Curriculum for MD/ MS Ayurveda
(PRESCRIBED BY NCISM)

अभ्यासात्प्राप्यते दृष्टिः कर्मसिद्धिप्रकाशिनी।

Semester II
Applied Basics of Roganidana - Vikritivijnana
(Pathology and Laboratory Diagnosis)
(SUBJECT CODE : AYPG-AB-RN)

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

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PREFACE

The field of Roganidana and Vikriti Vijnana in Ayurveda has undergone a significant transformation in line with modern scientific developments in education and clinical practice. The postgraduate curriculum for Applied Basics of Roganidana Vikriti Vijnana has been thoughtfully developed to integrate foundational Ayurveda principles with contemporary diagnostic approaches. This competency - based learning framework emphasises a comprehensive understanding of disease aetiology, pathology, and clinical assessment through the dual lens of Ayurveda and modern advances. By combining classical theories with current advancements, the curriculum ensures that students are equipped with the skills necessary to interpret disease processes holistically, encompassing both ancient wisdom and scientific inquiry.

Core to the Ayurveda perspective is the understanding of disease progression through factors like Dosha Dushti, Srotas Dushti, Dhatu Dushti, and Ama accumulation. The traditional classification and stages of disease, as articulated in the classical texts, require scholars to adopt an analytical mindset rooted in Nidana Panchaka, Kriyakala, Dosha Vikriti, Dhatu Paka, and the concept of Vyadhikshamatva. In today's healthcare environment, there is an increasing emphasis on evidence - based Ayurveda, which encourages validation of these diagnostic concepts using modern tools such as biochemical investigations, imaging technologies, and advanced laboratory diagnostics. The curriculum supports this by fostering advanced clinical judgment while training students to balance classical pathophysiological understanding with modern investigative protocols. This integrative approach empowers scholars to apply their diagnostic skills confidently in a multidisciplinary clinical setting.

The curriculum is designed in a modular format, with each module focusing on key aspects such as disease pathogenesis, diagnostic frameworks, and disease-assessment tools. A variety of interactive learning strategies are employed - including didactic lectures, practical demonstrations, bedside discussions, case - based learning, simulations, and experiential learning - to promote deep engagement with the subject. This holistic model ensures that postgraduate scholars not only acquire theoretical knowledge but also develop clinical competence and research aptitude. The goal is to produce well - rounded professionals who can serve as expert diagnosticians, educators, and researchers, capable of contributing meaningfully to the evolution of Ayurveda - based diagnostics. Through this integrated and patient - centred curriculum, scholars are prepared to advance the science of Roganidana and Vikriti Vijnana in both academic and clinical domains.

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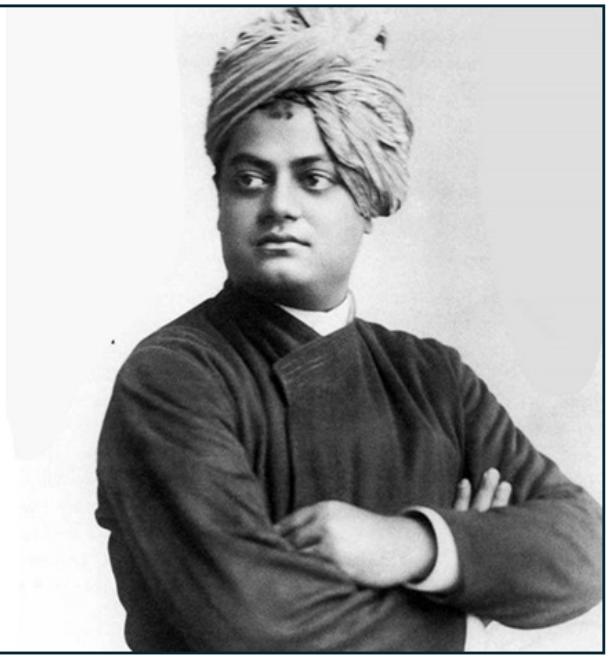
We want that education by which **character** is formed, **strength of mind** is increased, the **intellect** is expanded, and by which one can **stand on one's own feet.**

-Swami Vivekananda



NCISM

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Curriculum for MD/ MS Ayurveda

Applied Basics of Roganidana - Vikritivijnana (AYPG-AB-RN)

Summary & Credit Framework

Semester II

Module Number & Name	Credits	Notional Learning Hours	Maximum Marks of assessment of modules (Formative assessment)
M1. Dosha Vikriti.	3	90	75
M2. Agni and Ama.	1	30	25
M3. Dushya Vikriti.	3	90	75
M4. Kriyakala.	2	60	50
M5. Vyadhikshamatva, Satmya, and Asatmya.	2	60	50
M6. Dhatu Paka.	2	60	50
M7. Rogi - Roga Bala Pareeksha.	2	60	50
M8. Quality Assurance and Recent Advances.	1	30	25
	16	**480**	**400**

Credit frame work

AYPG-AB-RN consists of 8 modules totaling 16 credits, which correspond to 480 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. In case of difficulty and questions regarding the curriculum, write to syllabus24ayu@ncismindia.org.

Course Code and Name of Course

Course code	Name of Course
AYPG-AB-RN	Applied Basics of Roganidana - Vikritivijnana

Table 1 : Course learning outcomes and mapped Program learning outcomes

CO No	A1 Course learning Outcomes (CO) AYPG-AB-RN At the end of the course AYPG-AB-RN, the students should be able to-	B1 Course learning Outcomes mapped with program learning outcomes.
CO1	**Analyse the fundamental principles related to Roganidana and Vikriti Vijnana with contemporary understanding.**	PO1,PO3
CO2	**Interpret findings of diagnostic tests (laboratory and imaging) by applying Ayurveda principles of Roganidana and Vikriti Vijnana.**	PO1,PO2,PO3
CO3	**Evaluate Nidana Panchaka of various Vikara along with contemporary pathological process.**	PO1,PO3,PO8
CO4	**Demonstrate effective clinical examination skills to derive precise diagnosis in Ayurveda and contemporary science.**	PO1,PO2,PO6
CO5	**Execute diagnostic tests (laboratory and imaging) and procedures with compliance to standard protocols.**	PO2,PO3
CO6	**Integrate Artificial Intelligence (AI), Digital Health (DH) and modern advances in Roganidana.**	PO2,PO3,PO7
CO7	**Design and develop diagnostic methods and tools related to Roganidana and Vikriti Vijnana.**	PO2,PO5,PO7
CO8	**Demonstrate empathy, ethical sensitivity, and culturally appropriate communication with patients and dependents.**	PO4,PO6,PO8

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

2A Module Number	2B Module & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including modular assessment	2G Total
1	**M-1 Dosha Vikriti.** This module examines the relationship between Nidana, Dosha Vikriti, and Vyadhi, alongside the mechanisms of Swatantra and Paratantra Dosha Kopa, Dusta Dosha Avastha and Swabhava, and Doshagati in relation to Rogamarga. • **M1U1 Relation between Nidana, Dosha Vikriti and Vyadhi.** 1. Asatmyaindriyartha Samyoga and Dosha Dushti. 2. Prajnaparadha and Dosha Dushti. 3. Parinama and Dosha Dushti. 4. Nidana and Dosha Kopa. 5. Vyadhi Hetu and Vyadhi Utpatti. • **M1U2 Swatantra Kupita and Paratantra Kupita Dosha.** 1. Hetu Karma and Hetu Prabhava in disease pathogenesis. 2. Prakriti Sama Samaveta and Vikriti Vishama Samaveta in Dosha Dushti. 3. Dosha Kopa by Swatantra and Paratantra Hetu. 4. Doshantara Dosha Kopa and pathological processes. 5. Nija and Agantu Dosha in diagnosis.	3	15	30	45	90

	• **M1U3 Dushta Dosha Avastha & Dushta Dosha Swabhava.** 1. Dehastha Jata Dosha in Prakriti. 2. Deha Dharaka Dosha for health and disease. 3. Kinchit Avashishta and Anavashista Dosha Moola Vyadhi. 4. Clinical relevance of Dosha Dushti types. • **M1U4 Doshagati and Rogamarga.** 1. Doshagati in Prakruta and Vikriti. 2. Srotas and their role in Doshagati. 3. Sthanasta Srotas. 4. Margaga Srotas. 5. Srotas and disease.					
2	**M-2 Agni and Ama.** This module analyses the dynamics of Agni and the formation of Ama, highlighting their roles in digestion, metabolism, and disease manifestation. • **M2U1 Agni and Ama.** 1. Holistic assessment of Agni. 2. Different types of Ama. 3. Impact of Ama on disease progression.	1	5	10	15	30

3	**M-3 Dushya Vikriti.** This module integrates mechanisms of Dushya Dushti, Dosha - Dushya Samurchana, Dhatu and Mala Vruddhi - Kshaya, and key pathological processes related to Srotas. • **M3U1 Mechanism of Dushya Dushti.** 1. Mechanism of Srotas and Dushya Dushti. 2. Concept of Beeja Dosha and Sroto Vaigunya. 3. Beeja Dosha and Satmyaja Bhava Abhava. 4. Beeja Dosha and Dhatu Dushti. 5. Genetic diseases and Beeja Dosha in Ayurveda. • **M3U2 Dosha Dushya Samurchana – Mechanism & outcome.** 1. Dushya Dushti and Ayatana Vishesha. 2. Impact of Dosha - Dushya Samurchana in disease. 3. Nija and Agantu Nidana causing Dushya Dushti. 4. Determining the dominant Dosha, Dhatu, and Srotas in disease. • **M3U3 Dhatu and Mala Vruddhi and Kshaya.** 1. Concept of Dhatu and Mala Vruddhi and Kshaya. 2. Dhatu and Mala changes in relation to disease. 3. Clinical cases of Vruddhi and Kshaya in disease. 4. Assessment of Vruddhi and Kshaya. • **M3U4 Few pathological mechanisms in relation to Srotas.** 1. Pathological mechanisms in Dushya Dushti.	3	15	30	45	90

	2. Mechanism of Rasavaha Sroto Dushti. 3. Mechanism of Pranavaha Sroto Dushti. 4. Mechanism of Mutravaha and Pureeshavaha Sroto Dushti. 5. Saupastambha/ Nirupastambha, Upastambha, and Upasneha.					
4	**M-4 Kriyakala.** This module analyses the mechanisms of Dushya Dushti, stages of Paridhavamana Dosha (Sanchaya, Prakopa, Prasara), and the progression of Samurchita Dosha (Sthanasamshraya, Vyakta, Bheda). • **M4U1 Paridhavamana Dosha – Sanchaya, Prasara & Prakopa.** 1. Sanchaya – Accumulation of Dosha. 2. Prakopa – Aggravation of Dosha. 3. Prasara – Spread of Aggravated Dosha. 4. Paridhavamana Dosha Kopa – Special attributes. 5. Relationship of Hetu, Sthana, and Lakshana. • **M4U2 Samurchita Dosha – Sthanasamshraya, Vyakta, Bheda.** 1. Sthanasamshraya – Dosha - Dushya Samurchana. 2. Identifying Poorvaroopa, Vyakta, and Bheda. 3. Clinical differentiation of disease stages.	2	10	20	30	60
5	**M-5 Vyadhikshamatva, Satmya, and Asatmya.**	2	10	20	30	60

	This module analyses the mechanism of Vyadhikshamatva and the role of Satmya and Asatmya in maintaining health and contributing to disease. • **M5U1 Vyadhikshamatva Bheda.** 1. Spectrum of Vyadhikshamatva. 2. Trividha Bala in health and disease. 3. Different dimensions of understanding Ojas. • **M5U2 Vyadhikshamatva and Ojo Dosha.** 1. Host defence. 2. Factors leading to weak host defence. 3. Ojo Dosha and disease. • **M5U3 Satmya and Asatmya.** 1. Satmya and Asatmya. 2. Deha Dhatu Pratyanika Bhuta, Viruddha. 3. Gara Visha, and Dushi Visha. 4. Immunopathology – Satmya and Asatmya. 5. Satmyaja and Asatmyaja Vikara.					
6	**M-6 Dhatu Paka.** This module analyses the mechanism and process of Dhatu Paka in disease manifestation and tissue damage.	2	10	20	30	60

	• **M6U1 Dhatu Paka.** 1. Fundamentals of Dosha paka and Dhatu Paka. 2. Dhatu Paka – Shotha/ Shopha, Gulma and Vidradi. 3. Factors influencing Dosha Paka. 4. Dosha Dushya Samurchana and cell injury. 5. Vyadhi and contemporary understanding.					
7	**M-7 Rogi - Roga Bala Pareeksha.** This module evaluates Rogi Bala and Roga Bala to determine prognosis. • **M7U1 Rogi Bala Pareeksha.** 1. Fundamentals of Rogi Bala Pareeksha. 2. Parameters to determine Rogi Bala Pareeksha. • **M7U2 Roga Bala Pareeksha.** 1. Components of Roga Bala – Hetu Bala and Linga Bala. 2. Interaction between Dosha, Dushya, Prakriti, Desha and Kala. 3. Other factors to decide Vyadhi Bala.	2	10	20	30	60
8	**M-8 Quality Assurance and Recent Advances.** This module examines quality assurance practices and recent advances in healthcare and medical research for enhanced outcomes.	1	5	10	15	30

	• **M8U1 Quality Assurance.** 1. Standardization and quality assessment in pathology laboratories and imaging centres. 2. Accreditation standards for pathology laboratories (NABL) and imaging centres. 3. Clinical Establishment Act 2010 (CE), Principles of Good Clinical Practices (GCP), and Good Clinical Laboratory Practices (GCLP). 4. Advances in Roganidana & Vikriti Vijnana: Updated knowledge of various diagnostic software and tool developed for disease diagnosis in Ayurveda and contemporary science (NAMASTE Portal, Prakriti and Agni assessment by CCRAS, ICD 11). 5. Development and validation of new diagnostic tools. 6. Artificial Intelligence (AI) to enhance disease diagnosis.					
		16	**80**	**160**	**240**	**480**

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

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
Module 1 : Dosha Vikriti.						
Module Learning Objectives **(At the end of the module, the students should be able to)** 1. Analyse the relationship between various Nidana and Dosha Vikriti and describe their sequential progression into Vyadhi. 2. Differentiate Swatantra and Paratantra Dosha Kopa with respect to Hetu, Prakriti Sama Samaveta - Vikriti Vishama Samaveta, and clinical diagnosis. 3. Appraise the concepts of Dushta Dosha and their transformation from physiological to pathological states, including their relevance in chronic and latent disorders. 4. Analyse Doshagati through Srotas and Rogamarga and relate it to disease manifestation, site involvement, and prognosis. 5. Apply the knowledge of Dosha - Dushya interactions in assessing Dosha Kopa, Doshagati and Rogamarga.						
Unit 1 Relation between Nidana, Dosha Vikriti and Vyadhi. 1. Asatmyaindriyartha Samyoga and Dosha Dushti. 2. Prajnaparadha and Dosha Dushti. 3. Parinama and Dosha Dushti. 4. Nidana and Dosha Kopa. 5. Vyadhi Hetu and Vyadhi Utpatti. **References:** 1,2,4,5						

