacheda (word splitting), anvaya (syntactic connection) and use of linguistic tools and dictionaries (koshas)	2	Lecture	CK	Knows-how	L&PPT
CO4	Demonstrate Sutravimarsha in selected Sutras of the chapters from Sushrutasamhita, Ashtangasangraha and Ashtangahrudaya	8	Practical1.1	CAP	Shows -how	FC,DIS
CO4	Engage peers in Samhita reading based on Sutravimarsha	8	Experiential-Learning1.1	PSY-ADT	Shows-how	TBL,IBL
Unit 3 Tatvavimarsha <ol style="list-style-type: none"> 1. Definitions of Ashtangas (Su.Su.1/7) 						

2. Definition of Ayurveda (Su.Su.16)
3. Adhishthanatva of Purusha (Su.Su.1/22)
4. Definition, classification, adhishthana and chikitsasutra of Vyadhi (Su.Su.1/23-28, AS.Su.22)
5. Bijachatushtaya (Su.Su.1/38-39)
6. Importance of Bahusrutatwa (Su. Su. 4/9)
7. Description of Rasa (Su.Su.14/3,1)
8. Dhatuparinama (Su.Su.14/9-18)
9. Raktapradhanyata (Su.Su.14/21-22)
10. Panchadha vibhaga of Doshas (Su.Su.15/3,4)
11. Dhatu-malakarma, Kshayalakshana, chikitsasutra (Su.Su.15/4-17)
12. Ojus and ojoyapath-s (Su.Su.15/19-28)
13. Svasthalakshana (Su.Su.15/41)
14. Importance of Tridosha (Su.Su.21/3-8)
15. Pitta & agni (Su.Su.21/9)
16. Characters, locations and types of Pitta and Kapha (Su.Su.21/10-15)
17. Shatkriyakala (Su.Su.21/18-36)
18. Saptavidha rogabheda (Su.Su.24/4-7, AS Su 22/20)
19. Dosha in diseases (Su.Su.24/8-11)
20. Importance of Rasadipanchaka (Su.Su.40 - whole chapter)
21. Characteristics of Panchbhautika dravya (Su.Su.41/2-4)
22. Guna-bhuta-sambandha & Indriyagrahyatwa (Su.Su.41/11)
23. Virudhahara (A.S.Su.9, Ch.Su. 26)
24. Pathya-apathya-sheelana-tyaga vidhi (AS.Su.9/24)
25. Trayopasthambha (AS Su.9/27 onwards)
26. Upakramabheda (AS Su.12)
27. Trividhahetu (AS.Su 22/13-16)
28. Rogamarga (AS Su 22/18)
29. Anubandha-anubandhi roga (AS Su. 22/19)
30. Trividhapramana in diagnosis (AS Su 22/23)
31. Bhesaja-pareeksha (AS Su. 23/8)
32. Different considerations in bhesajanischaya (precision of prescription) (AS Su. 23/3-12)
33. Bhesajakala (AS Su. 23/11, AH Su. 13/37-41)
34. Ama/Samadosha: Description and treatment outline (AH Su 13/13-23)
35. Agantu, Sthani, Tiryaggata dosha, Shakhagati, Kosthagati (AH Su 13)
36. Sodhanakala (AH Su 13/34-36)

References: 58,59,60,226

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4	Interpret the process of Tattvavimarsha as a method of critically exploring Ayurvedic principles by cross-referencing classical texts and consulting Vyakhyanas to establish their theoretical foundation.	2	Lecture	CC	Knows-how	L&GD
CO4	Demonstrate Tatvavimarsha of selected tatvas in Susrutasamhita, Ashtangasangraha and Ashtangahrudaya	4	Practical1.2	CAN	Shows-how	PrBL,LS
CO4	Conduct small group reading sessions applying Tatvavimarsha to critically analyze implied principles	8	Experiential-Learning1.2	CE	Shows-how	LS

Unit 4 Prayoga/Vidhi-vimarsha

Sample principles for Vidhi/Prayoga-vimarsha

1. Ashtanga - Evaluation of Specialty/super-specialty alignment of current curriculum based on 8 branches
2. Vyadhi classification
3. Bijachatushtaya a core framework for clinical decision-making, protocol development, and Ayurveda-based translational research.
4. Dhatuparinama
5. Raktapradhanyata
6. Panchavidha dosha
7. Dhatu-mala karma

8. Dosha sthana
9. Shadkriyakala
10. Dosha in diseases
11. Viruddhahara
12. Trayopasthambha
13. Upakrama bheda
14. Trividha hetu
15. Rogamarga
16. Anubandha-Anubandhi Roga
17. Trividha Pramana
18. Bheshaja Pareeksha
19. Bheshaja kala
20. Ama
21. Doshagati

References: 58,59,60,226

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO3,CO4	<p>Demonstrate the process of Vidhivimarsha as critically examining and interpreting selected Ayurvedic Tatvas for exploring their translational relevance</p> <p>Demonstrate the process of Prayogavimarsha as the systematic process of critically analyzing and applying Ayurvedic Tatvas in patient care, diagnosis, treatment, and therapeutic decision-making.</p>	4	Lecture	CAP	Shows-how	FC,BS

	Identify areas for Prayoga/vidhi-vimarsha from selected chapters of Susrutasamhita, Ashtangasangraha and Ashtanga hrudaya					
CO3,CO4	Demonstrate Vidhivimarsha and Prayogavimarsha of the identified principles of Sushrutasamhita, Ashtangahrudaya and Ashtangasangraha	8	Practical1.3	PSY-ADT	Shows-how	TBL,PT,TPW,BS
CO4	Discuss critically, examine and present the practical and translational relevance of classical principles through Vidhivimarsha	10	Experiential-Learning1.3	PSY-ADT	Shows-how	D,FV,PBL,BL,RLE

Practical Training Activity

Practical Training 1.1 Sutravimarsa: Exploring the Primary Meaning of Sutras

1. Teacher allocates five sutras to each scholar (three prose and two verse-based). Refresh on the methods of padacheda (word splitting), anvaya (syntactic connection), and vakyartha (sentence meaning) and use of linguistic tools such as dictionaries (kosas) and grammatical references to aid interpretation. Share the logbook format for documenting the process and findings.
2. Students Read each allotted sutra meaningfully and perform padacheda and anvaya where applicable. Interpret the vakyartha and conduct linguistic analysis (e.g., root meanings, suffixes, sandhi-viccheda). Refer to appropriate kośas and classical tools to support the analysis and clarify meaning. Record the entire process and outcomes in the provided logbook format.

Practical Training 1.2 Demonstration of Tatvavimarsha

1. Teacher will identify/select from the given list minimum three Tatvas, allot to each scholar
2. Students will Identify core principle, Cross refer across the Samhita and other texts as per the hints given, Review vyakhyanas, Critically analyse the principle, Discuss relevance and applicability, Summarise key findings

Practical Training 1.3 Vidhi/prayoga-vimarsha of selected Tatvas

1. Teacher will allot three Tatvas to a scholar.
2. Students will follow the following steps for Vidhivimarsha:

- Explore the original concept
- Explore commentaries and cross references
- Identify the functional purpose of the tatva
- Look for similarity and convergence in reasoning
- Document key observations

Experiential Learning Activity

Experiential-Learning 1.1: Peer-Led Sutravimarsha Practice and Reflection

Students will select portions from the Samhita and engage actively with peers in pairs or small groups on meaningful reading, padaccheda, anvaya, vakyartha, and application of linguistic tools. Demonstrate the methodology in applying Sutravimarsha during regular Parayana. Maintain a portfolio describing sutras selected interactions held, challenges faced, and reflections on the process.

Experiential-Learning 1.2: Tatvamanthana: Small group reading sessions for Tatvavimarsha

Students will lead small group discussion sessions on specific Sutra or Shloka explaining a particular Tatva by cross-referencing related concepts from other classical texts, and other chapters of the same Samhita along with necessary consultation with Vyakhyanas. Prepare portfolio reflecting on the experience.

Experiential-Learning 1.3: Tatva to Practice: Vidhivimarsha Peer Circle

Students will select a specific Principle from Samhita and undertake Vidhivimarsha process to analyse its internal logic, purpose, and practical relevance, then will then conduct a guided group discussion among peers in Sambhasha method. Prepare concise summary and reflections in the form of a portfolio.

Modular Assessment

Assessment

Hour

Instructions:

- Conduct a structured, modular assessment.
- The total marks for the assessment will be 50 (25 marks per credit).
- Follow a clearly defined marking scheme.
- Use different assessment methods for each module throughout the semester.
- Maintain a record of the structured assessment pattern used.
- Calculate the Modular Grade Point as per Table 6C.

4

Assessment Tasks: Assessment should be based on any two of the following tasks. However, one of the selected tasks must be either Task (1) or Task (2): <ol style="list-style-type: none"> 1. Write the Adhikaraṇa-vimarsha and Sūtra-vimarśa for any four out of six given Sutras. (25 marks) 2. Write the Tattva-vimarśa and Vidhi/Prayoga-vimarsha for any four out of six given Sutras. (25 marks) 3. Assessment based on any completed practical based on the practical record (25 marks) 4. Assessment based on completed Experiential Learning based on portfolio submissions, reflective writing, or presentations. (25 marks) 						
Module 2 : Charaka-Samhita: Sutrasthana : I						
Module Learning Objectives (At the end of the module, the students should be able to) <ol style="list-style-type: none"> 1. Contextualize Bheshaja chatushka, Swasthachatushka, and Nirdesha chatushka linking it to the structural framework of Charakasamhita Samhita. 2. Critically read, comprehend, and interpret the verses of the proposed content through Sutravimarsha 3. Relate and cross-refer key Siddhantas across the content of Samhitas, analyzing them through Tatvavimarsha to derive deeper insights. 4. Evaluate the translational potential of principles and practices described in selected verses through Vidhivimarsha and Prayogavimarsha 						
Unit 1 Adhikarana-vimarsha <ol style="list-style-type: none"> 1. Sthanadhikarana and Adhyayadhikarana of Sutrasthana 2. Adhyaya-Adhikarana-vimarsha of Dirghanjivitiya (Su.1), Apamargatanduliya (Su.2), Aragwadhiya (Su.3), Shatvirechanashatasritiya (Su.4), Matrashitiya (Su.5), Tasyasititya (Su.6), Navegandharaniya (Su.7), Indriyopakramaniya (Su.8), Khuddakachatushpada (Su.9), Mahachatushpada (Su.10), Tisraishaniya (Su.11) and Vatakalakaliya (Su.12) References: 2,224,227,231						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential	3C Notional learning Hours	3D Lecture/ Practical Training/	3E Domain/ Sub Domain	3F Level (Does/Shows	3G Teaching Learning Methods

	learning) session, the students should be able to)		Experiential Learning		how/Knows how/Know)	
CO4	Explore Sthana adhikarana of Charakasamhita Sutrasthana Explore Adhyaya adhikarana of chapters in Aushadhachatushka, Swasthachatushka and Nirdesha Chatushka of Charakasamhita Sutrasthana	1	Lecture	CK	Knows-how	L&PPT

Unit 2 Sutravimarsha

Sutravimarsha of entire chapters enlisted above through the following steps

1. Proper reading of Sutras
2. Application of Sanskrit rules
3. Preparation Anvaya (syntax), wherever necessary,
4. Derivation of Vakyaartha

References: 2,14,50,224,227,231

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4,CO7	Interpret Vakya and Vakyaartha of selected sutras of Aushadhachatushka, Swasthachatushka, and Nirdesha Chatushka through Sutravimarsha	2	Lecture	CC	Knows-how	FC

CO4,CO7	Perform Sutra-vimarsha, through accurate recitation, anvaya , grammatical interpretation, and direct meaning analysis.	10	Practical2.1	CAN	Shows-how	IBL,BS,PL
CO4	Engage peers in Samhita reading based on Sutravimarsha	10	Experiential-Learning2.1	CK	Does	REC

Unit 3 Tatvamimarsha

1. Vyakhyavimarsha of Shatkarana
2. Samhitavimarsha and Vyakhyavimarsha of Samanya-vishesha (Ca Su 10/6, Ca.Su 12/6-7 Ca. Ni 3/7,9,11, Ca. Vi 1/7, AH 1/14)
3. Samhitavimarsha and Vyakhyavimarsha of Dvididhatwa of Samanya-vishesha (Ca. Sa 6/1-11)
4. Samhitavimarsha and Vyakhyavimarsha of Atma, Paramatma, Purusha, Brahma (Ca.Su 25, Ca. Sa 1/2, 3, Su Su 1/22)
5. Samhitavimarsha and Vyakhyavimarsha of Guna-Sankhya and Paribhasha (Ca.Su. 8/11, Ca.Su 26/29-35, Ca.Sa 1/72, Ca.Sa.6/10, A H . Su. 1/18, Su Su. Su Su. 41/11, 46/514-524, Sarngadhar Pra.Kha. Chapter 4)
6. Samhitavimarsha and Vyakhyavimarsha of Karma (Su 11/39, 26/23)
7. Samhitavimarsha and Vyakhyavimarsha of Hetusangraha. (Su 11/37, 20/5, 28/7, Ni 1/3, Vi 6/6, Sa 1/35, 1/98, 2/40, AH Su1/19, 12/34-42)
8. Vyakhyavimarsha of definitions of the names of Mahakashayas
9. Vyakhyavimarsha indications of Shodhanaushadha
10. Samhitavimarsha and Vyakhyavimarsha of Ritu and the corresponding months (Vi.8/125, Su.Su.6/6, 10 AH Su.3/1-2)

References: 2,224,227,231

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4,CO7	Map different tatvas mentioned in the first three chatushkas across the Charakasamhita and other Samhitas.	10	Practical2.2	CAP	Does	PrBL

CO4,CO7	<p>Identify tatvas for tatvavimarsha from the proposed chapters</p> <ul style="list-style-type: none"> • Differentiate Shatkarana from Shad-padartha • Device Samanya-vishesha as Chikitsa sadhana (Ca Su 10/6, Ca.Su 12/6-7 Ca. Ni 3/7,9,11, Ca. Vi 1/7, AH 1/14) • Interpret Dvidhatwa of Samanya-vishesha (Ca. Sa 6/1-11) • Differentiate Atma, Paramatma, Purusha, Brahma (Ca.Su 25, Ca. Sa 1/2, 3, Su Su 1/22) • Enumerate, Enlist and Define Guna-(Ca.Su. 8/11, Ca.Su 26/29-35, Ca.Sa 1/72, Ca.Sa.6/10, A H . Su. 1/18, Su Su. Su Su. 41/11, 46/514-524, Sarngadhar Pra.Kha. Chapter 4) • Appraise Karma (Su 11/39, 26/23) • Analyse Hetusangraha. (Su 11/37, 20/5, 28/7, Ni 1/3, Vi 6/6, Sa 1/35, 1/98, 2/40, AH Su1/19, 12/34-42) • Define Maha kashayas • Describe Shodhanaushadha Indications • Conceptualise Dehaprakruti (Ca.Vi.6/12-18, 8/95-100, AH 1/9-10 AH.Sa 3/83-104 Sargadhara) 	7	Lecture	CC	Knows-how	L&GD
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	<ul style="list-style-type: none"> • Define Hetuchatushtaya • Appreciate the analogy of Sukha and Dukha with Arogya and vikara • Describe Vyadhyah Chaturvidhavikalpa - Sadhya-Asadya bheda Ca.Su 1/62, Ca.Su.11/7-20, Ca.Su.18/37-41, Ca.Ni.2/21, Ca.Ni.8/33-35, Su.Su. 35/43-50, AH Su 1/29-33) • Aptopadesha (Su 7/55-59, Vi 4/4,6 Vi 8/38, 41) • Pratyaksha (Vi 4/4,7 Vi 8/39) • Anumana (Vi 4/4,8 Vi 8/40) • Yukti-Pramana • Sparshanendriya • Appreciate theTrividhatva of rogamarga and Stanasansrayasthana (AH 12/43-49, Su Su) • Interpret Vyakhya-vimarsha of Sareera-asareera-vata-swaroopo 					
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Unit 4 Vidhivimarsha

Sample topics for Vidhivimarsha

1. Significance of synonyms of Ayus
2. Shatkarana
3. Purushartha in the present society
4. Samanyavisesha
5. Quality assurance in healthcare
6. Clinical applications of Karma-based classification in treatment planning (Shatvirechana shataashriteeya)
7. Mahakashaya properties and therapeutic groupings
8. Correlation studies between Ritu Kala and epidemiological data on disease patterns.

9. Integration of Ritu-Charya with public health preventive strategies.
10. Clinical application of Yavagu
11. Clinical application of Pradeha

References: 2,224

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4	Identify areas of Vidhivimarsha from the proposed chapters	6	Experiential-Learning2.2	CAN	Does	PrBL
CO4,CO6,CO7	Interpret the translational potentials of the identified tatvas	10	Experiential-Learning2.3	PSY-ORG	Shows-how	PrBL

Practical Training Activity

Practical Training 2.1 Sutravimarsha through Samhita Parayana

1. Teacher allocate five sutras to each scholar (three prose and two verse-based). Refresh on the methods of padacheda (word splitting), anvaya (syntactic connection), and vakyartha (sentence meaning) and use of linguistic tools such as dictionaries (kosas) and grammatical references to aid interpretation. Share the logbook format for documenting the process and findings.
2. Students Read each allotted sutra meaningfully and perform padacheda and anvaya where applicable. Interpret the vakyartha and conduct linguistic analysis (e.g., root meanings, suffixes, sandhi-viccheda). Refer to appropriate kośas and classical tools to support the analysis and clarify meaning. Record the entire process and outcomes in the provided logbook format.

Practical Training 2.2 Mapping of Tatvas across Samhitas

1. Teacher will identify/select from the given list minimum three Tatvas, allot to each scholar
2. Students will Identify core principle, Cross refer across the Samhita and other texts as per the hints given, Review vyakhyanas, Critically analyse the principle, Discuss relevance and applicability, Summarise key findings.

Experiential Learning Activity

Experiential-Learning 2.1: Peer engament for Sutravimarsha	
Students will select portions from the Samhita and engage actively with peers in pairs or small groups on meaningful reading, padaccheda, anvaya, vakyartha, and application of linguistic tools. Demonstrate the methodology in applying Sutravimarsha during regular Parayana. Maintain a portfolio describing sutras selected interactions held, challenges faced, and reflections on the process.	
Experiential-Learning 2.2: Identification of areas of Vidhivimarsha	
<p>Students will perform through the following steps:</p> <ul style="list-style-type: none"> • Explore the original concept • Explore commentaries and cross references • Identify the functional purpose of the tatva • Document key observations 	
Experiential-Learning 2.3: Translational potentials of Tatvas	
Students will revisit selected Ayurvedic <i>tatvas</i> from the Samhitas and Vyakhyanas, analyzing their functional role in health and disease management (diagnosis, prognosis, and therapy).	
Modular Assessment	
Assessment	Hour
<p>Instructions: Conduct a structured modular assessment. The assessment will be of 50 marks (25 per credit). Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate Modular Grade Point as per table 6C.</p> <p>Assessment can be based on any two of the following tasks, in which one should be from the first two:</p> <p>(1) Writing Adhikarana-vimarsha and Sutravimarsha of any four Sutras of the given six Sutras (25 Marks)</p> <p>OR</p> <p>(2) Writing Tatvavimarsha and Vidhi/Prayoga-vimarsha of any four Sutras from given six Sutras (25 marks)</p> <p>AND</p>	4

(3) Any practical converted can be taken for assessment (25 marks)						
OR						
(4) Any experiential learning, such as portfolio/reflections/ presentations, can be taken as an assessment (25 marks)						
Semester No : 4						
Module 3 : Charaka-Samhita: Sutrasthana : II						
Module Learning Objectives (At the end of the module, the students should be able to) <ol style="list-style-type: none"> 1. Contextualise Kalpana, Roga, Yojana and Annapana chatushkas, linking it to the structural framework of Charaka Samhita. 2. Critically read, comprehend, and interpret the verses through Sutravimarsha and Vyakhyavimarsha. 3. Relate and cross-refer key Siddhantas across the content of Samhitas, analysing them through Tatvavimarsha to derive deeper insights. 4. Evaluate the translational potential of principles and practices described in selected verses through Vidhivimarsha and Prayogavimarsha 						
Unit 1 Adhikaranavimarsha Adhyayadhikarana-vimarsha of the chapters of Kalpana, Roga, Yojana, Annapana and Sangraha-Adhyaya References: 2,224,227,231						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods

CO4	Interpret Adhikarana of Adhyaya of Kalpana, Roga, Yojana, Annapana and Sangraha-Adhyaya	1	Lecture	CC	Knows-how	L&PPT ,L&GD,FC
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Unit 2 Sutravimarsha Sutravimarsha of the chapters of Kalpana, Roga, Yojana, Annapana and Sangraha-Adhyaya
References: 2,14,50,136,224,227,231

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4	Interpret Vakya and Vakyaartha of selected sutras of Kalpana, Roga, Yojana, Annapana and Sangraha-Adhyaya through Sutravimarsha.	7	Lecture	CC	Knows-how	L&GD,DIS,FC
CO4,CO6,CO7	Demonstrate Sutravimarsha in selected verses	10	Practical3.1	CAN	Does	SDL,PAL,DIS,PL,PER
CO4	Perform Samhita patha/Padapatha/Kramapatha of the proposed chapters	10	Practical3.2	PSY-ADT	Does	REC

Unit 3 Tattvamimarsha

1. Samhitavimarsha of Samsarjana-krama (Si 1/11, Ci1/1/26-27)
2. Samhitavimarsha and Vyakhyavimarsha of Swabhavoparama (Su11/44, Ni 8/41, Vi 7/28-30)
3. Samhitavimarsha and Vyakhyavimarsha of Chikitsa paribhasha and Dhatusamya (Su 1/53, Su 9/4, Sa 6/4)
4. Samhitavimarsha and Vyakhyavimarsha of Ashayaapkarshagati (Madhav Nidana-Madhukosha 1/6)
5. Samhitavimarsha and Vyakhyavimarsha of Dosha-Vruddhi-Kshaya-Samanya-Lakshana (Ca.Ci 26/292-293)
6. Samhitavimarsha and Vyakhyavimarsha of Ojus (Ca.Su. 30/8-12, Su Su.15/20-27, AH Su. 11/37-40, AH Sa 6/41,)
7. Vyakhyavimarsha of Trividha-bodhya-sangraha (Su 18/42-47, Su19/5-6)
8. Samhitavimarsha and Vyakhyavimarsha of Sankhya-samprapti of 48 Roga
9. Samhitavimarsha and Vyakhyavimarsha of Shadupakrama (Ca. Su 23/18-24, Ca.Vi.4/42-44, AH Su. 8/21)

10. Samhitavimarsha and Vyakhyavimarsha of Dwividhopakrama (AH Su. 14)
 11. Samhitavimarsha and Vyakhyavimarsha of Chikitsa-bheda (Ca. Su. 1/58-61, Ca.Su.11/54-55, Ca.Vi. 7/14, 28-30, Ca.Vi.8/87, Su.Su 5/3,)

References: 2,224,227,231

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4,CO6,CO7	Identify tatvas for tatvavimarsha from the proposed chapters (Sample tatvas given above)	7	Lecture	CAN	Does	L&GD,FC,BS,L&PPT ,DIS
CO5,CO6,CO7	Map different tatvas mentioned in the first three chatushkas across the Charakasamhita and other Samhitas though Tatwavimarsha.	10	Experiential-Learning3.1	CAN	Does	PrBL,JC

Unit 4 Vidhivimarsha

1. Samsarjana Krama as a structured dietary rehabilitation protocol
2. Swabhavoparama concept in relation to, natural healing, and self-regulation mechanisms.
3. Ashyapakarshagati
4. Trividha-bodhya-sangraha in the case of anukta vyadhi
5. Dosha-vriddhi-kshaya
6. Trividha-Bodhya-Sangraha: Development of structured case documentation systems based on Trividha-Bodhya Sangraha
7. Ashtodareeya
8. Mapping Ayurveda Chikitsa Bheda

References: 2

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential	3C Notional learning Hours	3D Lecture/ Practical Training/	3E Domain/ Sub Domain	3F Level (Does/Shows	3G Teaching Learning Methods
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	learning) session, the students should be able to)		Experiential Learning		how/Knows how/Know)	
CO4,CO6,CO7	Frame Trisutra for Anukta vyadhi using Trividha-bodhya-sangraha	10	Experiential-Learning3.2	PSY-ORG	Does	CD,DIS,CBL,BS,SIM
CO6,CO7	Identify areas of Vidhivimarsha in the Kalpana, Roga, Yojana, Annapanachatushkas and sangraha adhyayas of charakasamhita Sutrasthana chapters	10	Experiential-Learning3.3	PSY-ADT	Does	CBL,CD
CO7	Assess the utility of Vidhivimarsha in clinical settings	9	Experiential-Learning3.4	CE	Does	PrBL
CO4,CO7	Identify Dhatu-pradoshaja vikara in patients	10	Practical3.3	CAP	Does	CD,CBL

Practical Training Activity

Practical Training 3.1 Demonstration of Sutravimarsha

1. Teacher allocate five sutras to each scholar (three prose and two verse-based). Refresh on the methods of padacheda (word splitting), anvaya (syntactic connection), and vakyartha (sentence meaning) and use of linguistic tools such as dictionaries (kosas) and grammatical references to aid interpretation. Share the logbook format for documenting the process and findings.
2. Students Read each allotted sutra meaningfully and perform padacheda and anvaya where applicable. Interpret the vakyartha and conduct linguistic analysis (e.g., root meanings, suffixes, sandhi-viccheda). Refer to appropriate kośas and classical tools to support the analysis and clarify meaning. Record the entire process and outcomes in the provided logbook format.

Practical Training 3.2 Samhita patha/Padapatha/Kramapatha

1. Teacher will allot chapter/s to students
2. Students will perform Samhita Patha (continuous reading), Pada Patha (word-wise reading), and Krama Patha (sequential stepwise reading) to reinforce both retention and comprehension. Prepare logbook for this activity.

<p>Practical Training 3.3 Dhatu Pradoshaja Vikara</p> <ol style="list-style-type: none"> 1. Teacher will develop and familiarise a case proforma for documenting Dhatupradoshaja vikara and allot patients to the students 2. Students will perform the assessment and document.
<p>Experiential Learning Activity</p>
<p>Experiential-Learning 3.1: Tatwavimarsha</p> <p>Students will engage in Tatvavimarsha by mapping selected tatvas (list of sample tatvas given) and tracing their occurrences, elaborations, or variations across other sections of Charaka Samhita and in other major Samhitas. Steps involved can be: (1) Identify core principle (2) Cross refer across the Samhita and other texts as per the hints given (3) Consult vyakhyanas (4) Critically analyse the principle (5) Discuss relevance and applicability (6) Summarise key findings</p>
<p>Experiential-Learning 3.2: Mapping Trisutra in Anukta Vyadhi</p> <p>Students will work on patients, undiagnosed cases, ignoring the diagnosis in diagnosed cases, or emerging clinical scenarios, where ayurvedic diagnosis is not established, using the guideline of Trividha-Bodhya-Sangraha. Explore Trisutra in such cases and document the reflections.</p>
<p>Experiential-Learning 3.3: Vidhivimarsha mapping</p> <p>Students can refer list of sample tatvas given and follow the steps: The following step can be followed:</p> <ul style="list-style-type: none"> • Understand the original concept • Explore commentaries and cross references • Identify functional purpose of the tatva • Document key observations
<p>Experiential-Learning 3.4: Vidhivimarsha in clinical setting</p> <p>Each student or small group will select one topic from the provided list, such as Samsarjana Krama, Swabhavoparama, Ashayapakarsha Gati, or Trividha-Bodhya-Sangraha, based on interest and feasibility. The emphasis will be on critically observing, documenting, and interpreting these concepts in live clinical settings through structured activities. Students will engage in clinical exposure tasks such as participating in case-taking, observing treatment protocols, analyzing therapeutic decision-making, and reviewing patient assessment and follow-up patterns. For example, those exploring Samsarjanakrama may attempt structured</p>

documentation of dietetic practices followed in the on going treatment scenarios. Students have to prepare a short reflection report or case abstract, linking Ayurvedic reasoning with practical insights.

Modular Assessment

Assessment	Hour
<p>Instructions: Conduct a structured modular assessment. The assessment will be of 75 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate Modular Grade Point as per table 6C.</p> <p>Assessment can be based on any two of the following tasks:</p> <p>(1) Writing Adhikarana-vimarsha and Sutravimarsha of any four Sutras of the given six Sutras (25 Marks)</p> <p>AND</p> <p>(2) Writing Tatvavimarsha and Vidhi/Prayoga-vimarsha of any four Sutras from given six Sutras (25 marks)</p> <p>AND</p> <p>(3) Any practical in converted form can be taken for assessment (25 marks)</p> <p>OR</p> <p>(4) Any experiential learning as portfolio/reflections/ presentations, can be taken as an assessment (25 marks)</p>	6

Module 4 : Charaka-Samhita: Nidanasthana

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Contextualize selected descriptions in Charakasamhita Nidanasthana linking it to the structural framework of respective Samhitas.
2. Critically read, comprehend, and interpret the verses through Sutravimarsha.
3. Relate and cross-refer key Siddhantas across the content of Samhitas, analyzing them through Tatvavimarsha to derive deeper insights.

- Evaluate the translational potential of principles and practices described in selected verses through Vidhivimarsha and Prayogavimarsha

Unit 1 Adhikaranavimarsha

- Sthanadhikarana of Nidanasthana
- Adhyayadhikarana-vimarsha of the chapters of Nidanasthana

References: 2,224,227,231

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4	Analyse Adhikarana of Nidanasthana along with its chapters	1	Lecture	CC	Knows-how	L&GD,L&PPT

Unit 2 Sutravimarsha

- Sutravimarsha of all the chapters of the Nidanasthana

References: 2,14,50,136,224,227,231

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4,CO7	Discuss Vakya and Vakyartha sutras of Nidanasthana through Sutravimarsha	1	Lecture	CC	Knows-how	L&GD,DIS,FC

CO4,CO6,CO7	Demonstrate Sutravimarsha in Nidansthana	5	Practical4.1	CAP	Does	C_L,PAL,BS,PL
CO4	Demonstrate Samhitapatha, Padapatha and Kramapatha in Nidansthana	3	Experiential-Learning4.1	PSY-ADT	Does	REC

Unit 3 Tattvavimarsha

1. Samhitavimarsha and Vyakhyavimarsha of Nidanapanchaka
2. Samhitavimarsha and Vyakhyavimarsha of Vyadhibheda (Ca. Su 11/45, 19/6-7, 20/3, Ca. Vi. 6/3, 11, Su Su Chapter 24, 35/18, AS. Su. Chapter 22 MN Madhukosha.1)
3. Vyakhyavimarsha of Vikara-vikhata-bhava-abhava-prativishesha
4. Vyakhyavimarsha of Bahudrava-shleshma (AS Su 22/35)
5. Vyakhyavimarsha of Nidanarthakara-Roga, Vyadhi-Sankara
6. Samhitavimarsha and Vyakhyavimarsha of Shuddha-chikitsa (Su Su 35/23)

References: 2,227,231

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4,CO7	Analyse through Commentaries and cross referencing <ul style="list-style-type: none"> • Bahudrava-shleshma (AS Su 22/35) • Nidanarthakara-Roga, Vyadhi-Sankara • Shuddha-chikitsa (Su Su 35/23) 	3	Lecture	CAN	Knows-how	BS,PER,L&GD

CO4,CO6,CO7	Identify topics for Tatvavimarsha from Charakasamhita Nidanasthana and map them across other Sthanas and Samhitas. (Sample topics given)	5	Practical4.2	CAP	Does	TPW,DIS,SDL,PrBL,P L
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Unit 4 Vidhi/Prayogavimarsha

1. Nidanapanchaka
2. Commentators' insights into disease overlap, Vyadhi-sankara, and Upadrava.
3. Vikara-vighatabhavaabhaava
4. Nidanarthakara roga
5. Shuddhachikitsa and Ashuddhachikitsa

References: 2

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4,CO5,CO6,CO7	Evaluate the translational potentials of the identified tatvas from Charakasamhita Nidanasthana	10	Experiential-Learning4.2	AFT- VAL	Does	TPW,PBL,PT,PrBL,TB L

Practical Training Activity

Practical Training 4.1 Sutravimarsha

1. Teacher allocate five sutras to each scholar (three prose and two verse-based). Refresh on the methods of padacheda (word splitting), anvaya (syntactic connection), and vakyartha (sentence meaning) and use of linguistic tools such as dictionaries (kosas) and grammatical references to aid interpretation. Share the logbook format for documenting the process and findings.

