

Curriculum for MD/MS Ayurveda
(PRESCRIBED BY NCISM)

अभ्यासात्प्राप्यते दृष्टिः कर्मसिद्धिप्रकाशिनी ।

Semester III-VI
Swasthavritta and Yoga
(Public Health, Lifestyle Management and Yoga)
(SUBJECT CODE : AYPG-SW)

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



आयुषे सर्वलोकानाम्



BOARD OF AYURVEDA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110026

PREFACE

Ayurveda upholds the philosophy that maintaining health is as vital as curing disease. This foundational principle is embodied in Swasthavritta, which offers time-tested guidelines for daily routine, seasonal adaptation, dietary behavior, mental well-being, and environmental harmony. In today's world, where lifestyle-related diseases, environmental degradation, and mental health concerns are escalating, the need for preventive and promotive healthcare is more urgent than ever. The Postgraduate Curriculum in Swasthavritta and Yoga has been carefully developed to address these modern challenges through a robust Ayurvedic lens. It empowers students to understand community health not just from a biomedical viewpoint, but through the comprehensive, person-centered, and environmentally integrated wisdom of Ayurveda. The curriculum embraces a global and culturally adaptive perspective, preparing students to deliver sustainable health solutions rooted in traditional science.

This outcome- and competency-based dynamic curriculum offers a transformative learning experience that develops knowledge, practical expertise, and ethical responsibility. Emphasis is placed on learning through a combination of theory, hands-on practice, community engagement, and reflective exercises. Students are guided to master Ayurvedic dietetics, personalized lifestyle interventions, and yogic management strategies tailored for both prevention and therapeutic support. Fieldwork and community-based projects provide real-world opportunities to apply the principles of public health, environmental health, and health policy through Ayurvedic frameworks. Critical thinking, research methodology, and communication skills are embedded into every stage of learning, ensuring that postgraduates not only understand Swasthavritta but are able to implement it effectively in diverse contexts—from individual counseling to population-level programs.

Upon completion of the program, postgraduates will emerge as competent clinicians, public health leaders, lifestyle consultants, and health educators with the capability to address a broad spectrum of health needs. They will be proficient in assessing individual and community health determinants, recommending lifestyle modifications, managing health through yogic and dietetic practices, and advising on policy-level interventions. Equipped with both clinical insight and public health orientation, they will be ready to work as Ayurvedic community physicians, researchers, and advocates for holistic wellness. The curriculum aims not only to develop clinical acumen but also to nurture a visionary outlook—producing professionals who can bridge traditional knowledge with contemporary health systems for the well-being of society at large.

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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

(NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE)

Curriculum MD/ MS Ayurveda

Swasthavritta and Yoga (AYPG-SW)

Summary & Credit Framework

Semester III-VI

Module Number & Name	Credits	Notional Learning Hours	Maximum Marks of assessment of modules (Formative Assessment)
Semester No : 3			
Paper No : 1 (Ayurvedic Lifestyle management)			
M1 Swasthya (Health) Assessment, Health Education, Communication Skills and Counselling in Life style Management	2	60	50
M2 Vyadhikshamatva, Urjaskara Rasayana-Vajeekarana, Brahmacharya for health promotion	2	60	50
Paper No : 2 (Public Health)			
M9 Advanced Epidemiology	2	60	50
M10 Synergizing Health Systems: Ayush, National Frameworks, and Global Health Policies	2	60	50
Paper No : 3 (Ayurvedic Dietetics)			
M17 Principles of Ayurvedic Dietetics	2	60	50
M18 Principles of Modern dietetics	2	60	50
Paper No : 4 (Philosophy of Yoga & Therapeutic Yoga)			
M25 Philosophy and Principles of Therapeutic Yoga	2	60	50
M26 Bahiranga Yoga	2	60	50
Total	16	480	400
Semester No : 4			
Paper No : 1 (Ayurvedic Lifestyle management)			

M3 Health promotive and protective practices in Ayurveda	2	60	50
M4 Exercise, Physical Fitness and Physiotherapy	2	60	50
Paper No : 2 (Public Health)			
M11 Management of Epidemics & Pandemics and other pertinent areas of public health concern	2	60	50
M12 Sustainable Health and Systems Integration: Health Paradigms, Environmental Wellness and Ayurveda	2	60	50
Paper No : 3 (Ayurvedic Dietetics)			
M19 Nutrition in Public health - Ayurvedic and Contemporary Dietetic	2	60	50
M20 Nutritional interventions	2	60	50
Paper No : 4 (Philosophy of Yoga & Therapeutic Yoga)			
M27 Antaranga Yoga	2	60	50
M28 Therapeutic Yoga for specific diseases	2	60	50
Total	16	480	400
Semester No : 5			
Paper No : 1 (Ayurvedic Lifestyle management)			
M5 Principles of Ritucharya	2	60	50
M6 Applied aspect of Vegadharana - Vegoudirana and Behavioral practices of Individual / Community	2	60	50
Paper No : 2 (Public Health)			
M13 Health approaches for target population sub-groups	2	60	50
M14 Health Management Information Systems and Demographic statistics	2	60	50
Paper No : 3 (Ayurvedic Dietetics)			
M21 Dietary Regulations, and Newer Dietary Patterns	2	60	50
M22 Dietary Programmes and newer dietary aspects	2	60	50
Paper No : 4 (Philosophy of Yoga & Therapeutic Yoga)			
M29 Therapeutic Yoga for specific conditions / professions	2	60	50
M30 Therapeutic application of Yoga in Women and Child Health	2	60	50
Total	16	480	400
Semester No : 6			
Paper No : 1 (Ayurvedic Lifestyle management)			

M7 Lifestyle module for various life conditions	3	90	75
M8 Health Tourism, Wellness centre and Entrepreneurship	1	30	25
Paper No : 2 (Public Health)			
M15 Strategic Communication for Health Promotion and Global Promotion of Ayurveda	2	60	50
M16 Health Economics	2	60	50
Paper No : 3 (Ayurvedic Dietetics)			
M23 Fasting – Upavasa and various types of fasting	2	60	50
M24 Diversity of staple Diet	2	60	50
Paper No : 4 (Philosophy of Yoga & Therapeutic Yoga)			
M31 Therapeutic application of Yoga in Mental Health and Geriatric Health Care.	2	60	50
M32 Therapeutic Application of Natural Remedies	2	60	50
Total	16	480	400
Grand Total	64	1920	1600

Credit frame work

AYPG-SW consists of 32 modules totaling 64 credits, which correspond to 1920 Notional Learning Hours. Each credit comprises 30 hours of learner engagement, distributed across teaching, practical, and experiential learning in the ratio of 1:2:3. Accordingly, one credit includes 5 hours of teaching, 10 hours of practical training, 13 hours of experiential learning, and 2 hours allocated for modular assessment, which carries 25 marks.