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Analyse: 1. The concepts of Asatmyaindriyartha Samyoga, Prajnaparadha, and Parinama in relation to Dosha Dushti and their impact on Srotas, Dhatu, Upadhatu, Mala, Indriya, Manas, and Avayava. 2. Nija and Agantu Vikara in the context of Asatmyaindriyartha Samyoga, Prajnaparadha, and Parinama. 3. The role of Prajnaparadha in relation to Vishama Dhee, Dhriti, and Smriti and its impact on Dosha Kopa and Dhatu Dushti. 4. The role of Kaala (day/night, season, age, and food intake) in contributing to Dosha Kopa with examples such as Vishama Jwara, Shotha, Kushta, Jara, and Kasa. 5. The importance of Kaala in Doshantara Dosha Kopa and its contribution to Karmaja and Beeja Upaghataja Roga.	1	Lecture	CAN	Knows-how	DIS,L&PPT ,L_VC
CO1,CO3	Analyse: 1. How the attributes (Rasa, Guna, Veerya, Vipaka) of Nidana contribute to Dosha Dushti, with relevant clinical examples. 2. The role of Abhyantara Hetu in the context of “Sarvasyamapi Chikitsayama Samprapti Vinashanameva Pradhanam Prayojanam.” 3. The virulence and impact of various Nidana in causing Dosha Dushti and Vyadhi, supported with relevant examples.	1	Lecture	CAN	Knows-how	CBL,L&GD,L&PPT
CO1	Analyse: 1. The roles of Pradhanika Hetu, Utpadaka Hetu, and Vyanjaka Hetu in the context of Vyadhi and their relation to Dosha Dushti. 2. Pradhanika Hetu as the primary cause, Utpadaka Hetu as the initiating cause, and Vyanjaka Hetu as the aggravating or precipitating cause in the development of Vyadhi. 3. From the point of Dosha Kopa – Dushyam, Desham, Balam, Kaalam, Analam, Prakriti, Vaya, Satwam, Satmyam, and Ahaara. 4. The impact of Desha, Kaala, Samyoga, Veerya, and Pramana on the modulation of Dosha Kopa.	1	Lecture	CAN	Knows-how	FC,L&GD

CO1,CO3	Analyse the Nidana in terms of: a) Vyvahita and Pratyasanna in terms of Bahya and Abhyantara Hetu. b) Asanna and Viprakrushta Hetu. c) Sannikrushta Nidana and Viprakrushta Nidana. d) Prakrushta and Asanna in relation to Bahya Hetu and Abhyantara Hetu. e) Kathinya and Una Bhava Hetu.	1	Lecture	CAN	Knows-how	CBL,DIS
CO3,CO4	Identify clinical cases that exhibit Heena, Mithya, Atiyoga of Asatmyaindriyartha Samyoga as etiology, and assess their impact on Dosha.	5	Practical Training 1.1	CE	Knows-how	CBL
CO3,CO4	Demonstrate Vyadhi Hetu – Pradhanika Hetu/ Utpadaka Hetu/ Vyanjaka Hetu as a cause of disease manifestation in a case.	5	Practical Training 1.2	PSY-MEC	Shows-how	CBL,D-BED
CO1,CO3	Analyse clinical case studies that demonstrate Heena, Mithya, and Atiyoga of Asatmyaindriyartha Samyoga as etiological factors, and assess their impact on Dosha.	6	Experiential-Learning 1.1	CAN	Does	CBL,SIM, TBL
CO1,CO3	Identify attributes of Hetu as a cause of disease manifestation in a clinical setting.	4	Experiential-Learning 1.2	CAP	Knows-how	CBL
CO1,CO3	Identify Vyadhi hetu - Pradhanika Hetu/ Utpadaka Hetu/ Vyanjaka Hetu as a cause of disease manifestation in a clinical setting.	4	Experiential-Learning 1.3	CAP	Knows-how	CBL,LS
CO1,CO3	Analyse the contribution of geographical and seasonal factors to disease progression.	4	Experiential-Learning 1.4	CAN	Knows-how	CBL,FV
CO3,CO4	Perform and interpret the assessment of Sroto Dushti Lakshana in a patient.	3	Experiential-Learning 1.5	PSY-ORG	Does	CBL,D-BED,SIM
CO3,CO4	Perform and interpret the assessment of Upadrava/ Nidanarthakara Roga.	3	Experiential-Learning 1.6	PSY-ORG	Does	CBL,PBL

Unit 2 Swatantra Kupita and Paratantra Kupita Dosha.

1. Hetu Karma and Hetu Prabhava in disease pathogenesis.
2. Prakriti Sama Samaveta and Vikriti Vishama Samaveta in Dosha Dushti.

3. Dosha Kopa by Swatantra and Paratantra Hetu.
4. Doshantara Dosha Kopa and pathological processes.
5. Nija and Agantu Dosha in diagnosis.

References: 1

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Explain: 1. The concepts of Hetu Karma and Hetu Prabhava in the context of Prakriti Sama Samaveta Siddhanta and Vikriti Vishama Samaveta Siddhanta, with examples. 2. How interactions among Dosha specific attributes in Prakriti Sama and Vikriti Vishama Samaveta lead to Dosha Kopa and disease, with examples.	1	Lecture	CC	Know	CBL,DIS, L&PPT
CO1,CO3	Analyse the concept of Paratantra Hetu and their interplay between the Dosha leading to complex pathologies in the context of Vikriti Vishama Samaveta.	1	Lecture	CAN	Knows-how	DIS
CO1	Describe the ostensible reasons for Doshantara Dosha Kopa with examples.	1	Lecture	CC	Know	BS,DIS
CO1,CO3	Analyse: 1. The process of Doshantara Dosha Kopa with reference to Anubandhya Anubandha Dosha and Dosha Samsarga Sannipata, providing relevant examples. 2. The process of Doshantara Dosha Kopa with reference to Margavarana and Avarana, providing relevant examples. 3. The process of Doshantara Dosha Kopa in relation to Anya Sthana Gatatva/ Paradesha Gamana or Agantu Dosha with respect to Sthanika and Agantu Dosha – Tara Tama Bhava in the manifestation of disease, with examples.	1	Lecture	CAN	Knows-how	CBL,DIS, FC
CO1,CO3	Examine: 1. The process of Doshantara Dosha Kopa in relation to Gata Vata in the manifestation of disease, syndrome, or pathological process, with examples. 2. The process of Doshantara Dosha Kopa with reference to Ashayapakarsha in the	1	Lecture	CAN	Knows-how	CBL,L&PPT

	manifestation, with examples. 3. The mechanism by which Apana Vata affects other types of Vata, as well as Pitta and Kapha Dosha, with relevant examples.					
CO3,CO4	Analyse: 1. Difference between Prakriti Sama Samaveta and Vikriti Vishama Samaveta. 2. Swatantra and Paratantra Hetu and their roles in Dosha Dushti.	4	Practical Training 1.3	CAN	Shows-how	CBL,FC
CO3,CO4	Assess for Prakriti Sama Samaveta/ Swatatantra Hetu and Vikriti Vishama Samaveta/ Paratantra Hetu.	4	Experiential-Learning 1.7	PSY-ORG	Does	D-BED,SIM
CO3,CO4	Demonstrate: 1. Conditions like Anyasthanagatatva or Paradesha Gamana and Agantu and Sthanika Dosha Tara Tama Bhava. 2. Samsarga and Sannipata conditions with reference to Anubandha and Anubandhya Dosha.	5	Practical Training 1.4	PSY-MEC	Shows-how	CBL,D-BED
CO3,CO4	Analyse clinical features to understand Anyasthanagatatva (Paradesha Gamana), Agantu, and Sthanika Dosha Tara Tama Bhava in relation to diseases affecting various Srotas.	4	Experiential-Learning 1.8	CAN	Does	CBL,D-BED

Unit 3 Dushta Dosha Avastha & Dushta Dosha Swabhava.

1. Dehastha Jata Dosha in Prakriti.
2. Deha Dharaka Dosha for health and disease.
3. Kinchit Avashishta and Anavashista Dosha Moola Vyadhi.
4. Clinical relevance of Dosha Dushti types.

References: 1,2,3,4,6

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Analyse the following: 1. The distinction between Dehastha Jata Dosha and Deha Dharaka Dosha.	1	Lecture	CAN	Knows-how	CBL,DIS,TBL

	2. The nature of Vyadhi Swabhava with respect to Kinchit Avashishta and Anavashishta Dosha Roopa Moola. 3. The manifestations of Vruddhi and Kshaya of Dosha using clinical examples. 4. The expositional clinical diagnostic approach with reference to Doshadhikya. 5. The pathological outcomes of Dosha vitiation in relation to conditions such as - Sramsa/ Visramsa, Vyaasa/ Vyasana, Sphutana, Darana, 6.Varta, Vishleshana, Paaka, Kotha, Upadeha/ Liptatvam, Dhamani pratichaya, Kathinyam and Srotasam - Bandha.					
CO3,CO4	Determine the features of Vruddhi and Kshaya of Dosha, and analyse pathological conditions such as Sramsa, Visramsa, Vyaasa, Sphutana, Darana, Varta, Vishleshana, Paaka, Kotha, Upadeha (Liptatvam), Dhamani Pratichaya, Kathinyam, and Srotasam - Bandha.	5	Practical Training 1.5	PSY-MEC	Shows-how	CBL,D-BED,SIM
CO3,CO4	Perform and interpret assessments for: 1. Vruddhi and Kshaya of Dosha, and 2. For conditions including Sramsa, Visramsa, Vyaasa, Sphutana, Darana, Varta, Vishleshana, Paaka, Kotha, Upadeha (Liptatvam), Dhamani Pratichaya, Kathinyam, and Srotasam Bandha.	4	Experiential-Learning 1.9	PSY-ORG	Does	D-BED

Unit 4 Doshagati and Rogamarga.

1. Doshagati in Prakruta and Vikriti.
2. Srotas and their role in Doshagati.
3. Sthanasta Srotas.
4. Margaga Srotas.
5. Srotas and disease.

References: 1

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Interpret Doshagati with reference to its Avastha and Prakara, and illustrate its clinical	1	Lecture	CAP	Knows-	CBL,DIS

	applications.				how	
CO1	Correlate the Urdhwa, Adho, and Tiryag Gati of Dosha with the respective Dhamani and explain their relevance to Bahya, Madhyama, and Abhyantara Rogamarga.	1	Lecture	CAN	Knows-how	CBL,L&GD
CO1,CO3	Analyse the concept of Srotas in Ayurveda with reference to Sthanasta and Margaga Srotas, and explain the functions and significance of Srotas using classical terms such as ‘Yasya hi Srotamsi’, ‘Srotamsi yacha vahanti’, ‘Yacha Avahanti’, and ‘Yatra cha Avastitani.	1	Lecture	CAN	Knows-how	FC,L&PPT
CO1,CO3	1. Analyse Samanya Sroto Dushti Prakara and correlate their mechanisms with pathological process. 2. Apply and Evaluate Pareeksha to discern Sroto Dushti in clinical scenarios with case studies. 3. Interpret Sroto Dushti Lakshana in relation to specific Srotas and associated disease conditions.	1	Lecture	CAN	Knows-how	CBL,L&PPT
CO1	Interpret the concept of Srotas with reference to ‘Srotamsi Srotamsi eva’, ‘Dhatavascha Dhatuneva’, and ‘Pradushayanti Pradushsta’, using relevant clinical examples.	1	Lecture	CAN	Knows-how	CBL,L&PPT
CO3,CO4	Determine Sroto Dushti Lakshana in a patient.	3	Practical Training 1.6	PSY-MEC	Shows-how	CD,D-BED
CO3,CO4	Determine Upadrava/ Nidanarthakara Roga.	3	Practical Training 1.7	PSY-MEC	Shows-how	CBL,D-BED
CO1,CO3,CO7	Design, conduct and analyse a survey to reflect on the prognostic value of Doshagati in daily clinical practice.	3	Experiential-Learning 1.10	AFT-SET	Does	SDL,TBL

Practical Training Activity

Practical No	**Name**	**Activity details**
Practical Training 1.1	Identification of Heena, Mithya, Atiyoga of	Teacher will demonstrate through the following steps: Step 1: Identify patients with diseases pertaining to specific Srotas.

	Asatmyaindriyartha Samyoga and Dosha Kopa.	Step 2: Assess Ati Yoga/ Mithya Yoga/ Heena Yoga of Indriya, as Nidana in a given Srotas. Step 3: Mention the impact on Dosha from Ati Yoga/ Mithya Yoga/ Heena Yoga of Indriya, contributing to the disease. Step 4: The student should assess Ati Yoga, Mithya Yoga, and Heena Yoga of Indriya as Nidana in a specific Srotas in at least five patients, and analyse its impact using real patients, simulated patients, or any other method that complements the learning process. (Practical – Atleast 1 minimum demonstration to be conducted by the teacher). Students may demonstrate alongside the teacher, where applicable, in all the mentioned practicals. Demonstrations can be conducted using patients, simulated volunteers, case scenarios, or any other effective methods to ensure adaptable and effective clinical training, as per the nature and applicability of each practical.
Practical Training 1.2	Vyadhi Hetu - Pradhanika Hetu/ Utpadaka Hetu/ Vyanjaka Hetu as a cause of disease manifestation.	Teacher will demonstrate through the following steps: Step 1: Identify patients with diseases pertaining to specific Srotas. Step 2: Identify Vyadhi Hetu in terms of Pradhanika Hetu/ Utpadaka Hetu/ Vyanjaka Hetu as Nidana in a given case. Step 3: Explore the impact of Nidana in terms of Pradhanika Hetu/ Utpadaka Hetu/ Vyanjaka Hetu by affecting the Dushya/ Srotas and Dosha. (Practical – Atleast 1 minimum demonstration to be conducted by the teacher).
Practical Training 1.3	Prakriti Sama Samaveta/ Swatantra hetu and Vikriti Vishama Samaveta/ Paratantra Hetu.	Teacher will demonstrate through the following steps: Step 1: The teacher will select different diseases from classical literature. Step 2: Analyse the Nidana Lakshana Sambandha from the Samhita to demonstrate mode of Dosha Kopa by Prakriti Sama Samaveta and Vikriti Vishama Samaveta. (Note: Minimum 2 diseases for each must be demonstrated). Step 3: The teacher will select different diseases and analyse the Nidana Lakshana Sambandha from the Samhita to understand mode of Dosha Kopa by Swatantra Hetu and Paratantra Hetu.
Practical Training 1.4	Demonstration of Anyasthanagatatva or Paradesha Gamana and Agantu and Sthanika Dosha Tara Tama Bhava/ Samsarga and Sannipata/ Anubandha and Anubandhya.	Teacher will demonstrate through the following steps: Step 1: Select a case to determine the Anyasthanagatatva or Paradesha Gamana (Amashayagata vata, Pakwashaya gata vata). Step 2: Assess the Tara Tama of Sthanika Dosha and Agantu Dosha by symptomatology. Step 3: Assess the Samsarga and Sannipata Dosha along with Anubandhya and Anubandha dosha based on symptomatology. (Practical – Atleast 1 minimum demonstration to be conducted by the teacher for each concept).