2. Students Read each allotted sutra meaningfully and perform padacheda and anvaya where applicable. Interpret the vakyartha and conduct linguistic analysis (e.g., root meanings, suffixes, sandhi-viccheda). Refer to appropriate kośas and classical tools to support the analysis and clarify meaning. Record the entire process and outcomes in the provided logbook format.	
Practical Training 4.2 Mapping for Tatvavimarsha	
1. Teacher will identify and allot Tatvas from Nidanasthana among students 2. Students will engage in Tatvavimarsha by mapping selected tatvas (list of sample tatvas given in the Table.2, content list) and tracing their occurrences, elaborations, or variations across other sections of Charaka Samhita and in other major Samhitas. Steps involved can be: (1) Identify core principle (2) Cross refer across the Samhita and other texts as per the hints given (3) Consult vyakhyanas (4) Critically analyse the principle (5) Discuss relevance and applicability (6) Summarize key findings	
Experiential Learning Activity	
Experiential-Learning 4.1: Samhitapatha, Padapatha and Kramapatha	
Student will perform Samhitapatha, Padapatha and Kramapatha.	
Experiential-Learning 4.2: Tatvavimarsha on Nidanasthana	
Students will explore the translational potential of foundational diagnostic and etiological concepts in Nidanasthana in any of the following topics: (1) Nidanapanchaka : Students will examine case records of patients with comorbid conditions and apply Nidānapañcaka to each. They will analyze how Ayurvedic diagnosis allows flexibility in dealing with overlapping etiologies, symptoms, and prognostic variables. Ayurvedic Disease Classification: Students will pick a disease condition and map its Ayurvedic classification (e.g., Roga-marga, Dosha-Duṣya, Upakrama). Comparative chart will be prepared. (2) Commentators' Views on Vyadhi-Sankara and Upadrava: Students will select commentaries and extract interpretative insights on hybrid forms of disease, complications, and atypical presentations. They will relate these with real case scenarios exhibiting blended symptomatology or evolved forms of disease. (3) Vikāra-vighāta-bhāva-abhāva and Host Factors: Students will explore this concept in identified cases . (4) Nidanarthakara Roga and Secondary Conditions: Students will identify a primary disease and document its potential secondary outcomes. (5) Siddha-Cikitsa and Precision Medicine: Students will identify Ayurvedic examples of highly specific treatments	
Modular Assessment	
Assessment	Hour

<p>Instructions: Conduct a structured modular assessment. The assessment will be of 25 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate Modular Grade Point as per table 6C.</p> <p>Assessment can be based on any of the following tasks:</p> <p>(1) Writing Adhikarana-vimarsha and Sutravimarsha of any four Sutras of the given six Sutras (25 Marks)</p> <p>(2) Writing Tatvavimarsha and Vidhi/Prayoga-vimarsha of one tatwa (25 marks)</p>						2
Semester No : 5						
Module 5 : Charaka-Samhita - Vimana Sthana						
<p>Module Learning Objectives (At the end of the module, the students should be able to)</p> <ol style="list-style-type: none"> 1. Contextualize the selected descriptions in Charaka-Samhita - Vimana Sthana linking it to the structural framework of Samhita. 2. Read, comprehend, and critically interpret the verses through Sutravimarsha and Vyakhyavimarsha. 3. Relate and cross-refer key Siddhantas across the content of Samhitas, analyzing them through Tatvavimarsha to derive deeper insights. 4. Evaluate the translational potential of principles and practices described in selected verses through Vidhivimarsha and Prayogavimarsha 						
<p>Unit 1 Adhikaranavimarsha</p> <ol style="list-style-type: none"> 1. Sthana-Adhikarana of Vimanasthana 2. Adhyaya Adhikarana of the chapters of Vimanasthana <p>References: 2,224,227,231</p>						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods

CO4,CO7	Explore adhikarana of Vimanasthana along with its adhyayas	1	Lecture	CC	Knows-how	L&GD
Unit 2 Sutravimarsha 1. Sutravimarsha of all the chapters of Vimanasthana References: 2,14,50,136,227,231						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4,CO7	Interpret Vakya and Vakyardha of important sutras of Vimanasthana	2	Lecture	CC	Knows-how	PL,L&GD,PAL
CO4,CO7	Demonstrate Sutra-vimarsha, of Vimanasthana through accurate recitation, anvaya, grammatical interpretation, and direct meaning analysis among peers.	10	Practical5.1	CAN	Shows-how	PAL,TBL,SDL
CO4	Engage peers in Samhita reading based on Sutravimarsha	6	Experiential-Learning5.1	PSY-ADT	Shows-how	REC
Unit 3 Tattvavimarsha 1. Samhitavimarsha of Prakriti-samasamaveta lakshana and Prabhava, Vikriti-vishamasamaveta lakshana and Prabhava 2. Samhitavimarsha and Vyakhyavimarsha of Aharavidhivisheshayatana 3. Vyakhyavimarsha of Daiva and Paurusha (Ca.Vi 3/29-35, Ca.Sa1/116, Ca. Sa.2/44) 4. Vyakhyavimarsha of Dashavidha-Parikshyabhava						

5. Vyakhyavimarsha of Dashavidha-Pariksha
6. Vyakhyavimarsha of Shadvidha-Roga-Vigyanopaya (Su. Su 10/4)
7. Vyakhyavimarsha of Rogavishesha-vigyanopaya (Ca.Vi.4/3-8)

References: 2,224,227,231

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4	Demonstrate Vimanasthana as guidelines for measurable specificity of health, diseases and knowledge systems.	10	Experiential-Learning5.2	PSY-ADT	Shows-how	TBL,TPW
CO4,CO7	Map the selected (samples given above) principles across the commentaries, other sthanas and other textbooks	10	Experiential-Learning5.3	CS	Does	REC,PrBL
CO4,CO7	Explore tatvas for Tatvavimarsha from Vimanasthana	7	Lecture	CAN	Knows-how	L&PPT ,DIS,PAL

Unit 4 Vidhivimarsha

1. Prakriti-samasamaveta lakshana and Vikriti-vishamasamaveta
2. Aharavidhivisheshayatana:
3. Dasavidhapareekshya

References:

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training	3C Notional	3D Lecture/ Practical	3E Domain/	3F Level (Does/Shows	3G Teaching Learning Methods
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	/experiential learning) session, the students should be able to)	learning Hours	Training/ Experiential Learning	Sub Domain	how/Knows how/Know)	
CO7	Identify areas of Vidhivimarsha from the proposed chapters	5	Practical5.2	CAP	Shows-how	PBL
CO4	Explore the current relevance of Janapadodhwamsa in the background of "Health for people and planet" and SDG's proposed by UN	5	Practical5.3	CAN	Shows-how	DIS,BS
Practical Training Activity						
Practical Training 5.1 Samhita reading based on Sutravimarsha						
<ol style="list-style-type: none"> 1. Teacher allocate five sutras to each scholar (three prose and two verse-based). Refresh on the methods of padacheda (word splitting), anvaya (syntactic connection), and vakyartha (sentence meaning) and use of linguistic tools such as dictionaries (kosas) and grammatical references to aid interpretation. Share the logbook format for documenting the process and findings. 2. Students Read each allotted sutra meaningfully and perform padacheda and anvaya where applicable. Interpret the vakyartha and conduct linguistic analysis (e.g., root meanings, suffixes, sandhi-viccheda). Refer to appropriate kośas and classical tools to support the analysis and clarify meaning. Record the entire process and outcomes in the provided logbook format. 						
Practical Training 5.2 Identification of translational potentials						
<ol style="list-style-type: none"> 1. Teacher will allot three Tatvas (samples given) to a scholar. 2. Students will follow the following steps for Vidhivimarsha: <ul style="list-style-type: none"> • Explore the original concept • Explore commentaries and cross references • Identify the functional purpose of the tatva • Document key observations 						
Practical Training 5.3 Translational potentials of Janapadodhwamsa						

<ol style="list-style-type: none"> 1. Teacher explain the idea of Health for people and planet proposed by WHO and sustainable development goals (SDG) proposed by UN 2. Students will explore these concepts in the background of Japadodhwamsa concept and make report. 	
Experiential Learning Activity	
Experiential-Learning 5.1: Samhita reading based on Sutravimarsha	
Students will select portions from the Samhita and engage actively with peers in pairs or small groups on meaningful reading, padaccheda, anvaya, vakyartha, and application of linguistic tools. Demonstrate the methodology in applying Sutravimarsha during regular Parayana. Maintain a portfolio describing sutras selected interactions held, challenges faced, and reflections on the process.	
Experiential-Learning 5.2: Vimanasthana as guidelines for measurable specificity	
Students will be assigned specific themes from Vimanasthana such as Dosha Parimana, Roga Pariksha, Srotopareeksha, Bhojana Vidhi, Janapadodhwamsa, Aatura Pariksha, and Adhyayana Vidhi. They will critically analyze how measurable parameters or structured frameworks are introduced in these chapters-whether it is the gradual vitiation of doshas, qualities of a teacher/student, structured questioning (prashnānupūrvī), or dietary suitability-and how this approach allows Ayurveda to systematize both knowledge and practice. Make reflections in portfolio.	
Experiential-Learning 5.3: Mapping Principles through Tatvavimarsha	
Students will engage in Tatvavimarsha by mapping selected tatvas (list of sample tatvas given in the Table.2, content list) and tracing their occurrences, elaborations, or variations across other sections of Charaka Samhita and in other major Samhitas. Steps involved can be: (1) Identify core principle (2) Cross refer across the Samhita and other texts as per the hints given (3) Review vyakhyanas (4) Critically analyse the principle (5) Discuss relevance and applicability (6) Summarize key findings	
Modular Assessment	
Assessment	Hour
<p>Instructions: Conduct a structured modular assessment. The assessment will be of 50 marks (25 per credit). Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate Modular Grade Point as per table 6C.</p> <p>Assessment can be based on any two of the following tasks:</p>	4

<p>(1) Writing Adhikarana-vimarsha and Sutravimarsha of any four Sutras of the given six Sutras (25 Marks)</p> <p>OR</p> <p>(2) Writing Tatvavimarsha and Vidhi/Prayoga-vimarsha of the given tatwa (25 marks)</p> <p>AND</p> <p>(3) Any practical in converted form can be taken for assessment (25 marks)</p> <p>OR</p> <p>(4) Any experiential learning as portfolio/reflections/ presentations can be taken as assessment (25 marks)</p>						
Module 6 : Charaka-Samhita - Sharira Sthana						
<p>Module Learning Objectives (At the end of the module, the students should be able to)</p> <ol style="list-style-type: none"> 1. Contextualize the selected descriptions in Charaka-Samhita - Sharira Sthana, linking it to the structural framework of Samhita. 2. Read, comprehend, and critically interpret the verses through Sutravimarsha and Vyakhyavimarsha. 3. Relate and cross-refer key Siddhantas across the content of Samhitas, analyzing them through Tatvavimarsha to derive deeper insights. 4. Evaluate the translational potential of principles and practices described in selected verses through Vidhivimarsha and Prayogavimarsha 						
<p>Unit 1 Adhikaranavimarsha</p> <ol style="list-style-type: none"> 1. Sthana -Adhikarana of Sharira Sthana 2. Adhyaya Adhikarana of the chapters of Sharira Sthana <p>References: 2,224,227,231</p>						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential	3C Notional learning Hours	3D Lecture/ Practical Training/	3E Domain/ Sub Domain	3F Level (Does/Shows	3G Teaching Learning Methods

	learning) session, the students should be able to)		Experiential Learning		how/Knows how/Know)	
CO4,CO7	Interpret Adhikarana of Sharira Sthana along with its adhyayas	1	Lecture	CC	Knows-how	L&PPT ,L&GD

Unit 2 Sutravimarsha Sutravimarsha of all the chapters of Sharira Sthana

References: 2,14,50,136,227,231

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4,CO7	Analyse Vakya and Vakyartha of selected sutras of Shareerasthana through Sutravimarsha	2	Lecture	CC	Knows-how	L&GD,FC,L&PPT
CO4	Engage peers in Samhita reading based on Sutra-vimarsha	6	Experiential-Learning6.1	PSY-ADT	Does	REC

Unit 3 Tattvavimarsha

1. Samhitavimarsha and Vyakhyavimarsha of Purusha-bheda, Ativahikapurusha
2. Samhitavimarsha and Vyakhyavimarsha of Mana, Satwabhedha (Ca.Sa.4/34-40)
3. Vyakhyavimarsha of Garbha-pravrutti-nivrutti-janma-hetu
4. Vyakhyavimarsha of Garbhakaarana
5. Vyakhyavimarsha of Mukta & Mokshopaya
6. Vyakhyavimarsha of Sharira-avayava according to bhuta

References: 2,224,227,231

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential	3C Notional learning Hours	3D Lecture/ Practical Training/	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
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	learning) session, the students should be able to)		Experiential Learning			
CO4,CO7	Demonstrate Tatwavimarsha based on the selected topics (sample topics given above)	7	Lecture	CAN	Knows-how	L_VC,L&GD,L&PPT
CO4,CO7	Identify tatvas for tatvavimarsha from Shareerasthana Map different tatvas mentioned in Shareerasthana across the Charakasamhita and other Samhitas.	10	Practical6.1	CAP	Does	PBL
CO4,CO7	Create visual maps to explain concepts in Sharira Sthana	10	Experiential-Learning6.2	AFT-SET	Does	FV,EDU
Unit 4 Vidhivimarsha 1. Purusha-bheda 2. Satwabheda 3. Garbhakarana 4. Mokshopaya References:						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods

CO4	Identify areas of Vidhivimarsha from the proposed chapters Evaluate the translational potentials of the identified tatvas	10	Experiential-Learning6.3	PSY-ADT	Does	BS
CO4	Compose learning resources for concept of Shareera as per Charakasamhita Shareerasthana	10	Practical6.2	CE	Does	BS,DIS,PrBL
Practical Training Activity						
Practical Training 6.1 Mapping for Tatvavimarsha						
<ol style="list-style-type: none"> 1. Teacher will identify/select from the given list minimum three Tatvas, allot to each scholar 2. Students will Identify core principle, Cross refer across the Samhita and other texts as per the hints given, Review vyakhyanas, Critically analyses the principle, Discuss relevance and applicability, Summaries key findings. 						
Practical Training 6.2 Shareera - Preparation of learning resources						
<ol style="list-style-type: none"> 1. Teacher will allot important areas at different levels (Physical, physiological, psychological, philosophical etc.) 2. Students will create learning resources in the form of charts, images, flow charts, virtual materials etc. 						
Experiential Learning Activity						
Experiential-Learning 6.1: Samhita reading practice						
Students will actively engage their peers in guided Samhita reading sessions based on Sutra-vimarsha, through accurate recitation, anvaya if needed, grammatical interpretation, and direct meaning analysis. PG Students will select one chapter each. Emphasis will be placed on clarity in textual comprehension and confidence in oral presentation.						
Experiential-Learning 6.2: Visual mapping of Shareera						
Students will begin by selecting key topics from Sharira Sthana and prepare visual maps for their effective explanation.						

Experiential-Learning 6.3: Vidhivimarsha of Shareerasthana

The following step can be followed:

- Understand the original concept
- Explore commentaries and cross references
- Identify functional purpose of the tatva
- Document key observations

Modular Assessment

Assessment

Hour

Instructions: Conduct a structured modular assessment. The assessment will be of 50 marks (25 per credit). Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate Modular Grade Point as per table 6C.

Assessment can be based on any two of the following tasks:

(1) Writing Adhikarana-vimarsha and Sutravimarsha of any four Sutras of the given six Sutras (25 Marks)

OR

(2) Writing Tatvavimarsha and Vidhi/Prayoga-vimarsha of any four Sutras from given six Sutras (25 marks)

AND

(3) Any practical in converted form can be taken for assessment (25 marks)

OR

(4) Any experiential learning as portfolio/reflections/ presentations can be taken as assessment (25 marks)

4

Semester No : 6

Module 7 : Charaka-Samhita - Chikitsa Sthana

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Contextualize the selected descriptions in Charaka-Samhita - Chikitsa Sthana, linking it to the structural framework of Samhita.
2. Read, comprehend, and critically interpret the verses through Sutravimarsha and Vyakhyavimarsha.
3. Relate and cross-refer key Siddhantas across the content of Samhitas, analyzing them through Tatvavimarsha to derive deeper insights.
4. Evaluate the translational potential of principles and practices described in selected verses through Vidhivimarsha and Prayogavimarsha

Unit 1 Adhikaranavimarsha

1. Sthanadhikarana of Chikitsa Sthana
2. Adhyaya Adhikarana of the chapters of Chikitsa Sthana

References: 2,186,227,230,231

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4	Explore sthana Adhikarana and adhyaya adhikarana of Chikitsa Sthana	2	Lecture	CC	Knows-how	L&PPT ,L&GD

Unit 2 Sutravimarsha

Sutravimarsha of all the chapters of Chikitsa Sthana

References: 2,14,50,136,227,230,231

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training	3C Notional	3D Lecture/ Practical	3E Domain/ Sub Domain	3F Level (Does/Shows	3G Teaching Learning Methods
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	/experiential learning) session, the students should be able to)	learning Hours	Training/ Experiential Learning	Sub Domain	how/Knows how/Know)	
CO4,CO7	Interpret important Chikitsasutras in Chikitsasthana through Sutravimarsha	6	Lecture	CC	Knows-how	FC,DIS,BS,L&GD
CO4	Demonstrate Sutravimarsha among peers through, accurate recitation, anvaya, grammatical interpretation, and direct meaning analysis on Chikitsasutras	10	Practical7.1	PSY-ADT	Shows-how	REC,TBL,PL

Unit 3 Tattvavimarsha

1. Samhitavimarsha of Achararasayana,
2. Vyakhyavimarsha of Rupadravyam
3. Vyakhyavimarsha of Trividha Vajikarana,
4. Samhita-vimarsha and Vyakhyana-vimarsha of Jwara Chikitsa Siddhanta (Ca. Ci 3/138-172, 272, Ca. Ci 30/302, Ca Ni 1/36-40 Ca.Vi.4/40)
5. Samhita-vimarsha -Jwara Samanya Nidana in Sushrutasamhita
6. Vyakhya-vimarsha of Sannipatika Jwara (Ca.Ci 3/284-286)
7. Vyakhya-vimarsha of dwividha Pitta (Ca. Ci 3/217)
8. Vyakhya-vimarsha of Dwividha Samsarga of Raktapitta
9. Vyakhya-vimarsha of Marga of Paittika Raktapitta
10. Gulme Agni Rakshana Pradhanya (Ci 5/136)
11. Vyakhya-vimarsha of Jatapramehi
12. Vyakhya-vimarsha of Ekadasha Rupa of Rajayakshma
13. Vyakhya-vimarsha of Sapta Rupa of Rajayaksma
14. Vyakhyavimarsha of Agni in Arsha, Atisara and Grahani roga
15. Vyakhyavimarsha of Agnidosh and Roga-sangha

16. Vyakhyavimarsha of Arsha-chaturvidha-chikitsa
17. Kamala and Kumbhakamala
18. Shakhashrita Kamala, Haleemaka
19. Sannipata Atisara Chikitsa Siddhanta
20. Upadrava Roga
21. Avarana
22. Aushadhakala

References: 2,141,227,230,231

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4,CO7	Map the tatvas across the text through Tatvavimarsha (samples given above)	7	Lecture	CC	Knows-how	L&GD,DIS,L_VC,CBL,L&PPT
CO5	Develop concept maps of selected Chikitsa Sutras to visualize and interpret their underlying treatment principles and clinical relevance.	10	Practical7.2	CE	Shows-how	PrBL,DIS,BS
CO4,CO7	Demonstrate Tatwavimarsha in Charakasamhita Chikitsasthana	10	Practical7.3	CAP	Shows-how	JC,PrBL,BS,REC,DIS
CO4	Design condition-specific decision trees based on dietary principles from Chikitsasthana of Charaka Samhita	10	Experiential-Learning7.1	CAP	Does	EDU,BS,DIS

Unit 4 Prayogavimarsha

1. Jwaraghna Mahakashaya

2. Clinical application of Hingwadi Gulika/Churna
3. Talisadi Churna, Kalyanaka Ghruta, Maha-Paishachika Ghruta, Pancha-Gavya Ghruta
4. Kalyanaka ghruta
5. Paishachika ghruta
6. Eladi Gudika
7. Amrutaprasha Ghruta
8. Punarnavadi Arishta
9. Kamsahareetaki
10. Narayana Choornam
11. Dusparshakadi Kwatha
12. Abhayarishtha
13. Mandoora Vataka
14. Punarnava mandoora
15. Kndakaree ghrutam
16. Agasthya Hareetakee
17. Chargeri Ghrutam
18. Peetaka Choornam
19. Balatailam

References: 2,227,230

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO6,CO7	Perform Prayogavimarsha based on Yogas mentioned in Charakasamhita Chikitsasthana.	10	Experiential-Learning7.2	PSY-ADT	Does	RP

Unit 5 Vidhivimarsha

1. Achara-rasayana:
2. Sannipata-jwara

3. Gunme agnisamrakshanam:

References:

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO7	Demonstrate Vidhivimarsha for identifying translational values of selected concepts in Charakasamhita chikitsasthana	9	Experiential-Learning7.3	PSY-ADT	Does	PBL
CO6,CO7	Map chikitsasutra of diseases in Nidanasthana with corresponding chapters in Chikitsasthana	10	Experiential-Learning7.4	PSY-ADT	Does	CBL,RP,EDU,BS,CD

Practical Training Activity

Practical Training 7.1 Sutravimarsha based on Chikitsasthana

1. Teacher allocate five sutras to each scholar (three prose and two verse-based). Refresh on the methods of padacheda (word splitting), anvaya (syntactic connection), and vakyartha (sentence meaning) and use of linguistic tools such as dictionaries (kosas) and grammatical references to aid interpretation. Share the logbook format for documenting the process and findings.
2. Students Read each allotted sutra meaningfully and perform padacheda and anvaya where applicable. Interpret the vakyartha and conduct linguistic analysis (e.g., root meanings, suffixes, sandhi-viccheda). Refer to appropriate kośas and classical tools to support the analysis and clarify meaning. Record the entire process and outcomes in the provided logbook format.

Practical Training 7.2 Concept mapping of Chikitsasutras

1. Teacher will allot specific chikitsa sutras to students
2. Students identify the core components such as Dosha involvement, Rogamarga, Samprapti stage, and therapeutic approach (e.g., Langhana, Brimhana, Shodhana, etc.). Layer this with associated Tatvas, such as Upakrama, Dravya Guna Karma, and Samprapti Vighatana logic. Prepare and present a flow chart/map to connect these aspects.

Practical Training 7.3 Demonstration of Tatwavimarsha	
<ol style="list-style-type: none"> 1. Teacher will identify/select from the given list minimum three Tatvas, allot to each scholar 2. Students will Identify core principle, Cross refer across the Samhita and other texts as per the hints given, Review vyakhyanas, Critically analyse the principle, Discuss relevance and applicability, Summarise key findings. 	
Experiential Learning Activity	
Experiential-Learning 7.1: Developing dietary decision tree	
Each scholar will be assigned or may choose a disease condition (such as Jwara, Atisara, Pandu, Arsha, Grahani, or Shotha) that features dietary guidance as a key therapeutic component. Using this data, Students will construct a condition-specific decision tree or flowchart that guides therapeutic dietary planning. The decision tree should begin with diagnostic indicators (e.g., doshic status, agni status, presence of ama, disease stage) and branch into food types, preparation methods, and sequencing.	
Experiential-Learning 7.2: Prayogavimarsha on Aushadhayogas	
Assign selected Yogas to students (sanple Yogas given). Let them explore the use of such Yogas in popular practice by interacting with Practitioners.	
Experiential-Learning 7.3: Vidhivimarsha of Chikitsasthana	
Students will select topics for Vidhivimarsha (as samples given). Identify the translational potential and make reflections.	
Experiential-Learning 7.4: Mapping of chikitsasutra in Nidanasthana and chikitsasthana	
students will engage in a structured comparison of Chikitsasutra mentioned in Nidanasthana of Charaka Samhita with those in Chikitsasthana. Each scholar will be allotted one or more diseases.	
Modular Assessment	
Assessment	Hour
<p>Instructions: Conduct a structured modular assessment. The assessment will be of 75 marks (25 per credit). Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate Modular Grade Point as per table 6C.</p> <p>Assessment can be based on any three of the following tasks:</p>	6

<p>(1) Writing Adhikarana-vimarsha and Sutravimarsha of any four Sutras of the given six Sutras (25 Marks)</p> <p>AND</p> <p>(2) Writing Tatvavimarsha and Vidhi/Prayoga-vimarsha of the given tatwa (25 marks)</p> <p>AND</p> <p>(3) Any practical in converted form can be taken for assessment (25 marks)</p> <p>OR</p> <p>(4) Any experiential learning as portfolio/reflections/ presentations can be taken as assessment (25 marks)</p>						
Module 8 : Charaka-Samhita - Indriya, Kalpa and Siddhi Sthana						
<p>Module Learning Objectives (At the end of the module, the students should be able to)</p> <ol style="list-style-type: none"> 1. Contextualise Indriyasthana, Kalpasthana and Siddhisthana of the Charaka-Samhita linking it to the structural framework of Samhita. 2. Critically read, comprehend, and interpret the verses through Sutravimarsha and Vyakhyavimarsha. 3. Relate and cross-refer key Siddhantas across the content of Samhitas, analyzing them through Tatvavimarsha to derive deeper insights. 4. Evaluate the translational potential of principles and practices described in selected verses through Vidhivimarsha and Prayogavimarsha 						
<p>Unit 1 Adhikaranavimarsha</p> <ol style="list-style-type: none"> 1. Sthanadhikarana of Indriya, Kalpa and Siddhi Sthana 2. Adhyaya Adhikarana of the chapters of the Indriya, Kalpa and Siddhi Sthana <p>References: 2,90,224,227,231</p>						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training	3C Notional	3D Lecture/ Practical	3E Domain/	3F Level (Does/Shows	3G Teaching Learning Methods

	/experiential learning) session, the students should be able to)	learning Hours	Training/ Experiential Learning	Sub Domain	how/Knows how/Know)	
CO4	Explore Adhikarana of Indriya, Kalpa and Siddhi Sthana along with their adhyayas	1	Lecture	CAP	Knows-how	L&PPT ,L&GD,DIS
Unit 2 Sutravimarsha Sutravimarsha of all the chapters of the Indriya, Kalpa and Siddhi Sthana References: 2,14,50,136,224,227,231						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4	Interpret Vakya and Vakyartha of selected sutras of Indriya, Kalpa and Sidhisthana throug Sutravimarsha	2	Lecture	CAP	Knows-how	L&PPT
CO4	Engage peers in Samhita reading based on Sutra-vimarsha of Indriya, Kalpa and Sidhisthana	10	Practical8.1	CC	Does	Mnt,PrBL,DIS,BS
Unit 3 Tattvavimarsha <ol style="list-style-type: none"> 1. Samhitavimarsha and Vyakhyavimarsha of Classification of Arishta 2. Swapna-darshana Kaaranam 3. Vyakhyavimarsha of Trividha-Shodhana-Aushadha 4. Samhitavimarsha and Vyakhyavimarsha of Ratio of Niroohadravya 5. Samhitavimarsha and Vyakhyavimarsha of Maatraavat-aushadha-lakshana 6. Samhitavimarsha and Vyakhyavimarsha of Karma of Pratisamskarta References: 2,224,227,231						

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO4,CO7	Interpret Tatwas through Tatwavimarsha (sample tatwas given above)	2	Lecture	CAP	Knows-how	BS,L&GD
CO4	Explore and identify tatwas for tatwavimarsha from Indriya, Kalpa and Sidhi	3	Experiential-Learning8.1	CAP	Shows-how	TBL,BS

Unit 4 Prayogavimarsha Use of Kalyanaka guda **References:** 2,227

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO6,CO7	Analyse use of Kalyanaguda in clinics	5	Experiential-Learning8.2	CAP	Shows-how	CBL

Unit 5 Vidhivimarsha

1. Matra (of medicine) as key determinant of safety, efficacy, and patient suitability.

References:

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
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CO6, CO7	Identify the importance of Matra with respect to safety, efficacy and patient suitability	5	Experiential Learning 8.3	CAP	Knows-how	CBL
Practical Training Activity						
Practical Training 8.1 Samhita Reading - Indriya, Kalpa and Sidhisthana						
<ol style="list-style-type: none"> 1. Teacher allocate five sutras to each scholar (three prose and two verse-based). Refresh on the methods of padacheda (word splitting), anvaya (syntactic connection), and vakyartha (sentence meaning) and use of linguistic tools such as dictionaries (kosas) and grammatical references to aid interpretation. Share the logbook format for documenting the process and findings. 2. Students Read each allotted sutra meaningfully and perform padacheda and anvaya where applicable. Interpret the vakyartha and conduct linguistic analysis (e.g., root meanings, suffixes, sandhi-viccheda). Refer to appropriate kośas and classical tools to support the analysis and clarify meaning. Record the entire process and outcomes in the provided logbook format. 						
Experiential Learning Activity						
Experiential-Learning 8.1: Identification of Tatvas for Tatvavimarsha						
Once identified, each scholar will select 2–3 tatvas and begin exploring their textual contexts, cross-references within Brihatrayi, and potential applications in contemporary practice. They will consult classical commentaries, engage in peer discussions, and explore interconnections across Samhitas.						
Experiential-Learning 8.2: Analysing use of Kalyanaguda in clinics						
Students will make discussions with practitioners to identify use of Kalyanaguda in clinical practice.						
Experiential-Learning 8.2: Matra as key determinant to safety, efficacy and patient suitability						
Students will select 5 cases from hospital ward, analyse their case sheets, identify the matra of prescribed medicines, interact with the patients to analyze how much the Matra is safe, effective and patient compliant. Document the observations.						
Modular Assessment						
Assessment						Hour
Instructions: Conduct a structured modular assessment. The assessment will be of 50 marks (25 per credit). Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate Modular Grade Point as per table 6C.						2

Assessment can be based on any one of the following tasks:

(1) Writing Adhikarana-vimarsha and Sutravimarsha of any four Sutras of the given six Sutras (25 Marks)

OR

(2) Writing Tatvavimarsha and Vidhi/Prayoga-vimarsha of the given tatwa (25 marks)

OR

(3) Any practical in converted form can be taken for assessment (25 marks)

OR

(4) Any experiential learning as portfolio/reflections/ presentations can be taken as assessment (25 marks)

Paper No : 2(Ayurveda Compendia - Ayurveda Vangmaya)**Semester No : 3****Module 9 : Ayurveda and Vedic Literature****Module Learning Objectives**

(At the end of the module, the students should be able to)

1. Identify the major components and structure of the Vedic corpus.
2. Examine the Vedas as foundational texts of Indian knowledge systems, with emphasis on their references to early medical thought.
3. Compare and contrast Ayurvedic concepts with medical references found in the Vedic tradition.
4. Interpret the status and implications of Ayurveda as an Upaveda within the broader Vedic literature.
5. Enlist medical ideas and health-related narratives embedded in the Puranic texts.

Unit 1 Vedic Literature

1. Vedic literature: Samhita, Brahmana, Aranyaka, Upanishad, Upaveda, Vedanga, and Upanga

References: 20,21,23,24,25,26,28,34,49,76,100,101,102,226,238

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO2	Interpret main features of Vedic literature	2	Lecture	CAN	Knows-how	SDL,L&P PT ,DIS
CO2	Differentiate the major components of Vedic literature, including Samhita, Brahmana, Aranyaka, and Upanishad, as well as associated texts such as	4	Experiential-Learning9.1	CAN	Shows-how	DIS,SDL

	Upaveda, Vedanga, and Upanga, based on their structure, purpose, and content.					
Unit 2 Ayurveda in Veda-Samhita - I 1. Review on Status of Ayurveda in Veda-samhita: Rigveda, Yajurveda, Samaveda Samhita References: 20,21,22,23,24,25,26,28,49,76,102,226,238						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO2	Identify the gross nature and important descriptions of diseases and their cure in Rigveda and Yajurveda	3	Lecture	CAN	Knows-how	L&GD
Unit 3 Ayurveda in Veda-Samhita - II 1. Status of health care practices in Atharvaveda-Samhita References: 17,19,20,21,22,23,24,25,26,28,76,78,86,226,238						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods

CO2	Identify medicinal plants mentioned in the Atharvaveda Samhita, and analyze their uses in comparison to Ayurveda.	3	Practical9.1	CAN	Does	IBL
CO2	Summarise and discuss Ayurveda as the upaveda of Atharvaveda	2	Experiential-Learning9.2	CE	Shows-how	TBL,LS,F C,SY
CO2	Interpret and analyse nature of descriptions of diseases and their treatment in Atharvaveda	6	Practical9.2	CAN	Shows-how	SDL,DIS, TBL

Unit 4 Ayurveda in Brahmana and Aranyaka

1. Ayurvedic content in Brahmana, Aranyaka and Upanishad

References: 15,19,20,21,22,23,24,25,26,28

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO2	Identify the key features of Ahara, Aushadh, Diseases and Cures, the role of mantra, and rituals/practices pertaining to health available in Brahmana and Aranyaka	2	Lecture	CC	Knows-how	LS
CO2	Outline philosophical imprints of Dasopanishad which is relevant in Ayurveda.	4	Practical9.3	CE	Does	LS,PER
CO2	Interact with experts in the field of Vedic tradition, to identify key features of Brahmana, Aranyaka and Upanishad	5	Experiential-Learning9.3	CS	Does	DIS
CO2	Prepare learning resources for school students on "Ayurveda and Vedas"	5	Experiential-Learning9.4	CAP	Does	D,C_L

CO2	Outline important Brahmanas, Aranyakas and Upanishats and explain importance of Dasopanishat	5	Experiential-Learning9.5	CC	Shows-how	LS,FC
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Unit 5 Ayurveda in Purana

1. Ayurvedic content in Purana

References: 15,19,20,21,22,23,24,25,26,49,61,81,82,83,228

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO2	Interpret the nature of medical knowledge in major Puranas	7	Practical9.4	CC	Does	LS
CO2	Describe important Puranas relevant to Ayurveda	3	Lecture	CC	Knows-how	L&GD
CO2	Analyse Puranas in general for their content relevant in Ayurveda	3	Experiential-Learning9.6	CE	Knows-how	LS
CO2	Evaluate importance of the Agni Purana in preserving and transmitting Ayurvedic concepts within the Puranic tradition.	2	Experiential-Learning9.7	CAN	Shows-how	PL,FC,PBL

Practical Training Activity

Practical Training 9.1 Vedic Medicinal Plants

1. Teacher will Guide research on medicinal plants from Atharvaveda, and comparison with Ayurveda and supervise progress and facilitate discussions.
2. Students will list and describe medicinal plants from Atharvaveda, compare their traditional uses in Atharvaveda and Ayurveda and prepare summaries.

Practical Training 9.2 Atharvaveda: Diseases and Treatment

1. With the help of published studies or books, teacher will guide the identification of relevant Vedic concepts describing ailments and their treatments.
2. Students will analyze these references to understand the nature of the diseases, their perceived etiology (supernatural or natural), and the modes of treatment, whether herbal, ritualistic, or psychological.

Practical Training 9.3 Upanishad and Ayurveda.

1. Teacher will introduce the role of Upanishadic philosophy in shaping Ayurvedic concepts such as Atman, Purusha, consciousness, perception, health, and liberation, clarify their reflection in Samhita literature, assign specific Upanishads (e.g., Taittiriya, Chandogya, Brihadaranyaka), and highlight foundational ideas like Panchakosha theory, Ahamkara, and Manas.
2. Students will read selected Upanishadic verses, interpret key philosophical concepts individually or in groups, conduct comparative reviews with Ayurvedic texts, derive insights, and present their findings in the form of a summary.

Practical Training 9.4 Ayurvedic references in Purana

1. Teacher will introduce the nature of Puranic literature, provide excerpts with Ayurvedic content (from available literature about Puranas), assist students in tracing related references in Brihatrayi texts and commentaries, and moderate discussions or seminars for interpretation.
2. Students will study the assigned Puranic excerpts, identify Ayurvedic ideas, cross-reference them with classical texts to note similarities or unique insights, and document their observations through a comparison chart or short write-up.

Experiential Learning Activity

Experiential-Learning 9.1: Differentiation of various domains of Vedic corpus

Students will work in small groups to study different categories of Vedic literature - Samhita, Brahmana, Aranyaka, Upanishad, Upaveda, Vedanga, or Upanga - using translated texts and curated excerpts. They will compare and classify each category based on purpose, content style, and philosophical or ritual focus.

Experiential-Learning 9.2: Ayurveda as Upaveda of Atharvaveda

With the help of information available in the former enquiries, let the students make group discussions on how Ayurveda is related to Atharvaveda. Consider the references from Samhitas (Charakasamhita and Sushrutasamhita) explaining Upavedatwa of Ayurveda. Compare and come into conclusions. Summarize the observations in the form of presentation and discuss.