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

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

Semester 6	M-7 3 Crs M-8 1 Crs	M-15 2 Crs M-16 2 Crs	M-23 2 Crs M-24 2 Crs	M-31 2 Crs M-32 2 Crs	16
Credits	16	16	16	16	64

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

* Details in 6H table

Course Code and Name of Course

Course code	Name of Course
AYPG-SW	Swasthavritta and Yoga (Public Health, Lifestyle Management and Yoga)

Table 1 : Course learning outcomes and mapped Program learning outcomes

CO No	A1 Course learning Outcomes (CO) AYPG-SW At the end of the course AYPG-SW, the students should be able to-	B1 Course learning Outcomes mapped with program learning outcomes.
CO1	Critically analyze and interpret the principles of Swasthavritta for the promotion and preservation of community health.	PO1,PO6,PO7,PO8
CO2	Demonstrate the application of Swasthavritta principles in designing and implementing lifestyle modification strategies.	PO2,PO3
CO3	Evaluate and apply Ayurvedic dietetic principles for individual and public health management.	PO2,PO3,PO4,PO5
CO4	Demonstrate skills in implementing public health practices based on Ayurvedic principles in the community.	PO3,PO4,PO6,PO8
CO5	Integrate and advise therapeutic yoga and yogic lifestyle interventions across various health and disease conditions.	PO3,PO4,PO6
CO6	Analyse and apply the principles of environmental health and its effects on public health with control measures	PO1,PO6,PO8
CO7	Analyze environmental health factors and apply appropriate Ayurvedic preventive and control measures for public health enhancement.	PO1,PO6
CO8	Demonstrate research aptitude and technical skills in planning and executing health promotion and disease prevention strategies.	PO1,PO5,PO6,PO7

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

Paper No : 1 (Ayurvedic Lifestyle management)						
Semester No : 3						
2A Modu le Nu mber	2B Modules & units	2C Num ber of Credi ts	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
1	M-1 Swasthya (Health) Assessment, Health Education, Communication Skills and Counselling in Life style Management This module is intended to assess health status and wellness of the individual. It covers the development of Ayurveda Intervention modules according to levels of prevention, it also covers various methods of Health Education, Communication Skills and Counselling in Life style Management, additionally it provides methods of assessment of Prakriti. • M1U1 Holistic health, well-being and lifestyle management 1.Holistic health, well-being and lifestyle management 2.Health indicators • M1U2 Modes of Intervention in Ayurveda Modes of intervention • M1U3 Health and Prakriti assessment of individual & community by various tools & health counselling	2	10	20	30	60

	1.Parameters of health 2.WHO -QOL (World Health Organization)- (Quality of Life) 3.Swasthya assessment scale(SAS) • M1U4 Health appraisal of school going children 1.Health appraisal of school going children 2.Health check-up 3.Health awareness • M1U5 Principles and Practices of Health education 1.IEC (Information, Education and Communication of Healthy habits, practices, health problems and methods to solve them) 2.Health Education • M1U6 Communication skills in health education 1.Communication methods 2.Health education material					
2	M-2 Vyadhikshamatva, Urjaskara Rasayana-Vajeekarana, Brahmacharya for health promotion These modules are acquainted with the knowledge of the importance of Vyadhikshamatva, Urjaskara Rasayana-Vajeekarana, and Brahmacharya for health promotion. It provides methods for the assessment of Bala in healthy individuals. It deals with the preparation of food recipes for Urjaskara Rasayana, Vajikarana. It covers the conduction of KAP(Knowledge, Attitude & Practice) studies in Rasayana and Vajikarana in the community. Additionally, it	2	10	20	30	60

	also provides methods of counselling regarding Ahara & Vihara for reproductive & sexual health. • M2U1 Vyadhikshamatva/ Bala in Ayurveda Vyadhikshamatva / Bala in Ayurveda • M2U2 Applied aspect of Urjaskar Rasayana and Vajeeakarana Urjaskara Rasayana Vajeeakarana • M2U3 Brahmacharya/ Abrahmacharya and its impact on Society Analysis of Brahmacharya/ Abrahmacharya and its impact on Society • M2U4 Reproductive and Sexual health in Ayurveda Reproductive and Sexual health in Ayurveda					
		4	20	40	60	120
Semester No : 4						
2A Modu le Nu mber	2B Modules & units	2C Num ber of Credi ts	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total

3	M-3 Health promotive and protective practices in Ayurveda This module describes Health promotive and protective practices of Ayurveda for the individual to promote health . It explores relation between Dinacharya and circadian rhythm. It helps the students to administer the Dinacharya practices to the community. It provides guidelines to prepare modules for skin, nails and eye care. It covers importance of Ratricharya especially sleep pattern on human health and additionally it also provides information on effect of artificial light on human health . It also guides students to carry out counselling about good sleep to the needy population. • M3U1 Dinacharya practices & Cicardian rythm 1.Dinacharya practices 2.Cicardian rythm • M3U2 Practical application of Dinacharya in today's era 1.Dinacharya procedures 2.Practical application of Dinacharya • M3U3 Cosmetic aspect of Dinacharya practices 1.Fundamentals of cosmetology 2.Instruments used in cosmetology	2	10	20	30	60
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	3.Dinacharya procedures and cosmetic effects • M3U4 Ratricharya(Sleep culture in present era) and effect of artificial light on human health. 1.Ratricharya 2.Sleeping culture 3.Effect of artificial light and sleep pattern • M3U5 Life style remedies and counselling for good Sleep 1.Factors responsible for normal /good and abnormal /bad sleep in present scenario 2.Polysomnography 3.Sleep counselling					
4	M-4 Exercise, Physical Fitness and Physiotherapy This module is designed to give guidelines regarding exercise, Physical Fitness and Physiotherapy for health and diseases conditions. It helps the students to develop Vyayama (Physical exercise) module/fitness program for children, adults, aged, pregnant ladies and chronic disease conditions. It enable to aquire basic knowledge of Gymnasium and Physiotherapy units and to conduct training sessions.	2	10	20	30	60