Practical Training 1.5	1. Identification of Vruddhi and Kshaya of Dosha. 2. Infer pathological conditions.	Teacher will demonstrate through the following steps: 1.Vruddhi and Kshaya: Step 1: The teacher will select different diseases/ Sanchita Dosha Swastha (apparently health individual) from the hospital or general setting to identify the features of Vruddhi and Kshaya of Dosha in relation to specific Srotas as well as in general. (Note: Minimum 1 disease related to each Srotas must be demonstrated). 2. Pathological conditions: Step 1: Select a case to infer the mentioned pathological conditions. Step 2: Assess the conditions by symptomatology. (Practical – Atleast 1 minimum demonstration to be conducted by the teacher for each concept).
Practical Training 1.6	Identification of Sroto Dushti Lakshana.	Teacher will demonstrate through the following steps (Sroto Dushti Lakshana): Step 1: Select a case to identify the Sroto Dushti Lakshana. Step 2: Assess the clinical features. Step 3: Identify the Sroto Dushti and Srotas affected. (Practical – Atleast 1 minimum demonstration to be conducted by the teacher for each Srotas).
Practical Training 1.7	Identification of Upadrava/ Nidanarthakara Roga.	Teacher will explain through the following steps (Upadrava/ Nidanarthakara Roga): Step 1: Select a case to identify the Upadrava/ Nidanarthakara Roga. Step 2: Assess the features. Step 3: Identify the Upadrava/ Nidanarthakara Roga. Step 4: Understand the concept through the process. (Practical – Atleast 1 minimum demonstration to be conducted by the teacher for each Srotas).
Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 1.1	Assessment of Heena, Mithya, Atiyoga of Asatmyaindriyartha Samyoga in relation to Dosha Kopa.	Step 1: Teacher will allot each student or group of students a disease pertaining to Srotas for identification of Ati Yoga/ Mithya Yoga/ Heena Yoga of Asatmyaindriyartha Samyoga, and their impact on Dosha. Step 2: There must be minimum one example for Heena, Mithya and Atiyoga under Asatmyaindriyartha Samyoga while alloting case or scenario. (Note: Teacher shall ensure allotment of cases wherein all five Indriya related Nidana should be covered in a batch). Step 3: Each student or group will analyse the given disease, identify Heena, Mithya and Ati Yoga and map its pathological impact

		on the Dosha and Srotas. After every experiential learning activity, students must complete a structured reflection to critically analyse their experience, integrate it with theoretical knowledge, and identify areas of growth. This requirement is applicable to all experiential learning activities mentioned in the curriculum. Experiential learning should be conducted in hospital settings or, as applicable to all experiential learning activities mentioned in the curriculum, through other suitable means and resources to enrich the learning experience.
Experiential-Learning 1.2	Identifying attributes of Hetu.	Step 1: Teacher will allot each student or group of students (depending on number) 5 common Nidana pertaining to various Srotas for identification of attributes of Hetu in a clinical setting. Step 2: The student should analyse and identify the attributes of Nidana in the given Srotas (diseases) with the help of patient assessment and classical references. (Note: Teacher shall ensure allotment of multiple Nidana with various attributes contributing to disease in a batch).
Experiential-Learning 1.3	Vyadhi Hetu - Pradhanika Hetu/ Utpadaka Hetu/ Vyanjaka Hetu as a cause of disease manifestation.	Step 1: Teacher will allot each student or group of students (depending on number) 5 different diseases pertaining to various Srotas for identification of Vyadhi Hetu - Pradhanika Hetu/ Utpadaka Hetu/ Vyanjaka Hetu in a clinical setting. Step 2: The student should analyse and identify the Vyadhi Nidana from the given diseases through patient assessment with the help of classical references. (Note: Teacher shall ensure allotment of multiple diseases with various Vyadhi Hetu - Pradhanika Hetu/ Utpadaka Hetu/ Vyanjaka Hetu in a batch).
Experiential-Learning 1.4	Geographical and seasonal influence on disease progression.	Step 1: Teacher will allot each student or group of students (depending on number) different patients who are native of different geographical locations and exposed to seasonal factors triggering (Vyanjaka Hetu) Vyadhi. Step 2: There must be minimum one case for each geographical location and seasonal factor. (Note: Teacher shall ensure allotment of multiple patients or simulated patient or patient interaction videos or case scenarios with various geographical location and seasonal factor in a batch) Step 3: Each student or group will critically analyse the assigned case, identify and document the Vyanjaka Hetu with respect to Desha and Kala, correlate it with Dosha Prakopa and Vyadhi Utpatti, and present their findings with support from classical references and clinical evidence.
Experiential-Learning 1.5	Assessment of Upadrava/ Nidanarthakara Roga.	Step 1: Data collection: Teacher will divide scholars into small groups and provide a self designed tool to capture relevant details such as patient demographics, diagnosis and features, Upadrava/ Nidanarthakara Roga for conducting survey in hospital setting. Step 2: Analyse the data: Analyse features to understand Upadrava/ Nidanarthakara Roga. Mention the commonly observed instances.

		Step 3: Each student/ group will present their observation/ collection in the presence of other students and batch followed by reflection on outcomes, challenges, unexpected outcomes.
Experiential-Learning 1.6	Assessment of Sroto Dushti Lakshana.	Step 1: Teacher will divide scholars into small groups and assign each group a condition from various Srotas. Step 2: There must be minimum one disease from one Srotas for Sroto Dushti as per applicability. (Note: Teacher shall ensure allotment of multiple patients or simulated patient or patient interaction videos or case scenarios with various Srotas for understanding the concepts in real life practice in a batch). Step 3: Each group will analyse the assigned condition, identify the type of Sroto Dushti, map it with Dosha and Dhatu interactions, and present their findings with references from classical texts, along with diagnostic reasoning and clinical interpretations.
Experiential-Learning 1.7	Assessment of Prakriti Sama Samaveta/ Swatantra hetu and Vikriti Vishama Samaveta/ Paratantra Hetu.	Step 1: Teacher will divide scholars into small groups and assign each group a condition from various Srotas. Step 2: Student will analyse the Lakshana Samucchaya with that of the history to understand mode of Dosha Kopa by Prakriti Sama Samaveta/ Swatantra hetu and Vikriti Vishama Samaveta/ Paratantra Hetu. (Note: Teacher shall ensure allotment of multiple patients or simulated patient or patient interaction videos or case scenarios with various srotas for understanding the concepts in real life practice in a batch other than textual assessment to enhance the learning experience).
Experiential-Learning 1.8	Assessment of Anyasthanagatatva or Paradesha Gamana and Agantu and Sthanika Dosha Tara Tama Bhava.	Step 1: Teacher will divide scholars into small groups and assign each group a condition from various Srotas (e.g. Samsargaja and Sannipataja condition or Anyasthanagatatva or Paradesha Gamana from diseases of various Srotas) Step 2: There must be minimum one disease from one Srotas for each concept. (Note: Teacher shall ensure allotment of multiple patients or simulated patient or patient interaction videos or case scenarios with various Srotas for understanding the concepts in real life practice in a batch). Step 3: Each student or group will analyse the pathogenesis and dosha and srotas interaction of the assigned disease, identify the relevance of Samsarga, Sannipata, Anyasthanagatatva, or Paradesha Gamana, and present a clinical summary supported by classical references, observed symptomatology, and appropriate diagnostic reasoning.
Experiential-Learning 1.9	Assessment of: 1. Vruddhi and Kshaya of Dosha and 2. Assessing pathological conditions.	1. Vruddhi and Kshaya: Step 1: Teacher will divide scholars into small groups and assign each group a condition from various Srotas. Step 2: There must be minimum one disease from one Srotas for each concept. (Note: Teacher shall ensure allotment of multiple patients or simulated patient or patient interaction videos or case scenarios with various Srotas for understanding the concepts in real life practice in a batch). Step 3: Each student or group will evaluate the assigned condition, identify the associated concept (Samsarga, Sannipata,

		Anyasthana, or Paradesha), analyse Dosha and Srotas interaction, and present their findings through a structured case analysis, correlating with classical references and clinical observations. 2. Pathological conditions: Step 1: Teacher will divide scholars into small groups and assign each group a condition from various srotas (e.g. Sramsa, Vyaasa, Kleda, Dhamani Pratichaya from diseases of various Srotas). Step 2: There must be minimum one disease from one srotas for each concept as per applicability. (Note: Teacher shall ensure allotment of multiple patients or simulated patient or patient interaction videos or case scenarios with various Srotas for understanding the concepts in real life practice in a batch). Step 3: Each student or group will study the assigned condition, identify the specific concept involved (Sramsa, Vyasa, Kleda, or Dhamani Pratichaya), correlate the clinical presentation with Dosha-Srotas involvement, and present their findings supported by classical references, clinical indicators, and diagnostic interpretation.
Experiential-Learning 1.10	Survey for Doshagati.	Step 1: Data collection: Teacher will divide scholars into small groups and provide a self designed tool to capture relevant details such as patient demographics, diagnosis and features, parameters of Sadhyasadhyata, Doshagati for survey. Step 2: Analyse the data: Analyse Doshagati and Rogamarga with the parameters of Sadhyasadhyata. Step 3: Each student/ group will present their observation/ collection in the presence of other students and batch followed by reflection on outcomes, challenges, unexpected outcomes.

Modular Assessment

Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. The assessment will be for 25 marks 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 the Modular grade point as per Table 6C. Theory Based Assessment – 25 Marks This component includes theory questions designed to assess conceptual clarity, integrative thinking, and the ability to apply learned concepts in clinical, diagnostic, or problem-solving contexts. Questions can be framed from any instructional unit, ensuring alignment with the intended learning outcomes. Following can be selected for assessment - Minimum one set of practical and experiential needs to be included (50 Marks): Any practical converted into an assessment format based on skills or demonstration relevant to the module (25 Marks). AND Any experiential learning method such as portfolio work, reflective tasks, or presentations conducted individually or in groups that demonstrate applied understanding (25 Marks).	6

Module 2 : Agni and Ama.

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

1. Describe the types, functions, and assessment methods of Agni with reference to digestion, metabolism, immunity, and prognosis.
2. Differentiate various types of Ama and explain their formation mechanisms involving Agnimandya, Dosha Dushti, and Srotovaigunya.
3. Identify clinical and pathological features of Ama in relation to Dosha, Dhatu, Mala, and Srotas.
4. Correlate the presence of Ama with disease progression and systemic effects like inflammation, autoimmunity, and metabolic dysfunctions.
5. Integrate knowledge of Agni and Ama to support individualised clinical diagnosis and decisions.

Unit 1 Agni and Ama.

1. Holistic assessment of Agni.
2. Different types of Ama.
3. Impact of Ama on disease progression.

References: 1,2,4,5

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Evaluate the concept of Agni through comprehensive assessment and examine its relationship with influencing factors, including their limitations such as: 1. The influence of Prakriti on Agni. 2. The impact of age on digestive capacity (Agni Bala). 3. The modulation of Agni across different seasons. 4. The impact of geographical location on Agni Bala. 5. The relationship between nature of work and Agni status.	1	Lecture	CAN	Knows-how	DIS,L&P PT

	6. The effect of past medical/surgical history and gastrointestinal/Koshta disturbances on Agni. 7. The role of family history and sociocultural background on Agni. 8. The influence of food qualities, combinations, timings, and habits on Agni, including their role in Agni Dushti. Evaluate the state of Agni based on the observation of Samyak Jeerna Lakshana.					
CO1,CO3	Analyse: 1. The state of Agni by observing the comprehensive features of both normal and abnormal Agni. 2. The formation of Ama in relation to Anna Rasa, with a focus on diseases of Anna Vaha and Pureesha Vaha Srotas including Sama/Nirama Pitta and Pureesha presentations. 3. Avipakva Rasa Ama with special reference to features like Srotamsi Abhishyandayati, Ati Picchila, and Limpati. 4. Ama in relation to Mala Sanchaya focussing on Shareera Gata Bahirmukha Chidra Upadeha, Paripakwascha Dhatavah, Aparipakwascha.	1	Lecture	CAN	Knows-how	FC,L&PPT
CO1,CO3	Analyse: 1. Ama in relation to Dosha Dushti focussing on Paraspara Samurchita Dushta Dosha and relate with Sahaja Satmya, and Poorvakruta Karma. 2. Clinical implications of Ama on Dusti of Dosha (Vishavat Sadhya Nashaka and Garavat Kalantara Nashaka). 3. Sagni Ama (Jatharagni, Bhutagni, Dhatwagni) and Niragni Ama (Dosha Dushti/ Mala Sanchaya) in a clinical scenario. 4. Ama in relation to Adhishthana - Koshta, Sarva Shareera, Avayava.	2	Lecture	CAN	Knows-how	CBL,FC
CO1,CO3	Analyse: 1. The similarities and dissimilarities of Sama Dosha and Ama. 2. The mechanism of manifestation of Samanya Lakshana of Ama. 3. The integrated understanding of different types of Ama and utility. 4. Ama in relation to Dosha Dushti focussing on Paraspara Samurchita Dushta Dosha in relation to hypersensitivity reaction.	1	Lecture	CAN	Knows-how	BS

CO3,CO4,CO7	Demonstrate in a case - Status of Agni through comprehensive patient evaluations, focusing on a. Prakriti b. Age c. Seasonal Influence d. Geographical Influence e. Nature of Work f. Past Medical and Surgical History g. Family History. h. Food habits.	10	Practical Training 2.1	PSY-MEC	Shows-how	CBL,D-BED,DIS
CO3,CO4,CO7	Conduct assessment of Agni in clinical/ general settings through comprehensive patient evaluations, focusing on a. Prakriti b. Age c. Seasonal Influence d. Geographical Influence e. Nature of Work f. Past Medical and Surgical History g. Family History. h. Food habits.	8	Experiential-Learning 2.1	PSY-ORG	Does	CBL
CO2,CO4,CO7	Conduct assessment of Ama in relation to Avipakva Rasa Ama focussing on Srotamsi Abhishyandayati, Ati Picchila, Limpati. (Eg: Comparative analysis of High Sensitivity C-Reactive Protein (hs-CRP) and Limpati, Srotamsi Abhishyandayati activity in patients with elevated lipid profiles: Correlating inflammatory markers with lifestyle factors).	5	Experiential-Learning 2.2	CAP	Knows-how	D-BED,LRI

Practical Training Activity

Practical No	Name	Activity details
Practical Training 2.1	Demonstrate assessment of Agni.	Teacher will demonstrate through the following steps: Step 1: Teacher will demonstrate assessment of Prakriti or any other paramater mentioned and Agni Bala. Step 2: Demonstrate correlation of observation with various Agni Dushti through designed profroma. (Note: While doing analysis, understand each factor and its influence on Agni through case studies). (Practical – At least 1 minimum demonstration to be conducted by the teacher). Students may demonstrate alongside the teacher, where applicable, in all the mentioned practicals. Demonstrations can be conducted using patients, simulated volunteers, case scenarios, or any other effective methods to ensure adaptable and effective clinical training, as per the nature and applicability of each practical.