Experiential-Learning 9.3: Meet the experts - Vedic Literature

Students will prepare focused questions, interact with experts in Vedic tradition through seminars or lectures to explore the nature of Brahmana, Aranyaka, and Upanishad texts, and document insights for deeper understanding.	
Experiential-Learning 9.4: Preparation of Learning material: Ayurveda and Vedas	
Students will explore and present references to medicinal plants in the Vedas, especially Atharvaveda and Rigveda, and develop student-friendly resources (charts, booklets, presentations, posters) highlighting their Vedic origins, Ayurvedic usage, botanical identity, and present clinical relevance for use in classrooms, exhibitions, or awareness programs.	
Experiential-Learning 9.5: Brahmanas, Aranyakas and Upanishats	
Students will engage with secondary resources on the Brahmana, Aranyaka, and especially the Dashopanishads, focusing on themes such as Atman, Brahman, consciousness, and liberation. They will reflect on how these ideas contribute to Ayurvedic understanding of Ayus, Purusha, Atma, Manas, and Swasthya.	
Experiential-Learning 9.6: Puranas and Ayurveda	
Students will work with secondary resources on selected Puranas (excluding Agnipurana) to identify descriptions related to health and healing. They will reflect and prepare reports highlighting narrative style and practical insights.	
Experiential-Learning 9.7: Importance of Agnipurana	
Students will study Ayurveda related descriptions of Agni Purana using original and secondary resources, identify concepts aligned with classical Ayurveda, and compare them with foundational texts.	
Modular Assessment	
Assessment	Hour
Instructions: <ul style="list-style-type: none"> • Conduct a structured, modular assessment. • The total marks for the assessment will be 50 (25 marks per credit). • Follow a clearly defined marking scheme. • Use different assessment methods for each module throughout the semester. • Maintain a record of the structured assessment pattern used. • Calculate the Modular Grade Point as per Table 6C. Assessment Tasks:	4

<p>(1) Structured essay writing on any of the topics (25 marks)</p> <p>Or</p> <p>Any of the practicals done in the module (25 marks)</p> <p>(2) Quiz on the content of the module (25 marks)</p> <p>Or</p> <p>Any of the experiential learning work done in the module (25 Marks)</p>						
Module 10 : Samhita Vangmaya-Pracheena kala						
<p>Module Learning Objectives</p> <p>(At the end of the module, the students should be able to)</p> <ol style="list-style-type: none"> 1. Trace the development of various branches of Ayurveda during Prachina Kala (ancient period). 2. Analyze the key phases and milestones in the historical evolution of Ayurveda in pracheena kala 3. Examine how the literary tradition (vangmaya) of Prachina Kala reflects the prevailing trends and thought patterns in Ayurveda. 4. Evaluate the major classical Samhitas as representative works of Ayurveda's "Golden Age," highlighting their contributions to theory and practice. 						
Unit 1 Branches of Ayurveda						
<ol style="list-style-type: none"> 1. Status and development of practice of Ashtanga in Pracheena kala 						
References: 19,20,21,22,23,24,25,29,49,74,76,77,79,80,84,85,87,88,92,94,95,229,234,235,236,237						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods

CO2	Identify and describe major textbooks of Ashtangas separately, their authorship, period, structure, characteristics, and Specialty	1	Lecture	CC	Knows-how	L&GD,FC
CO2	Analyze evolution of Kayachikitsa, Shalyatantra and Shalakya Tantra in pracheena-kala	4	Practical10.1	CE	Shows-how	TBL
CO2	Analyse Brihatrayi and other texts and reflect on how these texts built the conceptual framework for Kayachikitsa.	3	Experiential-Learning10.1	CK	Shows-how	SDL
CO2	Identify the Major textbooks of Manorogachikitsa, Rasayana Vajeeakarana and describe their Authorship, Period, Structure, Characteristics, and Specialty	1	Lecture	CC	Know	L&GD
CO2	Review and analyze regional contributions of Manorogachikitsa, Rasayana, Vajeeakarana through different periods	5	Practical10.2	CE	Shows-how	IBL,PT
CO2	Review and analyse the evolution of Balachikitsa, Grahachikitsa and Vishachikitsa in Pracheena kala	3	Practical10.3	CE	Shows-how	L&GD,FC
CO2	Interpret and analyse regional contributions on Balachikitsa and Visha chikitsa	4	Practical10.4	CAN	Shows-how	FC,DIS

Unit 2 Sushruta-Samhita

1. Sushruta Samhita: Structure, characteristics, uniqueness, Specialty and contribution
2. Sushrutasamhita as master material for knowledge of Shareera and Shalya

References: 15,20,21,22,23,24,25,29,49,76,89,92,96,236,237

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows)	3G Teaching Learning Methods
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					how/Know)	
CO2	Interpret and justify Susrutasamhita as the master textbook of Shalyatantra and Shalakyatantra	5	Experiential-Learning10.2	CE	Shows-how	TBL
CO2	Analyse and justify the statement "Shareere Susruta Prokta" by analysing the contributions of Susrutasamhita in Ayurvedic anatomy	2	Lecture	CC	Knows-how	L&GD
CO2	Analyse the contributions of Susrutasamhita in the basic principles of Ayurveda	5	Experiential-Learning10.3	CE	Shows-how	BS,IBL,FC

Unit 3 Ashtanga Hrudaya and Ashtangasangraha

1. Structure, characteristics, uniqueness, Specialty and contributions of Ashtanga Hrudaya and Ashtanga Sangraha
2. Comparison of Ahstangahrudaya with Ashtangasangraha for external and internal evidences

References: 19,20,21,22,23,24,25,29,49,74,76,236,237

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Sho ws how/Know s how/Know)	3G Teaching Learning Methods
CO2	Discuss the Characteristics, Uniqueness, Specialty and contribution of Ashtangahrudaya and Ashtanga Samgraha. Demonstrate the authorship of Ashtangasangraha and Ashtangahrudaya	2	Lecture	CC	Knows-how	PSN,L&GD
CO2	Interpret and justify the statement "Sutrasthane tu Vagbhata"	2	Experiential-Learning10.4	CE	Shows-how	DIS,FC

Unit 4 Kashyapa Samhita

1. Structure, characteristics, uniqueness, Specialty and contributions of Kashyapa Samhita

References: 20,21,22,23,24,25,49,73,75,76,120,169,237

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO2	Review and fix the authorship of Kashyapasamhita and analyse how the text built the conceptual framework for Balachikitsa.	8	Experiential-Learning10.5	CE	Shows-how	TBL,SDL
CO2	Discuss the Characteristics, Uniqueness, Specialty and contribution of Kashyapa Samhita	2	Lecture	CC	Knows-how	L&GD
CO2	Explore and appreciate importance of Kashyapasamhita in contemporary practice	3	Experiential-Learning10.6	CE	Shows-how	SDL,EDU ,FV

Unit 5 Hareeta samhita and Bhela samhita

1. Structure. characteristics, uniqueness, Specialty and contributions of Hareeta samhita & Bhela samhita

References: 20,21,22,23,24,25,49,53,72,74,76,110,111,112,237

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows s	3G Teaching Learning Methods
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					how/Know)	
CO2	Discuss the characteristics, uniqueness, Specialty and contribution of Hareeta samhita & Bhela samhita	2	Lecture	CC	Knows-how	L&GD
CO2	Assess the popularity of Hareeta and Bhelasamhita among practitioners	4	Practical10.5	CE	Shows-how	FV,TPW
Practical Training Activity						
Practical Training 10.1 Evolution of branches - Kayachikitsa, Salyatantra and Salakyatantra						
<ol style="list-style-type: none"> 1. Teacher will assign relevant sections from Charaka Samhita, Sushruta Samhita, and Ashtanga Samgraha/Hrudaya, guide the preparation of timelines and comparative tables, and facilitate group presentations and discussions on the evolution of each branch. 2. Students will trace foundational ideas, prepare visual or written timelines, develop comparative tables on disease management, tools, diagnostics, and philosophy, highlight shifts in focus, and present their findings with reflections on Ayurveda's adaptability and systematization. 						
Practical Training 10.2 Regional tradition of Manorogachikitsa, Rasayana, Vajeeekarana						
<ol style="list-style-type: none"> 1. Teacher will guide students in identifying and contacting traditional experts, clinicians, and Students, provide guidance on preparing questionnaire. 2. Students will conduct structured interactions with experts, document insights, compile the data into a report, and participate in reflective discussions to understand the influence of local knowledge on these branches. 						
Practical Training 10.3 Evolution of Balachikitsa, Grahachikitsa, Vishachikitsa, Rasayana chikitsa & Vajeeekarana chikitsa						
<ol style="list-style-type: none"> 1. Teacher will assign each scholar a classical textbook and a specific branch of Ayurveda for focused study. 2. Students will summarize the contribution of the assigned text to the development, concepts, and practices of the designated branch. 						
Practical Training 10.4 Regional contributions of Balachikitsa and Vishachikitsa						

<ol style="list-style-type: none"> 1. Teacher can facilitate the identification of regional specialty practitioners in the assigned field or suggest relevant regional textbooks for study. 2. Students will interact with practitioners or explore the suggested texts to identify and document regional contributions to the field.
Practical Training 10.5 Assessment of popularity of Hareeta and Bhela samhita
<ol style="list-style-type: none"> 1. Teacher will guide students in reviewing key features of Hareeta Samhita, designing a structured KAP questionnaire, and facilitating analysis, presentations, and discussions. 2. Students will conduct the KAP survey among Ayurveda physicians, analyze responses to assess awareness and application, compile findings into a report with charts and thematic observations, present their results in class, and reflect on the text's relevance and potential integration into academic or clinical practice.
Experiential Learning Activity
Experiential-Learning 10.1: Kayachikitsa - conceptual frame work
Students can explore a selected text from the Brihatrayi to examine its conceptual foundations, diagnostic methods, and therapeutic approaches in Kayachikitsa. They can create thematic summaries or concept maps to reflect how the text has contributed to the development and systematization of Kayachikitsa as a distinct discipline.
Experiential-Learning 10.2: Susrutasamhita - Master textbook of Shalya and Shalakya
Students will study Sushruta Samhita to understand its unique contributions to Shalyatantra, including foundational surgical principles, detailed disease classification, diagnostic precision, and key operative procedures. They will map these practices, and engage in peer discussions or interactions with Ayurvedic surgical practitioners to explore their contemporary relevance and adaptation.
Experiential-Learning 10.3: Susruta's contributions on Basic Principles
Students will study Sushruta Samhita to analyze its contributions to core Ayurvedic principles, including dosha-dhatu-mala theory, roga-rogi pareeksha, srotas, kriyakala, swasthavritta, and chikitsa siddhanta, using sections from Sutrasthana, Sharirasthana, and Uttarantra. Each learner or group will focus on a specific principle, compile relevant excerpts, compare with other classical texts like Charaka and Vagbhata Samhita, and present their findings through a report and debate.
Experiential-Learning 10.4: Sutrasthane Tu Vagbhata
Analyse how Sutrasthana of Vagbhata is unique among Brihat-trayee. Make summary and present it.
Experiential-Learning 10.5: Kashyapasamhita as Master textbook of Balachikitsa

Students will summarise key of the Samhita and will conduct a comparative analysis with Balachikitsa chapters from the Brihatrayi (Ashtanga Hrudaya), identifying major thematic and structural differences, including structure, clinical focus, and theoretical orientation. As part of this reflection, students will prepare a list of the unique contributions of Kashyapa Samhita.

Experiential-Learning 10.6: Kashyapasamhita in contemporary practice

Students will prepare a semi-structured questionnaire aimed at eliciting insights from practitioners about their familiarity with and use of Kashyapa Samhita, specific portions they apply in practice, perceived strengths or limitations of the text, and its place in current teaching and clinical decision-making. Students will then conduct interviews or focused discussions with at least three Ayurvedic physicians.

Modular Assessment

Assessment

Hour

Instructions:

- Conduct a structured, modular assessment.
- The total marks for the assessment will be 50 (25 marks per credit).
- Follow a clearly defined marking scheme.
- Use different assessment methods for each module throughout the semester.
- Maintain a record of the structured assessment pattern used.
- Calculate the Modular Grade Point as per Table 6C.

Assessment Tasks:

(1) Structured essay writing on any of the topics (25 marks)

Or

Any of the practicals done in the module (25 marks)

(2) Quiz on the content of the module (25 marks)

Or

Any of the experiential learning work done in the module (25 Marks)

4

Semester No : 4

Module 11 : Samhita Vangmaya in Madhyakala

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Critically analyze Sharngadhara Samhita as a representative text reflecting the intellectual and clinical trends of Madhyakala Vangmaya.
2. Identify and discuss the key contributions of important Ayurvedic texts composed during the Madhyakala.

Unit 1 Sharngadhara-Samhita I Authorship, historical context, structural composition, distinctive features of Sharngadhara Samhita. **References:** 20,21,22,23,25,49,74,76,127

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Sho ws how/Know s how/Know)	3G Teaching Learning Methods
CO2	Describe the Authorship, Period, Structure, Characteristics and Specialty of Sarngadhara Samhita	2	Lecture	CC	Knows-how	L&GD,FC
CO2	Interpret and critically analyse structural changes in the documentation style of Sharangdhar Samhita	2	Practical11.1	CE	Shows-how	BS,PER,PT

Unit 2 Sharngadhara samhita - II Thematic overview, major contributions, distinctive features, and overall impact of the Sharngadhara Samhita on the development of Ayurvedic knowledge and practice

References: 20,21,23,25,31,49,76

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Sho ws how/Know s	3G Teaching Learning Methods
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					how/Know)	
CO2	Describe the content, Significant contributions & Uniqueness of Sharngadhara Samhita	4	Lecture	CC	Know	L&GD
CO2	Interpret the popularity of oushadhayogas in Sargadhara Samhita through a survey	5	Experiential-Learning11.1	AFT-RES	Shows-how	PrBL
CO2	Analyse practical utility of Oushadhakala in Sargadhara Samhita	6	Practical11.2	AFT-SET	Shows-how	SDL
CO2	Analyse and contrast definitions of pachanadi karma in Sargadhara Samhita from those available in similar descriptions in Brihat trayee	5	Experiential-Learning11.2	AFT-VAL	Shows-how	BS,LS
CO2	Analyse use of prakriti lakshanas in Sarngadharasamhita to frame a prakriti questionnaire	6	Experiential-Learning11.3	CE	Shows-how	SDL,BS
CO2	Analyse diagnostic practices in Sharngadharasamhita in compariosn with Brihat-trayee	5	Experiential-Learning11.4	CE	Shows-how	FC,L&GD
CO2	Explore how concepts from Sharngadhara Samhita are reflected in current pharmaceutical practices	4	Practical11.3	CE	Shows-how	TPW
CO2	Prepare learning resources based on Sharngadharasamhita on pharmacetical principles of Ayurveda	5	Experiential-Learning11.5	CS	Shows-how	PER,EDU,BS

Unit 3 Siddhasara samhita & Parahita Samhita

1. Authorship, period, structure, characteristics and Specialty of Siddhasara Samhita and Parahita Samhita

References: 20,31,49,74,76,103,104,113,114,128

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential	3C Notional	3D Lecture/ Practical	3E Domain/	3F Level (Does/Sho	3G Teaching
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	learning) session, the students should be able to)	learning Hours	Training/ Experiential Learning	Sub Domain	ws how/Knows how/Knows	Learning Methods
CO2	Describe the Authorship, Period, Structure, Characteristics, and Specialty of Siddhasara Samhita and Parahita Samhita	2	Lecture	CC	Knows-how	L&GD

Unit 4 Other Madhyakala-Samhita

1. Authorship, period, structure, characteristics and Specialty of Kalyana-Karaka, Yogashataka (by Nagarjuna) and Yogashataka (by Vararuchi)

References: 20,21,22,23,31,49,115,116

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO2	Describe the Authorship, Period, Structure, Characteristics and Specialty of Kalyana-Karaka and Yogashataka	2	Lecture	CC	Knows-how	L&GD
CO2	Summarise treatment principles based on Jain darshana in Kalyana Karaka	3	Practical11.4	AFT-SET	Does	TBL
CO2	Outline the content of Yogasataka	2	Practical11.5	CAN	Shows-how	LS,BS,FC
CO2	Assess popularity of Kalyanakaraka and Yogasataka among practitioners	3	Practical11.6	CE	Shows-how	FC,FV

Practical Training Activity

<p>Practical Training 11.1 Structural and semantic features of Sharangdhar Samhita</p> <ol style="list-style-type: none"> 1. Teacher will assign specific chapters from Sharngadhara Samhita (e.g., Manaparibhasha, Pachanadi Vidhi), guide students in reviewing text format, language, sequencing, and practical orientation, and facilitate discussions and presentations. 2. Students will conduct a detailed review of the assigned chapters, compare them with corresponding topics in the Brihat-trayee to identify shifts in structure, terminology, and clinical emphasis, and document how Sharngadhara reformulates classical ideas for easier memorization, reference, and practical application.
<p>Practical Training 11.2 Comparative evaluation of the concept of Oushadhakala in Sargadhara Samhita and other samhita</p> <ol style="list-style-type: none"> 1. Teacher will guide students in comparing the concept of Aushadhakala in Sharngadhara Samhita with the Brihat-trayee texts and assist in designing a short questionnaire or interview guide for data collection. 2. Students will conduct the comparison, collect data from clinical practitioners or educators on the current application of Aushadhakala in therapeutic decision-making, and present their findings using summary charts or brief case reflections.
<p>Practical Training 11.3 Sharngadhrasamhita in contemporary Pharmaceuticals</p> <ol style="list-style-type: none"> 1. Teacher will guide students in designing a structured survey questionnaire to assess the impact of Sharngadhara Samhita on contemporary pharmaceutical practices and provide guidance on sampling and data collection. 2. Students will conduct the survey among manufacturers and technicians, analyze the responses and present
<p>Practical Training 11.4 Influence of Jain darshana in Kalyana Karaka</p> <ol style="list-style-type: none"> 1. Teacher will guide students in selecting relevant chapters or sections of Kalyana Karaka 2. Students will study the selected sections, identify treatment principles influenced by Jain philosophy
<p>Practical Training 11.5 Comparison of Variants of Yogasataka</p> <ol style="list-style-type: none"> 1. Teacher will provide guidance on the scope and structure of Yogasataka, highlighting key topics, themes, and its relevance to Ayurvedic practice. 2. Students will study the text, outline its content by organizing chapters or sections thematically, and prepare a structured summary or presentation capturing the main teachings and practical applications.
<p>Practical Training 11.6 Survey on popularity of Kalyanakaraka and Yogasataka</p>

<ol style="list-style-type: none"> 1. Teacher will guide students in designing a structured questionnaire 2. Students will conduct data collection from among practitioners. 	
Experiential Learning Activity	
Experiential-Learning 11.1: Survey on popularity of oushadhayogas in Sargadhara Samhita	
Students will identify a list of commonly cited or potentially important yogas from the text. Based on this, a structured questionnaire or interview guide will be developed to collect data on aspects such as frequency of use, reasons for preference, perceived efficacy, modifications in usage, and challenges in formulation or availability. Conduct interviews or surveys with minimum three Ayurvedic physicians and a summary report or presentation will be prepared.	
Experiential-Learning 11.2: Pachanadi karma. Distinguishing Sargadhara Samhita	
Each student will be assigned specific terms such as Deepana, Pachana, Anulomana, Samshodhana, Samshamana, etc. They will compare the descriptions in Sarngadharasamhita with similar things in Brihat-trayee and selected commentaries. Prepare analytical notes.	
Experiential-Learning 11.3: Prakriti assessment as per Sarngadharasamhita	
Students will frame a structured questionnaire designed to assess the prakriti of individuals based on description in Sharngadharasamhita. Assess prakriti of at least five individuals. Compare the results with those derived from existing questionnaires.	
Experiential-Learning 11.4: Diagnostic measures in Sharngadhara samhita	
Students will study the Prathamakhanda of Sharngadhara Samhita to explore key diagnostic contributions such as Ashtasthana Pariksha, Nadi Pariksha, and assessment of Ayu depletion. They will compare these methods with classical texts to see how Sharngadhara simplified them for practical use and may interact with clinicians to understand their application in contemporary practice.	
Experiential-Learning 11.5: Learning resources based on Sharngadhara samhita	
Prepare learning resources such as presentations, charts, models and posters to explain the key principles explained in Sharngadharasamhita.	
Modular Assessment	
Assessment	Hour
Instructions:	4

- Conduct a structured, modular assessment.
- The total marks for the assessment will be 50 (25 marks per credit).
- Follow a clearly defined marking scheme.
- Use different assessment methods for each module throughout the semester.
- Maintain a record of the structured assessment pattern used.
- Calculate the Modular Grade Point as per Table 6C.

Assessment Tasks:

(1) Structured essay writing on any of the topics (25 marks)

Or

Any of the practicals done in the module (25 marks)

(2) Quiz on the content of the module (25 marks)

Or

Any of the experiential learning work done in the module (25 Marks)

Module 12 : Samhita Vangmaya in Adhunikakala

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Outline status of Ayurveda-vangmaya in adhunikakala
2. Analyse selected textbooks as representatives of adhunikakala
3. Identify significant contributions of selected texts of Adhunikakala

Unit 1 Important Granthas of Adhunikakala

References: 20,49

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential	3C Notional learning Hours	3D Lecture/ Practical Training/	3E Domain/ Sub Domain	3F Level (Does/Sho ws	3G Teaching Learning Methods
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	learning) session, the students should be able to)		Experiential Learning		how/Knows how/Knows	
CO2	Review the nature of transformation of Ayurvedic literature in adhunika kala	3	Lecture	CC	Knows-how	L&GD
CO2	Summarise the chronological study of important granthas and authors of Adhunik kala	4	Practical12.1	CE	Shows-how	PER,LS,B S

Unit 2 Bhavaprakasha

1. Bhavaprakasha: Authorship, Period, Structure, Characteristics, Specialty, Overview on content, Significant contributions, Uniqueness

References: 20,49,117,118,119,126

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO2	Review authorship, period, structure and overview of contents of Bhavaprakasha	4	Lecture	CAP	Knows-how	SDL,L&P PT
CO2	Demonstrate critical review of Bhavapraksaha to analyse its characteristics, specialties and significant contributions	8	Practical12.2	CAP	Shows-how	DIS,TBL
CO2	Appreciate the popularity of oushadhayogas in Bhavaprakasha through survey	8	Experiential-Learning12.1	AFT-RES	Shows-how	TPW
CO2	Analyse and interpret Bhavaprakshash nighantu in comparison with other available nighantus	4	Experiential-Learning12.2	AFT-RES	Shows-how	DIS,CBL, FC

CO2	Justify Bhavapakasha as Sangraha grantha and Laghutrayee	8	Experiential-Learning12.3	AFT-VAL	Shows-how	DIS,CBL
CO2	Frame structured summary of Bhavapraksha	6	Experiential-Learning12.4	CE	Shows-how	PER,LS

Unit 3 Ayurveda Soukhya and Yogatarangini

1. Ayurveda Soukhya, Yogatarangini and Bruhat Yogatarangini: Authorship, Period, Structure, Characteristics, Specialty

References: 20,49,121,122,123,124,125

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO2	Describe authorship, period and structure of Ayurveda Soukhya and Yogatarangini	3	Lecture	CC	Knows-how	L&GD
CO2	Outline the content of Ayurveda Soukhya	2	Practical12.3	CAN	Shows-how	SDL,PT
CO2	Frame a structured summary of contents of Yogatarangini	6	Practical12.4	CE	Does	TBL

Practical Training Activity

Practical Training 12.1 Chronological listing of important granthas and authors of adhunik kala

1. Teacher will assign students to library sessions, provide a list of reference sources (catalogues, bibliographies, archives)
2. Students will search the library to collect names of major granthas and authors of Adhunik Kala, record bibliographic details (title, author, year, edition), arrange them in chronological order, and prepare a descriptive catalogue of at least 2 selected texts

Practical Training 12.2 Critical review of Bhavapraksaha

<ol style="list-style-type: none"> 1. Teacher will assign specific portions of Bhavaprakasha to students, explain the domains for analysis (characteristics, specialities, and significant contributions), and facilitate group discussions to consolidate findings. 2. Students will study the allotted portions, analyze them under the given domains, participate in discussions, compile the collective data, and present the outcomes as a structured report.
Practical Training 12.3 Outlining Ayurveda Soukhya
<ol style="list-style-type: none"> 1. Teacher will assign students to collect information on the textbook <i>Ayurveda Soukhya</i> using available primary (the text itself) or secondary sources (reviews, summaries, reference books). 2. Students will study the assigned material, prepare a structured outline of the text (main sections, key topics, special features), and compile their findings into a report.
Practical Training 12.4 Structured summary of contents of Yogatarangini
<ol style="list-style-type: none"> 1. Teacher will introduce the scope and significance of Yogatarangini, provide guidance on using primary sources, and suggest a structure for summarizing the text (author, historical context, main divisions, key themes, and contributions). 2. Students will collect and study the content, prepare a structured summary
Experiential Learning Activity
Experiential-Learning 12.1: Survey to assess popularity of oushadha yogas in Bhavaprakasha
Prepare a questionnaire based on important oushadhayogas in Bhavaprakasha . Apply the questionnaire for assessing the popularity among minimum three practitioners through a data collection
Experiential-Learning 12.2: Comparison of Bhavapraksha nighantu with other nighantus
Analyse the content of Bhavapraksha nighantu and compare with other nighantus like Dhanvantari nighatu, Ashtanga nighantu etc. and make comparative statements.
Experiential-Learning 12.3: Bhavaprakasha as Laghutrayee
Analyse the content of Bhavaprakasha. Compare the results with salient features of Sangraha grantha. Justify why Bhavaprakasha is designated as one among Laghutrayee.
Experiential-Learning 12.4: Summary of Bhavapraksha

Prepare structured summary of Bhavaprakasha comprising of structure of textbook, chapter wise narrative summary and significant contributions.

Modular Assessment

Assessment	Hour
<p>Instructions:</p> <ul style="list-style-type: none"> • Conduct a structured, modular assessment. • The total marks for the assessment will be 50 (25 marks per credit). • Follow a clearly defined marking scheme. • Use different assessment methods for each module throughout the semester. • Maintain a record of the structured assessment pattern used. • Calculate the Modular Grade Point as per Table 6C. <p>Assessment Tasks:</p> <p>(1) Structured essay writing on any of the topics (25 marks)</p> <p>Or</p> <p>Any of the practicals done in the module (25 marks)</p> <p>(2) Quiz on the content of the module (25 marks)</p> <p>Or</p> <p>Any of the experiential learning work done in the module (25 Marks)</p>	4
Semester No : 5	
Module 13 : Rogavigyan Vangmaya	
<p>Module Learning Objectives (At the end of the module, the students should be able to)</p> <ol style="list-style-type: none"> 1. Analyse the evolution of rogavigyana through its literature 	

- Analyse contributions of Madhavanidana and other textbooks in roga-vigyana-vangmaya

Unit 1 Rogavijnana Vangmaya

- Evolution of Roga Vigyan Vangmaya
- Advancements from Brihat-trayee tradition

References: 20,22,23,24,25,26,49

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Sho ws how/Know s how/Know)	3G Teaching Learning Methods
CO2	Describe the evolution of Roga Vigyan Vangmaya and its difference from samhita granthas	2	Lecture	CAP	Knows-how	L&GD
CO2	Demonstrate chronology of important granthas of Roga Vigyan Vangmaya and establish interconnectedness among them	4	Practical13.1	CAP	Shows-how	PT,LS

Unit 2 Madhava nidana

- Madhava nidana: Authorship, Period, Structure, Characteristics, Specialty, Overview on the content, Significant contributions and Uniqueness

References: 20,42,49,137,138,139,144,145,146,150

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential	3C Notional	3D Lecture/ Practical	3E Domain/	3F Level (Does/Sho	3G Teaching
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	learning) session, the students should be able to)	learning Hours	Training/ Experiential Learning	Sub Domain	ws how/Knows how/Knows	Learning Methods
CO2	Describe authorship, period, structure and importance of Madhava Nidana	2	Lecture	CK	Knows-how	SDL
CO2	Analyse and document Madhava nidana with respect to characteristics, specialties and significant contributions	6	Practical13.2	CE	Knows-how	TBL,PT
CO2	Summarize pattern and content of Madhavanidana in comparison with Vrindamadhava and Madhava chikitsitam	5	Experiential-Learning13.1	CE	Shows-how	LS,TBL

Unit 3 Roga Vigyan Vangmaya-others

1. Hamsaraja-Nidana, Anjana-nidana and Siddhanta-nidana: Authorship, Period, Structure, Characteristics, Specialty

References: 20,21,22,23,24,25,31,49,71,129,130,131,132,133,134,135

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO2	Describe authorship, period,structure and overview of contents of Hamsaraja Nidana, Anjana nidana, Siddhanta nidana	1	Lecture	CC	Knows-how	L&GD
CO2	Analyze and interpret the development of newer diagnostic approaches and inclusion of newer	8	Experiential-Learning13.2	CE	Shows-how	PBL,TBL, DIS

	diseases in Ayurvedic Roga Vigyan Vangmaya					
Practical Training Activity						
Practical Training 13.1 Chronological enlisting of Rogavijnan vangmaya						
<ol style="list-style-type: none"> 1. Teacher will allot library sessions and guide students on how to search for and collect texts related to <i>Rogavijnana Vangmaya</i> 2. Students will list important Nidana texts along with their authors and period, organize them chronologically, and prepare a descriptive catalogue with short notes 						
Practical Training 13.2 Structured summary of Madhava nidana						
<ol style="list-style-type: none"> 1. Teacher will allot portions for different students. 2. Students will do critical review and compile different ideas. 						
Experiential Learning Activity						
Experiential-Learning 13.1: Comparison of Madhava nidana with other contemporary texts						
Students will outline the chapter presentation pattern of Madhavanidana, Vrindamadhava and Madhava chikitsitam as group activity in library session. Comparison will be done and data will be presented as a report.						
Experiential-Learning 13.2: Critical appraisal of inclusion of newer diagnostic methods and new diseases in Rogavijnan vangmaya						
Based on the available textbooks of Rogavijnan vangmaya, Students will do critical review to extract data on newer diagnostic methods and new diseases. The data will be presented as a report along with reflections.						
Modular Assessment						
Assessment						Hour
Instructions: <ul style="list-style-type: none"> • Conduct a structured, modular assessment. • The total marks for the assessment will be 25 • Follow a clearly defined marking scheme. • Use different assessment methods for each module throughout the semester. • Maintain a record of the structured assessment pattern used. 						2

- Calculate the Modular Grade Point as per Table 6C.

Assessment Tasks:

(1) Structured essay writing on any of the topics (25 marks)

Or

Any of the practicals done in the module (25 marks)

Module 14 : Chikitsa-Vangmaya

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Identify and review the major texts associated with the therapeutic tradition of Ayurveda.
2. Analyze the evolution of Ayurvedic therapeutics as reflected in later-period texts beyond the Brihat Trayi.
3. Compare the therapeutic approaches in Chikitsa Vangmaya with those presented in the Brihat Trayi.
4. Recognize and appreciate the diversity and innovation in therapeutic applications documented in Chikitsa Vangmaya

Unit 1 Chikitsa Vangmaya

1. Evolution of Chikitsa Vangmaya
2. Major difference from Brihat trayee

References: 15,20,21,22,23,24,25,31,49

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
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CO2	Review and outline the evolution, transition of Chikitsa Vangmaya and its difference from Samhita granthas	1	Lecture	CE	Knows-how	L&GD
CO2	Review and identify important granthas, authors and period of books in Chikitsa Vangmaya	2	Practical14.1	CE	Shows-how	LS,DIS,F C
CO2	Appreciate the popularity of Chikitsa Vangmaya granthas	3	Experiential-Learning14.1	AFT-VAL	Shows-how	FV,RLE,I BL
CO2	Assess the popularity of texts in Chikitsa-vangmaya through market study of famous yogas from those texts	4	Experiential-Learning14.2	CE	Shows-how	IBL,FV,T BL

Unit 2 Chikitsa granthas

1. Authorship, Period, Structure, Characteristics, Specialty of the following:

Madhava Chikitsita, Vrundamadhava, Chikitsa Kalika, Chakradatta, Vangasena, Bhaishajya Ratnavali, Yogaratnakar, Yogatarangini, Atankatimirabhaskar, Vyadhinigraha, Vaidyasarasamgraha, Chikitsadarsha, and Chikitsa Pradeep

References: 20,21,31,35,40,45,49,56,65,66,105,106,142,143,147,148,149,151,152,153,154,155,158,159,160,161,163,167

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO2	Identify design, overview of contents and Specialty of Madhava Chikitsita, Vrundamadhava, and Chikitsa Kalika	4	Lecture	CS	Knows-how	PrBL,SDL
CO2	Frame a structured summary of Chakradatta and Vangasena	8	Practical14.2	CS	Shows-how	PrBL,FC, SDL

CO2	Design overview of content and Specialty of Bhaishajya Ratnavali, Yogaratnakar, Yogatarangini, Atankatimirabhaskar, Vyadhinigraha, Vaidyasarasamgraha, Chikitsadarsha, and Chikitsa Pradipa	6	Experiential-Learning14.3	CAN	Shows-how	FC,PrBL
Unit 3 Yoga Samgraha Grantha 1. Authorship, Period, Structure, Characteristics, Specialty of the following texts Gadanigraha, Navanitaka or Bower's Manuscript, Shatashloki, Virasimhavalokana, Siddhabheshaja Manimala, Basavarajiyam, Siddhayoga Sangraha, Rajamarttand , Yogaratna Samuchaya, Vaidyamruta, Vaidyamanotsav, Vaidyarahasya, Vaidyachintamani, Vaidyamanorama, Vaidyavallabha, and Sahasrayogam References: 20,21,22,23,25,31,39,48,49,67,68,69,70,93,107,108,164,165,166,167,168,169,170,171,172,173,174,175,176,177,178,179,198,199,201,202						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO2	Describe the evolution, transition of Yoga Samgraha Grantha and its difference from Samhita granthas	4	Lecture	CAP	Knows-how	L&PPT ,L&GD
CO2	Frame a structured summary of design,overview of contents and Specialty of Gadanigraha,Navanitaka, Shatashloki, Virasimhavalokana, Basavarajiyam,, Siddhayoga Samgraha, and Rajamarttand	8	Practical14.3	CAN	Shows-how	LS,FC,Pr BL
CO2	Frame a structured summary of design, overview of contents and specialty of Yogaratna Samuchaya, and Vaidyamruta	10	Experiential-Learning14.4	CE	Shows-how	FC,PrBL

Unit 4 Vaidyaka Kavya

1. Authorship, Period, Structure, Characteristics, Specialty of the following -

Vaidyajivan, Vaidyavatamsa, Chamatkar Chintamani, Vaidyakaustubha, Vruttamanikyamala, Vruttaratnavali, Vaidyavilasa,

References: 20,49,62,63,187,188,200

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Sho ws how/Know s how/Know)	3G Teaching Learning Methods
CO2	Outline Vaidyaka Kavya Granthas and their difference from Samhita granthas	3	Lecture	CK	Knows-how	L&GD,L& PPT
CO2	Design and frame structure, overview of contents and Specialty of Vaidyajivana and Vaidyavatamsa	6	Practical14.4	CAN	Shows-how	LS,PrBL, SDL
CO2	Frame a structured summary of design, overview of contents and Specialty of Vaidyakaustubha, Vaidyavilasa	9	Experiential- Learning14.5	CAN	Shows-how	PrBL,SDL

Unit 5 Anupana and Pathyapathya

1. Authorship, Period, Structure, Characteristics, Specialty of the following -

Anupanamanjari, Pathyapathya, Pathyapathyavinischaya, Pathyapathyavinirnaya **References:** 20,21,22,23,31,204,205,206,207

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Sho ws how/Know s how/Know)	3G Teaching Learning Methods
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					how/Know)	
CO2	Describe overview of contents and Specialty of Anupanamanjari, Pathyapathya, Pathyapathyavinischaya, and Langhana Pathyanirnaya	3	Lecture	CAN	Knows-how	L&PPT ,FC,L&G D

Unit 6 Nighantu

1. Authorship, Period, Structure, Characteristics, Specialty of the following -

Siddhamantra, Dravygunasangraha and Horthus Malabaricus **References:** 20,21,22,23,31,189,190,191,192,193,194,195,196

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO2	Outline the contents nighantus viz. Siddhamantra, Dravyagunasamgraha, Horthus Malabaricus	6	Practical14.5	CE	Shows-how	L_VC,PrB L,SDL

Unit 7 Sutragrantha

1. Authorship, Period, Structure, Characteristics, Specialty of the following -

Ayurvedasutra, Kaushitakisutra (Atharvaveda related, chapter IV) and Rasavaisheshikasutra

References: 20,21,22,23,25,31,46,49,208,209

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows s	3G Teaching Learning Methods
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					how/Know)	
CO2	Outline the broad content of sutra granthas viz Ayurvedasutra, Kaushitaki Sutra (Chapter IV), and Rasavaisheshika Sutra	7	Experiential-Learning14.6	CE	Shows-how	SDL,PrBL ,JC,FC
Practical Training Activity						
Practical Training 14.1 Identifying important granthas, authors and period of Chikitsa Vangmaya (चिकित्सा वङ्गमया)						
<ol style="list-style-type: none"> 1. Teacher will allot library sessions and guide students on how to search for and collect texts related to Chikitsavangmaya. Provide instructions on arranging the texts in chronological order and preparing a descriptive catalogue. 2. Students will Search library resources, history books, and reference sources to list important Chikitsa texts, along with their authors and period 						
Practical Training 14.2 Chakradatta and Vangasena						
<ol style="list-style-type: none"> 1. Teacher will allot a text to each student/group. Explain the structure of summary as design, overview of contents and Specialty. 2. Students will frame a structured summary and present. 						
Practical Training 14.3 Gadanigraha,Navanitaka, Shatashloki, Virasimhavalokana, Basavarajiyam,, Siddhayoga Samgraha, and Rajamarttand						
Students will frame a structured summary of design, overview of contents and Specialty of Gadanigraha,Navanitaka, Shatashloki, Virasimhavalokana, Basavarajiyam,, Siddhayoga Samgraha, and Rajamarttand by reviewing the text and present as compilation.						
Practical Training 14.4 Vaidyajivan, Vaidyavatamsa						
<ol style="list-style-type: none"> 1. Teacher will allot the texts (one text each) and give structure for summarising the overview 2. Student will do the same in the allotted text 						
Practical Training 14.5 Siddhamantra, Dravyagunasamgraha, Horthus Malabaricus						
<ol style="list-style-type: none"> 1. Teachers will allot each text to students and give outlining frame. Suggest secondary sources if primary sources are not available. 						

2. Students will outline with the help of available resources, and prepare summary.

Experiential Learning Activity

Experiential-Learning 14.1: Appreciating the popularity of Chikitsa vangmaya through a survey among practitioners

Students will conduct survey/structured interviews of minimum three practitioners to appreciate the popularity of textbooks of Chikitsa vangmaya.

Experiential-Learning 14.2: Market study of aushadhayogas in Chikitsa-vangmaya

Divide the texts among the Students. Let them enlist famous yogas in the given text. Let them do market study to identify the yogas in Market, with the help of therapeutic indices of famous manufacturers

Experiential-Learning 14.3: Bhaishajya Ratnavali, Yogaratnakar, Yogatarangini, Atankatimirabhaskar, Vyadhinigraha, Vaidyasarasamgraha, Chikitsadarsha, and Chikitsa Pradipa

Students will be allotted one each text from the list and instructed to make overview of the texts.

Experiential-Learning 14.4: Yogaratna Samuchchaya and Vaidyamruta

Students will frame a structured summary of design, overview of contents and Specialty of Yogaratna Samuchchaya and Vaidyamruta.