	• M4U1 Vyayama / Exercise and Physical Fitness 1. Analysis of effects of different types of Vyayama, analysis of ill effects of ati vyayama. 2. Need for Physical fitness for the maintenance of health • M4U2 Gym environment and Training in Gymnasium 1. Gym environment-Infrastructure, facilities, safety measures 2. Training in Gymnasium • M4U3 Physiotherapy practices 1. Physiotherapy Unit 2. Physiotherapy practices					
		4	20	40	60	120
Semester No : 5						
2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
5	M-5 Principles of Ritucharya	2	10	20	30	60

	This module will describe principles of Ritucharya and its application in promotion of health and prevention of diseases through ritu shodhana . It gives guidelines to identify the Ritus prevalent in various Indian states and countries of the world. Additionally it covers meteorology . It also guidelines to carry out Ritushodhana in healthy volunteers • M5U1 Ritucharya in Present Scenario 1. Ritucharya in the Present Scenario 2. Diet and Lifestyle modules • M5U2 Ritus prevalent in various Indian states and countries of the world 1.Ritu cycle in various Indian states 2.Ritu cycle in various countries of the world • M5U3 Unit 3: Meteorology with reference to Rituviaryaya 1.Describe Rituviaryaya, analyse it as per the environment 2.Basic concept of Meteorology • M5U4 Ritu wise prevalence of disease and Ritu shodhan in Swastha 1.Ritu-wise prevalence of disease 2.Ritu Shodhan in Swastha 3.Survey of hospital records					
6	M-6 Applied aspect of Vegadharana - Vegoudirana and Behavioral practices of Individual / Community	2	10	20	30	60

This module is intended to explore the applied aspect of Vegadharana - Vegoudirana and Behavioral practices of Individual / Community. It provides guidelines to construct ethics for medical students and to assess mental health through different tools .

• M6U1 Vegadharana & Vegaudirana

1. Analysis of Vegadharana

2. Analysis of Vegaudirana

• M6U2 Analysis of dharaniyavega and Mental health

1. Analysis of dharaniyavega

2. Mental health

• M6U3 Utility of Sadvritta and Achara Rasayana

Sadvritta

Achara Rasayana

• M6U4 Understanding of human sociology and their behavioral pattern

Human sociology

Behavioral patterns

• M6U5 Applied aspects Prajnaparadha

Concept of Prajnaparadha

Applied aspects Prajnaparadha

		4	20	40	60	120
Semester No : 6						
2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
7	M-7 Lifestyle module for various life conditions This module is intended to develop Lifestyle module for different health situations and lifestyle diseases. • M7U1 Lifestyle modules for different individuals 1. Customized Lifestyle modules for different individuals • M7U2 Modules for lifestyle disorders 1. Customized modules for Lifestyle disorders	3	15	30	45	90
8	M-8 Health Tourism, Wellness centre and Entrepreneurship This module will explore the Health Tourism, Wellness centre and Entrepreneurship in India . It provide guidelines to prepare Ayurveda start-ups	1	5	10	15	30

	. Additionally it covers different health-related digital applications and teleconsultation • M8U1 Health Tourism in India 1. Scope & guidelines of Health Tourism in India • M8U2 Life style management 1. Entrepreneurship in Life style management • M8U3 Wellness center/Health Resort /Spa 1. Role of Wellness center/Health Resort /Spa in health care • M8U4 Digital health and teleconsultation/ telemedicine 1. Digital health and teleconsultation/ telemedicine					
		4	20	40	60	120
		16	80	160	240	480

Paper No : 2 (Public Health)

Semester No : 3

2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total

9	M-9 Advanced Epidemiology This module focuses on enhancing the understanding of disease causation, public health measures, and the impact of socioeconomic and environmental factors on disease prevalence and management. It introduces comprehensive epidemiological skills, focusing on the analysis of communicable and non-communicable diseases using advanced analytical tools like logistic regression and Cox Proportional Hazards Model. • M9U1 Infectious Diseases 1. Advanced understanding of causation, morbidity trends, host defense mechanisms, and immunological response with respect to 12 communicable diseases: (TB, Dengue, Typhoid, Malaria, Zika, Pneumonia, Seasonal Influenza and ILI, Nipah, Measles, JE, HIV/STDs) 2. Differential comprehension of community-level transmission dynamics of the above 3. Analysis of public health measures adopted for various infectious diseases globally • M9U2 Non-Communicable Diseases 1. Advanced understanding of causation, morbidity trends, immunological response, systemic ramifications with respect to 7 non-communicable diseases: (Diabetes Mellitus, Hypertension, Cardiovascular Disease, Cancer, Non-Alcoholic Fatty Liver Disease, Chronic Kidney Disease, ST-Elevation Myocardial Infarction (a type of heart attack). 2. Differential comprehension of determinants of the above 3. Analysis of public health measures adopted for various infectious diseases globally	2	10	20	30	60
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	• M9U3 Analytical estimations 1. Measures of Association employed in Epidemiology 2. Representation of causal inferences 3. Relevant analysis based on study designs • M9U4 Statistical applications on Epidemiological datasets 1. Orientation to Epi Info and data entry 2. Practice on epidemiological analysis using Epi Info					
10	M-10 Synergizing Health Systems: Ayush, National Frameworks, and Global Health Policies This module provides a comprehensive analysis of health systems frameworks and integration, focusing on the role of Ayurveda within national and global health frameworks. • M10U1 Health Systems Framework 1. Introduction to Health Systems' Frameworks a. WHO Building Blocks Framework b. World Bank 'Control Knobs' Framework, c. Health Systems Dynamic Framework • M10U2 National Health Programs	2	10	20	30	60

1. Review of 7 important National Health Programs through the lens of Health Systems Framework : (RNTCP, NVBDCP, NPNCD, RMNCH+A, ICDS, NACP, NAM)

2. Discussion on potential integrative pathways for Ayurveda within the major National Health Programs

• **M10U3 Public Health Management Cadre**

1. The role of Health Human Resources and the Public Health Management Cadre (PHMC) as envisaged within NHP 2017

2. Creation of a dedicated Public Health Workforce for Ayush

• **M10U4 Health legislations /Conventions/Policies**

1. Introduction to important global and national legislations and conventions, including those in relation to Traditional Medicine, in general and Ayush.