Experiential learning Activity

Experiential learning No	Name	Activity details
Experiential-Learning 2.1	Assessment of Agni.	Step 1: Teacher will allot each student or group of students (depending on number) different parameters (Prakriti, etc.) to be assessed for influence on Agni:

		(Note: For Agni and Prakriti (Perform in Sanchita Dosha Swastha or Apparently healthy individual based on CCRAS scales for Agni and Prakriti assessment); For Agni and Age (Perform based on Vaya classification of Sushrutha); For Agni and Season (Perform Agni assessment of same individual (apparently healthy) in different season); For Agni and nature of work (Perform assessment of nature of work based on the UG clinical activity book format or any other format designed); For past medical, surgical history and family history (Perform assessment through history taking); For assessment of food habits (Perform assessment of Rashi, Karana and Samyoga of food, Timing of food, food habits – Adhyashana, and Ateeta Kala Bhojana) Step 2: There must be minimum one parameter for each student or group with one or multiple factor to be studied upon for influence on Agni. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Each student or group will perform the assessment, document Agni status in relation to the assigned parameters, and analyse how these factors influence Agni, correlating with Ayurvedic references and clinical insights. The findings shall be presented in a structured format through case reports, reflective notes, or presentations. After every experiential learning activity, students must complete a structured reflection to critically analyse their experience, integrate it with theoretical knowledge, and identify areas of growth. This is applicable to all experiential learning activities mentioned in the curriculum. For experiential learning, hospital settings or any other suitable means or sources may be utilized to enhance the quality and depth of the learning experience.
Experiential-Learning 2.2	Conduct assessment of Avipakva Rasa Ama.	Step 1: Teacher will allot each student or group of students (depending on number) different cases for assessing Avipakwa Rasa Ama: (Note: Laboratory investigation of interest to be present for integration and interpretation). Step 2: There must be minimum one case to each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Each student or group will assess the presence of Avipakwa Rasa Ama using symptomatology, clinical history, and examination findings, and correlate the same with available laboratory data (such as lipid profile, liver function tests, inflammatory markers, etc.). The findings should be interpreted in the context of Ama formation and its systemic impact, and documented using classical references and modern correlations.

Modular Assessment	
Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. The assessment will be for 25 marks per credit. Keep a structured marking pattern. Use different	2

assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6C. Any practical converted into an assessment format based on skills or demonstrations relevant to the module content (25 Marks). OR Any experiential learning method such as portfolio submissions, reflective exercises, or presentations, conducted individually or in groups, that demonstrate applied comprehension of the subject matter (25 Marks).	

Module 3 : Dushya Vikriti.

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

1. Explain the mechanism of Dushya Dushti and Sroto Vaigunya with reference to Srotas, Beeja Dosha, and genetic predispositions.
2. Analyse the concept of Dosha - Dushya Samurchana and evaluate the influence of Ayatana Vishesha, Nidana, and Rogamarga in disease formation and prognosis.
3. Describe Dhatu and Mala Vruddhi - Kshaya and identify their clinical relevance through diagnostic and prognostic indicators.
4. Interpret pathological processes involving specific Srotas such as Rasavaha, Pranavaha, Mutravaha, and Pureeshavaha.
5. Apply understanding of Dushya related mechanisms in differential diagnosis and clinical decision - making.

Unit 1 Mechanism of Dushya Dushti.

1. Mechanism of Srotas and Dushya Dushti.
2. Concept of Beeja Dosha and Sroto Vaigunya.
3. Beeja Dosha and Satmyaja Bhava Abhava.
4. Beeja Dosha and Dhatu Dushti.
5. Genetic diseases and Beeja Dosha in Ayurveda.

References: 1

3A	3B	3C	3D	3E	3F	3G
CO1	Analyse the mode of manifestation of Srotas/ Dushya Dushti with relevant examples.	1	Lecture	CAN	Knows-how	DIS,L&PPT
CO1	Outline the relationship between Beeja Dosha, Sroto Vaigunya, and Dhatu Dushti.	1	Lecture	CAN	Knows-how	DIS,L&PPT

CO1	Evaluate the interaction between Beeja Dosha and Satmyaja Bhava Abhava.	1	Lecture	CE	Knows-how	FC,L&PPT
CO1,CO3	Analyse genetic diseases and mutations in terms of Beeja Dosha, and examine their aetiologies as explained in classical Ayurvedic texts.	1	Lecture	CAN	Knows-how	FC,L&GD,SDL
CO1,CO3	Evaluate Adibala Pravrutta and Janmabala Pravrutta Vyadhi in relation to the Vaigunya of Beeja, Atma Karma, Ashaya, Kala, and Matuhu Ahara - Vihara Dosha.	1	Lecture	CE	Knows-how	BL,L&GD,SDL
CO3,CO4,CO7	Conduct assessment for Vaigunya of Beeja, Atma Karma, Ashaya, Kala and Matuhu Ahara Vihara Dosha.	9	Experiential-Learning 3.1	PSY-ORG	Does	CD,SIM

Unit 2 Dosha Dushya Samurchana – Mechanism & outcome.

1. Dushya Dushti and Ayatana Vishesha.
2. Impact of Dosha - Dushya Samurchana in disease.
3. Nija and Agantu Nidana causing Dushya Dushti.
4. Determining the dominant Dosha, Dhatu, and Srotas in disease.

References: 2,5

3A	3B	3C	3D	3E	3F	3G
CO1	Analyse Dushya Dushti in relation to Ayatana Vishesha (Ashaya, Avayava, Indriya, Dhatu, Upadhatu, Mana).	1	Lecture	CAN	Knows-how	L&GD,PBL
CO1,CO3	Explain Dushya Dushti in relation to Nimittatascha (Abhyantara Nidana - Dosha Dushyadi Bheda; Bahya Nidana - Vyadhi Hetu: Pradhanika Hetu, Utpataka Hetu, Vyanjaka Hetu, and Agantu Hetu), forming a comprehensive understanding of how internal and external milieu contribute to the progression of disease (Dosha Dushya Samurchana).	1	Lecture	CC	Knows-how	FC,L&GD,L&PPT
CO1,CO3,CO7	Develop criteria for determining the Pradhana Dosha, Pradhana Dhatu, and Pradhana	1	Lecture	CS	Knows-	FC,IBL,P

	Srotas in the context of a Vyadhi, providing a structured approach to diagnosis.				how	ER
CO3,CO4	Demonstrate Ayatana through Linga and Agama.	10	Practical Training 3.1	PSY-GUD	Shows-how	CD,CBL,D-BED,SIM
CO3,CO4	Interpret the role of Nimittatascha – Bahya Nidana and Abhyantara Nidana in the initiation and progression of disease through clinical examples.	10	Practical Training 3.2	CAN	Shows-how	CD,CBL,D-BED,SIM
CO3,CO4	Conduct: 1. Assessment for Ayatana through Linga and Agama. 2. Assessment for Nimittatascha – Bahya Nidana and Abhyantara Nidana to the progression of disease.	10	Experiential-Learning 3.2	CE	Does	CBL,D-BED,SIM

Unit 3 Dhatu and Mala Vruddhi and Kshaya.

1. Concept of Dhatu and Mala Vruddhi and Kshaya.
2. Dhatu and Mala changes in relation to disease.
3. Clinical cases of Vruddhi and Kshaya in disease.
4. Assessment of Vruddhi and Kshaya.

References: 1,4

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Analyse Dhatu - Mala Vruddhi and Kshaya Lakshana in relation to Srotas/ Vyadhi and explore the underlying mechanisms and clinical implications.	1	Lecture	CAN	Knows-how	BS,FC,SY
CO3,CO4,CO7	Conduct assessment for Dhatu - Mala Vruddhi and Kshaya Lakshana in relation to Srotas/ Vyadhi.	10	Experiential-Learning 3.3	PSY-ADT	Does	CD,D-BED,SIM

Unit 4 Few pathological mechanisms in relation to Srotas.

1. Pathological mechanisms in Dushya Dushti.
2. Mechanism of Rasavaha Sroto Dushti.
3. Mechanism of Pranavaha Sroto Dushti.
4. Mechanism of Mutravaha and Pureeshavaha Sroto Dushti.
5. Saupastambha/ Nirupastambha, Upastambha, and Upasneha.

References: 1,2,4

3A	3B	3C	3D	3E	3F	3G
CO1	Analyse the dissemination of Dosha through Rasa - Rakta Vaha Srotas in manifestation of various diseases pertaining to different Srotas focusing on Srotasam Rodha/ Marga Uparodha.	1	Lecture	CAN	Knows-how	L&GD,L&PPT
CO1,CO3	Describe the pathological mechanisms of Pranavaha Srotas and correlate them with various diseases focussing on Atisrushta, Atibadha, Kupita, Alpa alpa, Abheekshana, Sa Shabdha Shoola Uchwasanta, Srotobhihi Sankuchitaihi, and Srotobhi Anyata Pratihanyate.	2	Lecture	CC	Know	BS,L&GD
CO1,CO3	Analyse the pathological mechanisms in Dushya Dushti and relate them to diseases of the Mutravaha Srotas, considering conditions such as Bahala, Atisrushta, Atibadha, Kupita, Alpa Alpa, Abheekshana, and Shoola, Mutra Shosha and Pratihanyate.	1	Lecture	CAN	Knows-how	BS,L&GD,SY
CO1,CO3	Explore the pathological mechanisms in Dushya Dushti and connect them to diseases of the Pureeshavaha Srotas, with emphasis on conditions like Krcchrena Alpalpam, Sa Shabdha Shoolam, Ati Dravam, Ati Grathitam, and Ati Bahu.	1	Lecture	CC	Know	CBL,L&GD,PL
CO1,CO3	Analyse: 1. The pathological mechanisms in relation to Saupastambha and Nirupastambha in Vata Vyadhi as well as Upastambha in relation to Gulma, and Upasneha in relation to Udara, identifying their clinical implications. 2. Kleda - Rasa Kleda, Rakta Kleda, Mamsa Kleda, Shareera Kleda, and Abadha Meda/ Shareera Anukrama Sneha.	1	Lecture	CAN	Knows-how	BS,CBL,L&GD

CO3,CO4,CO7	Demonstrate assessment of the various pathological mechanisms in Dushya Dushti and synthesize their connection to different diseases of Rasa Dushti, Rakta Dushti, Pranavaha Sroto Dushti, Mutravaha Sroto Dushti, and Pureeshavaha Sroto Dushti.	10	Practical Training 3.3	PSY-GUD	Shows-how	CBL,D-BED
CO3,CO4,CO7	Conduct assessment of the various pathological mechanisms in Dushya Dushti and synthesize their connection to different diseases of Rasa Dushti, Rakta Dushti, Pranavaha Sroto Dushti, Mutravaha Sroto Dushti, and Pureeshavaha Sroto Dushti.	10	Experiential-Learning 3.4	PSY-ORG	Does	CBL,D-BED,SIM

Practical Training Activity

Practical No	Name	Activity details
Practical Training 3.1	Demonstration of Ayatana Vishesha.	Teacher will demonstrate through the following steps: Step 1: Teacher will conduct a patient interaction to identify Ayatana Vishesha. Step 2: Assess Ayatana through Linga and Agama. (Note: While doing analysis following methods may be adopted – Assess symptoms to determine the involvement of Dosha (Vata, Pitta, Kapha) in disease, identify the affected Ashaya, pinpoint the specific Avayava, identify affected Indriya, assess for Dhatu specific symptoms, observe symptoms in Upadhatus, Identify Karma of Manas and its deviation). (Practical – At least 1 minimum demonstration to be conducted by the teacher). Students may demonstrate alongside the teacher, where applicable, in all the mentioned practicals. Demonstrations can be conducted using patients, simulated volunteers, case scenarios, or any other effective methods to ensure adaptable and effective clinical training, as per the nature and applicability of each practical.
Practical Training 3.2	Interpret Nimittatascha.	Teacher will demonstrate through the following steps: Step 1: Teacher will coordinate a patient interaction to identify Dushya Dushti by the PG scholar. Step 2: Assess Nimittatascha and explain its relation to Dushya Dushti. (Practical – At least 1 minimum demonstration to be conducted by the teacher).
Practical Training 3.3	Demonstration of pathological mechanism.	Teacher will demonstrate through the following steps: Step 1: Teacher will coordinate a patient interaction to identify Dushya Dushti by the PG scholar. Step 2: Assess Srotas and explain its relation to Dushya Dushti. (Practical – At least 1 minimum demonstration to be conducted by the teacher).

Experiential learning Activity

Experiential learning No	Name	Activity details
Experiential-Learning 3.1	Assessment of Vaigunya of Beeja, Atma Karma, Ashaya, Kala and Matuhu Ahara Vihara Dosha.	Step 1: Teacher will advice each student to conduct a survey for mentioned parameters in different cases for retrospective analysis that are in a hospital/ general setting. Step 2: There must be minimum 20 cases surveyed by each student. Step 3: Students will compile, analyse, and interpret the collected data to identify trends, correlations, or anomalies in relation to the defined parameters. The findings must be documented in a structured format and presented with supportive Ayurvedic and/or biomedical reasoning, highlighting clinical implications. After every experiential learning activity, students must complete a structured reflection to critically analyse their experience, integrate it with theoretical knowledge, and identify areas of growth. This is applicable to all experiential learning activities mentioned in the curriculum. For experiential learning, hospital settings or any other suitable means or sources may be utilised to enhance the quality and depth of the learning experience.
Experiential-Learning 3.2	1. Assessment of Ayatana Vishesha. 2. Assessment of Nimittatascha.	1. Ayatana Vishesha: Step 1: Teacher will allot each student or group of students (depending on number) different cases form various Srotas for analysis of Ayatana. Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Students will identify the primary and secondary Ayatana involved in the disease process, correlate them with Dosha and Dushya, and analyse their role in disease origin and progression. The findings must be documented using classical Ayurvedic references and real - case reasoning. 2. Nimittatascha: Step 1: Teacher will allot each student or group of students (depending on number) different cases from various Srotas for analysis for Nimittatascha. Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Students will identify and categorise the Nimitta in the assigned case into Abhyantara Nidana and Bahya Nidana, and analyse how these contribute to Dosha - Dushya Sammurchana and disease manifestation. The assessment should include classical textual support and clinical interpretation based on the patient's history and presentation.
Experiential-Learning 3.3	Assessment of Dhatu - Mala Vruddhi and	Step 1: Teacher will allot each student or group of students (depending on number) different cases from various Srotas for assessing Dhatu - Mala Vruddhi and Kshaya Lakshana in relation to Srotas/ Vyadhi.

	Kshaya Lakshana.	Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch. The student should appreciate Pradhana Dosha, Pradhana Dhatu and Pradhana Srotas during the exercise). Step 3: Students will analyse the case, identify Lak?a?as of Dhatu and Mala V?uddhi or K?haya, correlate with the specific Srotas and Vyadhi, and map the findings with classical textual references. They should also assess Dosha - Dhatu - Mala interactions and the clinical implications of the identified imbalances, presenting the findings through structured documentation or presentations.
Experiential-Learning 3.4	Assessment of Pathological mechanisms.	Step 1: Teacher will allot each student or group of students (depending on number) different cases for analysis of mentioned pathological mechanisms. Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Students will critically analyse the assigned case to identify the specific Dushya Dushti features, trace the underlying pathological mechanisms, and link them to the clinical presentation of disease.

Modular Assessment

Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. The assessment will be for 25 marks 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 the Modular grade point as per Table 6C. Theory Based Assessment – 25 Marks This component includes theory questions designed to assess conceptual clarity, integrative thinking, and the ability to apply learned concepts in clinical, diagnostic, or problem-solving contexts. Questions can be framed from any instructional unit, ensuring alignment with the intended learning outcomes. Following can be selected for assessment - Minimum one set of practical and experiential needs to be included (50 Marks): Any practical converted into an assessment format based on skills or demonstration relevant to the module (25 Marks). AND Any experiential learning method such as portfolio work, reflective tasks, or presentations conducted individually or in groups that demonstrate applied understanding (25 Marks).	6

Module 4 : Kriyakala.

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

1. Describe the stages of Paridhavamana Dosha Kopa including Sanchaya, Prakopa, and Prasara, along with their clinical and pathological significance.
2. Correlate Hetu, Sthana, and Lakshana in the early stages of Dosha Vikriti for timely identification of disease initiation.
3. Explain the concept and process of Sthanasamshraya, leading to disease development through Dosha - Dushya Samurchana.
4. Differentiate between Poorvaroopa, Vyakta, and Bheda stages and assess their clinical relevance in prognosis and treatment strategy.
5. Apply Kriyakala principles in early diagnosis and discerning disease progression.