Experiential-Learning 14.5: Vaidyakaustubha, Vaidyavilasa

Students will frame a structured summary of design, overview of contents and Specialty of Vaidyakaustubha, and Vaidyavilasa by reviewing the text and present as PPT.

Experiential-Learning 14.6: Ayurvedasutra, Kaushitaki Sutra (Chapter IV), Rasavaisheshika Sutra

Review the books and prepare reports

Modular Assessment

Assessment

Hour

Instructions:

- Conduct a structured, modular assessment.
- The total marks for the assessment will be 75 (25 marks per credit).

6

<ul style="list-style-type: none"> • Follow a clearly defined marking scheme. • Use different assessment methods for each module throughout the semester. • Maintain a record of the structured assessment pattern used. • Calculate the Modular Grade Point as per Table 6C. <p>Assessment Tasks:</p> <p>(1) Structured essay writing on any of the topics (25 marks)</p> <p>Or</p> <p>Any of the practicals done in the module (25 marks)</p> <p>(2) Quiz on the content of the module (25 marks)</p> <p>Or</p> <p>Any of the experiential learning work done in the module (25 Marks)</p> <p>(3) Identify the textbook displayed or from given description and write major contributions</p>	
Semester No : 6	
Module 15 : Vyakhya vangmaya	
<p>Module Learning Objectives (At the end of the module, the students should be able to)</p> <ol style="list-style-type: none"> 1. Evaluate the intellectual contexts, and contributions of prominent Sanskrit commentators on classical and later Ayurvedic texts. 2. Critically assess selected commentaries on classical Ayurvedic treatises with reference to their interpretative depth and scholastic value. 3. Analyze and synthesize the unique perspectives offered in these commentaries, focusing on their treatment of fundamental principles, technical terminology, and original contributions to Ayurvedic thought... 	
Unit 1 Vyakhya-Charakasamhita	

1. Charakanyasa, Charakapanjika, Nirantarapadavyakhya, Ayurveda Dipika, Tattvapradeepika, Jalapakalpataru, Charakopaskar, Charaka-Vivriti, Charakapradipika:

Availability, Authorship, Period, Specialty **References:** 20,49,57,91,230

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO4	Review and discuss authors of Charakanyasa, Charakapanjika, Nirantarapadavyakhya, Ayurveda Dipika, Tattvapradeepika, Jalapakalpataru, Charakopaskar, Charaka-Vivriti, Charakapradipika commentaries.	4	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO4	Report the features of commentaries of Charakasamhita such as Charakanyasa, Charakapanjika, Nirantarapadavyakhya, Ayurveda Dipika, Tattvapradeepika, Jalapakalpataru, Charakopaskar, Charaka-Vivriti, Charakapradipika commentaries.	6	Practical15.1	CAN	Shows-how	SDL,TBL, PER
CO4	Analyse Jalapakalpataru and Charakapradipika to see how they settle ambiguities and queries raised by previous authors.	6	Experiential-Learning15.1	CE	Shows-how	FC,PrBL

Unit 2 Vyakhya-Sushruta Samhita

1. Nibandha Samgraha, Bhanumati, Nyayachandrika/Panjika, Sushrutartha Sandeepan:

The Availability, Authorship, Period, Specialty **References:** 20,49

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO4	Review and discuss about authors of commentaries of Susrutasmhita such as Nibandha Samgraha, Bhanumati, Nyayachandrika/Panjika and Sushrutartha Sandeepan	2	Lecture	CAN	Knows-how	L&PPT
CO4	Outline important features of Nibandha Samgraha, Bhanumati, Nyayachandrika/Panjika, Sushrutartha Sandeepan.	3	Practical15.2	CAN	Shows-how	PER,FC,T BL
CO4	Summarize Nibandha Samgraha commentary to note the peculiarities observed regarding principles, technical terms, new contributions, opinion on ambiguities raised by previous authors, newly raised and/or solved queries/observations/noting etc	6	Experiential- Learning15.2	CE	Shows-how	FC,SDL

Unit 3 Vyakhya-Ashtanga sangraha and Ashtanga Hrudaya

1. Sarvanga Sundara, Ayurveda Rasayan, Shashilekha, Vakyapradipika, Sanketa Manjari, Vagbhata Khandana Mandan and Shashilekha (on Ashtangasangraha)

Availability, Authorship, Period, Specialty **References:** 15,16,18,20,23,24,49,232,233

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
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			Experiential Learning		s how/Know)	
CO4	Review and discuss information about authors of commentaries of Vagbhata samhita (Ashtangasangraha and Hrudaya) such as Sarvanga Sundara, Ayurveda Rasayan, Shashilekha, Vakyapradipika, Sanketa Manjari, Vagbhata Khandana Mandan	2	Lecture	CK	Knows-how	L&GD,L&PPT
CO4	Review and discuss uniqueness of commentaries such as Sarvanga Sundara, Ayurveda Rasayan, Shashilekha, Vakyapradipika, Sanketa Manjari, Vagbhata Khandana Mandan	4	Practical15.3	CAN	Shows-how	L&GD,FC
CO4	Explore Sarvanga Sundara, Ayurveda Rasayan and Shashilekha commentaries to note the specialties of each	6	Experiential-Learning15.3	CE	Shows-how	FC,PrBL
Unit 4 Vyakhya-Madhavanidana and Sharngadhara samhita Dipika and Gudharthadipika of Sharngadhara Samhita, Madhukosha, Atankadarpana and Siddhanta Chintamani of Madhav Nidana: Availability, Authorship, Period, and Specialty References: 20,21,22,23,24,25,31,49						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Sho ws how/Know s how/Know)	3G Teaching Learning Methods
CO4	Review the authorship of Dipika and Gudharthadipika of Sharngadhara Samhita, Madhukosha, Atankadarpana and Siddhanta Chintamani of Madhav Nidana	2	Lecture	CAN	Knows-how	L&PPT ,L&GD

CO4	Compare Dipika and Gudharthadipika of Sharngadhara Samhita, Madhukosha, Atankadarpana and Siddhanta Chintamani of Madhav Nidana	3	Practical15.4	CAN	Knows-how	LS,TBL
CO4	Summarize Madhukosha commentary of important areas in Madhavanidana	4	Experiential-Learning15.4	CE	Shows-how	PrBL,FC
Unit 5 Vyakhya-Chakradatta Ratnaprabha and Tattvachandrika : Availability, Authorship, Period, Specialty References: 20,49						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO4	Summarize important verses with commentary from Ratnaprabha and Tatwachandrika of Chakradatta	4	Practical15.5	CE	Shows-how	FC,PrBL
CO2	Identify significance of commentaries by illustrating suitable verses from different commentaries	4	Experiential-Learning15.5	CE	Knows-how	SDL
Practical Training Activity						
Practical Training 15.1 Outlining the basic information of commentaries of Charaka-samhita						
<ol style="list-style-type: none"> 1. Teacher will allot one or two Vyakhyas to each scholar. 2. Students will make an over view either from primary source or availbale secondary sources or through discussions with learnt Students. 						
Practical Training 15.2 Outlining the Nibandha Samgraha, Bhanumati, Nyayachandrika/Panjika, Sushrutartha Sandeepan commentaries						
<ol style="list-style-type: none"> 1. Teacher will assign one commentary-Nibandha Samgraha, Bhanumati, Nyayachandrika/Panjika, or Sushrutartha Sandeepan- and guide students to focus on selected aspects such as coverage, cited authors, regional usages, and style of writing. 						

2. Students will review the allotted commentary on the given point, prepare short notes, and compile their findings into a report for presentation.
Practical Training 15.3 Reviewing commentaries of Ashtanga Hrudaya and Ashtanga Sangraha
<ol style="list-style-type: none"> 1. Teacher will allot one or two commentaries to each student 2. Students will explore uniqueness from primary or secondary sources and report. Make comparison by taking examples from different commentaries (different commentaries for same verses in the text).
Practical Training 15.4 Comparing Dipika and Gudharthadipika, Madhukosha, Atankadarpana and Siddhanta Chintamani commentaries
<ol style="list-style-type: none"> 1. Teacher will allot four or five verses from Madhavanidana for each student 2. Students will compare the available commentaries for the allotted verses to find out key differences
Practical Training 15.5 Ratnaprabha and Tattvachandrika commentaries
<ol style="list-style-type: none"> 1. Teacher will identify important verses where commentary contributes to better understanding. 2. Student will summarise those verses with commentary
Experiential Learning Activity
Experiential-Learning 15.1: Jalapakalpataru and Charakapradipika
<p>Study the Jalapakalpataru, Charakapradipika commentaries to summarize the peculiarities observed regarding principles, technical terms, new contributions, opinion on ambiguities raised by previous authors, newly raised and/or solved queries/observations/noting etc</p> <p>(Students will study these commentaries and then present observations)</p> <p>Make a detailed report document for each above-mentioned commentary using given points.</p>
Experiential-Learning 15.2: Study of Nibandha Samgraha commentary and summarization

Study the Nibandha Samgraha commentary to summarize the peculiarities observed regarding principles, technical terms, new contributions, opinion on ambiguities raised by previous authors, newly raised and/or solved queries/observations/noting etc (Students will study the commentary and then present observations). Make a detailed report document for each above-mentioned commentary using given points.	
Experiential-Learning 15.3: Exploring Sarvanga Sundara, Ayurveda Rasayan, Shashilekha [of A.San.] commentaries and summarization	
<ol style="list-style-type: none"> 1. Teacher will allot important selected (5-10) verses from the original text to each student 2. Students will read available commentaries for the same verses and find out key differences. 	
Experiential-Learning 15.4: Study of Gudharthadipika & Madhukosha commentaries and summarization	
Select important areas in Madhavanidana and summarise its commentary based on Madhukosha.	
Experiential-Learning 15.5: Significance of commentaries	
Allot Sutras to Students. Let them compare different commentaries for the same sutra and report.	
Modular Assessment	
Assessment	Hour
Instructions: <ul style="list-style-type: none"> • Conduct a structured, modular assessment. • The total marks for the assessment will be 50 (25 marks per credit). • Follow a clearly defined marking scheme. • Use different assessment methods for each module throughout the semester. • Maintain a record of the structured assessment pattern used. • Calculate the Modular Grade Point as per Table 6C. Assessment Tasks: <p>(1) Structured essay writing on any of the topics (25 marks)</p> <p>Or</p>	4

<p>Any of the practicals done in the module (25 marks)</p> <p>(2) Quiz on the content of the module (25 marks)</p> <p>Or</p> <p>Any of the experiential learning work done in the module (25 Marks)</p> <p>(3) Identify the Vyakhyana displayed or from description and write salient features</p>						
Module 16 : Allied disciplines of Ayurveda						
<p>Module Learning Objectives</p> <p>(At the end of the module, the students should be able to)</p> <ol style="list-style-type: none"> 1. Describe the scope of Ayurveda beyond human medicine, including branches such as Vrikshayurveda and Mrigayurveda. 2. Identify key texts and sources related to Ayurvedic treatment methods for plants and animals. 3. Explain the foundational principles of Vrikshayurveda and Mrigayurveda available from respective literature. 						
<p>Unit 1 Vrikshayurveda</p> <ol style="list-style-type: none"> 1. Textbooks on Vrikshayurveda 2. Authorship, Period, and Uniqueness 3. Gross nature of Principles and Practices encoded <p>References: 20,30,32,47,80,211,212,213,214,215,216,217,218,225</p>						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods

CO2	Identify major texts of Vrukshayurveda (names, authorships, period, availability, editions/publication details etc)	2	Lecture	CK	Knows-how	L&GD, L&PPT
CO2	Outline the structure and content of texts of Vrukshayurveda and summarize Important concepts from texts of Vrukshayurveda	3	Practical16.1	CE	Shows-how	PrBL
CO2	Summarize Important concepts from research articles of Vrukshayurveda to explain the relevance of Vrukshayurveda in current period.	4	Experiential-Learning16.1	CC	Shows-how	SDL, PrBL

Unit 2 Mrigayurveda

1. Pasu Ayurveda
2. Gaja Ayurveda
3. Ashwayurveda

References: 4,20,21,23,30,82

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO2	Identify Major texts of Gavayurveda (names, authorships, period, availability, editions/publication details etc)	1	Lecture	CK	Knows-how	L&GD, FC
CO2	Outline the structure and contents of texts of Gavayurveda and Summarize Important concepts from texts of Gavayurveda	3	Practical16.2	CAN	Shows-how	L&PPT, PrBL

CO2	Summarize Important concepts from research articles of Gavayurveda to explain the Relevance of Gavayurveda in current period	3	Experiential-Learning16.2	CAN	Shows-how	FC,JC
CO2	Identify Major texts of Ashwayurveda (names, authorships, period, availability,editions/publication details etc)	1	Lecture	CK	Knows-how	FC,ML,IB L,L&GD
CO2	Outline the structure and contents of texts of Ashwayurveda and Summarize Important concepts from texts of Ashwayurveda	2	Practical16.3	CAN	Shows-how	L&GD,DIS,FC
CO2	Summarize Important concepts from research articles of Ashwayurveda to Explain the Relevance of Ashwayurveda in current period	3	Experiential-Learning16.3	CAN	Shows-how	L&GD,JC,PrBL,ML
CO2	Identify Major texts of Gajayurveda (names, authorships, period, availability,editions/publication details etc)	1	Lecture	CK	Knows-how	DIS,FC,L &GD
CO2	Outline the structure and contents of texts of Gajayurveda and Summarize Important concepts from texts of Gajayurveda	2	Practical16.4	CAN	Shows-how	PrBL,FC
CO2	Summarize Important concepts from research articles of Gajayurveda to Explain the Relevance of Gajayurveda in current period	3	Experiential-Learning16.4	CAN	Shows-how	ML,LS,JC

Practical Training Activity

Practical Training 16.1 Outlining the structure and contents of texts of Vrukshayurveda and summarizing Important concepts

1. Teacher will identify Vriskahyurveda textbooks and allot primary/secondary data regarding it, allot to students
2. Students will outline the structure and content of the allotted text

Practical Training 16.2 Outlining the structure and contents of texts of Gavayurveda and Summarizing Important concepts

1. Teacher will structure format for summary preparation.

2. Students will discuss the topic and present the summary in the form of written record or ppt to outline the structure, contents and to Summarize Important concepts from texts of Gavayurveda	
Practical Training 16.3 Outlining the structure and contents of texts of Ashwayurveda and Summarizing Important concepts	
1. Teacher will structure format for summary preparation. 2. Students will discuss the topic and present the summary in the form of written record or ppt to outline the structure, contents and to Summarize Important concepts from texts of Ashwayurveda	
Practical Training 16.4 Outlining the structure and contents of texts of Gajayurveda and Summarizing Important concepts	
1. Teacher will structure format for summary preparation. 2. Students will discuss the topic and present the summary in the form of written record or ppt to outline the structure, contents and to Summarize Important concepts from texts of Gajayurveda	
Experiential Learning Activity	
Experiential-Learning 16.1: Reviewing the research articles of Vrukshayurveda	
Students will search published research articles related to Vrukshayurveda and write an essay on the topic and submit.	
Experiential-Learning 16.2: Summarizing Important concepts from research articles of Gavayurveda and essay writing	
Students will search published research articles related to Gavayurveda and write an essay on the topic and submit	
Experiential-Learning 16.3: Summarize Important concepts from research articles of Ashwayurveda and essay writing	
Students will search published research articles related to Ashwayurveda and write an essay on the topic and submit	
Experiential-Learning 16.4: Summarizing Important concepts from research articles of Gajayurveda and essay writing	
Students will search published research articles related to Gajayurveda and write an essay on the topic and submit	
Modular Assessment	
Assessment	Hour
Instructions: <ul style="list-style-type: none"> Conduct a structured, modular assessment. 	2

<ul style="list-style-type: none"> • The total marks for the assessment will be 25 • Follow a clearly defined marking scheme. • Use different assessment methods for each module throughout the semester. • Maintain a record of the structured assessment pattern used. • Calculate the Modular Grade Point as per Table 6C. <p>Assessment Tasks:</p> <p>(1) Structured essay writing on any of the allied discipline (25 marks)</p> <p>Or</p> <p>Any of the practicals/ experiential learning (25 marks)</p>						
Module 17 : Writing skills and redaction						
<p>Module Learning Objectives (At the end of the module, the students should be able to)</p> <ol style="list-style-type: none"> 1. Explain methods of reviewing, editing, redaction 2. Demonstrate methods of editing, translation and computational tools for editing Ayurvedic texts 3. Compose new content with Ayurvedic material 4. Compose commentaries for given samples of textbook content 						
<p>Unit 1 Review process</p> <ol style="list-style-type: none"> 1. Methods of reviewing, revising and refining 2. Types of reviews 3. Methods of classical review process with reference to Shastrapareeksha <p>References: 14,20,50</p>						
3A Course Outcome	3B Learning Objective (At the end of the lecture/practical training /experiential	3C Notional learning Hours	3D Lecture/ Practical Training/	3E Domain/ Sub Domain	3F Level (Does/Sho ws	3G Teaching Learning Methods

	learning) session, the students should be able to)		Experiential Learning		how/Know s how/Know)	
CO5	Describe different types of review methods along with their peculiarities/purposes	1	Lecture	CAN	Knows-how	L&GD
CO5	Enlist and discuss different types of editions along with their peculiarities and Methods	2	Practical17.1	CE	Shows-how	PrBL,Mnt, D
CO5	Analyse different methods of translation	3	Experiential-Learning17.1	CAN	Shows-how	PL,FC,Mn t

Unit 2 Editing process & different types of Editions

1. Different methods of editing: Content editing, Structural editing, Copy editing, Line editing, Proof reading
2. Types of editions: Critical edition, Diplomatic edition, Eclectic edition, Annotated edition etc.
3. Evidence of editing in available prints of Samhitas

References: 14,50

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Sho ws how/Know s how/Know)	3G Teaching Learning Methods
CO5	Explain about different tools of editing, translation and transliteration	1	Lecture	CC	Knows-how	L&PPT ,L&GD
CO5	Apply available translation tools on given text to translate the text in suggested language	1	Practical17.2	PSY-ADT	Shows-how	SDL,PrBL
CO5	Perform the collation of given manuscript/text using appropriate digital collation techniques	1	Practical17.3	PSY-GUD	Shows-how	Mnt,PrBL, FC

CO5	Analyze the given example text of critical apparatus	3	Experiential-Learning17.2	PSY-MEC	Shows-how	L&GD,Mnt,DIS
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Unit 3 Redaction

1. Classical method of redaction
2. Evidence of redaction in available prints of Samhitas

References: 20

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO5	Describe computational techniques in Sanskrit	1	Lecture	CK	Knows-how	L&GD,L&PPT
CO5	Perform and analyse the given text using computational techniques	2	Practical17.4	PSY-GUD	Shows-how	PT,FC
CO5	Report the current researches on computational techniques in Sanskrit	2	Experiential-Learning17.3	CAN	Shows-how	SDL,TBL

Unit 4 Transliteration process

1. Methods of transliteration
2. Use of transliteration tools

References: 20

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential	3C Notional learning Hours	3D Lecture/ Practical Training/	3E Domain/ Sub Domain	3F Level (Does/Shows ws	3G Teaching Learning Methods
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	learning) session, the students should be able to)		Experiential Learning		how/Knows how/Knows	
CO5	Differentiate commentaries on the basis of Vyakhya, Bhashya, Tika, Tippani, Vritti, Vartika	1	Lecture	CAN	Knows-how	DIS,L&GD
CO5	Explore introductory portion of famous commentaries to see it conveys purpose, mangalacharana, details of self, family, guru, author and text, reference to earlier commentaries, and other relevant points.	2	Practical17.5	CS	Shows-how	LS
CO5	Compose simple commentary on selected verses of given text in Sanskrit	2	Experiential-Learning17.4	CS	Does	BS,TBL,PAL,SDL

Unit 5 Writing skills

1. Content creation
2. Composing new commentary

References: 14,50

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Knows)	3G Teaching Learning Methods
CO5	Explain the basics of content creation	1	Lecture	CK	Knows-how	DIS,L
CO5	Design the plan of content creation (Subject, title, Anubandha chatushtaya, sections, chapters, methodology etc) and create the contents as per prepared plan	2	Practical17.6	PSY-MEC	Shows-how	PL,FC

CO5	Prepare the appropriate plan and create contents on self-selected topic	3	Experiential-Learning17.5	CS	Shows-how	TPW,SDL
Practical Training Activity						
Practical Training 17.1 Types of editions						
<ol style="list-style-type: none"> 1. Teacher will summarise different types of editions such as critical edition, eclectic edition, annotated edition etc. and allot books pertaining to different editions available in Library 2. Students will explore the peculiarities of the edition analysing the available book, summarise and report. 						
Practical Training 17.2 Translating the text using translation tool						
<ol style="list-style-type: none"> 1. Teacher will suggest material for translation 2. Student will translate using available tools 						
Practical Training 17.3 Collation using digital collation techniques						
<ol style="list-style-type: none"> 1. Teacher will identify and allot manuscript/s 2. Student will collate using collation tool softwares 						
Practical Training 17.4 Processing and analysing the text using computational techniques						
<ol style="list-style-type: none"> 1. Teacher will introduce students to basic computational tools and techniques for Sanskrit, such as digital text repositories, searchable e-texts, and simple software for word analysis, concordance, and sandhi splitting. 2. Students will practice using these tools on selected Sanskrit passages, apply computational methods to identify patterns (like frequency of terms, synonyms, or grammatical forms), and present their observations in a brief report. 						
Practical Training 17.5 Analysing basic introductory portion of commentary in Sanskrit						
<ol style="list-style-type: none"> 1. Teacher will allot any famous commentary to the student 2. Student will read the introductory part of the commentary to identify purpose, mangalacharana, details of self, family, guru, author and text, reference to earlier commentaries, and other relevant points 						
Practical Training 17.6 Creating contents						

1. Teacher will guide the preparation of content plan 2. Student will design content plan on a relevant topic and prepare content accordingly	
Experiential Learning Activity	
Experiential-Learning 17.1: Methods of translation	
Students will analyse different methods of translation with suitable examples	
Experiential-Learning 17.2: Analysing critical apparatus	
Students will analyse the given example text of critical apparatus and present the observed formats and contents.	
Experiential-Learning 17.3: Current researches on computational techniques in Sanskrit	
Students will search the published research articles and present the summary.	
Experiential-Learning 17.4: Composing the commentary	
Students will write/compose the commentary on first five verses of given text in Sanskrit	
Experiential-Learning 17.5: Content creation on self-selected topic	
Students will select the topic for content creation themselves, prepare the complete plan and create the portion/chapter of original contents and submit.	
Modular Assessment	
Assessment	Hour
Instructions: <ul style="list-style-type: none"> • Conduct a structured, modular assessment. • The total marks for the assessment will be 25 marks • Follow a clearly defined marking scheme. • Use different assessment methods for each module throughout the semester. • Maintain a record of the structured assessment pattern used. • Calculate the Modular Grade Point as per Table 6C. 	2

Assessment Tasks:

(1) Edit the given content in Sanskrit, English or local language (25 marks)

Or

Compose a new commentary in Sanskrit, English or local language

Or

Any of the practical/experiential learning work done in the module (25 Marks)

Paper No : 3(Ayurveda Philosophy - Ayurveda-Darshana)**Semester No : 3****Module 18 : Sankhya Darshana****Module Learning Objectives**

(At the end of the module, the students should be able to)

1. Analyse the classification and aim of Darshana
2. Evaluate the principles of Sankhya Darshana in scientific light
3. Evaluate scope of application of Sankhya principles in Ayurveda

Unit 1 Fundamentals of Darshana

1. Darshana: the terminology
2. Darshana: Classification criteria based on Vedas and Pramana
3. Origin of Scientific thought in the background of Darshana

References: 1,6,7,8,9,10,11,25,51

3A Course Outcom e	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Analyse the definition, classification and aim of Darshana and compare it with contemporary philosophy	2	Lecture	CAN	Knows-how	L&PPT
CO1	Review the uniqueness of Darshana and evolution of scientific thought in the background of Darshana	3	Lecture	CE	Knows-how	L

Unit 2 Sankhya Darshana

1. Sankhyasutra: Authorship, antiquity and Time period
2. Satkaryavada
3. Srishtivikasa krama (Panchavimsati tatva)
4. Dualism and Trividha dukha
5. Purusha Sankhya

References: 1,6,7,8,9,10,11,51,203

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Review and analyse foundational theoretical framework of Sankhya Darshana, highlighting its role in shaping the metaphysical and psychological foundations of Indian philosophical thought.	3	Lecture	AFT- VAL	Knows-how	LS

Unit 3 Sankhya Karika

1. Sankhya Karika: Authorship, Structure and Composition
2. Detailed understanding of verses: 1, 2, 3, 4, 5, 6, 7, 9, 12, 13, 21, 22, 23, 24, 25, 26, 27, 28, 32, 33, 35, 40.

References: 1,6,7,8,9,10,11

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
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CO1	Describe authorship, structural framework, importance and specialties of Sankhya Karika	2	Lecture	CE	Knows-how	BL
CO1	Review and analyse Karikas in Sankhya Karika depicting Trividha dukha (Karika.1,2), Tatwavargeekarana (K.3), Trividha pramana (K.4-7), Satkaryavada (K.9), Triguna (12,13), Purusha bahutwa (17,18), Prakriti (21), Srishtiprakriya (22-25), Indriya (26-28), Trayodasha karana (32-35) along with relevant commentaries	10	Experiential-Learning18.1	PSY-ADT	Shows-how	TBL,BS
CO1	Compare the verses of Sankhya Karika with corresponding areas in Brihat-trayee	5	Practical18.1	CAN	Shows-how	SDL

Unit 4 Application of Sankhya principles in Ayurveda

1. Sankhya principles directly adopted in Ayurveda
2. Application of Sankhya principles like Satkaryavada, Triguna, Tridukha, Indriya in Ayurveda.

References:

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Demonstrate the application of Chaturvimshati Tattva of Sankhya in Ayurveda	6	Experiential-Learning18.2	PSY-GUD	Shows-how	TBL
CO1	Evaluate the impact of Sankhya Darshana on Ayurveda with special reference to Satkaryavada	10	Experiential-Learning18.3	PSY-GUD	Knows-how	BS
CO1	Demonstrate clinical utility of Satkaryavada theory	5	Practical18.2	CE	Shows-how	CD

CO1	Assess triguna disposition of subjects through structured questionnaire	5	Practical18.3	PSY-GUD	Shows-how	PBL
CO1	Analyse Trividha dukkha in clinical scenario	5	Practical18.4	PSY-MEC	Knows-how	PAL
Practical Training Activity						
Practical Training 18.1 Sankhyakarika Vis A Vis Brihat-trayee						
<ol style="list-style-type: none"> 1. Teacher will identify topics such as Triguna, Panchavimsati tatwa etc. where Sankhyakarika are comparable with areas in Brihat trayee and allot to students 2. Students will analyse and compare to find out similarities and dissimilarities, and prepare report 						
Practical Training 18.2 Clinical utility of Satkaryavada						
<ol style="list-style-type: none"> 1. Teacher will allot 3-5 cases to each student and explain what to analyse in patients. The analysis will be based on how Nidana-lakshana sambandha, chikitsa-phala sambandha follows Satkarya vada 2. Students will observe cases, analyse case sheets and justify Satkarya in samprapti and chikitsa 						
Practical Training 18.3 Triguna assessment in individuals						
<ol style="list-style-type: none"> 1. Teacher will identify suitable questionnaire for Triguna assessment and guide students on applying the tool 2. Students will assess Triguna in at least 10 volunteers and make report 						
Practical Training 18.4 Trividha dukha: clinical mapping						
<ol style="list-style-type: none"> 1. Teacher will allot 3-5 chronic cases to each student. 2. Student will identify role of Trividha dukkha in the selected cases. 						
Experiential Learning Activity						
Experiential-Learning 18.1: Exposition of Sankhyakarika						
Read, interpret Karikas, conduct peer led discussions and summarise the findings on causality, ontology, epistemology, and the role of Purusha-Prakriti dualism in understanding existence and suffering.						
Experiential-Learning 18.2: Application of the elements of Sankhya Darshana in Ayurveda						

Divide tatwas (Atma, Buddhi, Ahankara, Manas, Indriya, Manas) among students, let them explore each, finally come up for a discussion to discuss them in sequence of Srishtiprakriya in relevance to the same concepts in Ayurveda such as Shareera rachana, Shareerakriya, perception and cognition, Dosha-dhatu-mala, samprapti and diagnosis. Prepare reflective note.

Experiential-Learning 18.3: Ayurveda and Sankhya Darshana in reference to Satkaryavada

Students will analyze the influence of Satkaryavada and Parinamavada from Sankhya darshana on various domains of Ayurveda, such as disease causation, dhatuparinama, pharmacodynamics, karya-karana siddhanta, samprapti construction, or therapeutic planning. Summarise and discuss the findings with reflective note.

Modular Assessment

Assessment	Hour
<p>Instructions:</p> <p>Conduct a structured, modular assessment. The total marks for the assessment will be 50 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p> <ol style="list-style-type: none"> 1. Preparation of learning resources to teach Sankhyadarshana to beginner Students of Ayurveda (25 marks) Or Any practical assessed for 25 marks 2. Application Based Long Essay on relevance of Sanskhyadarshana in Ayurveda (25 marks) or any experiential learning assessed for 25 marks 	4

Module 19 : Yoga Darshana

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Evaluate the principles of Yoga Darshana in scientific light
2. Analyse scope of application of Yoga principles in Ayurveda
3. Compare Yogadarshana and Sankhyadarshana

Unit 1 Fundamentals of Yoga Darshana

1. Authorship and Structure
2. Composition of Yoga Sutra
3. Compariosn of Yogadarshana with Sankhya darshana

References: 1,6,7,8,9,10,38

3A Course Outcom e	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Review the evolution of Yoga system, authorship, structure and gross content of Yoga Sutra and other literary sources of Yoga	4	Lecture	CAN	Knows-how	L&PPT
CO1	Compare Yogadarshana and Sankhyadarshana	2	Lecture	CAP	Knows-how	BS,L&GD

Unit 2 Patanjala Yoga Sutra

1. Samadhi Pada- Sutra 1,2,6,7,12,30,33
2. Sadhana Pada – Sutra 1,28,29,30,32,46,49,54
3. Vibhuti Pada-Sutra 1,2,3
4. Kaivalya Pada –Sutra 1

References: 1,6,7,8,9,10,38

3A Course Outcom e	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Assemble and interpret Sutras in Yogasutra which explain definition of Yoga	10	Practical19.1	PSY-GUD	Shows-how	SDL,REC,DIS,LS

	(Samadhipada.2), Chittavritti (Samadhi 6-11), method of chittavritti nirodha (Samadhi.12), Samprajnata/asamprajnata samadhi (17,18), Antaraya (30), chittaprasadana (33), Kriyayoga (Sadhanapada1,2), Panchaklesha (Sadhana 3-9), explanation of Ashtangayoga (Sadhana 29,30,32,46,47,49,54, Vibhuti 1,2,3) and Yogasiddhi (Kaivalya 1)					
CO1	Review and evaluate the Ashtanga Yoga description in Yoga Sutra in the background of contemporary practices	2	Lecture	CE	Knows-how	L&PPT
CO1	Interpret the Sutras with the help of Vrittis and Vyakhyanas	5	Experiential-Learning19.1	PSY-ORG	Shows-how	TBL,SDL
CO1	Analyse the role of Panchaklesha in contemporary lifestyle	6	Experiential-Learning19.2	PSY-MEC	Shows-how	TBL,SDL

Unit 3 Application of Yoga principles in Ayurveda

1. Influence of Yoga principles in Ayurveda
2. Current trends in Yoga
3. Similarity in contemporary science

References: 1,6,7,8,9,10,11,38,186

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Analyse and interpret later developments, current trends and research leads in the field of Yoga	10	Practical19.2	CAN	Shows-how	JC,D,LS
CO1	Discuss the impact of Yoga Darshana on Ayurveda in contemporary era	2	Lecture	CE	Knows-how	L&GD

CO1	Analyse public perceptions on Yoga and its principles	10	Experiential-Learning19.3	PSY-SET	Shows-how	PrBL
CO1	Collate and interpret similarity of Yogadarshana with contemporary science	5	Experiential-Learning19.4	CAN	Knows-how	TBL,JC,BS
Practical Training Activity						
Practical Training 19.1 Exposition of Yogasutra						
<ol style="list-style-type: none"> 1. Teacher will allot specific sutras to students with introduction 2. Students will read the original Sanskrit Sutra-s followed by understanding its word meaning, and overall meaning with the aid of commentaries and available explanations. Prepare descriptive summary of those sutras/topics, make discussions and reflect. 						
Practical Training 19.2 Current trends in Yoga						
<ol style="list-style-type: none"> 1. Teacher will guide students to visit Yoga centers, meet genuine Yoga masters 2. Students will interact with experts, observe Yoga sessions and collect information on how Yoga is adapted in modern contexts. Relate the observations with recent research outputs. 						
Experiential Learning Activity						
Experiential-Learning 19.1: Interpreting Yogasutras with the help of Vrittis and Vyakhyanas						
Students will prepare summary of 4-5 sutras (from the list given above), after reading Vrittis and Vyakhyanas.						
Experiential-Learning 19.2: Panchaklesa in current lifestyle						
Students will analyse lifestyle in current era to identify role of Panchaklesa.						
Experiential-Learning 19.3: Survey on public perception of Yoga						
Students will prepare a simple KAP questionnaire and conduct survey among people (minimum 10) of different walks and document the observations.						
Experiential-Learning 19.4: Yogadarshana: Similarity in contemporary science						

Students will explore key principles of Yogadarshana-such as the concepts of Chittavritti, Ahstangayoga, , Kleshas, and Samadhi and identify their similarity in fields such as neuroscience, psychology, cognitive science, behavior therapy, and mindfulness research. Report, discuss and reflect.

Modular Assessment

Assessment	Hour
<p>Assessment Instructions:</p> <p>Conduct a structured, modular assessment. The total marks for the assessment will be 50 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p> <ol style="list-style-type: none"> 1. Reciting and explaining importance Sutras from Yogasutra (25 marks) Or Any practical assessed for 25 marks 2. Group discussion on current significance of Yoga (25 marks) or any experiential learning assessed for 25 marks 	4

Semester No : 4

Module 20 : Nyaya Darshana

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Analyse the foundational concepts of Nyaya Darshana
2. Identify influence of Nyayadasrhana in Ayurveda
3. Justify the significance of Nyaya-Vaisheshika integration

Unit 1 Fundamentals of Nyaya Darshana

1. Literary sources and authors in Nyayadarshana
2. Nyaya as Samanatantra of Vaiseshika
3. Shodasha tatwa of Nyaya

References: 1,6,7,8,9,10,36

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Discuss Nyayadarshana as counterpart of Vaiseshikadarshana	1	Lecture	CC	Knows-how	L&GD
CO1	Analyse sixteen tatwas of Nyayadarshana	2	Lecture	CAN	Knows-how	L&PPT
CO1	Demonstrate the difference of the term 'Nyaya' in context of Darshana and Shastriya Nyaya	5	Practical20.1	CAN	Knows-how	C_L,DIS
CO1	Identify literary sources of Nyayadarshana and authorhsip, structure and antiquity of Nyayasutra	1	Lecture	CC	Knows-how	L&GD

Unit 2 Pramana Vijnana

1. Description of Chaturvidha Pramana
2. Anumana pramana in research and clinical applications

References: 1,6,7,8,9,10,36,51

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
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CO1,CO3,CO4	Assess clinical utility of Anumana and related concepts	10	Practical20.2	PSY-GUD	Shows-how	DIS,PBL,CBL
CO1	Evaluate utility of Chaturvidha pramana	1	Lecture	CC	Knows-how	DIS

Unit 3 Navya Nyaya

1. Navya Nyaya: Formation and literature
2. Asatkaryavada and Pitharapakavada
3. Other pramana such as Arthapatti, Sambhav, Anupalabdhi, Cheshta, Parishesha, Aitihya

References: 1,6,7,8,9,10,11,51,52,222

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Discuss the influence of Anumana on other pramanas	2	Lecture	CC	Knows-how	BS,DIS
CO1	Apply anumanapramana and hetwabahasa in the context of research	6	Experiential-Learning20.1	CAN	Shows-how	JC,BS
CO1	Differentiate Asatkaryavada from Satkaryavada	5	Experiential-Learning20.2	PSY-GUD	Shows-how	CBL,D,BS
CO1,CO3,CO4	Discuss the role of hetvabhasa in misleading diagnosis	5	Practical20.3	AFT-SET	Shows-how	CBL,CD,BS,DIS
CO1	Identify Ayurvedic concepts supporting Asatkaryavada	5	Experiential-Learning20.3	CE	Shows-how	PBL

Unit 4 Application of Nyaya principles in Ayurveda

1. Application Asatkaryavada and Pitharapaka
2. Application of Anumana and its different aspects in Ayurveda

3. Applied aspects of Nyayadarshana

References: 1,6,7,8,9,10,36

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Evaluate the significance of Asatkaryavada and Pitharapakavada in Ayurveda	3	Lecture	CAN	Knows-how	DIS,BS
CO1	Compare and establish similarity of Nyayadarshana with contemporary sciences	10	Experiential-Learning20.4	PSY-GUD	Shows-how	DIS,D

Practical Training Activity

Practical Training 20.1 Differentiate the Nyaya darshana from Shastriya Nyaya

1. Teacher will introduce the term Nyaya in different context such as Nyaya darshana, Nyaya for illustrative purpose, Shastriya nyaya etc.
2. Students will analyse and present their perspective, make report

Practical Training 20.2 Clinical utility of Anumana

1. Teacher will demonstrate the use of technical steps in Anumana such as fixing Paksha, considering Hetu, reaching in Paramarsha, establishing Sadhya, strength of Vyapti, importance of Sapaksha & Vipaksha, chances of Hetwabhasa, methods to overcome Hetwabhasa etc. in case taking
2. Students will identify the suggested steps in minimum 5 cases, present the observations, in Panchavayava format.