2. Legislations/Policies and their impact on health services

• **M10U5 International Health Regulations (IHR) and Ayurveda**

1. Introduction to International Health Regulations (IHR)

2. Scope of Ayurveda vis-à-vis IHR

• **M10U6 Indian Public Health Standards**

1. Introduction to Indian Public Health Standards (IPHS) and IPHS for Ayush

2. Evaluation of IPHS within local Public Health settings

• **M10U7 International and national agencies**

1. Contributions to community health by National Health Agencies

	2. Contributions to community health by International Health Agencies					
		4	20	40	60	120
Semester No : 4						
2A Modu le Nu mber	2B Modules & units	2C Num ber of Credi ts	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
11	M-11 Management of Epidemics & Pandemics and other pertinent areas of public health concern This module deals with the strategies for managing public health crises with a focus on surveillance techniques, intervention strategies, the integration of Ayurveda in emergency responses, and addressing Anti-Microbial Resistance (AMR) through Ayurveda. It orients students with critical knowledge in relation to epidemic control and traditional medicine- based innovative solutions for contemporary public health challenges. • M11U1 Surveillance 1. Introduction to surveillance adopted in field epidemiology and the various tools and techniques employed 2. Epidemiological trends based on surveillance data collected	2	10	20	30	60

	• M11U2 5. Control measures adopted in Epidemics/Pandemics 1. Control measures adopted in Epidemics/Pandemics • M11U3 Application of Ayurveda in Janapadodhwamsa (Epidemic/pandemic) 1. Application of Ayurvedic principles as espoused in <i>Janapadodhwamsa</i> during the management of epidemics/pandemics/disasters (natural and man-made) • M11U4 Anti-Microbial Resistance (AMR) 1. Anti-Microbial Resistance (AMR) and role of Ayurveda in its management					
12	M-12 Sustainable Health and Systems Integration: Health Paradigms, Environmental Wellness and Ayurveda This module explores the integration of sustainable health practices and Ayurveda into global and national health paradigms, focusing on environmental wellness, occupational health, and the impact of climate change on public health. • M12U1 Sustainable Development Goals (SDGs) 1. Sustainable Development Goals (SDG) 2. State-led initiatives towards for the accomplishment of SDGs • M12U2 One Health & Planetary Health 1. One Health and Planetary health 2. Scope of Ayurveda in relation to the One Health and Planetary Health approaches	2	10	20	30	60

	• M12U3 Environmental Health 1. Environmental Health principles, impact and evaluations					
	• M12U4 Occupational Health 1. Occupational Health – Risk surveillance and institutional measures 2. Potential pathways for Ayurveda convergence within existing frameworks					
	• M12U5 National frameworks on different health paradigms 1. National frameworks on different health paradigms 2. Scope of Ayurveda convergence in public health frameworks					
		4	20	40	60	120
Semester No : 5						
2A Modu le Nu mber	2B Modules & units	2C Num ber of Credi ts	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
13	M-13 Health approaches for target population sub-groups This module explores the specialized health needs and interventions for diverse population groups and emphasizes current health schemes, morbidity trends, effective agency roles, and the integration of Ayurvedic principles to enhance	2	10	20	30	60

targeted health initiatives.

• **M13U1 Maternal and Child Health**

1. National health initiatives for maternal and child health.
2. Impact assessment of interventions on maternal and child health.

• **M13U2 Adolescent, Reproductive and Sexual Health**

1. Public health policies and their effectiveness in addressing adolescent health issues.
2. Pathways of Ayurveda convergence in programmatic frameworks for ARSH

• **M13U3 Geriatric Health**

1. Analysis of geriatric health care needs.
2. Review of approaches, including Ayurveda, in managing age-related diseases

• **M13U4 Health of Persons with Disability**

1. Understanding issues in relation to healthcare accessibility and quality for disabled persons.
2. Legal frameworks and policies supporting disability rights.

• **M13U5 Health of Persons working in the unorganised sector**

1. Occupational health studies and statistics for the unorganized sector.
2. Regulatory frameworks, emergency response strategies and potential pathways for Ayurveda convergence

	• M13U6 Health of institutional inmate 1 Health needs, health status and care accessibility for inmates. 2. Ayurveda-based health interventions in institutional environments					
14	M-14 Health Management Information Systems and Demographic statistics This module deals with the foundational and advanced aspects of Health Management Information Systems (HMIS) inclusive of international guidelines, data management strategies, emergency response systems, and the integration of AI in health informatics. It introduces students to HMIS and its utility in routine surveillance, public health emergencies, data standardization, and strategic health planning using demographic statistics. • M14U1 International guidelines for Health Management Information Systems 1. Review of WHO frameworks and international standards for HMIS. 2. Analysis of global best practices and compliance requirements • M14U2 Routine Surveillance for data capturing Mechanisms for data capture in healthcare settings. Techniques for monitoring and evaluating communicable and non-communicable diseases. • M14U3 Coding & standardization of data 1. Fundamentals of HMIS in disaster and emergency management.	2	10	20	30	60

	2. Case studies on the role of HMIS during public health crisis. • M14U4 Health informatics, predictive analytics and role of Artificial Intelligence (AI) 1. Standards for medical data coding and classification. 2. Strategies to ensure data quality and the integration of EHR into HMIS • M14U5 Health informatics, predictive analytics and role of Artificial Intelligence (AI) 1. Fundamentals of health informatics and the use of AI in predictive analytics. 2. Applications of machine learning and AI in disease prediction and health trend analysis. 3. Integration of demographic statistics with HMIS for health policy and planning. 4. Techniques for data-driven decision-making in public health.					
		4	20	40	60	120
Semester No : 6						
2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total