Unit 1 Paridhavamana Dosha – Sanchaya, Prasara & Prakopa.

1. Sanchaya – Accumulation of Dosha.
2. Prakopa – Aggravation of Dosha.
3. Prasara – Spread of Aggravated Dosha.
4. Paridhavamana Dosha Kopa – Special attributes.
5. Relationship of Hetu, Sthana, and Lakshana.

References: 2

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Analyse the Hetu, Sthana, and Lakshana associated with the Sanchita Avastha of Dosha.	1	Lecture	CAN	Knows-how	FC,L&GD
CO1,CO3	Infer the Hetu, Sthana, and Lakshana of the Prakupita Avastha of Dosha.	1	Lecture	CAN	Knows-how	CBL,L&GD

CO1	Relate the concept of Prasara with Prakopa of the Dosha. Explain the mechanism of Prasara of Dosha with the similie given in the text.	1	Lecture	CAP	Knows-how	L&GD
CO1	Correlate the concept of Paridhavamana Dosha Kopa Avastha and associate it with Dosha Gati and Rogamarga.	1	Lecture	CAP	Knows-how	CBL,L&GD
CO1	Describe the importance of understanding Paridhavamana Dosha.	1	Lecture	AFT-VAL	Know	L&GD
CO3,CO4	Demonstrate Poorvaroopa Avastha (Sanchaya to Sthanasamshraya)/ Roopa Avastha and Upadrava Avastha in a case.	10	Practical Training 4.1	PSY-GUD	Shows-how	CD,CBL,D-BED
CO3,CO4	Conduct assessment for Poorvaroopa Avastha (Sanchaya to Sthanasamshraya)/ Roopa Avastha and Upadrava Avastha in a case.	10	Experiential-Learning 4.1	PSY-ADT	Does	CD,CBL,D-BED

Unit 2 Samurchita Dosha – Sthanasamshraya, Vyakta, Bheda.

1. Sthanasamshraya – Dosha - Dushya Samurchana.
2. Identifying Poorvaroopa, Vyakta, and Bheda.
3. Clinical differentiation of disease stages.

References: 1,4

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Analyse: 1. The concept of Sthanasamshraya and its clinical importance. 2. The classifications of Poorvaroopa (Samanya–Vishesha; Avyakta–Alpa Vyakta). 3. The methods for identifying Poorvaroopa features in clinical settings and their diagnostic implications. 4. The clinical relevance of Utkrushta, Utklishta/Samutklishta, and Anutklishta Dosha Avastha.	1	Lecture	CAN	Knows-how	CBL,L&GD

CO1,CO3,CO7	Identify and describe the yardsticks to ascertain Pratyatma Lakshana in a Vyadhi with examples.	1	Lecture	CAP	Knows-how	CBL,L&GD,PSM
CO1,CO3,CO7	Describe the method for identifying Vyadhi Arambhaka Dosha as well as Dosha Samsarga, Dushya, Srotus and Adhishtana.	1	Lecture	CC	Know	L&GD,LS
CO1,CO3	Analyse: 1. The concept of "Poorvaja Poorvaroopakhya Paschat Jayate Upadrava" and provide examples. 2. The factors responsible for Bhedavastha such as Chirasthitaha, Pranaayatana Samuttho, Marma Upaghata, Bahudhatustvam, Nitya Anubandha Vyadhi, Sarva Marga Anusarinam, Sarvani Poorvaroopani, Sthoola Upadrava & Anu Upadrava.	1	Lecture	CAN	Knows-how	CBL,L&GD
CO1	Discuss Paraspara Anubandhi Roga, Nidanarthakara, and Upadrava with reference to "Srotamsi Srotamsi eva", "Dhatavascha Dhatuneva", and "Pradushayanti Pradushsta".	1	Lecture	CC	Know	CBL,FC,L&GD
CO3,CO4,CO7	Demonstrate Utkrushta, Utklishta/Samutklishta and Anutklishta Dosha.	10	Practical Training 4.2	PSY-GUD	Shows-how	CD,CBL,D-BED
CO3,CO4,CO7	Conduct assessment of Utkrushta, Utklishta/Samutklishta and Anutklishta Dosha.	8	Experiential-Learning 4.2	PSY-MEC	Does	CBL,D-BED,SIM
CO1,CO3,CO4	Conduct survey on Paraspara Anubandhi Roga, Nidanarthakara, and Upadrava	8	Experiential-Learning 4.3	CAN	Does	TBL

Practical Training Activity

Practical No	Name	Activity details
Practical Training 4.1	Demonstration of Poorvaroopa Avastha, Roopa Avastha and Upadrava Avastha.	Teacher will conduct a retrospective analysis through the following steps: Step 1: Teacher will coordinate an interaction with selected case. Step 2: Perform an interaction or evaluate the case based on a proforma carrying features of Sanchaya, Prakopa and Prasara Lakshana of Dosha, Roopa, and Upadrava. Step 3: Assist in preparing a timeline of events (History of patient). Step 4: Infer Poorvaroopa Avastha (Sanchaya to Sthanasamshraya)/ Roopa Avastha and Upadrava Avastha in the case based on the

		timeline and rationality. Step 5: Discuss the timeline and progress. (Note: Complete Unit 2 for doing this activity). (Practical – At least 1 minimum demonstration to be conducted by the teacher). Students may demonstrate alongside the teacher, where applicable, in all the mentioned practicals. Demonstrations can be conducted using patients, simulated volunteers, case scenarios, or any other effective methods to ensure adaptable and effective clinical training, as per the nature and applicability of each practical.
Practical Training 4.2	Demonstration of Utkrushta, Utklishta/Samutklishta and Anutklishta Dosha.	Teacher will demonstrate a retrospective analysis through the following steps: Step 1: Teacher will coordinate an interaction with selected case. Step 2: Perform an interaction or evaluate the case for Utkrushta, Utklishta/ Samutklishta and Anutklishta Dosha. Step 3: Infer Utkrushta, Utklishta/ Samutklishta and Anutklishta Dosha in the case. (Practical – At least 1 minimum demonstration to be conducted by the teacher).
Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 4.1	Assessment of Poorvaroopa Avastha, Roopa Avastha and Upadrava Avastha.	Step 1: Teacher will allot each student or group of students (depending on number) different cases for retrospective analysis. (Note: Complete Unit 2 for doing this activity). Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Students shall identify and document Poorvaroopa, Roopa, and Upadrava Avastha in the assigned case, trace the transition from Sanchaya to Sthanasamshraya with Dosha and Srotas involvement, correlate findings with classical Ayurvedic indicators, and present a retrospective clinical summary highlighting red flags, and early signs. After every experiential learning activity, students must complete a structured reflection to critically analyse their experience, integrate it with theoretical knowledge, and identify areas of growth. This is applicable to all experiential learning activities mentioned in the curriculum. For experiential learning, hospital settings or any other suitable means or sources may be utilised to enhance the quality and depth of the learning experience.
Experiential-Learning 4.2	Assessment of Utkrushta, Utklishta/Samutklishta	Step 1: Teacher will allot each student or group of students (depending on number) different cases for retrospective analysis. Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch).

	and Anutklishta Dosha.	Step 3: Students shall retrospectively analyse the assigned case to assess the state of Dosha (Utkrushta, Utklishta/Samutklishta, or Anutklishta), correlate clinical features with classical descriptions, and present a structured interpretation.
Experiential-Learning 4.3	Survey on Paraspara Anubandhi Roga, Nidanarthakara, and Upadrava.	Step 1: Data collection: Teacher will divide scholars into small groups and provide a self designed tool to capture Paraspara Anubandhi Roga, Nidanarthakara, and Upadrava prevalence for survey. Step 2: Analyse the data: Analyse Paraspara Anubandhi Roga, Nidanarthakara, and Upadrava in the setting. Step 3: Students shall collect and analyse data using the provided tool to explore the prevalence and interrelationships of Paraspara Anubandhi Roga, Nidanarthakara, and Upadrava in real - world settings, and present their findings with clinical and classical correlations.

Modular Assessment

Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. The assessment will be for 25 marks 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 the Modular grade point as per Table 6C. Theory Based Assessment – 25 Marks This component includes theory questions, designed to assess conceptual clarity, integrative thinking, and the ability to apply learned concepts in clinical, diagnostic, or problem-solving contexts. Questions may be framed from any instructional unit, ensuring alignment with the intended learning outcomes. Any one of the following can be selected for assessment (25 Marks): Any practical converted into an assessment format based on skills or demonstrations relevant to the module (25 Marks). OR Any experiential learning method such as portfolio work, reflective tasks, or presentations, conducted individually or in groups, that reflect applied understanding of the subject (25 Marks).	4

Module 5 : Vyadhikshamatva, Satmya, and Asatmya.

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

1. Explain the types of Vyadhikshamatva and its role in disease resistance through Trividha Bala and Ojas.
2. Correlate Ayurvedic concepts of host defence with contemporary immunological understanding and identify factors that impair immune function.
3. Describe Ojo Dosha (Oja Visramsa, Vyapat, Kshaya) and its clinical implications in immune - compromised conditions.
4. Differentiate Satmya and Asatmya and analyse their role in disease causation, including immunopathological and toxicological effects.
5. Identify Satmyaja and Asatmyaja Vikara and apply this understanding to diagnosis.

Unit 1 Vyadhikshamatva Bheda.

1. Spectrum of Vyadhikshamatva.
2. Trividha Bala in health and disease.
3. Different dimensions of understanding Ojas.

References: 1,2

3A	3B	3C	3D	3E	3F	3G
CO1	1. Describe the concept of Vyadhi Bala Virodhitva and Vyadhi Utpada Pratibandhakatva in relation to humoral and cell-mediated immunity. 2. Explain the factors contributing to Vyadhikshamatwa, including Dosha, Dhatu, Agni, and Ojas. 3. Explain the role of Upashaya and Anupashaya with regard to health considering Ritu and Prakriti.	1	Lecture	CC	Know	CBL,FC, L&GD
CO1	Describe the spectrum of Vyadhikshamatwa as described in Ayurveda, differentiate	2	Lecture	CC	Know	DIS,L&P

	among Sahaja, Kalaja, and Yuktikruta Bala, and relate these with the spectrum of different types of immunity in contemporary science.					PT
CO1	1. Describe different understandings of Ojas with reference to Para and Apara Ojas. 2. Explain the role of Dhatunam Tejasi, Ushma - Agni, Prakruta Shleshmani, Rasa, and Jeevita Shonita in relation to Ojas and immunity.	1	Lecture	CC	Know	CBL,DIS, L&PPT
CO1	Correlate: 1. The concept of Prakriti with various aspects of immunity. 2. Sahaja, Kalaja, and Yuktikruta Bala with the understanding of genetics and epigenetics.	1	Lecture	CE	Knows-how	JC,L&GD
CO3,CO4	Demonstrate case studies for Sahaja and Kalaja Bala and its role in disease manifestation.	6	Practical Training 5.1	CE	Shows-how	D-BED,FC,L&GD
CO3,CO4	Conduct assessment for Sahaja and Kalaja Bala and its role in disease manifestation.	10	Experiential-Learning 5.1	CE	Does	CD,D-BED
CO3,CO4	Demonstrate case studies for Yuktikrta Bala and its role in disease manifestation.	6	Practical Training 5.2	CE	Does	CD,D-BED
CO3,CO4,CO7	Conduct assessment for Yuktikrta Bala and its role in disease manifestation.	8	Experiential-Learning 5.2	CE	Does	CD,D-BED

Unit 2 Vyadhikshamatva and Ojo Dosha.

1. Host defence.
2. Factors leading to weak host defence.
3. Ojo Dosha and disease.

References: 1

3A	3B	3C	3D	3E	3F	3G

CO1	1. Discuss the Balavruddhikara Bhava and Shareera Vruddhikara Bhava governing the origin and development of host defence as described in Ayurveda and contemporary science. 2. Explain Ojo Dushti in relation to Kriyakala, as well as its role in Vyadhi and Sadyasadhyata.	1	Lecture	CC	Know	FC,L&GD
CO1	1. Explain and relate Balavruddhikara Bhava and Shareera Vruddhikara Bhava with the concept of genetics - epigenetics. 2. Discuss the factors such as Shareerani cha atisthoolani, Atikrushani, Anivishta mamsa shonita asthini, and Asatmya ahara upachitani contributing to poor host defence as per Ayurveda and contemporary science.	1	Lecture	CAN	Knows-how	CBL,L&GD

Unit 3 Satmya and Asatmya.

1. Satmya and Asatmya.
2. Deha Dhatu Pratyanika Bhuta, Viruddha.
3. Gara Visha, and Dushi Visha.
4. Immunopathology – Satmya and Asatmya.
5. Satmyaja and Asatmyaja Vikara.

References: 4

3A	3B	3C	3D	3E	3F	3G
CO1	1. Discuss the basic concept of Satmya and Asatmya in relation to health and disease. 2. Describe the relationship between Deha Dhatu Pratyanika Bhutani Dravyani, Viruddha, and Asatmya/Apathya.	1	Lecture	CC	Know	CBL,L&GD
CO1	Analyse: 1. The relationship between Viruddha and Gara Visha; Asatmya and Dushi Visha. 2. The concepts of Antigen, Hapten, Immune Tolerance, Immune Reaction, Immunogenicity, Antigenicity, Memory Cells, and Autoimmunity in relation to	1	Lecture	CAN	Knows-how	FC,L_VC

	Vyadhikshamatwa. 3. The concept of Vikara Vighatabhava and Vikara Vighatabhava Abhava.					
CO1,CO3	Analyse: 1. The Antigen/Hapten – Antibody/Cell-mediated reaction in relation to Vikara Vighatabhava Abhava. 2. The concepts of Satmyaja Vikara and Asatmyaja Vikara in clinical practice. 3. Desensitization as per Ayurveda with its caution.	1	Lecture	CAN	Knows-how	L&GD,L_VC
CO3,CO4	Demonstrate a patient’s Satmya and Asatmya through detailed case taking.	8	Practical Training 5.3	PSY-GUD	Shows-how	CD,D-BED
CO3,CO4,CO7	Conduct assessment of patient’s Satmya and Asatmya through detailed case taking.	8	Experiential-Learning 5.3	PSY-ORG	Does	CD,D-BED

Practical Training Activity

Practical No	Name	Activity details
Practical Training 5.1	Demonstration of Sahaja and Kalaja Bala and its role in disease manifestation.	Teacher will demonstrate a retrospective analysis through the following steps: Step 1: Teacher will coordinate an interaction with selected case. Step 2: Perform an interaction to ascertain the Sahaja and Kalaja Bala and its role in disease manifestation. Step 3: Discuss the role of Sahaja and Kalaja Bala in the case contributing to the current condition. (Practical – At least 1 minimum demonstration to be conducted by the teacher). Students may demonstrate alongside the teacher, where applicable, in all the mentioned practicals. Demonstrations can be conducted using patients, simulated volunteers, case scenarios, or any other effective methods to ensure adaptable and effective clinical training, as per the nature and applicability of each practical.
Practical Training 5.2	Demonstration of Yuktikrta Bala and its role in disease manifestation.	Teacher will demonstrate a retrospective analysis through the following steps: Step 1: Teacher will coordinate an interaction with a selected chronic case. Step 2: Perform an interaction to ascertain the Yuktikrta Bala and its role in disease manifestation. Step 3: Discuss the role of Yuktikrta Bala in the case contributing to the current condition. (Practical – At least 1 minimum demonstration to be conducted by the teacher).