Practical Training 20.3 Hetwabhasa in misleading diagnosis

1. Teacher will discuss how different types of hetwabhasa lead to misleading diagnosis.
2. Students will conduct discussions with at least two clinicians about their experience in mis diagnosing cases, due to improper application of hetus/evidences

Experiential Learning Activity	
Experiential-Learning 20.1: Anumana pramana in research	
Students will select minimum three research articles to analyse how much the process of Anumana is justified in the same by considering Paksha, Sadhya, and Hetu. Identify Hetwabhasa if any and justify the reason. Assess how much the report comply with Panchavayava vakya.	
Experiential-Learning 20.2: Asatkaryavada Vs. Satkaryavada	
Students will consider the process of digestion and identify how much Satkarya and Asatkarya are relevant in the process.	
Experiential-Learning 20.3: Asatkaryavada in Ayurveda	
Students will explore Ayurvedic theories in Dravyaguna, Roganidana, and Chikitsa to analyze how certain outcomes are different from the contributing agents as explained in Vikriti-vishama-samavaya, Prabhava, Vichitra-pratyaya-arabdha, Viruddha ahara, Samskara etc. Students will document their findings with examples from classical texts and clinical practice, present their interpretations and reflect.	
Experiential-Learning 20.4: Nyayadarshana: critical understanding	
Students will compare different concepts in Nyayadarshana such as Pramana, Anumana, Tarka, Vyapti, and Hetwabhasa, to see correspondence with current scientific reasoning. Asatkarya vada can be compared with modern scientific approaches to causation, emergence, and experimental observation. Analyze Pitharapakavada, in digestion, biochemical processing, or organ-level function in systems biology. Summarise the findings and reflect.	
Modular Assessment	
Assessment	Hour
<p>Assessment Instructions:</p> <p>Conduct a structured, modular assessment. The total marks for the assessment will be 50 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p> <p>1. Apply the process of Anumana in clinical diagnosis or research process (25 marks) Or Any practical assessed for 25 marks</p>	4

2. Application Based Long Essay on relevant topics related to Nyaya (25 marks) or any experiential learning assessed for 25 marks	
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Module 21 : Vaisheshika Darshana

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Analyse the core principles of Vaisheshika darshana
2. Evaluate the application of Vaisheshika concepts Ayurveda
3. Map similarity between Vaisheshika darshana and contemporary scientific frameworks

Unit 1 Fundamentals of Vaisheshika Darshana

1. Vaiseshika Sutra: Authorship, Structure, Importance and antiquity
2. Principles of Vaisheshika Darshana with special reference to Shad Padartha
3. Paramanuvada, Arambhavada and Pilupakavada
4. Concept of Padartha and pramana as per Vaiseshikasutra

References: 1,6,7,8,9,10,11,12,37

3A Course Outcom e	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Discuss authorship, antiquity, importance and structure of Vaiseshikasutra	3	Lecture	CE	Knows-how	L&GD,L,L&PPT
CO1	Review and interpret sutras explaining Padartha, Dravya, Guna, Karma etc. in Vaiseshikasutra	10	Experiential-Learning21.1	CAN	Shows-how	BL,DIS
CO1	Compare and contrast concept of Samanya-Vishesha in Vaisheshika and Ayurveda	6	Practical21.1	CAN	Shows-how	DIS

CO1	Analyse Paramanuvada, Arambhavada and Peelupakavada as per Vaiseshika	5	Experiential-Learning21.2	AFT-RES	Shows-how	REC
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Unit 2 Padarthadharmasamgraha and Tarka Samgraha

1. Description of Shad Padartha in Padarthadharmasamgraha Bhashya
2. Different views on padartha and pramana as per Tarka Samgrah and Saptapadarthi

References: 1,6,7,8,9,10,37,52

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Interpret and appraise Sapta Padartha as described in Tarka samgraha	3	Lecture	CAN	Knows-how	L&GD,BL,DIS
CO1	Read and interpret Tarkasangraha in the background of Nyaya and Vaiseshika sutras	5	Experiential-Learning21.3	PSY-GUD	Shows-how	DIS,PL,BS
CO1	Analyse Padartha on the basis of Padarthadharma sangraha	4	Practical21.2	AFT-RES	Shows-how	TBL

Unit 3 Application of principles of Vaisheshika in Ayurveda

1. Application of Asatkaryavada, Paramanuvada and Padartha in Ayurveda

References: 1

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
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CO1,CO 2	Compile the impact of Vaisheshika principles on development of Basic Principles of Ayurveda	4	Lecture	CS	Knows-how	L&PPT ,DIS
CO1	Compare and establish similarity of Vaiseshikadarshana with contemporary science	6	Experiential-Learning21.4	PSY-ORG	Does	ML,DIS,C_L
CO1	Compare and contrast Dravya, Guna and Karma as per Vaiseshika system and Ayurveda	4	Practical21.3	AFT-VAL	Shows-how	DIS
CO1	Compare and contrast concepts of Samanya, Vishesha and Samavaya in Ayurveda and Vaiseshika system	6	Practical21.4	CAN	Shows-how	PAL,FC

Practical Training Activity

Practical Training 21.1 Samanya-Vishesha Siddhanta in Ayurveda

1. Teacher will discuss on the original descriptions of Samnya and Vishesha in Vaiseshika
2. Students will compare the definitions and descriptions in Ayurveda and summarise the observations in tabbular form.

Practical Training 21.2 Padartha as per Padarthadharma sangraha

1. Teacher will select areas from Padarthadharmanasangraha, which explains Shadpadartha and allot among students.
2. Students will read, comprehend and report the interpretations, analysing the contributions from the text.

Practical Training 21.3 Drvaya, Guna Karma in Ayurveda and Vaiseshika

1. Teacher will allot Dravya, Guna and Karma among students
2. Students will compare the allotted topic in Ayurveda and Vaiseshika, and make report

Practical Training 21.4 Samanya, Vishesha and Samavaya in Ayurveda and Vaiseshika system

1. Teacher will allot one each topic to students/groups
2. Students will compare the allotted topic in Ayurveda and Vaiseshika darshana and make report

Experiential Learning Activity

Experiential-Learning 21.1: Exposition of Vaiseshikasutra

Students will read, comprehend and analyse sutras related to Dravya, Guṇa, Karma, Samanya, Vishesha, and Samavaya, such as Chapter 1 (Ahnika 1 & 2) – Complete, Chapter 2, Ahnika 1- Sutra No. 1,2,3,4,5,11,12, Chapter 2, Ahnika 2- Sutra No. 2,4,5,6,9,10,14,17, 20, 31, Chapter 3, Ahnika 2- Sutra No. 1, 3, 8, Chapter 4, Ahnika 1- Sutra No. 1,3, Chapter 5, Ahnika 1- Sutra No. 7, 8,9,10,18, Chapter 5, Ahnika 2- Sutra No. 3,13,21, 24, Chapter 7, Ahnika – 1 Sutra No. 1,4,5,6,20, 22, 23, Chapter 7, Ahnika – 2 Sutra No. 9, 26, Chapter 9, Ahnika – 1 Sutra No. 1,2,3,4, Chapter 9, Ahnika – 2 Sutra No. 6, 7. Make reflective notes and summary.	
Experiential-Learning 21.2: Group Discussion on Paramanuvada, Arambhavada and Peelupakavada	
Conduct group discussion on contemporary importance of Vsiseshika concepts like Arambhavada Paramanu vada, and Peelupaka.	
Experiential-Learning 21.3: Exposition of Tarka Samgraha	
Students will read and interpret all the verses in Tarkasangraha, along with analysing how they represent Nyaya-Viseshika systems together. Make reflections and report.	
Experiential-Learning 21.4: Vaiseshika in the background of contemporary science	
Students will explore core principles of Vaisheshika Darshana-such as the classification of reality into padarthas the concept of atomism, cause-effect relationships (asatkaryavada), and the theory of transformation (pitharapaka). Make comparison with substance theory in chemistry, quantum particles in physics, properties and actions in material science, or category theory in logic and ontology. Prepare brief presentations and reflect.	
Modular Assessment	
Assessment	Hour
<p>Assessment Instructions:</p> <p>Conduct a structured, modular assessment. The total marks for the assessment will be 50 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p> <p>1. Reciting, explaining, interpreting selected portions of Vaiseshikasutra or Tarkasangraha (25 marks)</p>	4

<p>Or</p> <p>Any practical assessed for 25 marks</p> <p>2. Application Based Long Essay on importance of Vaiseshikadarhana in Ayurveda (25 marks)</p> <p>or</p> <p>any experiential learning assessed for 25 marks</p>	
Semester No : 5	
Module 22 : Mimamsa and Vedanta Darshana	
<p>Module Learning Objectives (At the end of the module, the students should be able to)</p> <ol style="list-style-type: none"> 1. Analyse the principles of Meemamsa and Vedanta Darshana 2. Evaluate significance of Meemasa-Vedanta principles in Ayurveda 	
<p>Unit 1 Fundamentals of Mimamsa and Vedanta Darshana</p> <ol style="list-style-type: none"> 1. Literature of Meemamsa and Vedanta : Authorship and antiquity 2. Different schools of Meemamsa and Vedanta 3. Important Principles and Vadas in Meemamsa and Vedanta 4. Karma, Dharma, Purushartha in Meemamsa 5. Vivartavada, Srushtivikaskrama and Panchaekarana in Vedanta <p>References: 1,6,7,8,9,10,43</p>	

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Discuss literature tradition of Mimamsa and Vedanta	3	Lecture	CE	Knows-how	L&PPT ,L
CO1	Interpret important Tatwas of Meemamsa and Vedanta	3	Lecture	CE	Knows-how	L&PPT ,L,L_VC
CO1	Distinguish different schools fo Meemamsa and Vedanta with their literature	4	Lecture	CS	Knows-how	L,L&PPT ,DIS
CO1	Analyze the application of Dharma and Purushartha in contemporary life	10	Experiential-Learning22.1	AFT-VAL	Shows-how	TPW,BS,DIS,C_L

Unit 2 Application of principles of Mimamsa and Vedanta Darshana in Ayurveda

1. Influence of principles of Mimamsa and Vedanta Darshana in Ayurveda
2. Critical understanding of Meemamsa and Vedanta

References: 1,6,7,8,9,10,11,43

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Interpret the importance of Panchaekarana in Ayurveda	10	Experiential-Learning22.2	PSY-MEC	Shows-how	DIS,BL
CO1	Develop learning materials depicting principles of Vedanta and Meemamsa	6	Experiential-Learning22.3	PSY-GUD	Shows-how	FV,PrBL

CO1	Outline the interaction between Meemamsa and Ayurveda	5	Practical22.1	AFT-REC	Shows-how	BS,IBL
CO1	Analyse Vivartavada and its importance in Ayurveda	5	Practical22.2	AFT-RES	Knows-how	PL,TBL
CO1	Analyse the importance of Meemamsa significance of Karma in the context of disease causation in Ayurveda	5	Practical22.3	AFT-SET	Does	PER
CO1	Compare and establish similarity of Vedanta and Meemamsa with contemporary science	5	Practical22.4	AFT-RES	Knows-how	DIS,BS

Practical Training Activity

Practical Training 22.1 Meemamsa and Ayurveda

1. Teacher will brief on specific aspects of Meemamsa such as artha-vyavastha, apurva, karma shabda pramana, and vidhi-nishedha (prescriptive-prohibitive rules)
2. Students will explore how they are important in Ayurveda and make reflections and report.

Practical Training 22.2 Vivartavada in Ayurveda

1. Teacher will explain Vivartavada
2. Students will identify Vivartas (illusions) in symptomatology of Unmada in the form of illusions, delusions and hallucinations.

Practical Training 22.3 Karma and Ayurveda

1. Teacher will suggest areas where the Meemamsa concept of Karma is relevant in Ayurveda
2. Students will analyse and make report based on that, especially in the context of diseases

Practical Training 22.4 Vedanata, Meemamsa and contemporary science

1. Teacher will enlist the principles and allot among students
2. Students will compare these with modern scientific discussions in fields such as neuroscience, consciousness studies, quantum theory, systems biology, ethics, behavioural science, and philosophy of mind and reflect.

Experiential Learning Activity	
Experiential-Learning 22.1: Dharma and Purushartha in contemporary life	
Students will collect concepts related to Karma, Dharma and Purushartha and analyse them in relation to purpose and meaningfulness in contemporary life. Can interact with people with an interview guide prepared based on the said concepts, and reflect on the observations.	
Experiential-Learning 22.2: Panchekarana as per Vedanta	
Students will analyse the Panchekarana and reflect on the importance in Ayurveda.	
Experiential-Learning 22.3: Learning materials to depict Meemamsa and Vedanta	
Students will develop creative and educational materials that effectively convey the key principles of Vedanta and Meemamsa to diverse audiences.	
Modular Assessment	
Assessment	Hour
<p>Assessment Instructions:</p> <p>Conduct a structured, modular assessment. The total marks for the assessment will be 50 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p> <ol style="list-style-type: none"> 1. Group discussion/debate on influence of Meemamsa and Vedanta on Ayurveda (25 marks) Or Any practical assessed for 25 marks 2. Application Based Long Essay on contemporary relevance of Vedanta and Meemamsa (25 marks) or any experiential learning assessed for 25 marks 	4
Module 23 : Charvak, Bauddha and Jain Darshana	

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Analyze the core principles of Charvaka, Jaina, and Bauddha Darshanas
2. Evaluate interaction of Charvaka, Jaina, and Bauddha philosophical principles in the development of Ayurvedic thought, practices, and ethics
3. Map similarity of Charvaka, Jaina, and Bauddha with contemporary science

Unit 1 Charvak Darshana

1. Avidikata/Nastikata of Charvaka-Bauddha-Jaina darshanas
2. Charvak Darshana: Nomenclature, Authorship and antiquity
3. Main Principles of Charvaka Darshana
4. Refutation of Anumana and Shabda Pramana
5. Svabhavavada and Bhutachaitanyavada

References: 1,6,7,8,9,10,11

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Evaluate important principles of Charvaka Darshana	2	Lecture	CE	Knows-how	L&PPT ,L_VC,L
CO1,CO 2	Justify Avidikata and Nastikata of Charvak, Bauddha and Jain Darshanas	5	Experiential-Learning23.1	PSY-MEC	Shows-how	PrBL
CO1	Explain nomenclature, importance of Charvaka Darshana and literature related to it	1	Lecture	CC	Knows-how	FC

CO1	Analyse Swabhavavada, Bhutachaitanya vada, Pratyakshapramana Vada and arguments against Shabdapramana	5	Experiential-Learning23.2	CE	Shows-how	LS,PER,PL
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Unit 2 Bauddha Darshana

1. Bauddha Darshana: Authorship and antiquity
2. Main Principles of Bauddha Darshana
3. Arthakriyakaritra
4. Kshanabhanguravada
5. Pratityasamutpada

References: 1,6,7,8,9,10,11,44

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Evaluate the important principles of Bauddha Darshana such as Kshanabhanguravada, Arthakaritavada, Pratityasamutpada, Sunyavada and Madhyamika vada	2	Lecture	CE	Knows-how	DIS,BS
CO1	Identify literature tradition, various schools and propoagation of Bauddha darshana over centuries	2	Lecture	CAN	Knows-how	L&GD,BS

Unit 3 Jain Darshana

1. Jain Darshana: Authorship and antiquity
2. Main Principles of Jain Darshana

3. Triratna, Syadvada ,Anekantavada and Saptabhangi Nyaya

References: 1,6,7,8,9,10

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Trace the literary tradition and evolution of Jaina darshana	1	Lecture	CE	Shows-how	BS,L,L&GD
CO1	Analyse the principles of Jainadarshana such as Anekanta vada, Syad vada, Triratna and ethical guidelines	2	Lecture	CAN	Knows-how	L&GD

Unit 4 Application in Ayurveda

1. Interaction of Charvak-Bauddha-Jaina Darshanas in Ayurveda
2. Bauddha-Jaina basis of social health and ethics in Ayurveda
3. Critical understanding of Charvak-Bauddha-Jaina

References: 1,6,7,8,9,10,11

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1	Justify the interaction of Kshanabhanguravada in Ayurveda	5	Practical23.1	AFT- VAL	Shows-how	CBL
CO1	Evaluate the importance of Charvak Darshana in Ayurveda	4	Practical23.2	AFT- VAL	Shows-how	BS,DIS

CO1,CO2,CO5	Map similarity of principles in Bauddha darshana and Jaina darshana with contemporary science	5	Experiential-Learning23.3	PSY-ORG	Shows-how	BS,FV
CO1,CO2,CO5	Outline influence of Bauddha-Jaina systems on ethical principles, social health determinants, medical professionalism	5	Experiential-Learning23.4	PSY-ORG	Shows-how	SY,BS,DIS,BL
CO1	Map similarity of Charvakadarshana with contemporary science	6	Experiential-Learning23.5	CE	Shows-how	BS,FC
CO1	Justify the interaction of Pratityasamutpada in Ayurveda	5	Practical23.3	CE	Shows-how	FC
CO1	Analyse the significance of Jaina Darshana in Ayurveda	6	Practical23.4	CAN	Shows-how	FC,DIS

Practical Training Activity

Practical Training 23.1 Application of Kshanabhanguravada of Bauddha darshana in Ayurveda

1. Teacher will identify areas where Kshanabhanguravada is relevant such as conept of Swabhavoparama Vada, Nidanaparivarjana, defintioon of Shareera, and refutation of such Vada in Katidhapurusheeya.
2. Students will analyse the given aspects and make report.

Practical Training 23.2 Importance of Charvaka in Ayurveda

1. Teacher will select significant aspects such as importance of Swabhava, significance of Pratyaksha (observations), and reflection of Chaturbhuta concept in the context of Ativahika purusha.
2. Students will analyse the suggested aspects in the background of Charvaka Darshana and make report

Practical Training 23.3 Pratityasamutpada in Ayurveda

1. Teacher will identify areas where Pratityasamutpada is important in Ayurveda such as multiple dependent causative factors in the development of diseases and the concept of Vikara-vighata-bhava-abhava as a reflection of Pratityasamutpada
2. Students will analyse the suggested topics in the background of Pratityasamutpada and make report.

Practical Training 23.4 Significance of Jaina Darshana in Ayurveda

1. Teacher will suggest areas like Anekantavada, Syadvada which are applied in Ayurveda. 2. Students will analyse the suggested topics and report	
Experiential Learning Activity	
Experiential-Learning 23.1: Avidikata of Charvaka, Bauddha and Jain Darshana	
Students will analyse the gross nature of the three Darshanas and justify how and why they are included in the category of Avidika and Nastika group, by comparing them with major trends in Astika Darshanas. Make report and reflect.	
Experiential-Learning 23.2: Swabhavavada, Bhutachaitanya vada and refutation of Shabdapramana	
Students will critically examine key principles of the Charvaka Darshana, specifically Swabhavavada (naturalism), Bhutachaitanyavada (consciousness as an emergent property of matter), and its rejection of Shabda (verbal testimony) as valid knowledge. Make report and reflect.	
Experiential-Learning 23.3: Critical understanding of Bauddha darshana	
Students will critically explore key principles from Bauddha and Jaina Darshanas-such as Pratityasamutpada (dependent origination), Kshanabhangavada (momentariness), and Syadvada (conditional predication)-and map their similarity with contemporary scientific frameworks.	
Experiential-Learning 23.4: Bauddha-Jain influence on ethical medical practice	
Students will explore how ethical teachings from Bauddha and Jaina Darshanas-such as non-violence (ahimsa), compassion, empathy, self-restraint, and truthfulness-influence concepts of social health, professional conduct, and ethical care in medical practice.	
Experiential-Learning 23.5: Critical understanding of Charvaka	
Students will explore the foundational ideas of Charvaka Darshana, and will map these ideas onto modern scientific frameworks such as empirical science, reductionism, logical positivism, materialist neuroscience, and naturalistic theories of life and consciousness.	
Modular Assessment	
Assessment	Hour
Assessment Instructions: Conduct a structured, modular assessment. The total marks for the assessment will be 50 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module	4

<p>throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p> <p>1. Debate on Avidikata/Nastikata of Charvaka-Bauddha-Jaina Darshanas (25 marks) Or</p> <p>Any practical assessed for 25 marks</p> <p>2. Application Based Long Essay on interaction of Bauddha/Jaina/Charvaka Darshana with Ayurveda (25 marks) or any experiential learning assessed for 25 marks</p>						
Semester No : 6						
Module 24 : Ayurveda- A Svatantra Darshana						
<p>Module Learning Objectives (At the end of the module, the students should be able to)</p> <p>1. Justify Ayurveda as an independent Darshana 2. Evaluate uniqueness of Ayurveda as a practical philosophy</p>						
<p>Unit 1 Uniqueness of Ayurveda</p> <p>1. Ayurveda as a swatantradarshana 2. Uniqueness of Ayurveda as an independent Darshana</p> <p>References: 186</p>						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods

			Experiential Learning			
CO1,CO2,CO5,CO6	Determine the relationship of Ayurveda and Darshana	3	Lecture	CE	Knows-how	DIS,L,PER,L&PPT ,BS
CO1,CO2	Discuss the Ayurveda as a Swatantra Darshana	8	Practical24.1	AFT-RES	Shows-how	PER,BS,DIS

Unit 2 Unique Ayurveda principles

1. Mokshopaya
2. Niyata-Aniyata Ayu Vichara
3. Kala-Akala Mrityu Vichara
4. Yukti Pareeksha

References: 2,60

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO5,CO6	Appraise the principles unique to Ayurveda such as Mokshopaya, Niyata-Aniyata Ayu Vichara and Kala-Akala Mrityu Vichara	3	Lecture	CE	Knows-how	L_VC,L,L&PPT
CO1,CO2	Prepare a chart on Kala-Akala Mrityu Vichara	6	Experiential-Learning24.1	PSY-ORG	Shows-how	C_L,IBL,ML
CO1,CO2	Justify importance of Yuktipramana in Ayurveda	10	Experiential-Learning24.2	AFT-RES	Shows-how	BS

Unit 3 Ethics in Ayurveda

1. Evolution of Medical ethics in Ayurveda and comparison with the Clinical Ethics, Research ethics

2. Ayurveda: from pure philosophy to practical philosophy

References: 2

3A Course Outcom e	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO 2,CO5,C O6,CO7	Examine the principles of ethics enshrined in the major classical texts of Ayurveda	4	Lecture	CAN	Knows-how	BS,L&GD,D,DIS,L
CO1,CO 2	Compile and interpret verses from the Brihat- trayee that reflect the philosophical dimensions of life, including themes of interconnectedness with nature, the purpose of life, empathy, compassion, and the holistic vision of health beyond mere treatment.	6	Practical24.2	AFT- VAL	Shows-how	DIS,BL,BS
CO1,CO 2	Analyse public perceptions on medical ethics in the background of Ayurveda	6	Practical24.3	AFT- REC	Shows-how	C_L,BS,DIS
CO1,CO 2,CO5	Review the transition of Ayurveda from a pure philosophy to a practical philosophy	10	Experiential- Learning24.3	PSY- GUD	Shows-how	CBL

Practical Training Activity

Practical Training 24.1 Ayurveda as a Swatantra Darshana

1. Teacher will explain the primary features through which a system of knowledge is designated as Darshana such as (1) addressing fundamental questions about life, existence, body, consciousness, health, and disease, and (2) offering a comprehensive and self-sufficient path for the removal of suffering (dukha nivritti) through its own measures.
2. Students will begin by identifying justifications on how Ayurveda satisfy the above conditions. Summarise the findings and prepare report.

Practical Training 24.2 Compilation on Philosophical dimension of Life

<ol style="list-style-type: none"> 1. Teacher will suggest textual references containing philosophical dimensions of life, including themes of interconnectedness with nature, the purpose of life, empathy, compassion, and the holistic vision of health beyond mere treatment. 2. Students will compile and make report 	
Practical Training 24.3 Public perception on Medical Ethics	
<ol style="list-style-type: none"> 1. Teacher will guide to prepare questionnaire for data collection regarding public perception on ethics in medical practice, based on relevant Ayurvedic concepts 2. Students will collect data from at least five persons based on the questionnaire. Make a report. 	
Experiential Learning Activity	
Experiential-Learning 24.1: Kala-Akala Mrityu Vichara	
The learner shall prepare an illustrative chart on the Kala-Akala Mrityu Vichara	
Experiential-Learning 24.2: Importance of Yuktipramana	
Students can explore Ayurvedic material, its epistemological, clinical and research reasoning to justify the significance of Yuktipramana in Ayurveda, make reflections and summarize.	
Experiential-Learning 24.3: Ayurveda from a pure philosophy to a practical philosophy	
Students will explore how Ayurveda, rooted in philosophical inquiry, evolved into a systematic practical science. The session begins with a textual study of Ayurvedic concepts such as Yukti, Yukti Pramana, Anumana, and Pratyaksha as tools for evidence-based decision-making. Establish Ayurveda as a practical philosophy which intervenes human sufferings, instead of describing nature of human sufferings. Make reflections and report.	
Modular Assessment	
Assessment	Hour
<p>Assessment Instructions:</p> <p>Conduct a structured, modular assessment. The total marks for the assessment will be 50 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module</p>	4

<p>throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p> <ol style="list-style-type: none"> 1. Debate on ethics in Ayurveda (25 marks) Or Any practical assessed for 25 marks 2. Application Based Long Essay on Ayurveda as an independent Darshana (25 marks) or any experiential learning assessed for 25 marks 						
Module 25 : Reflection of Darshana in commentaries of Ayurvedic texts						
<p>Module Learning Objectives (At the end of the module, the students should be able to)</p> <ol style="list-style-type: none"> 1. Critically analyze the references of various Darshanas found in Ayurvedic commentaries 2. Evaluate the applicability and significance of Darshanic principles in interpreting Ayurvedic theories and practices 						
Unit 1 Darshana in Jalpakalpataru						
<ol style="list-style-type: none"> 1. Shad karana in Jalpakalpataru commentary on Deerghajneevathiya adhyaya of Charaka Samhita 						
References:						
3A Course Outcom e	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO 2,CO4,C O6	Appraise the reflection of principles of Darshana in Jalpakalpataru commentary in context of Shat-Padartha	3	Lecture	CE	Knows-how	L,L&GD,DIS,D,BL

CO1,CO2	Measure the distinguishing feature of philosophical reflection adopted by Gangadhara Roy in contrast with the other commentators	7	Experiential-Learning25.1	PSY-GUD	Shows-how	PER,BL,DIS
CO1,CO2,CO3	Measure the philosophical reflection adopted by the commentators	8	Experiential-Learning25.2	PSY-MEC	Shows-how	PL,L&GD,L,DIS,BS
CO1,CO2	Perform a discussion on Samanya-Vishesha in perspective of Ayurveda Dipika commentary	4	Practical25.1	AFT-RES	Shows-how	BS,SY
CO1,CO2,CO3	Organize a symposium based on Sambhasha Vidhi in Ayurvedadipika commentary on Rogabhashagjitiyam Vimana Adhyaya	6	Practical25.2	AFT-SET	Does	RP,RLE,TBL,SIM

Unit 2 Darshana in Charakopaskara

1. Charakopaskara commentary on Deerghajneevathiya adhyaya of Charaka Samhita

References: 2

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO2,CO5	Mark the identifying characteristics of Ayurveda Dipika and Charakopaskara commentaries on Shat-padartha	3	Lecture	CE	Knows-how	BS,DIS
CO1,CO2	Prepare a compilation on the description of Shat-Padartha in the Ayurveda Dipika, Jalpakaalpataru and Charakopaskara Commentaries	5	Practical25.3	AFT-SET	Shows-how	DIS,BL,BS

Unit 3 Darshana in Nibandhasamgraha

1. Reflection of Darshana on the Nibandhasamgraha commentary on sarvabhootachinta shareera of Sushruta Samhita

References: 2						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO2,CO5	Appraise the reflection of principles of Darshana Nibandhasamgraha commentary of Dalhana on Sarvabhutachinta Sharira of Sushruta Samhita	2	Lecture	CE	Knows-how	L&GD,PER,DIS,L&PPT,L
CO1,CO2	Discriminate the principles of Sankhya Darshana and Ayurveda based on Dalhana's Commentary on Sushruta Samhita	5	Practical25.4	AFT-CHR	Shows-how	DIS,BS

Unit 4 Darshana in Ayurvedadipika

1. Reflection of Darshana on the Ayurvedadipika commentary on Indriyopakramaneeya adhyaya, Katidhapurusheeyam adhyaya and Deerkhamjeeviteeyam adhyaya of Charaka Samhita

References:

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO2,CO5	Mark the identifying characteristics of Ayurveda Dipika commentary on Indriyopakramaniya Adhyaya	2	Lecture	CE	Knows-how	BS,L&GD,L,DIS
CO1,CO2,CO5	Display the reflection of principles of Darshana in Ayurvedadipika commentary on Katidhapurushiyam Sharira of Charaka Samhita	5	Experiential-Learning25.3	PSY-GUD	Shows-how	BL,JC,C_L,DIS,BS

CO1,CO2,CO3,CO5	Display the reflection of principles of Darshana in Ayurvedadipika commentary on Rogabhishagjitiyam Vimana of Charaka Samhita	6	Experiential-Learning25.4	PSY-MEC	Shows-how	BS,DIS,PER
Practical Training Activity						
Practical Training 25.1 Samanya-Vishesha in perspective of Ayurveda Dipika commentary						
<ol style="list-style-type: none"> 1. Teacher will spot the areas 2. Students will perform a presentation on the Samanya-Vishesha Siddhanta in perspective of Ayurveda Dipika commentary 						
Practical Training 25.2 Sambhasha Vidhi in perspective of Ayurvedadipika commentary on Rogabhishagjitiyam Vimana Adhyaya						
<ol style="list-style-type: none"> 1. Teacher will propose guidelines for Sambhasha 2. Students will organize a symposia based on Sambhasha Vidhi in Ayurvedadipika commentary on Rogabhishagjitiyam Vimana Adhyaya on any topic of choice 						
Practical Training 25.3 Description of Shat-Padartha in the Ayurveda Dipika, Jalpakalpataru and Charakopaskara Commentaries						
<ol style="list-style-type: none"> 1. Teacher will spot the areas and allot to students 2. Students will prepare a compilation on the description of Shat-Padartha in the Ayurveda Dipika, Jalpakalpataru and Charakopaskara Commentaries. 						
Practical Training 25.4 Sankhya Darshana and Ayurveda based on Dalhana's Commentary on Sushruta Samhita						
<ol style="list-style-type: none"> 1. Teacher will spot the areas in Sarvabhutachinta shareera 2. Students will have a discussion about the reflection of Sankhya Darshana in Ayurveda based on Dalhana's Commentary on Sushruta Samhita 						
Experiential Learning Activity						
Experiential-Learning 25.1: Distinguishing feature of philosophical reflection adopted by Gangadhara Roy in contrast with the other commentators						
The learner shall have to review the philosophical reflection adopted by Gangadhara Roy in contrast with the other commentators and present in the form of compilation.						

Experiential-Learning 25.2: Philosophical reflection adopted by the commentators	
The learner shall review the method adopted by the commentators of Samhitas reflecting the philosophical background and then go for creative writing of the observations	
Experiential-Learning 25.3: Reflection of principles of Darshana in Ayurvedadipika commentary on Katidhapurushiyam Sharira of Charaka Samhita	
The learner shall identify the specialties of Ayurvedadipika commentary on Katidhapurushiyam Sharira of Charaka Samhita in philosophical background and shall have group discussion activity	
Experiential-Learning 25.4: Reflection of principles of Darshana in Ayurvedadipika commentary on Rogabhishagjitiyam Vimana of Charaka Samhita	
The learner shall present a compilation on the reflection of principles of Darshana in Ayurvedadipika commentary on Rogabhishagjitiyam Vimana of Charaka Samhita	
Modular Assessment	
Assessment	Hour
<p>Assessment Instructions:</p> <p>Conduct a structured, modular assessment. The total marks for the assessment will be 50 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p> <ol style="list-style-type: none"> 1. Group discussion on contemporary relevance of Lokapurusha samya siddhanta/Anubandha chatustaya (25 marks) Or Any practical assessed for 25 marks 2. Application Based Long Essay on Samanya visesha siddhanta (25 marks) or any experiential learning assessed for 25 marks 	4

Paper No : 4(Fundamental Principles of Ayurveda - Ayurveda Siddhanta)**Semester No : 3****Module 26 : Ayurveda Sarvatantra-Pratitantra Siddhanta****Module Learning Objectives**

(At the end of the module, the students should be able to)

- Critically analyze the sarvatantra and pratitantra siddhantas such as samanya visesha, loka purusha siddhantha,pancha mahabhoota siddhanta etc in its historical, philosophical and clinical contexts.
- Identify potential areas of convergence between Ayurvedic principles and contemporary scientific advancements.

Unit 1 Samanya-Vishesha siddhantha.

- Utility of Samanya-Vishesha in hetu-linga
- Application of Samanya-vishesha in aushadha

References: 2,5

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO6, CO7	Review the relevance of Samanya– Vishesha Siddhanta in the context of contemporary research and systems biology	5	Experiential- Learning26. 1	CAP	Shows-how	BL,SIM
CO1,CO6, CO7	Explore and review samanya between the nidana and vyadhi, explain the vishesha between vyadhi and chikitsa based on dravya, guna and karma.	5	Practical26. 1	PSY- ADT	Shows-how	IBL,CBL,D-BED

Unit 2 Loka -Purusha samya siddhantha.