15	M-15 Strategic Communication for Health Promotion and Global Promotion of Ayurveda This module introduces students to and equips them with skills in strategic communication, advocacy, and risk communication and the efforts on the global health promotion of Ayurveda. It covers the principles of cross-cultural messaging, digital outreach, policy influence, and the evaluation of health communication strategies, alongside global initiatives led by the Ministry of Ayush to promote Ayurveda. • M15U1 Strategic Communication 1. Strategic communication principles and models. 2. Methods of effective cross-cultural communication. • M15U2 Advocacy and Policy Communication 1. Identification of and methods for stakeholder engagement. 2. Strategies for creating compelling advocacy campaigns. 3. Translating research findings into policy recommendations • M15U3 Risk communication in outbreaks and emergencies 1 Principles of risk communication during health emergencies. 2 Integration of traditional medicine in public health messaging. • M15U4 Effectiveness evaluation of health messaging 1. Evaluation frameworks and methodologies for health communication	2	10	20	30	60
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	• M15U5 Global Promotion of Ayurveda 1 Major global initiatives by the Ministry of Ayush. 2. Success stories and challenges faced in promoting Ayurveda internationally. 3. International cooperation to enhance the global visibility and stature of Ayurveda.					
16	M-16 Health Economics This module introduces the fundamental principles of health economics, including resource allocation, healthcare financing models, and economic evaluations of healthcare interventions. • M16U1 Introduction to Health Economics 1. Fundamentals of health economics and its role in public health policy 2. Economic perspectives on healthcare delivery and management • M16U2 Allocation of resources and Healthcare Financing 1. Overview of healthcare financing models. 2. Resource allocation and prioritization in health systems. 3. Equity, access, and affordability in different healthcare financing frameworks • M16U3 Economic evaluations employed in healthcare 1. Introduction to economic evaluation methods: CEA, CBA, and CUA.	2	10	20	30	60

	2. Application of these methods in healthcare interventions. 3. Challenges and limitations of economic evaluations in healthcare decision-making. • M16U4 Economic burden of communicable diseases 1. Economic implications of communicable diseases on public health systems. 2. Global health responses and interventions to mitigate the economic burden of communicable diseases. • M16U5 Economic burden of non-communicable diseases 1. Economic burden of major non-communicable diseases. 2. Policy approaches to mitigating the economic burden of NCDs through prevention and control.					
		4	20	40	60	120
		16	80	160	240	480

Paper No : 3 (Ayurvedic Dietetics)

Semester No : 3

2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total

17	M-17 Principles of Ayurvedic Dietetics This module explains the principles of Ahara Sevana Kala ,Ahara Jirna Lakshanas and Ahara Prashashti and its impact on health .It deals with principles of Ahara Vidhivishesha Ayatanani, Dwadashashana Pravichar , Aharaparinamkara Bhavas and of Shadrasatmak Ahara ensuring optimal nutrition and health by following Ayurvedic guidelines for food selection, preparation, and consumption. It also deals with the mpact of irregular eating habits such as Adhyashana Anashana Samashana, Vishamashana and Viruddhashana on health, Malina Ahara, Abhishyandi Ahara), Paryushita Ahara and Gramya Ahara to develop preventive strategies based on Ayurvedic principles to promote balanced and healthy eating practices. • M17U1 Ahara sevana Kala, Ahara jirna Lakshanasj and Ahara Prashashti on health 1. Impact of diet in relation to Ahara sevana Kala, Ahara jirna Lakshanasj and Ahara Prashashti on health • M17U2 Ahara Vidhivishesha Ayatanani 1. Applied aspect of Ahara Vidhivishesha Ayatanani • M17U3 Dwadashashana Pravichar and Aharaparinamkara Bhavas 1. Application and Synthesis of Dwadashashana Pravicharana 2. Application and Synthesis of Aharaparinamkara Bhavas • M17U4 Shadrasatmak Ahara 1. Application of Shadrasatmak Ahara • M17U5 Adhyashana, anashana, samashana, vishamashana,	2	10	20	30	60
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	viruddhashana 1. Assessment of individuals for Adhyashana, Anashana, Ssamashana, Vishamashana and viruddhashana					
18	M-18 Principles of Modern dietetics This module describes processes involved in the digestion and metabolism of macronutrients and micronutrients, and to apply this knowledge in assessing nutritional status and developing dietary recommendations to support overall health and metabolic function. It provides guidelines to prescribe a balanced diet tailored to an individual's specific age, body weight, physiological status, and social factors, ensuring that nutritional needs are met while promoting overall health and well-being. Additionally it covers principles of food hygiene in food service management, ensuring the safety and quality of food from procurement to service, and preventing foodborne illnesses through adherence to best practices and regulatory standards • M18U1 Digestion and metabolism of macro and micro nutrients 1. Digestion and metabolism of macro nutrients 2. Digestion and metabolism of micro nutrients • M18U2 Balanced diet 1. Application /Prescription of a Balanced diet for an individual depending on age, body weight and physiological status 2. Social Aspects of Nutrition. • M18U3 Food service Management 1. Applied aspects of Food hygiene- Food service Management	2	10	20	30	60

	• M18U4 Milk Hygiene. 1. Applied aspects of Milk Hygiene. • M18U5 Applied Study of Meat Hygiene. 1. Applied Study of Meat Hygiene.					
		4	20	40	60	120
Semester No : 4						
2A Modu le Nu mber	2B Modules & units	2C Num ber of Credi ts	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
19	M-19 Nutrition in Public health - Ayurvedic and Contemporary Dietetic This module explains importance of Nutrition in Public health - Ayurvedic and Modern Dietetic -It gives guidelines to develop skills to create a comprehensive meal schedule that ensures each family member receives a balanced diet and a balanced diet that meets the nutritional needs of a healthy adult, adolescents, elderly individuals, pre-school children, pregnant women and lactating mothers supporting overall health, energy levels, and disease prevention. • M19U1 Family meal and diet planning: 1. Family meal and diet planning:	2	10	20	30	60

	2. Creating a schedule of meals that provide each member of the family with an appropriate diet • M19U2 Balanced diet Prescription 1. Balanced diet Prescription for a healthy adult, adolescent, elderly people (geriatric) 2. Dietary Prescription for Pre-School Children • M19U3 Balanced diet for pregnant ladies and lactating mothers 1. Balanced diet prescription for pregnant ladies and lactating mothers • M19U4 Food intervention in malnutrition, under nutrition and over nutrition 1. Food intervention in malnutrition, under nutrition and over nutrition • M19U5 Diet and Applied Nutrition for endurance and fitness in sports 1. Diet and Applied Nutrition for endurance and fitness in sports • M19U6 Samsarjana krama 1. Samsarjana krama – Nutritional recipes for healthy individuals					
20	M-20 Nutritional interventions This module deals with the Nutritional interventions in various diseases with understanding of the Samprapti Vigyana (pathophysiology of the disease) It helps to develop the skills to create a comprehensive meal schedule . It helps the learners to develop strategies for nutritional interventions for optimize endurance, performance, and overall fitness in athletes and other sports. Additionally this module deals with the dietary regimen for samsarjana krama	2	10	20	30	60