Practical Training 5.3	Demonstration of Satmya and Asatmya.	Teacher will demonstrate a retrospective analysis through the following steps: Step 1: Teacher will coordinate an interaction with selected case. Step 2: Perform an interaction to understand the Satmya and Asatmya subsiding or aggravting the disease. Step 3: Discuss the observation. (Practical – At least 1 minimum demonstration to be conducted by the teacher).
Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 5.1	Survey on Sahaja and Kalaja Bala and its role in disease manifestation.	Step 1: Data collection: Teacher will divide scholars into small groups and provide a self designed tool to capture parameters to ascertain Sahaja and Kalaja Bala in the case for survey. Step 2: Analyse the data: Analyse the role of Sahaja and Kalaja Bala in the case contributing to the disease. Step 3: Students shall collect case data using a structured tool to assess Sahaja and Kalaja Bala, analyse their contribution to disease causation and progression, and correlate findings with Ayurvedic principles and clinical observations. After every experiential learning activity, students must complete a structured reflection to critically analyse their experience, integrate it with theoretical knowledge, and identify areas of growth. This is applicable to all experiential learning activities mentioned in the curriculum. For experiential learning, hospital settings or any other suitable means or sources may be utilised to enhance the quality and depth of the learning experience.
Experiential-Learning 5.2	Survey on Yuktikrta Bala and its role in disease manifestation.	Step 1: Data collection: Teacher will divide scholars into small groups and provide a self designed tool to capture parameters to ascertain Yuktikrta Bala in the case for survey. (Note: For Survey students can visit Tuberculosis centre and survey for the risk factos such as Sahasa, Sandharana, Vishama Ashana, Kshaya or chronic conditions in hospital setting can be utilized against diet, lifestyle, regional habits, etc.) Step 2: Analyse the data: Analyse the role of Yuktikrta Bala in the case contributing to the disease. Step 3: Students shall conduct surveys using a structured tool to assess Yuktikrta Bala and analyse how diet, lifestyle, habits, and external exposures impact acquired strength and contribute to disease in clinical or community settings
Experiential-Learning 5.3	Assessment of Satmya and Asatmya.	Step 1: Teacher will allot each student or group of students (depending on number) different cases for retrospective analysis. Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Students shall retrospectively analyse the assigned case to assess Satmya and Asatmya based on clinical history, dietary and lifestyle patterns, and correlate their influence on health or disease progression using classical principles and reasoning.

Modular Assessment	
Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. The assessment will be for 25 marks 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 the Modular grade point as per Table 6C. Theory Based Assessment – 25 Marks This component includes theory questions, designed to assess conceptual clarity, integrative thinking, and the ability to apply learned concepts in clinical, diagnostic, or problem-solving contexts. Questions may be framed from any instructional unit, ensuring alignment with the intended learning outcomes. Any one of the following can be selected for assessment (25 Marks): Any practical converted into an assessment format based on skills or demonstrations relevant to the module (25 Marks). OR Any experiential learning method such as portfolio work, reflective tasks, or presentations, conducted individually or in groups, that reflect applied understanding of the subject (25 Marks).	4

Module 6 : Dhatu Paka.

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

1. Explain the concepts of Dosha Paka and Dhatu Paka and their clinical relevance in inflammation and tissue degeneration.
2. Analyse Dhatu Paka as the underlying pathology in conditions like Shotha, Gulma, and Vidradhi with reference to classical knowledge and clinical features.
3. Identify internal and external factors influencing Dosha Paka and their impact on disease severity and progression.
4. Correlate Dosha - Dushya Samurchana with mechanisms of cell injury and recognise laboratory and clinical indicators of Dhatu Paka.
5. Integrate Ayurvedic and contemporary views to understand disease mechanism and apply them in diagnosis and prognosis.

Unit 1 Dhatu Paka.

1. Fundamentals of Dosha paka and Dhatu Paka.
2. Dhatu Paka – Shotha/ Shopha, Gulma and Vidradi.
3. Factors influencing Dosha Paka.
4. Dosha Dushya Samurchana and cell injury.
5. Vyadhi and contemporary understanding.

References: 1

3A	3B	3C	3D	3E	3F	3G
CO1	Analyse the concept of Dhatu Paka in relation to the development of Shotha, Vidradi, and Gulma, considering the stages of Akrtavastu Parigraha and Krtavastu Parigraha, with reference to the process of inflammation.	3	Lecture	CAN	Knows-how	CBL,L_VC
CO1	Analyse the factors influencing the impact of Dosha in an individual that lead to Dosha Paka and Dhatu Paka.	3	Lecture	CAN	Knows-how	CBL,L&PPT ,PSM

CO1	Analyse Dosha Dushya Samurchana in relation to cell injury, incorporating concepts of reversible and irreversible injury, cellular adaptation, apoptosis, and tumour formation with examples.	2	Lecture	CAN	Knows-how	CBL,L_VC,PER
CO1,CO3	Integrate the concept of Dosha Dushya Samurchana with Trividha Dukha, Saptavidha Vyadhi, Ashtanindita, Asatmyaja Vikara, Bhuta Abhishanga, and Asamanya Vikara, correlating with contemporary biomedical perspectives.	2	Lecture	CS	Knows-how	L&GD,TBL
CO3,CO4,CO7	Demonstrate case histories to correlate patient symptoms with the stages of Dosha Paka and predict disease resolution based on these transformations.	10	Practical Training 6.1	PSY-GUD	Shows-how	D-BED,SIM
CO3,CO4,CO7	Perform and interpret assessment of patient to correlate symptoms with the stages of Dosha Paka and predict disease resolution based on these transformations.	10	Experiential-Learning 6.1	PSY-ORG	Does	CBL,D-BED
CO3,CO4,CO7	Demonstrate the examination of Dhatu Paka and predict disease progression based on pathological transformations, and determine the Pradhana Dosha, Dhatu, and Srotas.	10	Practical Training 6.2	PSY-MEC	Shows-how	D-BED,PSM
CO3,CO4,CO7	Perform Dhatu Paka examination, analyse pathological transformations to predict disease progression, and determine the Pradhana Dosha, Dhatu, and Srotas (Part 1).	10	Experiential-Learning 6.2	PSY-ORG	Does	CBL,SIM
CO3,CO4,CO7	Perform Dhatu Paka examination, analyse pathological transformations to predict disease progression, and determine the Pradhana Dosha, Dhatu, and Srotas. (Part 2).	6	Experiential-Learning 6.3	PSY-ORG	Does	CBL,SIM

Practical Training Activity

Practical No	Name	Activity details
Practical Training 6.1	Demonstration of Dosha Paka Lakshana.	Teacher will demonstrate through the following steps: Step 1: Teacher will conduct a retrospective analysis of the patient with a Srotas or disease. Step 2: Assess current condition of patient in terms of Roopa. Step 3: Mention how prediction of disease resolution may be determined through observing reduction in features. (Note: While doing analysis Kala, Dushya, Prakriti and parameters mentioned for assessing Sadhyasadhyata – Especially Sukhasadhya vyadhi can also be considered while doing analysis for Dosha Paka). (Practical – At least 1 minimum demonstration to be conducted by the teacher). Students may demonstrate alongside the teacher, where applicable, in all the mentioned practicals. Demonstrations can be

		conducted using patients, simulated volunteers, case scenarios, or any other effective methods to ensure adaptable and effective clinical training, as per the nature and applicability of each practical.
Practical Training 6.2	Demonstration of Dhatu Paka Lakshana.	Teacher will demonstrate through the following steps: Step 1: Teacher will conduct a retrospective analysis of the patient with a Srotas or disease. Step 2: Assess current condition of patient in terms of Roopa/ Vyadhi. Step 3: Mention how consecutive occurrence of diseases may be determined through observing aggravation in features. Step 4: Mention the Pradhana Dosha, Pradhana Dhatu and or Pradhana Srotas affected in Anubandhya Roga and Anubandha Roga. (Note: While doing analysis Nidanarthakara vyadhi, Vyadhi Sankara, Kala, Dushya, Prakriti and parameters mentioned for assessing Sadhyasadhyata – Especially Krcchrasadhya, Yapya and Anupakrama vyadhi can also be considered while doing retrospective analysis for Dhatu Paka).
Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 6.1	Assessment of Dosha Paka Lakshana.	Step 1: Teacher will allot each student or group of students (depending on number) different cases for retrospective analysis Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch) Step 3: Students shall retrospectively analyse the assigned case to correlate clinical symptoms with the stages of Dosha Paka, and predict the likely resolution or progression of the disease using classical references. After every experiential learning activity, students must complete a structured reflection to critically analyse their experience, integrate it with theoretical knowledge, and identify areas of growth. This is applicable to all experiential learning activities mentioned in the curriculum. For experiential learning, hospital settings or any other suitable means or sources may be utilised to enhance the quality and depth of the learning experience.
Experiential-Learning 6.2	Conduct assessment of Dhatu Paka Lakshana (Part 1).	Step 1: Teacher will allot each student or group of students (depending on number) different cases from various Srotas (primary and secondary) for retrospective analysis. Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Students shall retrospectively analyse the assigned case to identify primary and secondary Srotas involved, trace the pathological process, correlate with classical principles, and present a structured interpretation of disease progression and prognostic markers.

Experiential-Learning 6.3	Conduct assessment of Dhatu Paka Lakshana (Part 2).	Step 1: Teacher will allot each student or group of students (depending on number) different cases from various Srotas (primary and secondary) for retrospective analysis. Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Students shall retrospectively analyse the assigned case to identify primary and secondary Srotas involved, trace the pathological process, correlate with classical principles, and present a structured interpretation of disease progression and prognostic markers.

Modular Assessment

Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. The assessment will be for 25 marks 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 the Modular grade point as per Table 6C. Theory Based Assessment – 25 Marks This component includes theory questions, designed to assess conceptual clarity, integrative thinking, and the ability to apply learned concepts in clinical, diagnostic, or problem-solving contexts. Questions may be framed from any instructional unit, ensuring alignment with the intended learning outcomes. Any one of the following can be selected for assessment (25 Marks): Any practical converted into an assessment format based on skills or demonstrations relevant to the module (25 Marks). OR Any experiential learning method such as portfolio work, reflective tasks, or presentations, conducted individually or in groups, that reflect applied understanding of the subject (25 Marks).	4

Module 7 : Rogi - Roga Bala Pareeksha.

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

1. Explain the significance of Rogi Bala in clinical decision-making and its relation to Vyadhikshamatva, Ojas, Satmya, and Prakriti.
2. Identify and evaluate the key parameters of Rogi Bala such as Prakriti, Sara, Satwa, Ahara Shakti, and Vaya, etc. for patient's strength assessment.
3. Describe the components of Roga Bala - Hetu Bala and Linga Bala and analyse their impact on prognosis.
4. Correlate the influence of Dosha, Dushya, Desha, Kala, and Prakriti in modifying disease severity and clinical variability.
5. Assess Vyadhi Bala using a comprehensive approach including disease stage, complications, Rogamarga, and disease origin.

Unit 1 Rogi Bala Pareeksha.

1. Fundamentals of Rogi Bala Pareeksha.
2. Parameters to determine Rogi Bala Pareeksha.

References: 1,4

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Analyse the parameters used to determine Prakriti.	1	Lecture	CAN	Knows-how	CBL,ML
CO1,CO3	Examine the parameters of Sara assessment in specific and general contexts along with various factors influencing Sara.	1	Lecture	CAN	Knows-how	CBL,FC
CO1,CO3	Analyse the parameters used to determine Samhanana and the criteria for assessing Pramana as described in various classical texts.	1	Lecture	CAN	Knows-how	DIS,L&GD
CO1,CO3	Evaluate the parameters used to determine Satmya.	1	Lecture	CE	Knows-	BS,CBL,I

					how	BL
CO1,CO3	Evaluate the parameters for assessing Satwa.	1	Lecture	CE	Knows-how	CBL,FC,IBL
CO1,CO3	Evaluate the parameters used to determine Ahara Shakti and Vyayama Shakti.	1	Lecture	CE	Knows-how	CBL,W
CO1,CO3	Evaluate the parameters used to determine Vaya, including factors such as Aushadha Kshamatva, Dehatva, Pumjatvam, Vishayanasakta Indriyajatva, Padasampad Bhavatvam, and Anukula Grahatva.	1	Lecture	CE	Knows-how	CBL,DIS,FC
CO3,CO4,CO7	Demonstrate the use of Prakriti Pareeksha application for conducting Prakriti assessment.	2	Practical Training 7.1	PSY-GUD	Does	D-BED,ML
CO3,CO4,CO7	Perform Prakriti assessment using the Prakriti Pareeksha application.	2	Experiential-Learning 7.1	PSY-MEC	Does	D,SIM
CO3,CO4,CO7	Construct and implement specific and general scoring systems for Sara assessment.	2	Practical Training 7.2	PSY-ORG	Does	D-BED,SIM
CO3,CO4,CO7	Perform and interpret Sara assessment in a given case.	2	Experiential-Learning 7.2	PSY-MEC	Does	D-BED,SIM
CO3,CO4,CO7	Apply scoring systems to perform Samhanana assessment.	2	Practical Training 7.3	PSY-MEC	Does	D-BED
CO3,CO4,CO7	Perform and interpret Samhanana assessment in a given case.	3	Experiential-Learning 7.3	PSY-MEC	Does	D-BED,SIM
CO3,CO4,CO7	Develop and implement a scoring system for Pramana assessment.	2	Practical Training 7.4	PSY-ORG	Does	D-BED,SIM
CO3,CO4,CO7	Perform and interpret Pramana assessment in a given case.	3	Experiential-Learning 7.4	PSY-MEC	Does	D-BED,SIM

CO3,CO4,CO7	Apply scoring systems to perform Satmya assessment.	2	Practical Training 7.5	PSY-MEC	Does	D-BED,SIM
CO3,CO4,CO7	Perform and interpret Satmya assessment in a given case.	3	Experiential-Learning 7.5	PSY-MEC	Does	D-BED,SIM
CO3,CO4,CO7	Apply a scoring system to perform Satwa assessment.	2	Practical Training 7.6	PSY-MEC	Does	D-BED,SIM
CO3,CO4,CO7	Perform and interpret Satwa assessment in a given case.	3	Experiential-Learning 7.6	PSY-MEC	Does	D-BED,SIM
CO3,CO4,CO7	Apply scoring system to assess Ahara Shakti.	2	Practical Training 7.7	PSY-MEC	Does	D-BED,SIM
CO3,CO4,CO7	Perform and interpret Ahara Shakti assessment in a given case.	3	Experiential-Learning 7.7	PSY-MEC	Does	D-BED,SIM
CO3,CO4,CO7	Apply scoring system to perform Vyayama Shakti assessment.	2	Practical Training 7.8	PSY-GUD	Does	D-BED,SIM
CO3,CO4,CO7	Perform and interpret Vyayama Shakti assessment in a given case.	3	Experiential-Learning 7.8	PSY-MEC	Does	D-BED,SIM

Unit 2 Roga Bala Pareeksha.

1. Components of Roga Bala – Hetu Bala and Linga Bala.
2. Interaction between Dosha, Dushya, Prakriti, Desha and Kala.
3. Other factors to decide Vyadhi Bala.