- Theoretical foundations of Loka-purusha samya siddhanta
- Loka-purusha samya in formulating Pratitantra siddhantas

References: 2,5,97

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO6, CO7	Demonstrate the correlation based on Loka-purusha through examples drawn from environmental, physiological, and behavioral contexts.	5	Experiential-Learning26.2	PSY-ADT	Shows-how	RLE
CO1,CO6, CO7	Analyse how Lokapurusha samya helped in formulating pratitantrasiddhantas in theories .	2	Lecture	CC	Knows-how	JC,FC

Unit 3 Panchabhautika Siddhanta

- Clinical relevance of Panchamahabhuta
- Panchamahabhuta based treatment approaches

References: 2,5

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
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CO1,CO6,CO7	Analyse Panchamahabhuta based chikitsa traditions existing in India	2	Lecture	CAN	Knows-how	FV,PBL,L&PPT
CO1,CO6,CO7	Develop clinical mapping algorithms to identify the involvement and expression of Panchamahabhuta in disease manifestation, diagnosis, and treatment planning.	5	Experiential-Learning26.3	AFT-VAL	Shows-how	CBL,TPW

Unit 4 Swabhava uparama siddhantha

- Swabhava uparama siddhantha in natural resolution
- Adhikaranasiddhantas in the context of Swabhava-uparama

References: 2,5

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO6,CO7	Analyse the role of Swabhava Uparama in the natural resolution of diseases and physiological processes.	5	Practical26.2	PSY-MEC	Shows-how	RLE,PBL
CO1,CO6,CO7	Integrate the principle of Swabhava Uparama with concepts such as Vyadhipratyanika Shakti, Swabhavika vyadhi, and Nidana parivarjana, Adravya chikitsa and Kala akala mrityu.	5	Experiential-Learning26.4	AFT-SET	Shows-how	RLE,SDL

Unit 5 Siddhanta

- Differentiation of Siddhanta from Vada, Tatwa, Niyama and Nigamana
- Definition of Siddhanta, types and applied examples in Ayurveda

References: 2

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO6, CO7	Discuss Siddhanta its types and applied examples in Ayurveda	3	Lecture	CK	Knows-how	L&GD,L&PPT
CO1,CO6, CO7	Differentiate Siddhanta from Vada, Niyama, Tatwa and Nigamana	5	Practical26. 3	PSY- ORG	Shows-how	LS,DIS

Unit 6 Karyakarana siddhanta

1. Karyakarana siddhanta as a maulika siddhanta
2. Application of Karyakarana siddhanta in disease causation and treatment
3. Current application of causal reasoning

References: 2

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO6, CO7	Analyse Karyakarana bandha in disease causation and treatment	5	Practical26. 4	PSY- ORG	Shows-how	TBL
CO1	Explore and establish Karyakaranabandha as a Maulikasiddhanta	3	Lecture	CAN	Knows-how	L&PPT ,BS
CO1,CO6, CO7	Interpret karyakarana bhava in the background of network medicine, systems biology and root cause analysis	6	Experiential- Learning26. 5	CS	Shows-how	PrBL,LS

Practical Training Activity

Practical Training 26.1 Clinical importance of Samanya-Vishesha siddhanta

1. Teacher will allot 2-3 common diseases from OPD, and guide the students on how to do the analysis.
2. Students will analyse how the causative factors precipitated the disease (Samanya) and how the treatment opposite to the disease reduces the symptoms (Vishesha). Map the findings, analyse and reflect on Samanya-visesha pattern.

Practical Training 26.2 Application of Swabhavoparama

1. Teacher will allot scenarios to students such as a case of a self-limiting disease, healing process (e.g., wound healing, postpartum recovery), physiological phase (e.g., natural cessation of lactation, menstruation, hunger/sleep regulation, apoptosis (programmed cell death), cellular turnover, biological ageing, circadian rhythms, metabolic recovery mechanisms, reflex activities, Immune self-regulation etc.).
2. Students will analyse Swabhava uparama (natural destruction) in the given situations and summarise the findings.

Practical Training 26.3 Differentiation of Siddhanta from Vada, Niyama, Tatwa and Nigamana

1. Teacher will allot each of the four terms to each scholar
2. Students will compare the scope of the terms with that of Siddhanta and summarise.

Practical Training 26.4 Karyakarana bhava in diseases

1. Teacher will allot one disease condition from the Samhitas to each student/group.
2. Students will identify the Karanas described in Nidana Sthana and the corresponding Karyas seen in Samprapti and Lakshana and trace how the identified cause-effect link guides the treatment approach, including Nidana Parivarjana, Hetuvipareeta Chikitsa, and Upakrama selection.

Experiential Learning Activity

Experiential-Learning 26.1: Samanya-visesha and systems biology

Students will compare and analyse Samanya and Vishesha in the background of Systems approach, Samanya being the system, Vishesha being components. This can apply to Tridosha siddhanta where Dosha is a system and its Gunas are components. Tridosha as a system, individual Dosha as components. Body as a system, Dhatu as components.. Like wise, Samanya (bigger system), and Vishesha (smaller system) can be visualised at different levels. Analyse and reflect on different aspects.

Experiential-Learning 26.2: Loka -Purusha samya in environmental, physiological, and behavioral contexts	
Divide Students into small groups, each assigned one context: Environmental (e.g., climate, pollution, food quality), Physiological (e.g., digestion, respiration, circadian rhythm), Behavioral/Psychological (e.g., stress, collective behavior, media exposure). Analyse how the external variables (Loka) influences the characteristics of individuals (Purusha). Find out the similarity (Samya).	
Experiential-Learning 26.3: Panchabhautika Mapping of diseases	
Students will identify the dominant Mahabhuta expressions in the disease presentation-based on symptoms, dosha involvement, affected tissues, and pathogenesis. Map those expressions onto a structured algorithm, showing: primary Mahabhuta involvement in the disease origin, secondary or associated Mahabhutas seen in symptomatology, expected progression or complications based on Mahabhuta predominance and therapeutic principles and interventions targeting Mahabhuta imbalance. Give reflections.	
Experiential-Learning 26.4: Swabhavoparama integrated with other siddhantas	
Students explore the principle of <i>Swabhava Upama</i> in connection with related Ayurvedic concepts such as <i>Vyadhipratyanika Shakti</i> , <i>Roganivritti</i> , <i>Nidana Parivarjana</i> , <i>Adravya Chikitsa</i> , and <i>Kala–Akala Mrityu</i> . Make the analysis and reflect.	
Experiential-Learning 26.5: Karyakarana bhava in the background of diseases	
Students will select specific Ayurvedic disease models (e.g., Grahani, Prameha, Vatavyadhi) and outlining their Karya, Karana and Samprapti as described in classical texts.	
Modular Assessment	
Assessment	Hour
<p>Instructions:</p> <p>Conduct a structured, modular assessment. The total marks for the assessment will be 50 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p> <p>1. Analysis of Karyakaranabhava in given case scenario (25 marks)</p> <p>OR</p>	4

Any practical assessed for 25 marks	
2. Application Based Long Essay on Samanya visesha siddhanta (25 marks)	
OR	
Any experiential learning assessed for 25 marks	

Module 27 : Purusha Vichayanam

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Distinguish roles of Atma, Manas and Indriya in the make up of Purusha.
2. Analyse the composition of Ayus in philosophical and practical perspectives
3. Evaluate the functions within Purusha related to Tridosha, Aharaparinama, Samya-vaishamya siddhanta etc.

Unit 1 Atma

1. Atma and its classification.
2. Role of Atma in Cognition

References: 2,5,97

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO7	Review and analyse the relevance of knowledge about Atma as per various descriptions in Samhita.	3	Lecture	CC	Knows-how	DIS,L&PPT ,JC

CO1,CO7	Analyze the role of Atma in Jnanotpatti	2	Experiential-Learning27.1	AFT-RES	Shows-how	RLE,LS
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Unit 2 Manas

1. Manas and its Vishaya, Guna, and Karma.
2. Differentiation Manodosha, Manovega, Manovikara and Manovahasrotodushti

References: 2,5,97

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO7	Interpret the existence of Manas as an independent Indriya and nature of manovaha srotas. Discuss the relation of Manas with Atma, Indriya, Prana and Buddhi. Differentiate Vishaya, Guna and Karma of Manas	3	Lecture	CAN	Knows-how	DIS,BS
CO1,CO7	Differentiate Manodosha, Manovegas, Manovikaras, and Manovahasrotodushti	4	Experiential-Learning27.2	AFT-REC	Shows-how	CBL,CD

Unit 3 Indriya

1. Pancha-Pancaka concept and Indriya-Artha sambandha.
2. Role of Indriya in maintaining health.
3. Indriyaswasthya and sensory well being.

References: 2,5,97

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO7	Analyse the significance of Indriya, Indriyapanchaka, Panchapanchaka.	2	Lecture	CAP	Knows-how	DIS,BS
CO1,CO7	Analyse Indriyaswasthya as sensory well being and establish its importance in current lifestyle	4	Experiential-Learning27.3	AFT-CHR	Shows-how	CBL

Unit 4 Shareera and Ayus

1. The components and constitution of Shareera.
2. Role of the physical body in the sustenance of life and longevity (Ayu).
3. Concept of Ayu samyogarupata – the union of Atma, Manas, Indriya, and Shareera.

References: 5

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO7	Interpret Shareera tattva vivechanam, Ayushah samyogaroopata, Ayushah santana nityata	2	Lecture	CAN	Knows-how	BL,C_L
CO1,CO7	Interpret and analyse the classical definition of Ayus (Shareera-indriya-satwa-atma-samyoga)	2	Experiential-Learning27.4	AFT-REC	Shows-how	PL,BS

Unit 5 Dosha-dhatu-mala siddhanta

1. Concept of Samya (equilibrium) and Vaishamya (disequilibrium) in relation to Dosha, Dhatu and Mala.
2. Relevance of the Dosha-Dhatu-Mala Siddhanta in health and disease.
3. Dosha-karanata in disease causation with respect to site, intensity, interactions, accumulation, and aggravation phases, and implications of causative factors.
4. Doshatwa of Rakta

References: 5,17,54,55

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO7	Perform Dosha-Dhatu-Mala Pariksha to provide individualized care	10	Practical27.1	PSY-GUD	Shows-how	CBL
CO1,CO7	Analyse Dosha-karanata in disease causation with respect to site, intensity, interactions, accumulation, and aggravation phases, and implications of causative factors.	5	Experiential-Learning27.5	AFT-SET	Shows-how	CBL
CO1,CO7	Analyse doshatwa of Rakta	5	Experiential-Learning27.6	CE	Shows-how	DIS,JC,PER

Unit 6 Ahara parinama

1. Aharaparinama, dhatuposhana and different nyayas
2. Ahara jeerna lakshana

References: 2,5,99

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO7	Analyse practical relevance of different nyayas of dhatuparinama	10	Practical27.2	PSY-MEC	Shows-how	CBL
CO1,CO7	Observe and assess the Ahara jeerna lakshana in healthy individuals and patients.	4	Experiential-Learning27.7	AFT-CHR	Shows-how	CBL,CD
Practical Training Activity						
Practical Training 27.1 Dosha-Dhatu-Mala Pariksha in individualized care						
<ol style="list-style-type: none"> 1. Teacher will allot five cases to students, guide on proforma to document the cases 2. Students will perform Dosha-Dhatu-Mala Pareeksha to analyse and designing personalised treatment plan. Make a report. 						
Practical Training 27.2 Ahara parinama: Different Nyayas						
<ol style="list-style-type: none"> 1. Teacher will allot one each Nyaya among students. (three nyayas of dhatuparinama) 2. Students will review the Nyaya and find out how they are relevant in clinical scenario 						
Experiential Learning Activity						
Experiential-Learning 27.1: Atma in Jnanotpatti						
Analyse the significance of Atma, as a separate entity in Jannotpatti apart from Manas and Indriya. Justify separate existence of Atma in cognitive process.						
Experiential-Learning 27.2: Differentiation of emotional status						
Students will analyze different situations in real life or simulation involving emotional disturbance and will analyse the nature of the emotions whether they are Manovega (impulsive nature, usually normal expressions), Manovikara (prolonged emotions), Unmada (as a part of mental disorders) are divided into small groups and assigned one of the following.						

Experiential-Learning 27.3: Indriyaswasthya	
Students will analyse the concept of Indriyaswasthya by considering the importance of sensory well being in maintaining health.	
Experiential-Learning 27.4: Definition of Ayus	
Students can critically reflect on how the holistic Ayurvedic definition of Ayus can serve as a corrective lens in today's health system, which often isolates physical, mental, and spiritual health. Through self-assessment, observation, clinical reflections, and group analysis, Students will explore how disintegration among Shareera, Indriya, Satva, and Atma manifests in modern health issues, and propose interventions that promote integrated well-being.	
Experiential-Learning 27.5: Dosha-karanata siddhanta	
Students will explore the concept of dosha-karanata-the role of doshas as primary factors in disease causation-through clinical observation and analytical reasoning. Students will examine 5 patient cases to identify how doshas contribute to disease development based on their site of origin, degree of disturbance, mutual interactions, accumulation, and aggravation. Make report and reflect.	
Experiential-Learning 27.6: Doshatwa of Rakta	
Compile references from different sources to justify doshatwa of rakta and analyse its importance in clinical scenario	
Experiential-Learning 27.7: Assessment of Ahara jeerna lakshana	
Students will observe and assess Aharajeernalakshana with the help of a simple questionnaire. Apply the questionnaire to three each patients and healthy volunteers. Assess, analyse and summarise the findings and reflect on the results.	
Modular Assessment	
Assessment	Hour
<p>Instructions:</p> <p>Conduct a structured, modular assessment. The total marks for the assessment will be 50 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p>	4

1. Case taking based on Dosha-dhatu-mala involvement of diseases (25 marks) Or Any practical assessed for 25 marks 2. ABQ on Indriyaswasthya/Aharapainama/Doshatwa of Rakta OR Any experiential learning assessed for 25 marks						
Semester No : 4						
Module 28 : Swastha-Swasthya Siddhanta						
Module Learning Objectives At the end of the module the learner will be able to <ul style="list-style-type: none"> Understand the Ayurvedic concept of Swastha and factors essential for its preservation. Utilize fundamental Ayurvedic theories and concepts to assess disease causation and therapeutic responses. 						
Unit 1 Prakrti <ul style="list-style-type: none"> Relevance of Sharira and Manasa Prakruti, Understanding Prakriti assessment tools 						
References: 5						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO7	Analyse formation of Sharira Prakriti and Manas Prakriti	3	Lecture	CAN	Knows-how	BL,C_L,BS

CO1,CO7	Compare Sharira prakriti and Manasaprakriti in healthy individuals	5	Practical28.1	PSY-ADT	Shows-how	SDL,PER,D
CO1,CO7	Interpret and compare different tools available for Prakriti pareeksha	5	Practical28.2	CE	Shows-how	PBL

Unit 2 Ahara,Vihara, Pathyapathya, Satmyaasatmya

- Application of Ahara Vidhi Vidhāna and Ahara Viseṣhayatana principles
- Clinical relevance of Satmya-asatmya and Pathyapathya

References: 5

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO7	Discuss the principles related to Ahara-Vihara, Ahara vidhi viseshayatana, Pathyapathya and Satmyaasatmya	2	Lecture	CAP	Knows-how	L&GD,BS
CO1,CO7	Customize the pathya-apathya for healthy individuals and patients	5	Experiential-Learning28.1	AFT-CHR	Shows-how	TPW,IBL,TBL,TUT
CO1,CO7	Assess the impact of the saatmya and asaamya ahara and vihara on health and illness	5	Experiential-Learning28.2	CAN	Shows-how	CBL

Unit 3 Agni, Ojus, Vyadhikshamatva, Vikarvighatbhava-abhava

1. Clinical implications of Agni, Ojus, Vyadhikshamatva
2. Vikarvighatbhava-abhava in the context of risk assessment
3. Action of Agnivardhaka aushadha and ojavardhaka ahara

References: 5,55,99						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO7	Analyse status of Agni, Ojas, Vyadhikshamatva, Vikara vighata bhava and abhava among patients.	4	Practical28.3	PSY-GUD	Knows-how	BL,IBL,CBL,D
CO1,CO7	Assess actions of agni vardhaka aushadha and ojavardhaka ahara in patients	5	Experiential-Learning28.3	PSY-ADT	Shows-how	CBL,PAL
CO1,CO7	Perform risk status assessment in patients, based on the concept of Vikara-vighata-bhava-abhava	5	Experiential-Learning28.4	PSY-ADT	Shows-how	CBL,CD
Unit 4 Rasa panchaka 1. Methods of assessment of Rasapanchaka References: 5						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO7	Interpret Rasadi panchaka in pharmacodynamics	3	Lecture	CC	Knows-how	L&GD,JC

CO1,CO7	Identify experimental models employed for assessment of Rasadipanchaka	6	Practical28.4	PSY-MEC	Shows-how	SDL
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Unit 5 Prakruti sama-samaveta, Vikruti vishama samaveta, Samana pratyayarabdha, Vichitra pratyayarabdha.

1. Prakruti Sama Samaveta, Vikruti Viṣama Samaveta,
2. Samāna Pratyaya Aarabdha and Vichitra Pratyaya Aarabdha

References: 5

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO7	Distinguish Prakruti sama-samaveta, Vikruti vishama samaveta, Samanya pratyayarabda and Vichitra pratyayarabda.	2	Lecture	CAN	Knows-how	L&PPT
CO1,CO7	Assess Prakriti Sama Samavaya and Vikriti Vishama Samavaya in Aushadha Yogas by analysing individual and collective actions of selected simple formulations.	6	Experiential-Learning28.5	AFT-REC	Shows-how	CBL

Practical Training Activity

Practical Training 28.1 Comparison of Sharir Prakriti and Manas Prakriti

1. Teacher will suggest tools/questionnaire for assessment
2. Students will conduct a comparative analysis of Shareera Prakriti (physical constitution) and Manasa Prakriti (mental constitution) in a set of healthy individuals to explore the interplay between body and mind from an Ayurvedic perspective. Students will use structured observation tools/questionnaire for both Shareera and Manasa prakriti.

Practical Training 28.2 Comparison of Prakriti pareeksha tools

1. Teacher will suggest two or three tools for Prakriti assessment.

2. Students will apply and compare those tools in the same set of healthy individuals and compare the results.
Practical Training 28.3 Agni, Ojus, Vyadhikshamatva, Vikarvighatbhava-abhava
<ol style="list-style-type: none"> 1. Teacher will allot 3-5 patients each to each student 2. Students will interact with a minimum of five patients, and assess status the factors and map their influence on disease onset, severity, and prognosis.
Practical Training 28.4 Experimental models for Rasadi panchaka
<ol style="list-style-type: none"> 1. Teacher will suggest research articles or dissertations 2. Students will review them and analyze methods used for assessing Rasapanchaka
Experiential Learning Activity
Experiential-Learning 28.1: Customization of Pathyapathya
Students will consider cases in hospital ward and design personalized pathya-apathya plans, considering factors such as doshic balance, digestive capacity, seasonal influences, occupation, emotional state, and specific disease pathology (where applicable). These plans will be discussed in peer groups and reviewed by faculty to ensure alignment with Ayurvedic reasoning.
Experiential-Learning 28.2: Impact of Satmya-asatmya
Students will interact with 3-5 individuals to identify long-term and habitual food intake, daily routines, seasonal adjustments, mental habits, and any self-identified maladaptive patterns. Analyse effect of those factors in health and diseases
Experiential-Learning 28.3: Assessment of agni vardhaka aushadha and ojovardhaka ahara in patients
Students will assess the effects of Agni-vardhaka Aushadha and Ojo-vardhaka Ahara by observing and documenting clinical changes in patients undergoing such treatments.
Experiential-Learning 28.4: Risk status assessment based on Vikara-vighata-bhava-abhava
Students will perform risk status assessment in 3-5 patients by applying the Ayurvedic concept of Vikara Vighata Bhava and Abhava- the presence or absence of protective factors that prevent disease manifestation or progression, focusing on factors such as balanced doshas, stable Agni, strong Ojas, proper functioning of Srotas, and supportive mental and environmental conditions.
Experiential-Learning 28.5: Prakrti sama-samaveta, Vikrti vishama samaveta in Aushadhayogas

Students will select simple Aushadha Yogas containing a minimum number of ingredients (2–8), and will analyse the properties and expected actions. They will assess the observed or reported collective activity of the formulation, either through clinical observation, textual references, or review of case data. Make comparison.

Modular Assessment

Assessment	Hour
<p>Instructions:</p> <p>Conduct a structured, modular assessment. The total marks for the assessment will be 50 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p> <p>1. Case taking based on prakrti/Agni pareeksha to establish its importance in clinical practice(25 marks) Or Any practical assessed for 25 marks</p> <p>2. Presentation prakrti, Agni, Ojus or Rasa Panchaka(25 marks) OR Any experiential learning assessed for 25 marks</p>	4

Module 29 : Vyadhi – Vyadhita Siddhanta

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Evaluate traditional protocols of Rogi Pariksha and Samprapti in the context of current clinical settings
2. Formulate clinical management strategies by applying theories of Vyadhi and Vyadhita

Unit 1 Roga pareeksha

1. Roga pareeksha: Different protocols based on Samhitas
2. Roga pareeksha in clinical decision making
3. Roga-rogee pareeksha with respect to holistic patient evaluation, assessment of disease burden

References: 5

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO6,CO7	Discuss the application of roga pareeksha upayas in the context of clinical needs, disease burden, and individualised patient care.	3	Lecture	CAP	Knows-how	L&GD
CO6,CO7	Demonstrate nidanapanchaka in clinical decision making	8	Practical29.1	PSY-GUD	Shows-how	D-BED,PER,PBL,CD

Unit 2 Shadkriyakala, dosha gati, rogamarga.

1. Shadkriyakala
2. Dosha gati
3. Rogamarga.

References: 5,33,55

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
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CO6,CO7	Develop kriyakala mapping of given diseases and appreciate the stage of the disease progression through kriyakala	4	Practical29.2	PSY-GUD	Shows-how	D-BED,CBL
CO6,CO7	Compare Ayurvedic concepts of Kriyakala, Rogamarga, and Dosha Gati with disease staging, spread, and tissue-involvement	10	Experiential-Learning29.1	AFT-CHR	Shows-how	BL,IBL,CBL,C_L

Unit 3 Srotas, khavaigunya and srotodushti

1. Srotas
2. Khavaigunya and srotodushti

References: 2

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO6,CO7	Identify the impact of Srotodushti in chronic and lifestyle disorders and propose rationale-based Ayurvedic interventions.	3	Lecture	CC	Knows-how	BS,L&PPT ,DIS
CO6,CO7	Differentiate terms such as Khavaigunya, Srotorodha and srotodushti in clinical scenario	8	Practical29.3	PSY-GUD	Shows-how	TBL,CBL

Unit 4 Kleda, Utklesha, Abhishyanda and Leena

1. Role of Kleda, Utklesha, Abhishyanda and Leena in disease manifestation.
2. Applied aspects of Kleda, Utklesha, Abhishyanda and Leena

References: 5,55

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO6,CO7	Interpret the role of Kleda, Utklesha, Abhishyanda and Leena in disease manifestation.	2	Lecture	CAP	Knows-how	C_L,DIS,L&PPT
CO6,CO7	Assess Kleda, Utklesha, Abhishyanda and Leena in the background of latent inflammation, subclinical immune dysregulation, epigenetically primed pathologies, disturbed fluid homeostasis	8	Experiential-Learning29.2	AFT-VAL	Shows-how	CBL,TBL

Unit 5 Nidanarthakara Roga, Upadrava, Hethu-Linga-Vyadhi -Kriya Sankara

1. Nidanarthakara Roga, Upadrava, Hethu-Linga-Vyadhi -Kriya Sankara
2. Applied aspects of Nidanarthakara Roga, Upadrava, Hethu-Linga-Vyadhi -Kriya Sankara

References: 5,55

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO6,CO7	Distinguish the concepts of Nidanarthakara Roga, Upadrava, Hethu-Linga-Vyadhi - Kriya Sankara	2	Lecture	CAN	Knows-how	L,BS,L&PPT
CO6,CO7	Identify nidanarthakara roga., Upadrava, Hethu Sankara, Linga Sankara, Vyadhisankara and	8	Experiential-Learning29.3	AFT-CHR	Shows-how	CBL,D-BED

	Kriya Sankara					
Practical Training Activity						
Practical Training 29.1 Nidanapanchaka in clinical decision making						
<ol style="list-style-type: none"> 1. Teacher will allot 5-10 cases each to each scholar 2. Students will assess patients with commonly encountered conditions and elicit detailed histories and clinical features in line with Nidanapanchaka parameters. 						
Practical Training 29.2 Kriyakala mapping						
<ol style="list-style-type: none"> 1. Teacher will provide real/simulated cases 2. Students will work individually or in groups to identify and document the features corresponding to each stage of Kriyakala. 						
Practical Training 29.3 Differentiation of Khavaigunya, Srotorodha and Srotodushti						
<ol style="list-style-type: none"> 1. Teacher will allot one term each to each student 2. Students will analyse precise meaning and implications of each term and make discussions to differentiate them. Analyse 3-5 cases to identify the above phenomena in them 						
Experiential Learning Activity						
Experiential-Learning 29.1: ShadKriya kala, Doshagati, Roga marga.						
Students will select common clinical conditions and map their progression through inflammation stages, metastasis, organ targeting, and systemic disease trajectories. They will identify the stage of kriyakala, dosha involvement, gati, and affected srotas, and then correlate it with known pathological processes such as tissue infiltration, immune response, or organ dysfunction.						
Experiential-Learning 29.2: Assessment of Kleda, Utklesha, Abhishyanda and Leena						
Each student or group will be assigned one of the four concepts and will begin by analysing classical Ayurvedic descriptions, including definitions, samprapti, and associated conditions from the Brihatrayi and their commentaries. This will be followed by a structured literature review of current research on related modern pathological states such as latent inflammation, subclinical immune dysfunction, biofluid imbalance, and preclinical disease markers.						
Experiential-Learning 29.3: Hetu-Linga-Kriyasankara						

Compile the history of illness among 3 patients and Analyse the probabilities of Nidanarthakara roga, Upadrava, Hethusankara, Lingasankara, Vyadhisankara and Kriyasankara (if applicable)

Modular Assessment

Assessment

Hour

Assessment
Instructions:

Conduct a structured, modular assessment. The total marks for the assessment will be 50 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.

Assessment methods:

1. Case taking based on Srotopareeksha, fixing shadkriyakala, doshagati, rogamarga etc. (25 marks)

OR

Any practical assessed for 25 marks

2. Case presentation on any disease which exhibits vyadhisankara, upadrava or kriyasankara (25 marks)

OR any experiential learning assessed for 25 marks

4

Semester No : 5

Module 30 : Samanya Chikitsa Siddhanta Vichayanam

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Identify Dwividha Upakrama, Ama Chikitsa, Srotonusari Chikitsa, Panchakarma Chikitsa Siddhanta, and others, in the context of disease management.
2. Analyze Dosha Gati Anusara Chikitsa Siddhanta, Sthanika-Agantu Dosha Chikitsa, and Shodhana-Shamana Chikitsa

Unit 1 Trividha Aushadham,Dwividha upakrama,Shadvidha Upakrama

1. Trividha aushadham
2. Application in current clinical scenario

References: 2,97

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO6,CO7	Identify the extent of Trividha Aushadham, Dwividha upakrama, Shadvidha Upakrama in treating different diseases	4	Lecture	CAN	Knows-how	JC,DIS,LS,C_L,L&PPT
CO6,CO7	Design treatment protocols based on Trividha Aushadham, Dwividha upakrama and Shadvidha Upakrama for given cases.	10	Experiential-Learning30.1	AFT-REC	Shows-how	D-BED,CBL,PSM

Unit 2 Dosha Upakrama,Dhatu –Mala Anusara Chikitsa

1. Dosha Upakrama,Dhatu –Mala Anusara Chikitsa
2. Importance of Dosha-targeted clinical care

References: 2,55,97

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
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CO6,CO7	Diagnose the given case and analyse the dosha pradhanyata and design and execute the Upakrama based on the dosha.	10	Practical30.1	PSY-ADT	Shows-how	CBL,D-BED
CO6,CO7	Assess the dooshya involved and design the Dhatu–Mala Anusara Chikitsa in given case scenarios.	10	Experiential-Learning30.2	AFT-CHR	Shows-how	C_L,D-BED,CBL

Unit 3 Ama Chikitsa,Srotonusari Chikitsa,Panchakarma Chikitsa Siddhanta

1. Ama Chikitsa
2. Srotonusari Chikitsa
3. Panchakarma Chikitsa Siddhanta

References: 18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO6,CO7	Discuss Ama Chikitsa, Srotonusari Chikitsa, Panchakarma Chikitsa Siddhanta	4	Lecture	CAN	Knows-how	L&GD,L&PPT
CO6,CO7	Interpret Ama Chikitsa from an Ayurvedic perspective	5	Practical30.2	PSY-MEC	Shows-how	PSM,PAL,RLE,PBL
CO6,CO7	Assess the involvement of srotas in given cases, plan and execute the Sroto anusari Chikitsa Siddhanta.	5	Experiential-Learning30.3	AFT-CHR	Shows-how	PT,CBL
CO6,CO7	Diagnose the given case and propose the suitable Panchakarma Chikitsa and justify	4	Experiential-Learning30.4	PSY-ADT	Shows-how	PBL,CBL

	the Siddhanta behind the selection of the Panchakarma.					
CO6,CO7	Apply knowledge of srotonusaree chikitsa in organ/system specific clinical care and precision medicine	5	Practical30.3	CE	Shows-how	FC,CBL

Unit 4 Dosha Gati Anusara Chikitsa Siddhanta,Sthanika-Agantu Dosha Chikitsa,Leena Dosha Chikitsa,Shodhana-Shamana Chikitsa

1. Dosha Gati Anusara Chikitsa Siddhanta, Sthanika-Agantu Dosha Chikitsa,Leena Dosha Chikitsa,Shodhana-Shamana Chikitsa
2. Importance in management of chronic and recurrent diseases

References: 55

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO6,CO7	Discuss the significance of Dosha Gati Anusara Chikitsa Siddhanta, Sthanika-Agantu Dosha Chikitsa, Leena Dosha Chikitsa, Shodhana-Shamana Chikitsa	3	Lecture	CAN	Knows-how	DIS,L&GD,BS
CO6,CO7	Apply the principles of Dosha Gati Anusara Chikitsa, Sthanika–Agantu Dosha, and Leena Dosha in proposing a treatment protocol.	10	Practical30.4	PSY-ADT	Shows-how	D-BED,CBL,CD

Unit 5 Vipareetha/Vipareetharthakari chikitsa, Aushadha sevana Kala

1. Aushadha sevana Kala
2. Applied aspects of Aushadhasevanakala

3. Concept of Vipareeta, Vipareeta arthakari

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO6,CO7	Interpret the significance of Vipareeta-Vipareetarthakari Chikitsa and Aushadha sevana Kala	4	Lecture	CAN	Knows-how	FC,JC,DIS,BS,L&PPT
CO6,CO7	Recognize the hetu and vyadhi in given cases and formulate the Vipareeta-Vipareetarthakari Chikitsa	5	Experiential-Learning30.5	AFT-CHR	Shows-how	PSM,CBL,PBL
CO6,CO7	Demonstrate the importance of Aushdhasevana kala in relation to absorption, bio availability, chronopharmacology, personalised medicine and precision medicine	5	Experiential-Learning30.6	CS	Shows-how	FC,CBL,PBL,Mnt

Practical Training Activity

Practical Training 30.1 Dosha based Upakrama mapping

1. Teacher will allot 3-5 cases to each student
2. Students will carry out complete Ayurvedic diagnostic assessment on given patient cases to identify the predominant dosha (dosha pradhanyata) and formulate a suitable treatment strategy (Upakrama) accordingly.

Practical Training 30.2 Ama Chikitsa in current scenario

<ol style="list-style-type: none"> 1. Teacher will allot 3-5 cases to each student 2. Students will analyse the cases to identify presence or absence of Ama (Sama-Nirama Avastha) through suitable parameters.
Practical Training 30.3 Sroto anusaree chikitsa for precision medicine
<ol style="list-style-type: none"> 1. Teacher will allot 3–5 clinical cases involving different organ systems. 2. Students will identify the primary and secondary srotas involved, analyze the type of srotovaigunya (e.g., sanga, atipravritti, vimargagamana).
Practical Training 30.4 Dosha Gati Anusara Chikitsa Siddhanta, Sthanika-Agantu Dosha Chikitsa, Leena Dosha Chikitsa
<ol style="list-style-type: none"> 1. Teacher will allot 3 clinical scenarios involving Leena dosha, Bahya-abhayantara gati 2. Students will analyse them in the given cases
Experiential Learning Activity
Experiential-Learning 30.1: Treatment outlines based on Trividha Aushadham, Dwividha upakrama, Shadvidha Upakrama
Students will select five cases and analyze treatment approach based on Dwividha, Trividha and Shadvidha upakrama
Experiential-Learning 30.2: Dhatu –Mala Anusara Chikitsa
Students will be assigned 3–5 clinical cases/scenarios representing different systems. For each case, students will identify the dooshyas through Ayurvedic diagnostic techniques.
Experiential-Learning 30.3: Ama Chikitsa, Srotonusari Chikitsa
Students will examine 5 clinical cases covering various systems. For each case, students will identify the affected srotas, determine the nature of the srotovaigunya (e.g., sanga, vimarga gamana, atipravritti), and map the associated dosha-dhatu-samprapti.
Experiential-Learning 30.4: Panchakarma chikitsa siddhanta
Students will select three cases and complete Ayurvedic methods of assessment, suggest a suitable Panchakarma procedure and justify the Siddhanta behind.
Experiential-Learning 30.5: Vipareeta-Vipareetarthakari Chikitsa
Students will select 3–5 clinical cases and find out Vyadhivipareeta, Hetuvipareetha and Vipareetharthakari aspects, whichever is applicable in them.

Experiential-Learning 30.6: Critical understanding of Aushdhasevana kala	
Students will select 3–5 commonly used Ayurvedic formulations and study how their recommended timing influences therapeutic efficacy in different patients.	
Modular Assessment	
Assessment	Hour
<p>Assessment Instructions:</p> <p>Conduct a structured, modular assessment. The total marks for the assessment will be 75 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p> <ol style="list-style-type: none"> 1. Case taking (single) and interpretation of chikitsa based on ama, srotas, dosha upakrama, dosha gati, sthanika/agantu dosha based on (25 marks) OR Any practical assessed for 25 marks 2. Prescribing ideal aushdhasevana kala of two cases considering different variables (25 marks) or any experiential learning assessed for 25 marks 3. Application Based Questions (essay) based on particular scenarios (25 marks) 	6
Module 31 : Jwara Vichayanam based on Bruhatrayee	
<p>Module Learning Objectives (At the end of the module, the students should be able to)</p> <ol style="list-style-type: none"> 1. Justify importance of Jwarachikitsa as master treatment 2. Analyse samprapti-chikitsa of different categories of Jwara 	
Unit 1 Doshaja Jwara Samprapti-Chikitsa Sutra Vichayanam	

1. Doshaja Jwara Samprapti-Chikitsa Sutra
2. Applied aspects of Doshaja jwara

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notiona I learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Show s how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7	Analyse Samprapti & Chikitsa Sutra of Doshaja Jwara comparatively based on Bruhatrayee.	5	Practical31. 1	CAP	Shows-how	PBL,CD,SDL,DG,PSM
CO1,CO5, CO6,CO7	Examine doshaja jwara in the context of immunology, inflammatory pathology and febrile conditions	5	Experiential- Learning31. 1	CAP	Shows-how	PSM,CD,PrBL,D- BED,PBL

Unit 2 Agantuja Jwara Samprapti-Chikitsa Sutra Vichayanam

1. Agantuja Jwara Samprapti-Chikitsa Sutra
2. Applied aspects of Jwarasamprapti-chikitsa

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notiona I learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Show s how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7	Analyse & justify the Samprapti and Chikitsa sutra of Agantuja Jwara comparatively based on Bruhatrayee.	2	Lecture	CAN	Knows-how	L&GD,PAL,TBL,L&PPT

Unit 3 Dhatugata Jwara Samprapti-Chikitsa Sutra Vichayanam

1. Dhatugata Jwara Samprapti-Chikitsa Sutra
2. Applied aspects of Dhatugata Jwara

References:

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO5, CO6,CO7	Interpret the Samprapti & Chikitsa Sutra of Dhatugatha Jwara	5	Practical31. 2	CAN	Shows-how	IBL,CBL,DIS,D-BED,BS
CO5,CO6, CO7	Examine dhatugatajwara in the background of chronic diseases with tissue involvement and systemic inflammation	5	Experiential- Learning31. 2	CAP	Shows-how	CD,PSM,PBL,CBL,PER

Unit 4 Vishama Jwara Samprapti-Chikitsa Sutra Vichayanam

1. Vishama Jwara Samprapti-Chikitsa Sutra
2. Applied aspects of Vishamajwara

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7	Discuss and Compare Samprapti and Chikitsa Sutra of Vishama Jwara as per Bruhatrayee	2	Lecture	CAN	Knows-how	DIS,L&PPT

CO5,CO6, CO7	Examine vishamajwara samprapti-chikitsa in the background of infections, inflammatory conditions, and autoimmune pathology	3	Experiential-Learning31.3	CAP	Shows-how	PrBL,PSM,IBL,C_L,PBL
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Unit 5 Jeerna -Anya Jwara Samprapti-Chikitsa Sutra Vichayanam

1. Jeerna -Anya Jwara Samprapti-Chikitsa Sutra
2. Applied aspects of Jeernajwara

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7	Examine Jeerna Jwara & Anya Jwara in the background of post-viral fevers	1	Lecture	CAP	Knows-how	L&PPT ,D-BED,BL,L,CBL

Practical Training Activity

Practical Training 31.1 Comparative Samprapti & Chikitsa Sutra based of Doshaja Jwara as per Bruhatrayee

1. Teacher will explain method of comparison
2. Students will conduct a comparative analysis of the Samprapti and Chikitsa Sutra of Doshaja Jwara as presented in the three classical texts of Bruhatrayee. They will then create comparison charts to identify major similarities, differences, and unique features in terms of conceptual reasoning, emphasis on specific chikitsa steps, and sequence of interventions.