	• M20U1 Dietary Planning/ Interventions 1. Dietary Planning/ Interventions i) Prameha / Madhumeha / Diabetes mellitus ii) Obesity and weight management (Sthoulya) iii) Dyslipidemia • M20U2 Dietary Planning/ Interventions 1. Dietary Planning/ Interventions for Arsha (Sushka and Raktarsha) / Haemorrhoids • M20U3 Dietary Planning/ Intervention 1. Dietary Planning/ Interventions for Aamavata • M20U4 Dietary Planning/ Interventions for All types of Jwara 1. Dietary Planning/ Interventions for all types of Jwara-fevers, diarrheal infections • M20U5 Nutritional Care Assessment and Process 1. Fundamentals of Nutritional Care Assessment and Process 2. Techniques and Tools for Nutritional Assessment					
		4	20	40	60	120
Semester No : 5						
2A Module Number	2B Modules & units	2C Number of	Notional Learning hours			

Number		Credits	2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
21	M-21 Dietary Regulations, and Newer Dietary Patterns This module deals with the principles and regulations outlined in the Food Safety and Standards (Ayurveda Aahara) Regulations, 2022 and the Food Safety and Standards Act, 2006, fostering sustainable entrepreneurship in the Ayurveda market. It covers the use of dietary supplements and ergogenic aids in enhancing physical performance, supporting overall health, and ensuring safety and efficacy through evidence-based practices. Additionally it also deals with the effect of various dietary patterns . • M21U1 Food safety and standards regulation 1. Food Safety and Standards regulation (Ayurveda Ahara Regulations), 2022 2. Food Safety and Standards Act, 2006 • M21U2 Food safety and standards regulation 1. Application of Food Safety 2. Standards regulation (Ayurveda Ahara Regulations) 2022 for entrepreneurship development • M21U3 Dietary Supplements and Ergogenic Aids 1. Effects of Dietary Supplements and Ergogenic Aids on health	2	10	20	30	60

	• M21U4 Different dietary patterns. 1. Impact of different dietary patterns on Health					
22	M-22 Dietary Programmes and newer dietary aspects This module deals with Dietary Programmes and newer dietary aspects It covers the effects of organic, genetically modified , and hybrid foods on health, nutrition, and the environment using evidence-based research for informed dietary and agricultural decisions. It also emphasizes on influence of gene expression and health outcomes. Additionally it covers role of probiotic and prebiotics in gut health • M22U1 Organic foods, genetically modified foods, hybrid foods 1. Effects of organic foods 2. Applied aspect of genetically modified foods 3. Effects of Hybrid food • M22U2 Nutraceuticals, Nutrigenomics, Nutrigenetics 1. Applied aspect of Nutraceuticals, Nutrigenomics & Nutrigenetics • M22U3 Pro-biotics and Pre-biotics 1. Application of Pro-biotics and Pre-biotics and their utility • M22U4 Nutritional Programmes in India 1. Nutritional Programmes in India and contribution of Ayurveda in them	2	10	20	30	60

		4	20	40	60	120
Semester No : 6						
2A Modu le Nu mber	2B Modules & units	2C Num ber of Credi ts	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
23	M-23 Fasting – Upavasa and various types of fasting This module expalins about Fasting – Concept of Upavasa and various types of fasting . It explores the diverse fasting practices across different cultures and religions, examining their purposes, methods, and significance in promoting spiritual, physical, and mental well-being. Additionally it also explores its therapeutic benefits, methods and significance in promoting health and well-being by aligning with the body’s natural rhythm and detoxification processes. • M23U1 Upavasa in Ayurveda 1. Fundamentals of Upavasa in Ayurveda • M23U2 Therapeutic Fasting 1. Principles and aplication of Therapeutic Fasting • M23U3 Fasting in various cultures 1. Fasting concepts as per various cultures	2	10	20	30	60

	• M23U4 Fasting and Natural remedies 1. Fasting as per Natural remedies • M23U5 Fasting and Research 1. Research evidences in Fasting					
24	M-24 Diversity of staple Diet This module describes about dietary patterns across Indian states, considering cultural, regional, and socioeconomic influences to develop tailored nutritional recommendations. It provides guidelines to design occupation-specific dietary plans, addressing the unique nutritional demands of travelers, athletes, and office workers for optimal health and performance. It also covers the principles using millets, emphasizing their nutritional benefits, sustainability, and role in enhancing food security. • M24U1 Diet and Indian states 1. Diet as per the Indian states • M24U2 Geographical variation in staple food 2. Various staple diet in various countries / continents • M24U3 Staple diet and occupation 1. Staple diet as per occupations viz. travellers etc. • M24U4 Food diversification of millets 1. Food diversification using Millets and its importance in health	2	10	20	30	60
		4	20	40	60	120

		16	80	160	240	480
Paper No : 4 (Philosophy of Yoga & Therapeutic Yoga)						
Semester No : 3						
2A Modu le Nu mber	2B Modules & units	2C Num ber of Credi ts	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
25	M-25 Philosophy and Principles of Therapeutic Yoga This module describes the Philosophy of different schools of Yoga such as Rajayoga, Karma Yoga, Bhakti Yoga Jnana Yoga and Kundalini. It provides guidelines to conduct model lectures to students / public on Philosophy of Yoga. It also helps learners to Identify the difference between philosophies of Rajayoga, Karma Yoga, Bhakti Yoga and Jnana Yoga. • M25U1 Philosophy of different schools of Yoga 1. Philosophy of different schools of Yoga -detailed explanation on Rajayoga from Yogasutras (Samadhi, Sadhana, Vibhuti and Kaivalya Padas) • M25U2 Philosophy of Different schools of Yoga 1. Philosophy of different schools of Yoga a. Karma Yoga b. Bhakti Yoga & c. Jnana Yoga from Bhagavad Gita	2	10	20	30	60