References:

3A	3B	3C	3D	3E	3F	3G

CO1,CO3	Evaluate the components of Roga Bala, focusing on assessing Hetu Bala and Linga Bala.	1	Lecture	CE	Knows-how	CBL,L&PPT ,L_VC
CO1,CO3	Analyse the interactions and dynamics between Dosha, Dushya, Prakriti, Desha, and Kala, focusing on their collective collaboration or counteraction in determining the strength of the disease.	1	Lecture	CAN	Knows-how	L&GD
CO1,CO3	Discuss the components of Roga Bala, focusing on: a. Severity of Poorvaroopa and Upadrava. b. Number of Dosha, Srotus, and Rogamarga involved. c. Involvement of Marma, Asthi, and Sandhi.	1	Lecture	CAN	Knows-how	CBL,L&PPT
CO1,CO3	Analyse Hetu Bala and Linga Bala in a given case.	4	Practical Training 7.9	CAN	Shows-how	CBL
CO3,CO4,CO7	Perform and interpret the assessment of Hetu Bala and Linga Bala.	4	Experiential-Learning 7.9	PSY-ADT	Does	CBL,D-BED

Practical Training Activity

Practical No	Name	Activity details
Practical Training 7.1	Demonstration of Prakriti Pareeksha.	Teacher will demonstrate through the following steps: Step 1: Install and acquainting with “Prakriti Pareeksha” application/ Utilizing CCRAS Prakriti Assessment Scale. Step 2: Assess Prakriti in a given case. Step 3: Mention the prakriti and their role in understanding Rogi Bala. (Practical – At least 1 minimum demonstration to be conducted by the teacher). Students may demonstrate alongside the teacher, where applicable, in all the mentioned practicals. Demonstrations can be conducted using patients, simulated volunteers, case scenarios, or any other effective methods to ensure adaptable and effective clinical training, as per the nature and applicability of each practical.
Practical Training 7.2	Construct, implement and demonstrate Sara Pareeksha (Sara Scale).	Teacher will demonstrate through the following steps: Step 1: Provide direction for designing scoring system based on weightage (Eg: Score 1 (For overlapping or features told in multiple references), Score 2 (For references that are more specific but not as Score 3) and Score 3 (For unique and specific

		features). Eg: MEDA SARA - Total 30 PRAVARA: 21-30 MADHYAMA: 11-20 AVARA: 0-10 Step 2: Assess Sara in a given Sroto Vikara. Step 3: Mention the Sara and their role in understanding Rogi Bala. (Practical – At least 1 minimum demonstration to be conducted by the teacher).
Practical Training 7.3	Demonstration of Samhanana Pareeksha.	Teacher will demonstrate through the following steps: Step 1: Provide direction for designing scoring system based on weightage (Eg: Score 1 (For overlapping or features told in multiple references), Score 2 (For references that are more specific but not as Score 3) and Score 3 (For unique and specific features). Step 2: Assess Samhanana in a given Sroto vikara (Rasavaha, Raktavaha, Mamsavaha, Medovaha, and Asthivaha). Step 3: Mention the Samhanana and their role in understanding Rogi Bala. (Practical – At least 1 minimum demonstration to be conducted by the teacher).
Practical Training 7.4	Develop, implement and demonstrate Pramana Pareeksha.	Teacher will demonstrate through the following steps: Step 1: Provide direction for designing and measuring the Anguli Pramana of various body parts using ruler or calipers or digital tools and measure based on rubrics. Step 2: Assess Pramana in a given patient. Step 3: Mention the Pramana and their role in understanding Rogi bala. (Practical – At least 1 minimum demonstration to be conducted by the teacher).
Practical Training 7.5	Demonstration of Satmya Pareeksha.	Teacher will demonstrate through the following steps: Step 1: Provide direction for assessing Satmya in a given case. Step 2: Assess Satmya in a given case. Step 3: Mention the Satmya and their role in understanding Rogi Bala. (Practical – At least 1 minimum demonstration to be conducted by the teacher).
Practical Training 7.6	Demonstration of Satwa Pareeksha.	Teacher will demonstrate through the following steps: Step 1: Provide direction for assessing Satwa in a given case. Step 2: Assess Satwa in a given case.

		Step 3: Mention the Satwa and their role in understanding Rogi Bala. (Practical – At least 1 minimum demonstration to be conducted by the teacher).
Practical Training 7.7	Demonstration of Ahara Shakti Pareeksha.	Teacher will demonstrate through the following steps: Step 1: Provide direction for assessing Ahara Shakti in a given case (Abhyavaharana and Jarana Shakti - Adhyatana and Purvakaleena). Step 2: Assess Ahara shakti in a given case. Step 3: Mention the Ahara shakti and their role in understanding Rogi Bala. (Practical – At least 1 minimum demonstration to be conducted by the teacher).
Practical Training 7.8	Demonstrate Vyayama Shakti Pareeksha.	Teacher will demonstrate through the following steps: Step 1: Provide direction for assessing Vyayama Shakti in a given case (Assess based on "Kaksha lalaata nasaasu hasta paadaadati sandhishu prasvedan mukha shosha. Hruda sthaana sthito vaayu yadha vaktram prapadyate"). Step 2: Assess Vyayama shakti in a given case. Step 3: Mention the Vyayama shakti and their role in understanding Rogi Bala. (Practical – At least 1 minimum demonstration to be conducted by the teacher).
Practical Training 7.9	Demonstration of Hetu Bala and Linga Bala.	Teacher will demonstrate through the following steps: Step 1: Provide direction to assess Hetu Bala in a given case (Dosha Hetu and Vyadhi Hetu; Matra and Kala, etc.) and Linga Bala (Poorvaroopa, Upadrava, Roopa - presence or absence of Sarva Lakshana) for various Srotas. Step 2: Assessing Hetu Bala in a given case (Matra, and Kala) and Linga Bala (Sarva Lakshana and Sampurna Lakshana) for various Srotas. Step 3: Mention the Hetu Bala and Linga Bala and their role in understanding Vyadhi Bala. (Practical – At least 1 minimum demonstration to be conducted by the teacher).
Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 7.1	Perform Prakriti Pareeksha.	Step 1: Teacher will allot each student or group of students (depending on number) different cases for Prakriti assessment. Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Students shall assess the Prakriti of the assigned case using classical and standardized tools, document physical,

		physiological, and psychological traits, and interpret the findings with reference to Dosha predominance and clinical significance. After every experiential learning activity, students must complete a structured reflection to critically analyse their experience, integrate it with theoretical knowledge, and identify areas of growth. This is applicable to all experiential learning activities mentioned in the curriculum. For experiential learning, hospital settings or any other suitable means or sources may be utilised to enhance the quality and depth of the learning experience.
Experiential-Learning 7.2	Perform Sara Pareeksha assessment.	Step 1: Teacher will allot each student or group of students (depending on number) different cases for Sara assessment. Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Students shall assess the Sara of the assigned case, identify predominant Sara, and interpret its relevance to health status, disease susceptibility, and overall health, with support from classical references.
Experiential-Learning 7.3	Perform Samhanana Pareeksha.	Step 1: Teacher will allot each student or group of students (depending on number) different cases for Samhanana assessment Step 2: There must be minimum one case (Rasavaha, Raktavaha, Mamsavaha, Medovaha, and Asthivaha Vikara) for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch) Step 3: Students shall assess Samhanana in the assigned case by evaluating physical build, etc., correlate it with disease involvement in specific Srotas, and interpret the findings based on classical Ayurvedic parameters.
Experiential-Learning 7.4	Perform Pramana Pareeksha.	Step 1: Teacher will allot each student or group of students (depending on number) different cases for Pramana assessment Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch) Step 3: Students shall perform Pramana assessment of the assigned case, measure and record relevant anthropometric parameters, and interpret the findings in relation to health status, nourishment, disease susceptibility, and classical references.
Experiential-Learning 7.5	Perform Satmya Pareeksha.	Step 1: Teacher will allot each student or group of students (depending on number) different cases for Satmya assessment Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Students shall assess the Satmya of the assigned case by evaluating dietary, lifestyle, environmental, and medicinal suitability, and interpret its influence on health maintenance, and disease susceptibility as per classical principles.
Experiential-Learning 7.6	Perform Satwa Pareeksha.	Step 1: Teacher will allot each student or group of students (depending on number) different cases for Satwa assessment. Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch).

		Step 3: Students shall assess the Satwa of the assigned case through observation, interaction, and relevant tools, and interpret the findings in terms of mental resilience, and prognosis supported by classical references.
Experiential-Learning 7.7	Perform Ahara Shakti Pareeksha.	Step 1: Teacher will allot each student or group of students (depending on number) different cases for Ahara Shakti assessment. Step 2: There must be minimum one case (Assess Abhyavaharana and Jarana Shakti - Adhyatana and Purvakaleena) for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Students shall assess Ahara Shakti in the assigned case by evaluating current and past patterns of food intake and digestion, interpret the findings using Ayurvedic parameters, and correlate with the individual's health status and disease susceptibility.
Experiential-Learning 7.8	Perform Vyayama Shakti assessment.	Step 1: Teacher will allot each student or group of students (depending on number) different cases for Vyayama Shakti assessment. Step 2: There must be minimum one case for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Students shall assess Vyayama Shakti in the assigned case by observing, and interpreting the findings based on Ayurveda and contemporary parameters.
Experiential-Learning 7.9	Perform Hetu Bala and Linga Bala assessment.	Step 1: Teacher will allot each student or group of students (depending on number) different cases for Hetu Bala and Linga Bala. Step 2: There must be minimum one case (from different Srotas) for each student or group. (Note: Teacher shall ensure allotment of multiple cases in a batch). Step 3: Students shall assess the Hetu Bala and Linga Bala of the assigned case by evaluating the strength and frequency of causative factors, as well as the intensity and manifestation of clinical features, interpreting them with reference to disease severity and prognosis using classical guidelines.

Modular Assessment

Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. The assessment will be for 25 marks 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 the Modular grade point as per Table 6C. Theory Based Assessment – 25 Marks This component includes theory questions, designed to assess conceptual clarity, integrative thinking, and the ability to apply learned concepts in clinical, diagnostic, or problem-solving contexts. Questions may be framed from any instructional unit, ensuring alignment with the intended learning outcomes. Any one of the following can be selected for assessment (25 Marks):	4

Any practical converted into an assessment format based on skills or demonstrations relevant to the module (25 Marks). OR Any experiential learning method such as portfolio work, reflective tasks, or presentations, conducted individually or in groups, that reflect applied understanding of the subject (25 Marks).	

Module 8 : Quality Assurance and Recent Advances.

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

1. Analyse the significance of standardization and quality control in pathology laboratories and imaging centres.
2. Evaluate the accreditation standards for pathology laboratories (NABL) and imaging centres.
3. Interpret and apply the provisions of the Clinical Establishment Act (2010) and the principles of GCP and GCLP in clinical and laboratory practice.
4. Assess and integrate diagnostic tools and software from Ayurveda and contemporary medicine for effective disease diagnosis.
5. Appraise the process of developing and validating diagnostic tools, techniques, and profiles for disease diagnosis.
6. Evaluate and justify the application of Artificial Intelligence (AI) in enhancing the accuracy and efficiency of disease diagnosis.

Unit 1 Quality Assurance.

1. Standardization and quality assessment in pathology laboratories and imaging centres.
2. Accreditation standards for pathology laboratories (NABL) and imaging centres.
3. Clinical Establishment Act 2010 (CE), Principles of Good Clinical Practices (GCP), and Good Clinical Laboratory Practices (GCLP).
4. Advances in Roganidana & Vikriti Vijnana: Updated knowledge of various diagnostic software and tool developed for disease diagnosis in Ayurveda and contemporary science (NAMASTE Portal, Prakriti and Agni assessment by CCRAS, ICD 11).
5. Development and validation of new diagnostic tools.
6. Artificial Intelligence (AI) to enhance disease diagnosis.

References: 7,8,9,10,11,12,13,14,15,16

3A	3B	3C	3D	3E	3F	3G
CO5,CO6	Discuss the standardization processes (Standard Operating Procedures (SOPs), Accreditation Standards, Calibration and Maintenance of Equipment, Validation of Testing Methods) used in pathology laboratories and imaging centres.	1	Lecture	CC	Know	L&GD,L &PPT ,L_VC

CO5,CO6	Describe Quality Assessment Processes (Internal Quality Control (IQC), External Quality Assessment (EQA), Regular Audits and Inspections, Staff Training and Competency Assessment, Patient Safety and Risk Management, Document Control and Traceability) used in pathology laboratories and imaging centres.	1	Lecture	CC	Know	L&GD,L &PPT ,L_VC
CO5,CO6,CO8	Demonstrate various standardization methods in pathology and imaging unit.	2	Practical Training 8.1	PSY-GUD	Shows-how	DL,DIS
CO5,CO6,CO8	Demonstrate various quality control methods in pathology and imaging unit.	2	Practical Training 8.2	PSY-GUD	Know	CBL,L&GD,L&PPT
CO5,CO6	Discuss Accreditation Standards and Accreditation Process of laboratory (NABL) and Imaging center (Radiation Safety and Protection Guidelines, Indian Radiological and Imaging Association (IRIA), (ISO)).	1	Lecture	CC	Know	DIS,PL,PER
CO5,CO8	Evaluate and critique the Accreditation Standards and Accreditation Process of laboratory and imaging units.	3	Experiential-Learning 8.1	CE	Know	BL,BS,PrBL
CO5,CO8	Discuss Good Clinical Practice (GCP) and Good Laboratory Practice (GLP) guidelines.	1	Lecture	CC	Know	L&GD,L &PPT
CO5,CO6,CO8	Evaluate clinical and laboratory scenarios for adherence to the principles of Good Clinical Practice (GCP) and Good Laboratory Practice (GCLP), and justify compliance or non-compliance based on established guidelines.	2	Practical Training 8.3	CE	Does	BS,DIS,PL
CO5,CO6,CO8	Develop study protocols that adhere to GCP and GLP Guidelines.	3	Experiential-Learning 8.2	CS	Does	BL,BS,D,RLE,TBL
CO5,CO6,CO7	Demonstrate disease classification systems, coding platforms, and diagnostic software/tools for disease diagnosis in Ayurveda and contemporary science using NAMASTE portal, Prakriti and Agni assessment tools, and ICD-11.	2	Practical Training 8.4	PSY-GUD	Shows-how	D,DIS,TBL
CO1,CO5,CO6,CO7	Evaluate and integrate the available disease classification, coding platform, diagnostic software, and diagnostic tools (such as the NAMASTE portal, Prakriti and Agni	3	Experiential-Learning 8.3	CE	Shows-how	CD,CBL,D

	assessment tools, and ICD-11) in the context of their respective synopsis (research work).					
CO6,CO7	Appraise and interpret the available validated diagnostic tool in a real - world clinical setting.	3	Experiential-Learning 8.4	CE	Does	BL,BS,D,DIS,SDL
CO1,CO5,CO6,CO7	Identify Key Areas in Roganidana & Vikriti Vijnana for the Development and Validation of New Diagnostic Tools.	1	Experiential-Learning 8.5	CAN	Knows-how	BS,DIS,Mnt,TPW,TBL
CO6,CO7	Explain AI and its relevance in Roganidana & Vikriti Vijnana. Assess the impact of AI on clinical decision-making and patient outcomes.	1	Lecture	CC	Knows-how	IBL,PBL,RLE
CO1,CO5,CO6,CO7	Demonstrate Applications of AI in Disease Diagnosis, laboratory investigation and imaging.	2	Practical Training 8.5	PSY-GUD	Shows-how	CD,CBL