Practical Training 31.2 Comparative Samprapti & Chikitsa Sutra of Dhatugatha Jwara as per Bruhatrayee

1. Teacher will explain method of comparison
2. Students will interpret dhatugatajwara as presented in Charakasamhita.

Experiential Learning Activity

Experiential-Learning 31.1: Doshaja Jwara : Critical understanding	
Students will investigate the classical concept of Doshaja Jwara through the lens of modern immunology, inflammatory mechanisms, and febrile pathologies and make summary statements. Students will observe such as viral fevers, autoimmune flare-ups, systemic inflammatory response syndromes, or post-infectious conditions and document classical indicators of doshic involvement.	
Experiential-Learning 31.2: Dhatugata Jwara: Critical understanding	
Students will select or observe chronic clinical conditions such as rheumatoid arthritis, lupus, tuberculosis, long-standing infections, or autoimmune diseases, and examine them through the Ayurvedic lens of dhatu involvement and associated jwara lakshanas.	
Experiential-Learning 31.3: Vishama Jwara: Critical understanding	
Students will observe or analyze case profiles of conditions such as malaria, typhoid, post-viral syndromes, rheumatoid arthritis, or autoimmune fevers. They will document fever patterns, systemic signs, immune/inflammatory markers, and correlate them with classical descriptions of Vishamajwara.	
Modular Assessment	
Assessment	Hour
<p>Assessment Instructions:</p> <p>Conduct a structured, modular assessment. The total marks for the assessment will be 25. Follow a clearly defined marking scheme. Use different assessment methods for each module throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p> <p>1. Case taking and proposing treatment protocol (Jwara) (25 marks) OR any practical assessed for (25 marks)</p> <p>OR any experiential learning assessed for (25 marks)</p>	2
Semester No : 6	

Module 32 : Comparative analysis of Samprapti based on Brihatrayee.**Module Learning Objectives**

(At the end of the module, the students should be able to)

1. Compare the Samprapthi of selected Vyadhis across Bruhatrayee.
2. Examine applied aspects of the Samprapthi of the diseases

Unit 1 Raktapitta, Gulma

1. Comparative analysis of the concept of Brihatrayee on Raktapitta, Gulma Samprapti
2. Applied aspects of Gulma and Raktapitta

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7,CO8	Analyse & justify the Samprapti of Raktapitta & Gulma comparatively, as per Bruhatrayee.	2	Lecture	CAN	Knows-how	PBL,PER,L&PPT
CO5,CO6, CO7,CO8	Examine Gulma in the background of gastro intestinal disorders and tumors and raktapitta in the background of increased vascular fragility, platelet dysfunction and coagulation disorders	5	Experiential-Learning32.1	CAP	Shows-how	TPW,PBL,PL,D-BED

Unit 2 Prameha, Kushta, Shosha/Rajayakshma

1. Comparative analysis of the concept of Brihatrayee on Prameha, Kushta, Shosha/Rajayakshma Samprapti
2. Applied aspects of Prameha

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7,CO8	Interpret the Samprapti of Prameha,Kushtha, Shosha/Rajayakshma comparatively, as per Bruhatrayee	3	Lecture	CAN	Knows-how	BL,L_VC,DIS,L&GD,BS
CO5,CO6, CO7	Examine Samprapti of Prameha in the background of Metabolic Syndrome	4	Practical32. 1	AFT- SET	Shows-how	CBL,PrBL,PBL,D- BED,C_L

Unit 3 Unmada, Apasmara

1. Comparative analysis of Unmada, Apasmara Samprapti based on Brihatrayee.
2. Heenasatwata as a risk factor for psychomorbidity

References:

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7,CO8	Appraise the Samprapti of Unmada & apasmara comparatively, as per Bruhatrayee.	2	Lecture	CAP	Knows-how	L&GD
CO5,CO6, CO7,CO8	Examine Heenasatwata as the risk factor for psycho-morbidity	3	Experiential- Learning32. 2	CAN	Shows-how	C_L,DIS,CD,PL,PBL

Unit 4 Shotha, Udara

1. Comparative analysis of the concept of Brihatrayee on Shotha, Udara Samprapti.
2. Applied aspects of Shotha and Udara

References: 1,2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7,CO8	Analyse the Samprapti of Shotha & Udara comparatively as per Bruhatrayee	4	Practical32. 2	CE	Shows-how	CBL,CD,D,C_L,D-BED
CO5,CO6, CO7	Examine Samprapti of Shotha and Udara in the background of hepato-renal pathology	3	Experiential- Learning32. 3	CAN	Shows-how	PrBL,D-BED,CD,PBL

Unit 5 Arsha, Grahani, Pandu

1. Comparative analysis of the concept of Brihatrayee on Arsha, Grahani, Pandu Samprapti.
2. Applied aspects of Grahani and Pandu

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7,CO8	Assess the Samprapti of Arsha,Grahani, Pandu comparatively, based on Bruhatrayee.	4	Practical32. 3	CAN	Shows-how	PL,CD,PBL,CBL,IBL

CO5,CO6, CO7,CO8	Examine Grahani,Pandu in the background of malabsorption syndrom and malnutrition	4	Experiential-Learning32.4	CAN	Knows-how	CBL,PL,PSM,SY,D-BED
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Unit 6 Kasa, Shwasa

1. Comparative analysis of the concept of Brihatrayee on Kasa, Shwasa Samprapti.
2. Applied aspects of Kasa and Shwasa

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7,CO8	Analyse the Samprapti of Kasa & Shwasa comparatively, as per Bruhatrayee.	4	Practical32.4	PSY-ADT	Shows-how	SDL,D,TPW,CBL,PBL
CO5,CO6, CO7,CO8	Examine Samprapti of Kasa & Shwasa in the background of respiratory disorders	4	Experiential-Learning32.5	CAN	Shows-how	JC,CBL,IBL,PT,PBL

Unit 7 Atisara, Chhardi

1. Comparative analysis of the concept of Brihatrayee on Atisara, Chhardi Samprapti.
2. Applied aspects of Atisara and Chardi

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
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CO5,CO6, CO7,CO8	Assess the Samprapti of Athisara & Chardi comparatively as per Bruhatrayee.	4	Practical32. 5	PSY- GUD	Shows-how	LS,IBL,CBL
CO5,CO6, CO7,CO8	Examine the Samprapti of Atisara & Chardi in the background of GI tract disorders and functional GI disorders	3	Experiential- Learning32. 6	PSY- GUD	Shows-how	CD,CBL,IBL,D-BED

Unit 8 Udavartha, Vathavyadhi, Vatharaktha

1. Comparative analysis of the concept of Brihatrayee on Udavartha, Vathavyadhi, Vatharaktha Samprapti.
2. Applied aspects of Udavartha, Vathavyadhi and Vatharaktha

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO5, CO6,CO7, CO8	Discuss the Samprapti of Udavarta,Vatavyadhi , Vatarakta comparatively based on Bruhatrayee.	3	Lecture	CAN	Knows-how	L&GD
CO1,CO5, CO6,CO7, CO8	Examine Samprapti of Udavarta in the background of retrograde flow syndrom, reverse peristalsis, reflux disorders functional GI motility disorders. Examine Samprapti of Vatavyadhi, in the background of neuromuscular deficits, sensory motor dysfunction, degenerative changes, autonomic dysfunction, psychological fractures and pain syndrom	4	Experiential- Learning32. 7	PSY- ADT	Shows-how	CD,TUT,D-BED,W,PL

	Examine Samprapti of Vatarakta in the background of chronic inflammatory and autoimmune joint diseases					
Practical Training Activity						
Practical Training 32.1 Prameha: critical understanding						
<ol style="list-style-type: none"> 1. Teacher will explain method of analysis 2. Students will analyze clinical case profiles of patients diagnosed with metabolic syndrome and identify samprapthi overlapping with Prameha. 						
Practical Training 32.2 Comparative Samprapti of Shotha & Udara as per Bruhatrayee						
<ol style="list-style-type: none"> 1. Teacher will explain method of comparison 2. Students will compare Samprapti and Chikitsa Sutra of Shotha and Udara as presented in the three classical texts of Bruhatrayee. They will then create comparison charts to identify major similarities, differences, and unique features. 						
Practical Training 32.3 Comparative Samprapti of Arsha, Grahani, Pandu as per Bruhatrayee						
<ol style="list-style-type: none"> 1. Teacher will explain method of comparison. 2. Students will conduct a comparative analysis of the Samprapti of Arsha, Grahani and Pandu as presented in the three classical texts of Bruhatrayee. They will then create comparison charts to identify major similarities, differences, and unique features. 						
Practical Training 32.4 Comparative Samprapti of Kasa & Shwasa as per Bruhatrayee.						
<ol style="list-style-type: none"> 1. Teacher will explain method of comparison. 2. Students will conduct a comparative analysis of the Samprapti of Shwasa and Kasa as presented in the three classical texts of Bruhatrayee. They will then create comparison charts to identify major similarities, differences, and unique features 						
Practical Training 32.5 Comparative Samprapti of Atisara & Chardi as per Bruhatrayee						
<ol style="list-style-type: none"> 1. Teacher will explain method of comparison 2. Students will conduct a comparative analysis of the Samprapti of Athisara and Chardi as presented in the three classical texts of Bruhatrayee. They will then create comparison charts to identify major similarities, differences, and unique features. 						

Experiential Learning Activity
Experiential-Learning 32.1: Raktapitta & Gulma : Critical understanding
Students will clinical scenarios with abdominal pathology, document the location, consistency, dosha involvement, and systemic symptoms, and attempt to interpret these features through the Ayurvedic lens of Gulma types. Similarly they will reflect on connection of raktapitta with increased vascular fragility, platelet dysfunction and coagulation disorders.
Experiential-Learning 32.2: Heenasatwata as a risk factor for psychomorbidity
Analyze diagnosed cases / case reports to see how much the subjects had heenasatwata, to establish it as risk factor for Unmada.
Experiential-Learning 32.3: Shotha & Udara : Critical understanding
Students will analyze real or simulated clinical cases with documented liver or kidney dysfunction, observing clinical features. They will correlate these findings with Ayurvedic diagnostic features of Jalodara, Yakrutodara, and generalized Shotha, mapping the samprapti accordingly.
Experiential-Learning 32.4: Grahani, Pandu: Critical understanding
Students will observe clinical cases with features like chronic diarrhea, anemia, weight loss, fatigue, and nutrient deficiencies. Using a comparative framework, they will map the modern clinical diagnosis to Ayurvedic understanding-linking Grahani with agnimandya and Dhatvagnimandya, and Pandu with rasa–rakta–ojas dushti.
Experiential-Learning 32.5: Comparative Samprapti of kasa & Shwasa as per Bruhatrayee
Students will explore the classical Ayurvedic understanding of Kasa and Shvasa and examine their samprapti in correlation with modern respiratory disorders such as bronchitis, asthma, COPD, and allergic respiratory diseases.
Experiential-Learning 32.6: Atisara & Chardi : Critical understanding
Students will examine the classical Ayurvedic samprapti of Atisara and Chardi in relation to modern GI tract disorders such as gastroenteritis, irritable bowel syndrome (IBS), food poisoning, and functional dyspepsia. Students will then observe or analyze clinical case scenarios or case simulations involving acute or chronic GI disturbances.
Experiential-Learning 32.7: Udavarta, Vatavyadhi, Vatarakta: Critical understanding
Students will examine the classical Samprapti of Udavarta, Vathavyadhi, and Vatharaktha and understand them in the background of contemporary knowledge. Students will assess clinical cases or case simulations corresponding to retrograde flow syndromes (like GERD, reverse peristalsis, and functional GI motility disorders) to interpret them through the lens of Udāvarta, analyzing features such as upward Vata gati and suppression of natural urges. For Vātavyādhī, they will explore cases of neuromuscular deficits, sensory–motor dysfunction, degenerative neurological conditions, autonomic instability, chronic pain syndromes, and psychosomatic overlays-

mapping classical Vata nanātmaja vikāras and understanding how sensory and motor derangements correspond to dūṣya dushti and dhatu kshaya. In the context of Vātarakta, Students will examine cases of chronic inflammatory joint disorders such as rheumatoid arthritis and gout, identifying correlations with rakta-vata sammūrchana, avarana samprapti, and srotorodha.

Modular Assessment

Assessment	Hour
<p>Assessment Instructions:</p> <p>Conduct a structured, modular assessment. The total marks for the assessment will be 50 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p> <ol style="list-style-type: none"> 1. Case taking and framing samprapti (25 marks) Or any practical assessed for (25 marks) 2. Application Based Essay question on critical understanding of any one disease Or any experiential learning assessed for (25 marks) 	4

Module 33 : Comparative analysis of Chikitsa Sutra based on Brihatrayee

Module Learning Objectives

(At the end of the module, the students should be able to)

- Compare the Chikitsa Sutras of the selected Vyadhis according to Bruhatrayee.
- Critically analyse the Chikitsa Sutras of selected Vyadhis as per Bruhatrayee.
- Apply & clinically evaluate the Chikitsa sutra of selected Vyadhis according to Bruhatrayee.

Unit 1 Raktapitta, Gulma

1. Comparative analysis of Chikitsa Sutra of Bruhatrayee on Raktapitta, Gulma

2. Applied aspects of Raktapitta and Gulma chikitsa

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7,CO8	Organise the chikitsa sutra of Raktapitta & Gulma comparatively,based on Bruhatrayee.	3	Practical33.1	AFT-CHR	Shows-how	FC,D-BED,DIS,PSM,PAL
CO5,CO6, CO7,CO8	Organise Gut-immune axis as the therapeutic target in Gulmachikitsa	4	Experiential-Learning33.1	AFT-CHR	Shows-how	C_L,D-BED,PSM,PSN,CBL

Unit 2 Prameha, Kushta, Shosha/Rajayakshma

1. Comparative analysis of Chikitsa Sutra of Bruhatrayee on Prameha, Kushta, Shosha/Rajayakshma
2. Systemic detoxification in the context of Prameha and Kushta

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7,CO8	Analyse the Chikitsa Sutra of Prameha, Kushtha,Shosha/Rajayakshma comparatively as per Bruhatrayee	4	Practical33.2	AFT-SET	Shows-how	D-BED,PrBL,CBL,C_L,PER

CO5,CO6, CO7	Examine systemic detoxification (Shodhana) as a core strategy in the management of Prameha and Kushta	4	Experiential-Learning33.2	PSY-GUD	Shows-how	RLE,CBL,DIS,PSM,TPW
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Unit 3 Unmada, Apasmara

1. Comparative analysis of Chikitsa Sutra of Bruhatrayee on Unmada, Apasmara
2. Panchakarma and sattvavajaya for neuropsychiatric care in the context of Unmada and Apasmara

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7	Analyse & justify the Chikitsa sutra of Unmada as well as Apasmara comparatively as per Bruhatrayee.	2	Practical33.3	PSY-GUD	Shows-how	IBL,BL,D-BED,SY,PER
CO5,CO6, CO7	Organise and assess the role of panchakarma and satvavajaya in neuropsychiatric care in the context of Unmada and Apasmara.	4	Experiential-Learning33.3	CE	Shows-how	BL,IBL,C_L,D-BED,BS

Unit 4 Shotha, Udara

1. Comparative analysis of Chikitsa Sutra of Bruhatrayee on Shotha, Udara
2. Applied aspects of Shotha and Udarachikitsa

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
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			Experiential Learning		how/Knows how/Know)	
CO5,CO6, CO7	Explore the Chikitsa sutra of Shotha & Udara comparatively, as per Bruhatrayee.	3	Lecture	CAP	Knows-how	L&PPT
CO5,CO6, CO7	Examine detoxification and fluid balance in the target for Shotha & Udara chikitsa	4	Experiential-Learning33.4	PSY-ADT	Shows-how	CBL,IBL,D-BED,PrBL,PSM

Unit 5 Arsha, Grahani, Pandu

1. Comparative analysis of Chikitsa Sutra of Bruhatrayee on Arsha, Grahani, Pandu
2. Agnichikitsa as Kayachikitsa in the context of Arsas, Grahani and Pandu

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7	Interpret the Chikitsa Sutra of Arsha, Grahani & Pandu across Samhitas	3	Lecture	CAN	Knows-how	L&PPT
CO5,CO6, CO7	Examine 'Agnichikitsa' as the therapeutic target of Arsha, Grahani, Pandu chikitsa	5	Experiential-Learning33.5	PSY-ADT	Shows-how	PSM,IBL,CBL,PAL,PrBL

Unit 6 Kasa, Shwasa

1. Comparative analysis of Chikitsa Sutra of Bruhatrayee on Kasa, Shwasa
2. Applied aspects of Kasa-Shwasa chikitsa

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7	Explore the Chikitsa Sutra of Kasa & Shwasa comparatively, as per Bruhatrayee.	2	Lecture	CAN	Knows-how	BS,L&PPT ,L&GD
CO5,CO6, CO7,CO8	Manage & estimate the Chikitsa Sutra of Kasa & Shwasa comparatively, as per Bruhatrayee.	4	Practical33.4	AFT-SET	Shows-how	C_L,D-BED,PL,PSM,CBL

Unit 7 Athisara, Chardi

1. Comparative analysis of Chikitsa Sutra of Bruhatrayee on Athisara, Chardi
2. Integrative approach and dietary practices in the management of Athisara and Chardi

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7	Interpret Chikitsa Sutra of Athisara & Chardi comparatively , based on Bruhatrayee.	2	Lecture	CAN	Knows-how	L&GD,PER,L&PPT ,L
CO5,CO6, CO7,CO8	Examine integrative dietary practices as therapeutic target of Athisara & Chardi	3	Practical33.5	PSY-GUD	Shows-how	CBL,PrBL,D-BED,DIS,PSM

Unit 8 Udavarta, Vatavyadhi, Vatarakta

1. Comparative analysis of Chikitsa Sutra of Bruhatrayee on Udavarta, Vatavyadhi, Vatarakta
2. Applied aspects of Vatavyadhi.

References: 2,18

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain / Sub Domain	3F Level (Does/Show s how/Knows how/Know)	3G Teaching Learning Methods
CO5,CO6, CO7,CO8	Assess the Chikitsa Sutra of Udavarta,Vatha vyadhi & Vatharakta comparatively, as per Bruhatrayee.	4	Practical33. 6	PSY- ADT	Shows-how	TPW,D-BED,PSM,RLE
CO5,CO6, CO7,CO8	Examine 'anulomana' as the therapeutic target of Udavarta-Vata vyadhi-chikitsa	5	Experiential- Learning33. 6	PSY- ADT	Shows-how	TPW,CBL,PAL,RLE,C_L

Practical Training Activity

Practical Training 33.1 Comparative Chikitsa Sutra of Raktapitta & Gulma (As per Bruhatrayee)

1. Teacher will explain method of comparison
2. Students will begin by identifying the structural placement and narrative sequence of these conditions within each Samhita. They will then extract the core components of Chikitsa Sutra for each disease: doshic basis, samprapti-vighatana strategy, priority of shodhana vs shamana, use of specific dravyas, pathya-apathya, and sequencing of interventions.

Practical Training 33.2 Comparative Chikitsa Sutra of Prameha, Kushtha, Shosha/Rajayakshma as per Bruhatrayee

1. Teacher will explain method of comparison
2. Students will begin by identifying the structural placement and narrative sequence of these conditions within each Samhita. They will then extract the core components of Chikitsa Sūtra for each disease: doshic basis, samprapti-vighātana strategy, priority of shodhana vs shamana, use of specific dravyas, pathya-apathya, and sequencing of interventions.

Practical Training 33.3 Comparative Chikitsa Sutra of Unmada and Apasmara as per Bruhatrayee.

1. Teacher will explain method of comparison

2. Students will begin by identifying the structural placement and narrative sequence of these conditions within each Samhita. They will then extract the core components of Chikitsa Sūtra for each disease: doshic basis, samprapti-vighātana strategy, priority of shodhana vs shamana, use of specific dravyas, pathya-apathya, and sequencing of interventions.
Practical Training 33.4 Comparative Chikitsa Sutra of Kasa and Shwasa as per Bruhatrayee
<ol style="list-style-type: none"> 1. Teacher will allot cases 2. Students will apply & Illustrate the Chikitsa Sutra of Kasa & Shwasa in 3-5 selected diagnosed cases.
Practical Training 33.5 Comparing the Chikitsa Sutra of Athisara & Chardi as per Bruhatrayee.
<ol style="list-style-type: none"> 1. Teacher will explain method of comparison 2. Students will map presenting features to agni dushti, ama formation, and dosha prakopa, and critically analyze the textual recommendations on food forms (like yusha, peya, vilepi) and dravyas used for gut pacification and repair. Students will then compare these dietary guidelines with contemporary concepts of BRAT diet, gut-restoration protocols, oral rehydration therapy, and mucosal healing diets.
Practical Training 33.6 Comparative Chikitsa Sutra of Udavarta,Vata vyadhi & Vata rakta
<ol style="list-style-type: none"> 1. Teacher will explain method of comparison 2. Students will begin by identifying the structural placement and narrative sequence of these conditions within each Samhita. They will then extract the core components of Chikitsa Sūtra for each disease: doshic basis, samprapti-vighātana strategy, priority of shodhana vs shamana, use of specific dravyas, pathya-apathya, and sequencing of interventions.
Experiential Learning Activity
Experiential-Learning 33.1: Gulmachikitsa: Critical review
Students will explore the Ayurvedic concept of Gulma on its correlation to the gut–immune axis. Students will identify how classical Gulma Chikitsa-such as deepana–pachana, anulomana, snehana, basti, and rasayana-can be interpreted as therapeutic interventions aimed at restoring gut function.
Experiential-Learning 33.2: Comparative Chikitsa Sutra of Prameha,Kushtha,Shosha/Rajayakshma
Students will critically analyze the role of Shodhana (systemic detoxification) as foundational therapeutic strategies in the Ayurvedic management of two major chronic disorders-Prameha and Kushta. Students will examine the observations in available cases.

Experiential-Learning 33.3: Unamada and Apasmara chikitsa: In neuro-psychiatric care	
Students will explore the therapeutic roles of Panchakarma and Satwavajaya Chikitsa in the management of Unmada and Apasmara, with a focus on their application in neuro-psychiatric care. Students will examine the observations in available cases.	
Experiential-Learning 33.4: Shotha-Udara chikitsa in the context of detoxification and fluid balance	
Students will critically explore the Ayurvedic understanding and management of Shotha and Udara, with a specific focus on systemic detoxification and fluid regulation as key therapeutic goals. Students will examine the observations in available cases.	
Experiential-Learning 33.5: Arsha, Grahani & pandu chikitsa as Agnichikitsa	
Students will investigate Agnichikitsa as the central therapeutic target in the Ayurvedic management of Arsha, Grahani, and Pandu. Students will examine real or simulated patient cases and interpret presenting symptoms through the lens of jatharagni dushti, ama formation, dhatu agni impairment, and kleda sanchaya. Using these insights, students will analyze the classical Chikitsa Sūtras of each disease, identifying how the therapeutic sequence is built around deepana, pachana, shodhana, and rasayana interventions. Students will examine the observations in available cases.	
Experiential-Learning 33.6: Anulomana as therapeutic target of Udavarta-Vatavyadhi chikitsa	
Students will explore Anulomana as a central therapeutic strategy in the management of Udavarta and Vata-vyadhi. Students will examine the observations in available cases.	
Modular Assessment	
Assessment	Hour
<p>Instructions:</p> <p>Conduct a structured, modular assessment. The total marks for the assessment will be 50 (25 marks per credit). Follow a clearly defined marking scheme. Use different assessment methods for each module throughout the semester. Maintain a record of the structured assessment pattern used. Calculate the Modular Grade Point as per Table 6C.</p> <p>Assessment methods:</p> <p>1. Case taking and framing Chikitsasutra (25 marks) OR</p>	4

<p>Any practical assessed for 25 marks</p> <p>2. Application Based Long Essay on therapeutic targets of any one of the chikitsa (25 marks)</p> <p>OR</p> <p>any experiential learning assessed for 25 marks</p>	
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Table 4 : Practical Training Activity

(*Refer table 3 of similar activity number)

Practical No*	Practical name	Hours
1.1	Sutravimarsa: Exploring the Primary Meaning of Sutras	8
1.2	Demonstration of Tatvavimarsha	4
1.3	Vidhi/prayoga-vimarsha of selected Tatvas	8
2.1	Sutravimarsha through Samhita Parayana	10
2.2	Mapping of Tatvas across Samhitas	10
3.1	Demosntration of Sutravimarsha	10
3.2	Samhita patha/Padapatha/Kramapatha	10
3.3	Dhatu Pradoshaja Vikara	10
4.1	Sutravimarsha	5
4.2	Mapping for Tatvavimarsha	5
5.1	Samhita reading based on Sutravimarsha	10
5.2	Identification of translational potentials	5
5.3	Translational potentials of Janapadodhwamsa	5
6.1	Mapping for Tatvavimarsha	10
6.2	Shareera - Preparation of learning resources	10
7.1	Sutravimarsha based on Chikitsasthana	10
7.2	Concpet mapping of Chikitsasutras	10
7.3	Demonstration of Tatwavimarsha	10
8.1	Samhita Reading - Indriya, Kalpa and Sidhisthana	10
9.1	Vedic Medicinal Plants	3
9.2	Atharvaveda: Diseases and Treatment	6
9.3	Upanishad and Ayurveda.	4
9.4	Ayurvedic references in Purana	7
10.1	Evolution of branches - Kayachikitsa, Salyatantra and Salakyatantra	4
10.2	Regional tradition of Manorogachikitsa, Rasayana, Vajeeakarana	5
10.3	Evolution of Balachikitsa, Grahachikitsa, Vishachikitsa, Rasayana chikitsa & Vajeeakarana chikitsa	3
10.4	Regional contributions of Balachikitsa and Vishachikitsa	4

10.5	Assessment of popularity of Hareeta and Bhela samhita	4
11.1	Structural and semantic features of Sharangdhar Samhita	2
11.2	comparative evaluation of the concept of Oushadhakala in Sargadhara Samhita and other samhita	6
11.3	Sharngadhrasamhita in contemporary Pharmaceuticals	4
11.4	Influence of Jain darshana in Kalyana Karaka	3
11.5	Comparison of Variants of Yogasataka	2
11.6	Survey on popularity of Kalyanakaraka and Yogasataka	3
12.1	Chronological listing of important granthas and authors of adhunika kala	4
12.2	Critical review of Bhavapraksaha	8
12.3	Outlining Ayurveda Soukhya	2
12.4	Structured summary of contents of Yogatarangini	6
13.1	Chronological enlisting of Rogavijnan vangmaya	4
13.2	Structured summary of Madhava nidana	6
14.1	Identifying important granthas, authors and period of Chikitsa Vangmaya	2
14.2	Chakradatta and Vangasena	8
14.3	Gadanigraha, Navanitaka, Shatashloki, Virasimhavalokana, Basavarajiyam,, Siddhayoga Samgraha, and Rajamarttand	8
14.4	Vaidyajivan, Vaidyavatamsa	6
14.5	Siddhamantra, Dravyagunasamgraha, Horthus Malabaricus	6
15.1	Outlining the basic information of commentaries of Charaka-samhita	6
15.2	Outlining the Nibandha Samgraha, Bhanumati, Nyayachandrika/Panjika, Sushrutartha Sandeepan commentaries	3
15.3	Reviewing commentaries of Ashtanga Hrudaya and Ashtanga Sangraha	4
15.4	Comparing Dipika and Gudharthadipika, Madhukosha, Atankadarpana and Siddhanta Chintamani commentaries	3
15.5	Ratnaprabha and Tattvachandrika commentaries	4
16.1	Outlining the structure and contents of texts of Vrukshayurveda and summarizing Important concepts	3
16.2	Outlining the structure and contents of texts of Gavayurveda and Summarizing Important concepts	3
16.3	Outlining the structure and contents of texts of Ashwayurveda and Summarizing Important concepts	2

16.4	Outlining the structure and contents of texts of Gajayurveda and Summarizing Important concepts	2
17.1	Types of editions	2
17.2	Translating the text using translation tool	1
17.3	Collation using digital collation techniques	1
17.4	Processing and analysing the text using computational techniques	2
17.5	Analysing basic introductory portion of commentary in Sanskrit	2
17.6	Creating contents	2
18.1	Sankhyakarika Vis A Vis Brihat-trayee	5
18.2	Clinical utility of Satkaryavada	5
18.3	Triguna assessment in individuals	5
18.4	Trividha dukkha: Clinical mapping	5
19.1	Exposition of Yogasutra	10
19.2	Current trends in Yoga	10
20.1	Differentiate the Nyaya darshana from Shastriya Nyaya	5
20.2	Clinical utility of Anumana	10
20.3	Hetvabhasa in misleading diagnosis	5
21.1	Samanya-Vishesha Siddhanta in Ayurveda	6
21.2	Padartha as per Padarthadharma sangraha	4
21.3	Dravya, Guna Karma in Ayurveda and Vaisesika	4
21.4	Samanya, Vishesha and Samavaya in Ayurveda and Vaisesika system	6
22.1	Meemamsa and Ayurveda	5
22.2	Vivartavada in Ayurveda	5
22.3	Karma and Ayurveda	5
22.4	Vedanata Meemamsa and contemporary science	5
23.1	Application of Kshanabhanguravada of Bauddha darshana in Ayurveda	5
23.2	Importance of Charvaka in Ayurveda	4
23.3	Pratityasamutpada in Ayurveda	5
23.4	Significance of Jaina Darshana in Ayurveda	6
24.1	Ayurveda as a Swatantra Darshana	8
24.2	Compilation on Philosophical dimension of Life	6

24.3	Public perception on Medical Ethics	6
25.1	Samanya-Vishesha in perspective of Ayurveda Dipika commentary	4
25.2	Sambhasha Vidhi in perspective of Ayurvedadipika commentary on Rogabhishagjitiyam Vimana Adhyaya	6
25.3	Description of Shat-Padartha in the Ayurveda Dipika, Jalpakalpataru and Charakopaskara Commentaries	5
25.4	Sankhya Darshana and Ayurveda based on Dalhana's Commentary on Sushruta Samhita	5
26.1	Clinical importance of Samanya-Vishesha siddhanta	5
26.2	Application of Swabhavoparama	5
26.3	Differentiation of Siddhanta from Vada, Niyama, Tatwa and Nigamana	5
26.4	Karyakarana bhava in diseases	5
27.1	Dosha-Dhatu-Mala Pariksha in individualized care	10
27.2	Ahara parinama: Different Nyayas	10
28.1	Compariosn of Sharir Prakriti and Manas Prakriti	5
28.2	Comparison of Prakriti pareeksha tools	5
28.3	Agni, Ojus, Vyadhikshamatva, Vikarvighatbhava-abhava	4
28.4	Experimental models for Rasadi panchaka	6
29.1	Nidanapanchaka in clinical decision making	8
29.2	Kriyakala mapping	4
29.3	Differentiation of Khavaigunya, Srotorodha and Srotodushti	8
30.1	Dosha based Upakrama mapping	10
30.2	Ama Chikitsa in current scenario	5
30.3	Sroto anusaree chikitsa for precision medicine	5
30.4	Dosha Gati Anusara Chikitsa Siddhanta, Sthanika-Agantua Dosha Chikitsa, Leena Dosha Chikitsa	10
31.1	Comparative Samprapti & Chikitsa Sutra based of Doshaja Jwara as per Bruhatrayee	5
31.2	Comparative Samprapti & Chikitsa Sutra Of Dhatugatha Jwara as per Bruhatrayee	5
32.1	Prameha: critical understanding	4
32.2	Comparative Samprapti of Shotha & Udara as per Bruhatrayee	4
32.3	Comparative Samprapti of Arsha,Grahani,Pandu.	4

32.4	Comparative Samprapti of Kasa & Shwasa as per Bruhatrayee.	4
32.5	Comparative Samprapti of Atisara & Chardi as per Bruhatrayee	4
33.1	Comparative Chikitsa Sutra of Raktapitta & Gulma (As per Bruhatrayee)	3
33.2	Comparative Chikitsa Sutra of Prameha, Kushtha, Shosha/Rajayakshma as per Bruhatrayee	4
33.3	Comparative Chikitsa Sutra of Unmada as well as Apasmara as per Bruhatrayee.	2
33.4	Comparative Chikitsa Sutra of Kasa & Shwasa as per Bruhatrayee	4
33.5	Comparing the Chikitsa Sutra of Athisara & Chardi as per Bruhatrayee.	3
33.6	Comparative Chikitsa Sutra of Udavarta, Vata vyadhi & Vata rakta	4

Table 5 : Experiential learning Activity

(*Refer table 3 of similar activity number)

Experiential learning No*	Experiential name	Hours
1.1	Peer-Led Sutravimarsha Practice and Reflection	8
1.2	Tatvamanthana: Small group reading sessions for Tatvavimarsha	8
1.3	Tatva to Practice: Vidhivimarsha Peer Circle	10
2.1	Peer engament for Sutravimarsha	10
2.2	Identification of areas of Vidhivimarsha	6
2.3	Translational potentials of Tatvas	10
3.1	Tatwavimarsha	10
3.2	Mapping Trisutra in Anukta Vyadhi	10
3.3	Vidhivimarsha mapping	10
3.4	Vidhivimarsha in clinical setting	9
4.1	Samhitapatha, Padapatha and Kramapatha	3
4.2	Tatwavimarsha on Nidanasthana	10
5.1	Samhita reading based on Sutravimarsha	6
5.2	Vimanasthana as guidelines for measurable specificity	10
5.3	Mapping Principles through Tatvavimarsha	10
6.1	Samhita reading practice	6
6.2	Visual mapping of Shareera	10
6.3	Vidhivimarsha of Shareerasthana	10
7.1	Developing dietary decision tree	10
7.2	Prayogavimarsha on Aushadhayogas	10
7.3	Vidhivimarsha of Chikitsasthana	9
7.4	Mapping of chikitsasutra in Nidanasthana and chikitsasthana	10
8.1	Identification of Tatvas for Tatvavimarsha	3
8.2	Analysing use of Kalyanagula in clinics	5
8.3	Matra as key determinant of safety, efficacy and patient suitability	
8.2	Contemporary tools for Indriyasthana based prognostic assessment	10
9.1	Differentiation of various domains of Vedic corpus	4

9.2	Ayurveda as Upaveda of Atharvaveda	2
9.3	Meet the experts - Vedic Literature	5
9.4	Preparation of Learning material: Ayurveda and Vedas	5
9.5	Brahmanas, Aranyakas and Upanishats	5
9.6	Puranas and Ayurveda	3
9.7	Importance of Agnipurana	2
10.1	Kayachikitsa - conceptual frame work	3
10.2	Susrutasamhita - Master textbook of Shalya and Shalakya	5
10.3	Susruta's contributions on Basic Principles	5
10.4	Sutrasthane Tu Vagbhata	2
10.5	Kashyapasamhita as Master textbook of Balachikitsa	8
10.6	Kashyapasamhita in contemporary practice	3
11.1	Survey on popularity of oushadhayogas in Sargadhara Samhita	5
11.2	Pachanadi karma. Distinguishing Sargadhara Samhita	5
11.3	Prakriti assessment as per Sarngadharasamhita	6
11.4	Diagnostic measures in Sharngadhara samhita	5
11.5	Learning resources based on Sharngadhara samhita	5
12.1	Survey to assess popularity of oushadha yogas in Bhavaprakasha	8
12.2	Comparison of Bhavapraksha nighantu with other nighantus	4
12.3	Bhavaprakasha as Laghutrayee	8
12.4	Summary of Bhavapraksha	6
13.1	Comparison of Madhava nidana with other contemporary texts	5
13.2	Critical appraisal of inclusion of newer diagnostic methods and new diseases in Rogavijnan vangmaya	8
14.1	Appreciating the popularity of Chikitsa vāñmaya through a survey among practitioners	3
14.2	Market study of aushadhayogas in Chikitsa-vangmaya	4
14.3	Bhaishajya Ratnavali, Yogaratnakar, Yogatarangini, Atankatimirabhaskar, Vyadhinigraha, Vaidyasarasamgraha, Chikitsadarsha, and Chikitsa Pradipa	6
14.4	Yogaratna Samuchchaya and Vaidyamruta	10
14.5	Vaidyakaustubha, Vaidyavilasa	9
14.6	Ayurvedasutra, Kaushitaki Sutra (Chapter IV), Rasavaisheshika Sutra	7