	• M25U3 Principles of Therapeutic Yoga 1. Fundamentals of Therapeutic Yoga from Taittiriyaopanishad and Yoga Vasishtha-Panchakoshas, Sthula-Sukshma-Karana Shariras and Adhi-Vyadhi concept and their application • M25U4 Principles and practice of Kundalini Yoga 1. Principles of Kundalini Yoga 2. Practice of Kundalini Yoga					
26	M-26 Bahiranga Yoga This module explains the therapeutic effect of Yama, Niyama, Asana and Pranayama and apply it in various conditions. It discuss the Therapeutic effect of Shad Karma, Bandhas and Mudras s and apply it in various conditions. It alos gives guidelines to conduct model lectures to students / public on Bahiranga Yoga. • M26U1 Therapeutic Effect of Yama and Niyama 1. Therapeutic Effect of Yama and Niyama 2. Importance of Yama and Niyama in mental health. • M26U2 Therapeutic Effect of Asanas 1. Therapeutic Effect of Asanas 2. Asanas for specific conditions	2	10	20	30	60

	3. Suryanamaskara, • M26U3 Therapeutic Effect of Shad Karmas, Bandhas and Mudra 1. Therapeutic Effect of Shad Karmas 2. Bandhas and Mudras and their health benefits • M26U4 Therapeutic Effect of Pranayamas 1. Therapeutic Effect of Pranayamas 2. Pranayama techniques for specific ailments					
		4	20	40	60	120
Semester No : 4						
2A Modu le Nu mber	2B Modules & units	2C Num ber of Credi ts	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
27	M-27 Antaranga Yoga This module deals with the Importance of Pratyahara, Dharana, Dhyana and Samadhi based on Yogasutras and Gheranda Samhita and Application of Abstraction, Concentration, Meditation and Absorption.Role of meditation in mental health, Types of Classical Dhyana and their benefits. Clinical application	2	10	20	30	60

**of Relaxation Techniques - IRT, QRT, DRT Yoga Nidra and its benefits,-
Practical application of Cyclic Meditation and Mindfulness Meditation,
Transcendental Meditation and other types of Meditations and Yogic Diet and
its application**

• M27U1 Antaranga Yoga

1. Antaranga Yoga – Importance of Pratyahara, Dharana, Dhyana and Samadhi based on Yogasutras and Gheranda Samhita
2. Application of Abstraction, Concentration, Meditation and Absorption
3. Therapeutic Effect of Dhyana (Meditation)
4. Role of meditation in mental health, Types of Classical Dhyana and their benefits.

• M27U2 Clinical application of Relaxation Techniques

1. Clinical Application of Relaxation Techniques
 - a. Instant relaxation Technique(IRT)
 - b. Quick relaxation technique (QRT)
 - c. Deep relaxation technique(DRT)
 - d. Yoga Nidra and its benefits

• M27U3 Therapeutic Effect of Various Types of Meditations

1. Therapeutic Effect of Various Types of Meditations
2. Practical application of Cyclic Meditation and Mindfulness Meditation
3. Transcendental Meditation and other types of Meditations

• M27U4 Therapeutic effect of Yogic Diet

	1. Therapeutic effect of Yogic Diet and its application					
28	M-28 Therapeutic Yoga for specific diseases This module explains approach to Therapeutic Yoga schedule for diseases such as Obesity, Diabetes, Hypertension, Hyperacidity, GERD, Constipation, Irritable Bowel Syndrome, Bronchial Asthma and lung disorders, Thyroid Disorders, Migraine and Tension Headache, Low Back Pain, Cervical Spondylosis and other Joint disorders .Designing of Therapeutic Yoga schedule for diseases such as Obesity, Diabetes, Hypertension, Hyperacidity, GERD, Constipation, Irritable Bowel Syndrome, Bronchial Asthma and lung disorders, Thyroid Disorders, Migraine and Tension Headache, Low Back Pain, Cervical Spondylosis and other Joint disorders and apply it in such conditions and provides guidelines for Learners to Conduct model classes to students / public on therapeutic Yoga for various disorders • M28U1 Therapeutic Yoga for Obesity, Dyslipidaemia, Diabetes and Hypertension 1. Therapeutic Yoga for Obesity 2. Dyslipidaemia, 3. Diabetes 4. Hypertension • M28U2 Therapeutic Yoga for GIT diseases 1. Therapeutic Yoga for a. Hyperacidity	2	10	20	30	60

	b. GERD c. Constipation d. Irritable Bowel Syndrome • M28U3 Therapeutic Yoga for Respiratory disorders 1. Therapeutic Yoga for Bronchial Asthma and other respiratory disorders • M28U4 Therapeutic Yoga for Thyroid Disorders, Migraine and Tension Headache 1. Therapeutic Yoga for a. Thyroid Disorders, b. Migraine and Tension Headache • M28U5 Therapeutic Yoga for Joint disorders. 1. Therapeutic Yoga for a. Low Back Pain b. Cervical Spondylosis c. Other Joint disorders.					
		4	20	40	60	120
Semester No : 5						
2A Modu	2B Modules & units	2C Num	Notional Learning hours			

le Nu mber		ber of Credi ts	2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
29	M-29 Therapeutic Yoga for specific conditions / professions This module deals with the approach to therapeutic Yoga schedule for different professions such as IT Professionals, Government employees / Office workers, Night Shift workers, Working Women and Manual Laborers. It covers the guidelines for learner to conduct model classes to students / public on therapeutic Yoga for various disorders , additionally provides guidelines to develop designs for Yoga for different professions such as IT Professionals, Government employees / Office workers, Night Shift workers, Working Women and Manual Laborers. • M29U1 Yoga for sedentary workers 1. Yoga for different professions a. IT Professionals b. Corporate employees c. Business Executives d. Doctors e. Engineers • M29U2 Yoga for hard workers 1. Yoga for a. Manual Laborers	2	10	20	30	60

	b. Construction workers c. Factory workers etc • M29U3 Yoga for Yoga for medical professionals 1. Yoga for a. Doctors b. Nurses c. Therapists d. Theatre assistants • M29U4 Yoga for Working Women and Home makers 1. Yoga for a. Working Women b. House makers • M29U5 Yoga for night shift workers 1. Yoga for BPO Workers /Policemen/ Watchmen / drivers etc					
30	M-30 Therapeutic application of Yoga in Women and Child Health This module explains add on effect of Yoga therapy for menstrual problems, PCOS, menopausal and perimenopausal problems of women and in pregnant and lactating women. It also describes the application of Yoga in children with	2	10	20	30	60