Practical Training Activity

Practical No	Name	Activity details
Practical Training 8.1	Standardization methods in pathology and imaging unit.	Demonstration by teacher: Standardization methods in pathology and imaging unit. Hands - on training: 1. Divide students into small groups and allot one standardization parameter for each student . 2. Provide them the checklist to evaluate the parameter. 3. Post them to visit the lab or imaging unit and 4. Instruct them analyse and evaluate the designated parameter. 5. Stimulate students to share and exchange their findings and opinions with their groups. 6. Entice each group share their findings with the class. 7. Promote a discussion on the insights gained from the activity. The teacher shall summarize the key concepts covered in the practical.
Practical Training 8.2	Quality control methods.	Demonstration by the teacher: Standardization methods/process in the pathology and imaging unit. Hands-on training: 1. Divide students into small groups and allot one standardization parameter (Standard Operating Procedures (SOPs)/Internal Quality Control (IQC)/External Quality Assessment (EQA) / Proficiency Testing/ Validation and Verification/ Training and

		Competency/ Documentation and Record Maintenance/Audits and Continuous Improvement) for each student. 2. Provide them with the checklist to evaluate the parameter 3. Post them to visit the lab or imaging unit and 4. Instruct them to analyse and evaluate the designated parameter. 5. Facilitate peer discussion within groups, followed by group presentations to the class. The teacher shall summarize the key concepts covered in the practical.
Practical Training 8.3	Good Clinical Practice and Good Laboratory Practice.	Teacher instruction 1. Frame one case scenario each for the seven core principles of Indian GCP guidelines (ICH E6(R3)) and OECD Principles of Good Laboratory Practice (GCLP) . 2. Explain how GCP and GLP principles are applied in real-world settings. Hands-on practice Provide 5 scenarios to each student. Discuss if scenarios adhere to or violate GCP /GCLP guidelines.
Practical Training 8.4	Disease classification, coding platform, diagnostic software and tools	Teacher instruction: Hands-on: 1. Demonstrate logging in to the disease classification, coding, and diagnostic software, and navigating the interface to identify key menus and functions. 2. Illustrate the available features, including patient records, assessment tools, and treatment modules. 3. Demonstrate effective navigation of Ayurveda-specific databases to identify and retrieve information on validated diagnostic tools. 4. Engage in Peer Discussion to Critically Evaluate the Validity and Reliability of Diagnostic Tools Summarize the key points to a teacher.
Practical Training 8.5	AI in Disease Diagnosis, laboratory investigation and imaging.	Teacher instruction: Outline three AI tools or technologies used in disease diagnosis, providing examples of their applications in clinical practice. Hands-on: 1. Provide 5 medical images and 5 laboratory investigation data. 2. Facilitate students to utilisation of AI software to interpret medical imaging results. 3. Facilitate students to analyse laboratory investigation data using AI algorithms. 4. Demonstrate how AI tools can assist healthcare providers in making informed diagnostic decisions.

Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 8.1	Accreditation Standards and Accreditation Process.	Role play: 1. Assigned each student a role of NABL /ISO /IRIA/ assessor. 2. Visit the Lab / Imaging unit. 3. Review and critique the components of standardization and Quality Assessment of Lab/ Imaging Unit. 4. Report compliance and non-compliance. 5. Suggest corrective and preventive action.
Experiential-Learning 8.2	Good Clinical Practice and Good Laboratory Practice.	1. Develop one study protocol adhering to GCP guidelines and one adhering to GCLP. 2. Perform peer discussion and improvise the developed protocol. 3. Present the developed protocol. The teacher shall discuss the key points.
Experiential-Learning 8.3	Disease classification, coding platform, diagnostic software and tools- NAMASTE portal, Prakriti and Agni assessment tools, and ICD-11.	1. Navigate the diagnostic software to locate and activate diagnostic tools efficiently. 2. Generate a Detailed List of Operational Definitions and Extract Relevant Information for the Research Study from the Software.
Experiential-Learning 8.4	Application of the available validated diagnostic tool.	1. Identify five standardized diagnostic tools listed in the practical. 2. Demonstrate the practical use of each tool by applying it to five distinct real-world scenarios, ensuring relevance to clinical settings. 3. Evaluate the effectiveness of each tool. 4. Reflect on the outcomes and limitations of each tool.
Experiential-Learning 8.5	Development and Validation of New Diagnostic Tools.	1. Identify and discuss critical areas within Roganidana and Vikriti Vijnana, where there is potential for the development of new diagnostic tools. 2. Evaluate existing diagnostic gaps and limitations in current tools.

		3. Identify specific clinical challenges and gaps in existing diagnostic approaches within Roganidana & Vikriti Vijnana. Discuss the integration of traditional knowledge with modern technological advancements to develop new diagnostic tools in Roganidana & Vikriti Vijnana.

Modular Assessment

Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. The assessment will be for 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 the Modular grade point as per Table 6C. Any one of the following can be selected for assessment (25 Marks): Any practical converted into an assessment format based on skills or demonstrations relevant to the module content (25 Marks). OR Any experiential learning method such as portfolio submissions, reflective exercises, or presentations, conducted individually or in groups, that demonstrate applied comprehension of the subject matter (25 Marks).	2

Table 4 : Practical Training Activity

Practical No	Practical name	Hours
1.1	Identification of Heena, Mithya, Atiyoga of Asatmyaindriyartha Samyoga and Dosha Kopa.	5
1.2	Vyadhi Hetu - Pradhanika Hetu/ Utpadaka Hetu/ Vyanjaka Hetu as a cause of disease manifestation.	5
1.3	Prakriti Sama Samaveta/ Swatantra hetu and Vikriti Vishama Samaveta/ Paratantra Hetu.	4
1.4	Demonstration of Anyasthanagatatva or Paradesha Gamana and Agantu and Sthanika Dosha Tara Tama Bhava/ Samsarga and Sannipata/ Anubandha and Anubandhya.	5
1.5	1. Identification of Vruddhi and Kshaya of Dosha. 2. Infer pathological conditions.	5
1.6	Identification of Sroto Dushti Lakshana.	3
1.7	Identification of Upadrava/ Nidanarthakara Roga.	3
2.1	Demonstrate assessment of Agni.	10
3.1	Demonstration of Ayatana Vishesha.	10
3.2	Interpret Nimittatascha.	10
3.3	Demonstration of pathological mechanism.	10
4.1	Demonstration of Poorvaroopa Avastha, Roopa Avastha and Upadrava Avastha.	10
4.2	Demonstration of Utkrushta, Utklishta/Samutklishta and Anutklishta Dosha.	10
5.1	Demonstration of Sahaja and Kalaja Bala and its role in disease manifestation.	6
5.2	Demonstration of Yuktikrta Bala and its role in disease manifestation.	6

5.3	Demonstration of Satmya and Asatmya.	8
6.1	Demonstration of Dosha Paka Lakshana.	10
6.2	Demonstration of Dhatu Paka Lakshana.	10
7.1	Demonstration of Prakriti Pareeksha.	2
7.2	Construct, implement and demonstrate Sara Pareeksha (Sara Scale).	2
7.3	Demonstration of Samhanana Pareeksha.	2
7.4	Develop, implement and demonstrate Pramana Pareeksha.	2
7.5	Demonstration of Satmya Pareeksha.	2
7.6	Demonstration of Satwa Pareeksha.	2
7.7	Demonstration of Ahara Shakti Pareeksha.	2
7.8	Demonstrate Vyayama Shakti Pareeksha.	2
7.9	Demonstration of Hetu Bala and Linga Bala.	4
8.1	Standardization methods in pathology and imaging unit.	2
8.2	Quality control methods.	2
8.3	Good Clinical Practice and Good Laboratory Practice.	2
8.4	Disease classification, coding platform, diagnostic software and tools	2
8.5	AI in Disease Diagnosis, laboratory investigation and imaging.	2

Table 5 : Experiential learning Activity

Experiential learning No	Experiential name	Hours
1.1	Assessment of Heena, Mithya, Atiyoga of Asatmyaindriyartha Samyoga in relation to Dosha Kopa.	6
1.2	Identifying attributes of Hetu.	4
1.3	Vyadhi Hetu - Pradhanika Hetu/ Utpadaka Hetu/ Vyanjaka Hetu as a cause of disease manifestation.	4
1.4	Geographical and seasonal influence on disease progression.	4
1.5	Assessment of Upadrava/ Nidanarthakara Roga.	3
1.6	Assessment of Sroto Dushti Lakshana.	3
1.7	Assessment of Prakriti Sama Samaveta/ Swatantra hetu and Vikriti Vishama Samaveta/ Paratantra Hetu.	4
1.8	Assessment of Anyasthanagatatva or Paradesha Gamana and Agantu and Sthanika Dosha Tara Tama Bhava.	4
1.9	Assessment of: 1. Vruddhi and Kshaya of Dosha and 2. Assessing pathological conditions.	4
1.10	Survey for Doshagati.	3
2.1	Assessment of Agni.	8
2.2	Conduct assessment of Avipakva Rasa Ama.	5
3.1	Assessment of Vaigunya of Beeja, Atma Karma, Ashaya, Kala and Matuhu Ahara Vihara Dosha.	9
3.2	1. Assessment of Ayatana Vishesha. 2. Assessment of Nimittatascha.	10
3.3	Assessment of Dhatu - Mala Vruddhi and Kshaya Lakshana.	10
3.4	Assessment of Pathological mechanisms.	10
4.1	Assessment of Poorvaroopa Avastha, Roopa Avastha and Upadrava Avastha.	10
4.2	Assessment of Utkrushta, Utklishta/Samutklishta and Anutklishta Dosha.	8

4.3	Survey on Paraspara Anubandhi Roga, Nidanarthakara, and Upadrava.	8
5.1	Survey on Sahaja and Kalaja Bala and its role in disease manifestation.	10
5.2	Survey on Yuktikrta Bala and its role in disease manifestation.	8
5.3	Assessment of Satmya and Asatmya.	8
6.1	Assessment of Dosha Paka Lakshana.	10
6.2	Conduct assessment of Dhatu Paka Lakshana (Part 1).	10
6.3	Conduct assessment of Dhatu Paka Lakshana (Part 2).	6
7.1	Perform Prakriti Pareeksha.	2
7.2	Perform Sara Pareeksha assessment.	2
7.3	Perform Samhanana Pareeksha.	3
7.4	Perform Pramana Pareeksha.	3
7.5	Perform Satmya Pareeksha.	3
7.6	Perform Satwa Pareeksha.	3
7.7	Perform Ahara Shakti Pareeksha.	3
7.8	Perform Vyayama Shakti assessment.	3
7.9	Perform Hetu Bala and Linga Bala assessment.	4
8.1	Accreditation Standards and Accreditation Process.	3
8.2	Good Clinical Practice and Good Laboratory Practice.	3
8.3	Disease classification, coding platform, diagnostic software and tools- NAMASTE portal, Prakriti and Agni assessment tools, and ICD-11.	3

8.4	Application of the available validated diagnostic tool.	3
8.5	Development and Validation of New Diagnostic Tools.	1

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-AB-RN	1	100	200	300

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

Credit frame work

AYPG-AB-RN consists of 8 modules totaling 16 credits, which correspond to 480 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 learners 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 II.

6 C : Semester 2 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
M1. Dosha Vikriti.	3	90		75		
M2. Agni and Ama.	1	30		25		
M3. Dushya Vikriti.	3	90		75		
M4. Kriyakala.	2	60		50		
M5. Vyadhikshamatva, Satmya, and Asatmya.	2	60		50		
M6. Dhatu Paka.	2	60		50		
M7. Rogi - Roga Bala Pareeksha.	2	60		50		
M8. Quality Assurance and Recent Advances.	1	30		25		
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

A S.No	B Module number and Name	C MGP
1	M1.Dosha Vikriti.	C1
2	M2.Agni and Ama.	C2
3	M3.Dushya Vikriti.	C3
4	M4.Kriyakala.	C4
5	M5.Vyadhikshamatva, Satmya, and Asatmya.	C5
6	M6.Dhatu Paka.	C6
7	M7.Rogi - Roga Bala Pareeksha.	C7
8	M8.Quality Assurance and Recent Advances.	C8
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5 +C6+C7+C8) / Number of modules(8)

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-AB-RN
Sem II

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
(M-1)Dosha Vikriti. (Marks: Range 5-20)				
1	**(U-1)** Relation between Nidana, Dosha Vikriti and Vyadhi.	Yes	Yes	Yes
2	**(U-2)** Swatantra Kupita and Paratantra Kupita Dosha.	Yes	Yes	Yes
3	**(U-3)** Dushta Dosha Avastha & Dushta Dosha Swabhava.	No	Yes	Yes
4	**(U-4)** Doshagati and Rogamarga.	Yes	Yes	Yes
(M-2)Agni and Ama. (Marks: Range 5-20)				
1	**(U-1)** Agni and Ama.	Yes	Yes	Yes
(M-3)Dushya Vikriti. (Marks: Range 5-20)				
1	**(U-1)** Mechanism of Dushya Dushti.	Yes	Yes	Yes
2	**(U-2)** Dosha Dushya Samurchana – Mechanism & outcome.	No	Yes	Yes
3	**(U-3)** Dhatu and Mala Vruddhi and Kshaya.	No	Yes	Yes
4	**(U-4)** Few pathological mechanisms in relation to Srotas.	No	Yes	Yes
(M-4)Kriyakala. (Marks: Range 5-20)				
1	**(U-1)** Paridhavamana Dosha – Sanchaya, Prasara & Prakopa.	No	Yes	Yes
2	**(U-2)** Samurchita Dosha – Sthanasamshraya, Vyakta, Bheda.	Yes	Yes	Yes
(M-5)Vyadhikshamatva, Satmya, and Asatmya. (Marks: Range 5-20)				
1	**(U-1)** Vyadhikshamatva Bheda.	Yes	Yes	Yes
2	**(U-2)** Vyadhikshamatva and Ojo Dosha.	No	Yes	Yes
3	**(U-3)** Satmya and Asatmya.	Yes	Yes	Yes
(M-6)Dhatu Paka. (Marks: Range 5-20)				
1	**(U-1)** Dhatu Paka.	Yes	Yes	Yes
(M-7)Rogi - Roga Bala Pareeksha. (Marks: Range 5-20)				
1	**(U-1)** Rogi Bala Pareeksha.	Yes	Yes	Yes
2	**(U-2)** Roga Bala Pareeksha.	Yes	Yes	Yes
(M-8)Quality Assurance and Recent Advances. (Marks: Range 5-20)				
1	**(U-1)** Quality Assurance.	No	Yes	No

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

Instructions for the paper setting.

1. 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	**Long Case / Major Procedure:** **Clinical Assessment: Clinical assessment based on Prakriti Sama Samaveta, Vikriti Vishama Samaveta, Sroto Dushti, Upadrava/Nidanarthakara identification, etc.** **1 long structured case involving case sheet, history, exam, diagnosis**	80
2	**Short Case / Minor Practical / Spotters - Each component: 20 marks × 3 (or adjusted as per need and applicability)**	60
3	**Viva (2 Examiners x 20 Marks= 40 Marks):**	40
4	**Logbook**	10
5	**Clinical Activity Book (minimum 20 activities of different types)**	10
Total Marks		**200**

Reference Books/ Resources

04_Rog_Nidan

Click here to access References and Resources

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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