15.1	Jalapakalpataru and Charakapradipika	6
15.2	Study of Nibandha Samgraha commentary and summarization	6
15.3	Exploring Sarvanga Sundara, Ayurveda Rasayan, Shashilekha [of A.San.] commentaries and summarization	6
15.4	Study of Gudharthadipika & Madhukosha commentaries and summarization	4
15.5	Significance of commentaries	4
16.1	Reviewing the research articles of Vrukshayurveda	4
16.2	Summarizing Important concepts from research articles of Gavayurveda and essay writing	3
16.3	Summarize Important concepts from research articles of Ashwayurveda and essay writing	3
16.4	Summarizing Important concepts from research articles of Gajayurveda and essay writing	3
17.1	Methods of translation	3
17.2	Analysing critical apparatus	3
17.3	Current researches on computational techniques in Sanskrit	2
17.4	Composing the commentary	2
17.5	Content creation on self-selected topic	3
18.1	Exposition of Sankhyakarika	10
18.2	Application of the elements of Sankhya Darshana in Ayurveda	6
18.3	Ayurveda and Sankhya Darshana in reference to Satkaryavada	10
19.1	Interpreting Yogasutras with the help of Vruttis and Vyakhyanas	5
19.2	Panchaklesha in current lifestyle	6
19.3	Survey on public perception of Yoga	10
19.4	Yogadarshana: Similarity in contemporary science	5
20.1	Anumanapramana in research	6
20.2	Asatkaryavada Vs. Satkaryavada	5
20.3	Asatkaryavada in Ayurveda	5
20.4	Nyayadarshana: Mapping with contemporary science	10
21.1	Exposition of Vaiseshikasutra	10
21.2	Group discussion on the Sutras of Vaisheshika	5
21.3	Exposition of Tarka Samgraha	5

21.4	Vaiseshika in the background of contemporary science	6
22.1	Dharma and Purushartha in contemporary life	10
22.2	Pancheekarana as per Vedanta	10
22.3	Learning materials to depict Meemamsa and Vedanta	6
23.1	Avaidikatwa of Charvak, Bauddha and Jain Darshana	5
23.2	Swabhavavada, Bhutachaitanya vada and refutation of Shabdapramana	5
23.3	Bauddha darshana in contemporary science	5
23.4	Baudha-Jain influence on ethical medical practice	5
23.5	Charvaka and contemporary science	6
24.1	Kala-Akala Mrityu Vichara	6
24.2	Importance of Yuktipramana	10
24.3	Ayurveda from a pure philosophy to a practical philosophy	10
25.1	Distinguishing feature of philosophical reflection adopted by Gangadhara Roy in contrast with the other commentators	7
25.2	Philosophical reflection adopted by the commentators	8
25.3	Reflection of principles of Darshana in Ayurvedadipika commentary on Katidhapurushiyam Sharira of Charaka Samhita	5
25.4	Reflection of principles of Darshana in Ayurvedadipika commentary on Rogabhishagjitiyam Vimana of Charaka Samhita	6
26.1	Samanya-visesha and systems biology	5
26.2	Loka -Purusha samya in environmental, physiological, and behavioral contexts	5
26.3	Panchabhautika Mapping of diseases	5
26.4	Swabhavoparama integrated with other siddhantas	5
26.5	Karyakarana bhava in the background of diseases	6
27.1	Atma in Jnanotpatti	2
27.2	Differentiation of emotional status	4
27.3	Indriyaswasthya	4
27.4	Definition of Ayus	2
27.5	Dosha-karanata siddhanta	5
27.6	Doshatwa of Rakta	5
27.7	Assessment of Ahara jeerna lakshana	4

28.1	Customization of Pathyapathya	5
28.2	Impact of Satmya-asatmya	5
28.3	Assessment of agni vardhaka aushadha and ojovardhaka ahara in patients	5
28.4	Risk status assessment based on Vikara-vighata-bhava-abhava	5
28.5	Prakrti sama-samaveta, Vikrti vishama samaveta in Aushadhayogas	6
29.1	ShadKriya kala, Doshagati, Roga marga.	10
29.2	Assessment of Kleda, Utklesha, Abhishyanda and Leena	8
29.3	Hetu-Linga-Kriyasankara	8
30.1	Treatment outlines based on Trividha Aushadham, Dwividha upakrama, Shadvidha Upakrama	10
30.2	Dhatu –Mala Anusara Chikitsa	10
30.3	Ama Chikitsa, Srotonusari Chikitsa	5
30.4	Panchakarma chikitsa siddhanta	4
30.5	Vipareeta-Vipareetarthakari Chikitsa	5
30.6	Critical understanding of Aushdhasevana kala	5
31.1	Doshaja Jwara : critical understanding	5
31.2	Dhatugata Jwara: Critical understanding	5
31.3	Vishama Jwara: Critical understanding	3
32.1	Raktapitta & Gulma : Critical understanding	5
32.2	Heenasatwata as a risk factor for psychomorbidity	3
32.3	Shotha & Udara : Critical understanding	3
32.4	Grahani,Pandu: Critical understanding	4
32.5	Comparative Samprapti of kasa & Shwasa as per Bruhatrayee	4
32.6	Atisara & Chardi : Critical understanding	3
32.7	Udavarta, Vatavyadhi, Vatarakta: Critical understanding	4
33.1	Gulmachikitsa: Critical review	4
33.2	Comparative Chikitsa Sutra of Prameha,Kushtha,Shosha/Rajayakshma	4
33.3	Unamada and Apasmara chikitsa: In neuro-psychiatric care	4
33.4	Shotha-Udara chikitsa in the context of detoxification and fluid balance	4
33.5	Arsha,Grahani & pandu chikitsa as Agnichikitsa	5
33.6	Anulomana as therapeutic target of Udavarta-Vatavyadhi chikitsa	5

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

6 A : Number of Papers and Marks Distribution

Subject Code	Paper	Theory	Practical	Total
AYPG-SS	4	100 x 4 papers = 400	400	800

6 B : Scheme of Assessment (Formative and Summative Assessment)

Credit frame work

AYPG-SS consists of 33 modules totaling 64 credits, which correspond to 1920 Notional Learning Hours. Each credit comprises 30 Hours of learner engagement, distributed across teaching, practical, and experiential learning in the ratio of 1:2:3. Accordingly, one credit includes 5 hours of teaching, 10 hours of practical training, 13 hours of experiential learning, and 2 hours allocated for modular assessment, which carries 25 marks.

Formative Assessment :Module wise Assessment:will be done at the end of each module. Evaluation includes Students active participation to get Credits and Marks. Each Module may contain one or more credits.

Summative Assessment:Summative Assessment (University examination) will be carried out at the end of Semester VI.

6 C : Calculation Method for Modular Grade Points (MGP)

Module Number & Name (a)	Credits (b)	Actual No. of Notional Learning Hours (c)	Attended Number of notional Learning hours (d)	Maximum Marks of assessment of modules (e)	Obtained Marks per module (f)	MGP $=d*f/c*e*100$
Semester No : 3						
Paper No : 1 (Ayurveda Classics - Ayurveda Samhita)						
M 1 Sushruta-Samhita, Ashtanga Sangraha and Ashtanga Hrudaya	2	60		50		
M 2 Charaka-Samhita: Sutrasthana : I	2	60		50		
Paper No : 2 (Ayurveda Compendia - Ayurveda Vangmaya)						
M 9 Ayurveda and Vedic Literature	2	60		50		
M 10 Samhita Vangmaya-Pracheena kala	2	60		50		
Paper No : 3 (Ayurveda Philosophy - Ayurveda-Darshana)						
M 18 Sankhya Darshana	2	60		50		
M 19 Yoga Darshana	2	60		50		
Paper No : 4 (Fundamental Principles of Ayurveda - Ayurveda Siddhanta)						
M 26 Ayurveda Sarvatantra-Pratitantra Siddhanta	2	60		50		
M 27 Purusha Vichayanam	2	60		50		
	16	480		400		
Semester No : 4						
Paper No : 1 (Ayurveda Classics - Ayurveda Samhita)						
M 3 Charaka-Samhita: Sutrasthana : II	3	90		75		
M 4 Charaka-Samhita: Nidanasthana	1	30		25		
Paper No : 2 (Ayurveda Compendia - Ayurveda Vangmaya)						
M 11 Samhita Vangmaya in Madhyakala	2	60		50		
M 12 Samhita Vangmaya in Adhunikala	2	60		50		
Paper No : 3 (Ayurveda Philosophy - Ayurveda-Darshana)						
M 20 Nyaya Darshana	2	60		50		
M 21 Vaisheshika Darshana	2	60		50		
Paper No : 4 (Fundamental Principles of Ayurveda - Ayurveda Siddhanta)						
M 28 Swastha-Swasthya Siddhanta	2	60		50		
M 29 Vyadhi – Vyadhita Siddhanta	2	60		50		

	16	480		400		
Semester No : 5						
Paper No : 1 (Ayurveda Classics - Ayurveda Samhita)						
M 5 Charaka-Samhita - Vimana Sthana	2	60		50		
M 6 Charaka-Samhita - Sharira Sthana	2	60		50		
Paper No : 2 (Ayurveda Compendia - Ayurveda Vangmaya)						
M 13 Rogavigyan Vangmaya	1	30		25		
M 14 Chikitsa-Vangmaya	3	90		75		
Paper No : 3 (Ayurveda Philosophy - Ayurveda-Darshana)						
M 22 Mimamsa and Vedanta Darshana	2	60		50		
M 23 Charvak, Bauddha and Jain Darshana	2	60		50		
Paper No : 4 (Fundamental Principles of Ayurveda - Ayurveda Siddhanta)						
M 30 Samanya Chikitsa Siddhanta Vichayanam	3	90		75		
M 31 Jwara Vichayanam based on Bruhatrayee	1	30		25		
	16	480		400		
Semester No : 6						
Paper No : 1 (Ayurveda Classics - Ayurveda Samhita)						
M 7 Charaka-Samhita - Chikitsa Sthana	3	90		75		
M 8 Charaka-Samhita - Indriya, Kalpa and Siddhi Sthana	1	30		25		
Paper No : 2 (Ayurveda Compendia - Ayurveda Vangmaya)						
M 15 Vyakhya vangmaya	2	60		50		
M 16 Allied disciplines of Ayurveda	1	30		25		
M 17 Writing skills and redaction	1	30		25		
Paper No : 3 (Ayurveda Philosophy - Ayurveda-Darshana)						
M 24 Ayurveda- A Svatantra Darshana	2	60		50		
M 25 Reflection of Darshana in commentaries of Ayurvedic texts	2	60		50		
Paper No : 4 (Fundamental Principles of Ayurveda - Ayurveda Siddhanta)						
M 32 Comparative analysis of Samprapti based on Bruhatrayee.	2	60		50		
M 33 Comparative analysis of Chikitsa Sutra based on Bruhatrayee	2	60		50		
	16	480		400		
MGP = ((Number of Notional learning hours attended in a module) X (Marks obtained in the modular assessment) / (Total number of Notional learning hours in the module) X (Maximum marks of the module)) X 100						

6 D : Semester Evaluation Methods for Semester Grade Point Average (SGPA)

SGPA will be calculated at the end of the semester as an average of all Module MGPs. Average of MGPs of the Semester For becoming eligible for Summative assessment of the semester, student should get minimum of 60% of SGPA SGPA = Average of MGP of all modules of all papers = add all MGPs in the semester/ no. of modules in the semester Evaluation Methods for Modular Assessment		
Semester No : 3		
Paper No : 1 Ayurveda Classics - Ayurveda Samhita		
A S.No	B Module number and Name	C MGP
1	M1.Sushruta-Samhita, Ashtanga Sangraha and Ashtanga Hrudaya	C 1
2	M2.Charaka-Samhita: Sutrasthana : I	C 2
Paper No : 2 Ayurveda Compendia - Ayurveda Vangmaya		
A S.No	B Module number and Name	C MGP
3	M9.Ayurveda and Vedic Literature	C 3
4	M10.Samhita Vangmaya-Pracheena kala	C 4
Paper No : 3 Ayurveda Philosophy - Ayurveda-Darshana		
A S.No	B Module number and Name	C MGP
5	M18.Sankhya Darshana	C 5
6	M19.Yoga Darshana	C 6
Paper No : 4 Fundamental Principles of Ayurveda - Ayurveda Siddhanta		
A S.No	B Module number and Name	C MGP
7	M26.Ayurveda Sarvatantra-Pratitantra Siddhanta	C 7
8	M27.Purusha Vichayanam	C 8
	Semester Grade point Average (SGPA)	$(C1+C2+C3+C4+C5+C6+C7+C8) / \text{Number of modules (8)}$
Semester No : 4		

Paper No : 1 Ayurveda Classics - Ayurveda Samhita		
A S.No	B Module number and Name	C MGP
1	M3.Charaka-Samhita: Sutrasthana : II	C 1
2	M4.Charaka-Samhita: Nidanasthana	C 2
Paper No : 2 Ayurveda Compendia - Ayurveda Vangmaya		
A S.No	B Module number and Name	C MGP
3	M11.Samhita Vangmaya in Madhyakala	C 3
4	M12.Samhita Vangmaya in Adhunik kala	C 4
Paper No : 3 Ayurveda Philosophy - Ayurveda-Darshana		
A S.No	B Module number and Name	C MGP
5	M20.Nyaya Darshana	C 5
6	M21.Vaisheshika Darshana	C 6
Paper No : 4 Fundamental Principles of Ayurveda - Ayurveda Siddhanta		
A S.No	B Module number and Name	C MGP
7	M28.Swastha-Swasthya Siddhanta	C 7
8	M29.Vyadhi – Vyadhita Siddhanta	C 8
	Semester Grade point Average (SGPA)	$(C1+C2+C3+C4+C5+C6+C7+C8) / \text{Number of modules}(8)$
Semester No : 5		
Paper No : 1 Ayurveda Classics - Ayurveda Samhita		
A S.No	B Module number and Name	C MGP
1	M5.Charaka-Samhita - Vimana Sthana	C 1
2	M6.Charaka-Samhita - Sharira Sthana	C 2
Paper No : 2 Ayurveda Compendia - Ayurveda Vangmaya		
A S.No	B Module number and Name	C MGP
3	M13.Rogavigyan Vangmaya	C 3
4	M14.Chikitsa-Vangmaya	C 4
Paper No : 3 Ayurveda Philosophy - Ayurveda-Darshana		

A S.No	B Module number and Name	C MGP
5	M22.Mimamsa and Vedanta Darshana	C 5
6	M23.Charvak, Bauddha and Jain Darshana	C 6
Paper No : 4 Fundamental Principles of Ayurveda - Ayurveda Siddhanta		
A S.No	B Module number and Name	C MGP
7	M30.Samanya Chikitsa Siddhanta Vichayanam	C 7
8	M31.Jwara Vichayanam based on Bruhatrayee	C 8
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8) / Number of modules(8)
Semester No : 6		
Paper No : 1 Ayurveda Classics - Ayurveda Samhita		
A S.No	B Module number and Name	C MGP
1	M7.Charaka-Samhita - Chikitsa Sthana	C 1
2	M8.Charaka-Samhita - Indriya, Kalpa and Siddhi Sthana	C 2
Paper No : 2 Ayurveda Compendia - Ayurveda Vangmaya		
A S.No	B Module number and Name	C MGP
3	M15.Vyakhya vangmaya	C 3
4	M16.Allied disciplines of Ayurveda	C 4
5	M17.Writing skills and redaction	C 5
Paper No : 3 Ayurveda Philosophy - Ayurveda-Darshana		
A S.No	B Module number and Name	C MGP
6	M24.Ayurveda- A Svatantra Darshana	C 6
7	M25.Reflection of Darshana in commentaries of Ayurvedic texts	C 7
Paper No : 4 Fundamental Principles of Ayurveda - Ayurveda Siddhanta		
A S.No	B Module number and Name	C MGP

8	M32.Comparative analysis of Samprapti based on Bruhatrayee.	C 8
9	M33.Comparative analysis of Chikitsa Sutra based on Bruhatrayee	C 9
	Semester Grade point Average (SGPA)	$(C1+C2+C3+C4+C5+C6+C7+C8+C9) / \text{Number of modules (9)}$

S. No	Evaluation Methods
1.	Method explained in the Assessment of the module or similar to the objectives of the module.

6 E : Question Paper Pattern

MD/MS Ayurveda Examination

AYPG-SS

Sem III-VI

Time: 3 Hours ,**Maximum Marks:** 100

INSTRUCTIONS: All questions compulsory

		Number of Questions	Marks per question	Total Marks
Q 1	Application-based Questions (ABQ)	1	20	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Analytical based structured Long answer question (LAQ)	4	10	40
				100

6 F : Distribution for summative assessment (University examination)

S.No	List of Module/Unit	ABQ	SAQ	LAQ
Paper No : 1 (Ayurveda Classics - Ayurveda Samhita)				
(M-1) Sushruta-Samhita, Ashtanga Sangraha and Ashtanga Hrudaya (Marks: Range 5-15)				
1	(U-1) Adhikarana-vimarsha	No	Yes	No
2	(U-2) Sutravimarsha of Sutra-s	No	Yes	Yes
3	(U-3) Tatvavimarsha	No	Yes	Yes
4	(U-4) Prayoga/Vidhi-vimarsha	No	Yes	Yes
(M-2) Charaka-Samhita: Sutrasthana : I (Marks: Range 5-20)				
1	(U-1) Adhikarana-vimarsha	No	Yes	No
2	(U-2) Sutravimarsha	Yes	Yes	Yes
3	(U-3) Tatvamimarsha	Yes	Yes	Yes
4	(U-4) Vidhivimarsha	Yes	Yes	Yes
(M-3) Charaka-Samhita: Sutrasthana : II (Marks: Range 5-20)				
1	(U-1) Adhikaranavimarsha	No	Yes	No
2	(U-2) Sutravimarsha	Yes	Yes	Yes
3	(U-3) Tattvamimarsha	Yes	Yes	Yes
4	(U-4) Vidhivimarsha	Yes	Yes	Yes
(M-4) Charaka-Samhita: Nidanasthana (Marks: Range 5-15)				
1	(U-1) Adhikaranavimarsha	No	Yes	No
2	(U-2) Sutravimarsha	No	Yes	No
3	(U-3) Tattvavimarsha	No	Yes	No
4	(U-4) Vidhi/Prayogavimarsha	No	Yes	No
(M-5) Charaka-Samhita - Vimana Sthana (Marks: Range 5 - 20)				
1	(U-1) Adhikaranavimarsha	No	Yes	No
2	(U-2) Sutravimarsha	No	Yes	Yes
3	(U-3) Tattvavimarsha	No	Yes	Yes
4	(U-4) Vidhivimarsha	Yes	Yes	Yes
(M-6) Charaka-Samhita - Sharira Sthana (Marks: Range 5 - 20)				
1	(U-1) Adhikaranavimarsha	No	Yes	No
2	(U-2) Sutravimarsha	No	Yes	No

3	(U-3) Tattvavimarsha	No	Yes	No
4	(U-4) Vidhivimarsha	Yes	Yes	Yes
(M-7)Charaka-Samhita - Chikitsa Sthana (Marks: Range 5 - 20)				
1	(U-1) Adhikaranavimarsha	No	Yes	No
2	(U-2) Sutravimarsha	Yes	Yes	Yes
3	(U-3) Tattvavimarsha	Yes	Yes	Yes
4	(U-4) Prayogavimarsha	Yes	Yes	Yes
5	(U-5) Vidhivimarsha	Yes	Yes	Yes
(M-8)Charaka-Samhita - Indriya, Kalpa and Siddhi Sthana (Marks: Range 5 - 20)				
1	(U-1) Adhikaranavimarsha	No	Yes	No
2	(U-2) Sutravimarsha	No	Yes	No
3	(U-3) Tattvavimarsha	No	Yes	No
4	(U-4) Prayogavimarsha	No	Yes	No
5	(U-5) Vidhivimarsha	Yes	Yes	Yes
S.No	List of Module/Unit	ABQ	SAQ	LAQ
Paper No : 2 (Ayurveda Compendia - Ayurveda Vangmaya)				
(M-9)Ayurveda and Vedic Literature (Marks: Range 5 - 15)				
1	(U-1) Vedic Literature	No	Yes	Yes
2	(U-2) Ayurveda in Veda-Samhita - I	No	Yes	Yes
3	(U-3) Ayurveda in Veda-Samhita - II	No	Yes	Yes
4	(U-4) Ayurveda in Brahmana and Aranyaka	No	Yes	Yes
5	(U-5) Ayurveda in Purana	No	Yes	Yes
(M-10)Samhita Vangmaya-Pracheena kala (Marks: Range 5 - 20)				
1	(U-1) Branches of Ayurveda	Yes	Yes	Yes
2	(U-2) Sushruta-Samhita	Yes	Yes	Yes
3	(U-3) Ashtanga Hrudaya and Ashtangasangraha	Yes	Yes	Yes
4	(U-4) Kashyapa Samhita	Yes	Yes	Yes
5	(U-5) Hareeta samhita and Bhela samhita	No	Yes	Yes
(M-11)Samhita Vangmaya in Madhyakala (Marks: Range 5 - 20)				
1	(U-1) Sharngadhara-Samhita I	Yes	Yes	Yes
2	(U-2) Sharngadhara samhita - II	Yes	Yes	Yes

3	(U-3) Siddhasara samhita & Parahita Samhita	No	Yes	No
4	(U-4) Other Madhyakala-Samhita	No	Yes	No
(M-12)Samhita Vangmaya in Adhunik kala (Marks: Range 5 - 15)				
1	(U-1) Important Granthas of Adhunikakala	No	Yes	Yes
2	(U-2) Bhavaprakasha	No	Yes	Yes
3	(U-3) Ayurveda Soukhya and Yogatarangini	No	Yes	No
(M-13)Rogavigyan Vangmaya (Marks: Range 5 - 10)				
1	(U-1) Rogavijnana Vangmaya	No	Yes	No
2	(U-2) Madhava nidana	No	Yes	No
3	(U-3) Roga Vigyan Vangmaya-others	No	Yes	No
(M-14)Chikitsa-Vangmaya (Marks: Range 5 - 15)				
1	(U-1) Chikitsa Vangmaya	No	Yes	Yes
2	(U-2) Chikitsa granthas	No	Yes	Yes
3	(U-3) Yoga Samgraha Grantha	No	Yes	No
4	(U-4) Vaidyaka Kavya	No	Yes	No
5	(U-5) Anupana and Pathyapathya	No	Yes	No
6	(U-6) Nighantu	No	Yes	No
7	(U-7) Sutragrantha	No	Yes	No
(M-15)Vyakhya vangmaya (Marks: Range 5 - 15)				
1	(U-1) Vyakhya-Charakasamhita	No	Yes	Yes
2	(U-2) Vyakhya-Sushruta Samhita	No	Yes	Yes
3	(U-3) Vyakhya-Ashtanga sangraha and Ashtanga Hrudaya	No	Yes	Yes
4	(U-4) Vyakhya-Madhavanidana and Sharngadhara samhita	No	Yes	No
5	(U-5) Vyakhya-Chakradatta	No	Yes	No
(M-16)Allied disciplines of Ayurveda (Marks: Range 5 - 15)				
1	(U-1) Vrukshayurveda	No	Yes	No
2	(U-2) Mrigayurveda	No	Yes	No
(M-17)Writing skills and redaction (Marks: Range 5-10)				
1	(U-1) Review process	No	Yes	No
2	(U-2) Editing process & different types of Editions	No	Yes	No
3	(U-3) Redaction	No	Yes	No

4	(U-4) Transliteration process	No	Yes	No
5	(U-5) Writing skills	No	Yes	No
S.No	List of Module/Unit	ABQ	SAQ	LAQ
Paper No : 3 (Ayurveda Philosophy - Ayurveda-Darshana)				
(M-18) Sankhya Darshana (Marks: Range 5 - 15)				
1	(U-1) Fundamentals of Darshana	No	Yes	Yes
2	(U-2) Sankhya Darshana	No	Yes	Yes
3	(U-3) Sankhya Karika	No	Yes	Yes
4	(U-4) Application of Sankhya principles in Ayurveda	No	Yes	Yes
(M-19) Yoga Darshana (Marks: Range 5 - 15)				
1	(U-1) Fundamentals of Yoga Darshana	No	Yes	Yes
2	(U-2) Patanjala Yoga Sutra	No	Yes	Yes
3	(U-3) Application of Yoga principles in Ayurveda	No	Yes	Yes
(M-20) Nyaya Darshana (Marks: Range 5 - 15)				
1	(U-1) Fundamentals of Nyaya Darshana	No	Yes	Yes
2	(U-2) Pramana Vijnana	No	Yes	Yes
3	(U-3) Navya Nyaya	No	Yes	Yes
4	(U-4) Application of Nyaya principles in Ayurveda	No	Yes	Yes
(M-21) Vaisheshika Darshana (Marks: Range 5 - 20)				
1	(U-1) Fundamentals of Vaisheshika Darshana	Yes	Yes	Yes
2	(U-2) Padarthadharmsamgraha and Tarka Samgraha	Yes	Yes	Yes
3	(U-3) Application of principles of Vaisheshika in Ayurveda	Yes	Yes	Yes
(M-22) Mimamsa and Vedanta Darshana (Marks: Range 5 - 20)				
1	(U-1) Fundamentals of Mimamsa and Vedanta Darshana	No	Yes	No
2	(U-2) Application of principles of Mimamsa and Vedanta Darshana in Ayurveda	No	Yes	No
(M-23) Charvak, Bauddha and Jain Darshana (Marks: Range 5 - 10)				
1	(U-1) Charvak Darshana	No	Yes	No
2	(U-2) Bauddha Darshana	No	Yes	No
3	(U-3) Jain Darshana	No	Yes	No
4	(U-4) Application in Ayurveda	No	Yes	No

(M-24) Ayurveda- A Svatanttra Darshana (Marks: Range 5 - 20)				
1	(U-1) Uniqueness of Ayurveda in comparison to the philosophical principles like the Vishesha, Indriya	Yes	Yes	Yes
2	(U-2) Unique Ayurveda principles	Yes	Yes	Yes
3	(U-3) Ethics in Ayurveda	No	Yes	Yes
(M-25) Reflection of Darshana in commentaries of Ayurvedic texts (Marks: Range 5 - 20)				
1	(U-1) Darshana in Jalpakalpataru	Yes	Yes	Yes
2	(U-2) Charakopaskara	Yes	Yes	Yes
3	(U-3) Nibandhasamgraha	Yes	Yes	Yes
4	(U-4) Ayurvedadipika	Yes	Yes	Yes
S.No	List of Module/Unit	ABQ	SAQ	LAQ
Paper No : 4 (Fundamental Principles of Ayurveda - Ayurveda Siddhanta)				
(M-26) Ayurveda Sarvatantra-Pratitantra Siddhanta (Marks: Range 5 - 20)				
1	(U-1) Samanya-Vishesha siddhantha.	Yes	Yes	Yes
2	(U-2) Loka -Purusha samya siddhantha.	Yes	Yes	Yes
3	(U-3) Panchabhautika Siddhanta	Yes	Yes	Yes
4	(U-4) Swabhava uparama siddhantha	No	Yes	Yes
5	(U-5) Siddhanta	No	Yes	Yes
6	(U-6) Karyakarana siddhanta	Yes	Yes	Yes
(M-27) Purusha Vichayanam (Marks: Range 5 - 15)				
1	(U-1) Atma	No	Yes	Yes
2	(U-2) Manas	No	Yes	Yes
3	(U-3) Indriya	No	Yes	Yes
4	(U-4) Shareera and Ayus	No	Yes	Yes
5	(U-5) Dosha-dhatu-mala siddhanta	No	Yes	Yes
6	(U-6) Ahara parinama	No	Yes	Yes
(M-28) Swastha-Swasthya Siddhanta (Marks: Range 5 - 20)				
1	(U-1) Prakrti	Yes	Yes	Yes
2	(U-2) Ahara,Vihara, Pathyapathya, Satmyaasatmya	Yes	Yes	Yes
3	(U-3) Agni, Ojus, Vyadhikshamatva, Vikarvighatbhava-abhava	Yes	Yes	Yes
4	(U-4) Rasa panchaka	Yes	Yes	Yes

5	(U-5) Prakruti sama-samaveta, Vikruti vishama samaveta, Samana pratyayarabdha, Vichitra pratyayarabdha.	Yes	Yes	Yes
(M-29) Vyadhi – Vyadhita Siddhanta (Marks: Range 5 - 15)				
1	(U-1) Roga pareeksha	No	Yes	Yes
2	(U-2) Shadkriyakala, dosha gati, rogamarga.	No	Yes	No
3	(U-3) Srotas, khavaigunya and srotodushti	No	Yes	Yes
4	(U-4) Kleda, Utklesha, Abhishyanda and Leena	No	Yes	Yes
5	(U-5) Nidanarthakara Roga, Upadrava, Hethu-Linga-Vyadhi -Kriya Sankara	No	Yes	Yes
(M-30) Samanya Chikitsa Siddhanta Vichayanam (Marks: Range 5 - 20)				
1	(U-1) Trividha Aushadham,Dwividha upakrama,Shadvidha Upakrama	Yes	Yes	Yes
2	(U-2) Dosha Upakrama,Dhatu –Mala Anusara Chikitsa	Yes	Yes	Yes
3	(U-3) Ama Chikitsa,Srotonusari Chikitsa,Panchakarma Chikitsa Siddhanta	Yes	Yes	Yes
4	(U-4) Dosha Gati Anusara Chikitsa Siddhanta,Sthanika-Agantua Dosha Chikitsa,Leena Dosha Chikitsa,Shodhana-Shamana Chikitsa	Yes	Yes	Yes
5	(U-5) Aushadha sevana Kala	Yes	Yes	Yes
(M-31) Jwara Vichayanam based on Bruhatrayee (Marks: Range 5 - 10)				
1	(U-1) Doshaja Jwara Samprapti-Chikitsa Sutra Vichayanam	No	Yes	No
2	(U-2) Agantuja Jwara Samprapti-Chikitsa Sutra Vichayanam	No	Yes	No
3	(U-3) Dhatugata Jwara Samprapti-Chikitsa Sutra Vichayanam	No	Yes	No
4	(U-4) Vishama Jwara Samprapti-Chikitsa Sutra Vichayanam	No	Yes	No
5	(U-5) Jeerna -Any Jwara Samprapti-Chikitsa Sutra Vichayanam	No	Yes	No
(M-32) Comparative analysis of Samprapti based on Bruhatrayee. (Marks: Range 5 - 15)				
1	(U-1) Raktapitta, Gulma	No	Yes	Yes
2	(U-2) Prameha, Kushta, Shosha/Rajayakshma	No	Yes	Yes
3	(U-3) Unmada, Apasmara	No	Yes	Yes
4	(U-4) Shotha, Udara	No	Yes	Yes

5	(U-5) Arsha, Grahani, Pandu	No	Yes	Yes
6	(U-6) Kasa, Shwasa	No	Yes	Yes
7	(U-7) Atisara, Chhardi	No	Yes	Yes
8	(U-8) Udavatha, Vathavyadhi, Vatharaktha	No	Yes	Yes
(M-33) Comparative analysis of Chikitsa Sutra based on Bruhatrayee (Marks: Range 5 - 15)				
1	(U-1) Raktapitta, Gulma	No	Yes	Yes
2	(U-2) Prameha, Kushta, Shosha/Rajayakshma	No	Yes	Yes
3	(U-3) Unmada, Apasmara	No	Yes	Yes
4	(U-4) Shotha, Udara	No	Yes	Yes
5	(U-5) Arsha, Grahani, Pandu	No	Yes	Yes
6	(U-6) Kasa, Shwasa	No	Yes	Yes
7	(U-7) Athisara, Chardi	No	Yes	Yes
8	(U-8) Udavarta, Vatavyadhi, Vatarakta	No	Yes	Yes

6 G : Instruction for the paper setting & Blue Print for Summative assessment (University Examination)

Instructions for the paper setting.

1. University examination shall have 4 papers of 100 marks.

Each 100 marks question paper shall contain:-

- Application Based Question: 1 No (carries 20 marks)
- Short Answer Questions: 8 Nos (each question carries 05 marks)
- Long Answer Questions: 4 Nos (each question carries 10 marks)

2. Questions should be drawn based on the table 6F.

3. Marks assigned for the module in 6F should be considered as the maximum marks. No question shall be asked beyond the maximum marks.

4. Refer table 6F before setting the questions. Questions should not be framed on the particular unit if indicated "NO".

5. There will be a single application-based question (ABQ) worth 20 marks. No other questions should be asked from the same module where the ABQ is framed.

6. Except the module on which ABQ is framed, at least one Short Answer Question should be framed from each module.

7. Long Answer Question should be analytical based structured questions assessing the higher cognitive ability.

8. Use the Blueprint provided in 6G or similar Blueprint created based on instructions 1 to 7

6 H : Distribution of Practical Exam (University Examination)

S.No	Heads	Marks
1	Major Practical – 1) Samhita based examination protocols and treatment principles – 40 Marks 2) 1 Practical from each paper – (15 Marks each x 4 papers) – 60 Marks	100
2	Short practical - (1) Sutravimarsha of any three Sutras - Writing word splitting, anyway, and primary meaning (10 marks) (2) Tatvavimarsha of any two important Sutras/Tatvas from Samhitas - Identifying the major Tatva in the given Sutra and explain with cross referencing (20 marks) (3) Vidhivimarsha of one important topic - Explain translational values of the given topic/principle/sutra (10 marks)	50
3	Spotters (1) Textbook spotting - Find and interpret the spotted Sutra in the text (Samhita) - 10 marks (2) Prakarana spotting - Identify the Prakarana referring the given Shloka/Sutra/Sample page - 10 marks (3) Explain the spotted Vyakhya (10 marks) (4) Identify the Vada from the given description/pictures and prepare a brief note on proposed Vada (2 samples, 10 marks each) - 20m marks	50
4	Assessing teaching ability	20
5	Assessing presentation skills	20
6	Viva (4 examiners, 20 marks each)	40
7	Dissertation Viva	80
8	Logbook (activity record)	20
9	Practical record	20
Total Marks		400

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Abbreviations

Domain		T L Method		Level	
CK	Cognitive/Knowledge	L	Lecture	K	Know
CC	Cognitive/Comprehension	L&PPT	Lecture with PowerPoint presentation	KH	Knows how
CAP	Cognitive/Application	L&GD	Lecture & Group Discussion	SH	Shows how
CAN	Cognitive/Analysis	L_VC	Lecture with Video clips	D	Does
CS	Cognitive/Synthesis	REC	Recitation		
CE	Cognitive/Evaluation	SY	Symposium		
PSY-SET	Psychomotor/Set	TUT	Tutorial		
PSY-GUD	Psychomotor/Guided response	DIS	Discussions		
PSY-MEC	Psychomotor/Mechanism	BS	Brainstorming		
PSY-ADT	Psychomotor Adaptation	IBL	Inquiry-Based Learning		
PSY-ORG	Psychomotor/Origination	PBL	Problem-Based Learning		
AFT-REC	Affective/ Receiving	CBL	Case-Based Learning		
AFT-RES	Affective/Responding	PrBL	Project-Based Learning		
AFT-VAL	Affective/Valuing	TBL	Team-Based Learning		
AFT-SET	Affective/Organization	TPW	Team Project Work		
AFT-CHR	Affective/ characterization	FC	Flipped Classroom		
		BL	Blended Learning		
		EDU	Edutainment		
		ML	Mobile Learning		
		ECE	Early Clinical Exposure		
		SIM	Simulation		
		RP	Role Plays		

		SDL	Self-directed learning		
		PSM	Problem-Solving Method		
		KL	Kinaesthetic Learning		
		W	Workshops		
		GBL	Game-Based Learning		
		LS	Library Session		
		PL	Peer Learning		
		RLE	Real-Life Experience		
		PER	Presentations		
		D-M	Demonstration on Model		
		PT	Practical		
		X-Ray	X-ray Identification		
		CD	Case Diagnosis		
		LRI	Lab Report Interpretation		
		DA	Drug Analysis		
		D	Demonstration		
		D-BED	Demonstration Bedside		
		DL	Demonstration Lab		
		DG	Demonstration Garden		
		FV	Field Visit		
		JC	Journal Club		
		Mnt	Mentoring		
		PAL	Peer Assisted Learning		
		C_L	Co Learning		
		DSN	Dissection		
		PSN	Prosection		

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