	Hyperactivity, Autism spectrum disorders. It also covers apply Yoga practices in Physical and mental health problems in Adolescent Boys and Girls and improving physical health and scholastic performance. It provide guidelines to conduct model classes to students / public on application of Yoga in Women and Child Health • M30U1 Add-on effect of Yoga in menstrual problems 1. Add-on effect of Yoga in menstrual problems such as a. PCOS b. Menopausal c. Perimenopausal . • M30U2 Add-on effect of Yoga in pregnant women 1. Add-on effect of Yoga in pregnant women and Lactating mothers. • M30U3 Application of Yoga in children with Hyperactivity, Autism 1. Application of Yoga in children with Hyperactivity & Autism spectrum disorders. • M30U4 Physical and mental health problems 1. Application of Yoga in Physical and mental health problems in Adolescent Boys and Girls. • M30U5 Therapeutic Yoga for school children 1. Application of Therapeutic Yoga for school children for improving physical health and scholastic performance					
		4	20	40	60	120

Semester No : 6						
2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
31	M-31 Therapeutic application of Yoga in Mental Health and Geriatric Health Care. This module explains .application of principles of Adhi-Vyadhi concept in Mental Health problems and treating common mental disorders . It Covers Yogic Counselling and Satvavajaya chikitsa Describe the Use of Yoga Props for Geriatric Yoga practice. It emphasises on application of principles of Karmayoga and Bhaktiyoga in Geriatric Health care. It .discusses the use of Yoga Props and Modified Yoga Practices for Geriatric Yoga practice.Additionally, it gives guidelines to Conduct model classes to students / public on Yoga for mental health / geriatric health • M31U1 Principles of Adhi-Vyadhi concept 1. Adhi-Vyadhi concept in Mental Health problems • M31U2 Yoga for treating common mental disorders 1. Application of Yoga in treating common mental disorders • M31U3 Yogic Counselling and Satvavajaya chikitsa 1. Yogic Counselling and Satvavajaya chikitsa	2	10	20	30	60

	• M31U4 Karmayoga and Bhaktiyoga in Geriatric Health care 1. Application of Karmayoga and Bhaktiyoga in Geriatric Health care • M31U5 Yoga Props and Modified Yoga Practices for Geriatric care 1. Use of Yoga Props and Modified Yoga Practices for Geriatric Yoga practice					
32	M-32 Therapeutic Application of Natural Remedies This module describes therapeutic Application of Hip Bath, Spinal Bath Steam Bath, Sun Bath and Mud Bath .It expalins therapeutic application of Indian massage therapy and Swedish massage therapy . It gives comprehensive knowlrdge regarding therapeutic application of Trigger point massage therapy. Additionally it gives provides training to learners to conduct model classes to students / public on Natural measures to maintain Health • M32U1 Therapeutic Application of selected Hydrotherapies 1. Therapeutic Application of selected hydrotherapies - Procedure, benefits, Indications and Contra indications for below mentioned a. Hip Bath b. Spinal Bath c. Steam Bath • M32U2 Therapeutic Application of Sun Bath and Mud Bath 1. Therapeutic Application – Procedure, benefits, Indications and Contra indications for	2	10	20	30	60

	a. Sun Bath					
	b. Mud Bath					
	• M32U3 Indian massage Therapy					
	1. Indian massage Therapy, procedures, Benefits, indications and contra indications					
	• M32U4 Swedish massage Therapy					
	1. Swedish massage Therapy, procedures, Benefits, indications, and contraindications					
	• M32U5 Trigger point massage therapy					
	1. Trigger point massage therapy, procedures, Benefits, indications, and contraindications					
		4	20	40	60	120
		16	80	160	240	480
		64	320	640	960	1920

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

Paper No : 1 Ayurvedic Lifestyle management						
Semester No : 3						
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/ Experientia l Learning	3E Domain/ Sub Domain	3F Level (D oes/Sho ws how/ Knows h ow/Kno w)	3G Teachin g Learnin g Methods
Module 1 : Swasthya (Health) Assessment, Health Education, Communication Skills and Counselling in Life style Management						
Module Learning Objectives (At the end of the module, the students should be able to) 1. Analyse Holistic health, wellness, and lifestyle management 2. Develop Ayurveda Intervention modules according to levels of prevention 3. Conduct Health & Prakriti Assessment of Individuals, school children& Community by Different tools 4. Prescribe the Ayurvedic lifestyle to multiple target groups/communities 5. Conduct Health counselling sessions for individuals of various groups						
M 1 Unit 1 Holistic health, well-being and lifestyle management 1.Holistic health, well-being and lifestyle management 2.Health indicators References: 1,2,3,4,5,6,7,8,9						
3A	3B	3C	3D	3E	3F	3G

CO2	Analyse Holistic health, wellness and lifestyle management in present scenario	2	Lecture	CAN	Knows-how	L&GD
CO2	Analyse the status of health and wellness at the district, state, national, and international level	2	Practical Training 1.1	CAN	Shows-how	IBL,TPW

M 1 Unit 2 Modes of Intervention in AyurvedaModes of intervention

References: 10

3A	3B	3C	3D	3E	3F	3G
CO2	Analyse various modes of intervention in Ayurveda with contemporary science	1	Lecture	CAN	Knows-how	L&PPT
CO2	Develop Ayurveda Interventions modules according to levels of prevention	2	Practical Training 1.2	CS	Shows-how	TBL

M 1 Unit 3 Health and Prakriti assessment of individual & community by various tools & health counselling1.Parameters of health

2.WHO -QOL (World Health Organization)- (Quality of Life)

3.Swasthya assessment scale(SAS)

References: 11,12,13,14,15

3A	3B	3C	3D	3E	3F	3G
CO2	Analyse various parameters of health assessment for community	1	Lecture	CAP	Knows-how	L&GD,L &PPT
CO2	Apply WHO-QOL tools in the community to assess the Quality of Life	2	Practical Training 1.3	CAP	Shows-how	PBL
CO2	Develop and Discuss Ayurveda health assessment and Prakariti assessment tool	2	Practical	CS	Shows-	DIS,SDL

			Training 1.4		how	
CO2,CO4	Assess health and prakriti of targeted individuals in the community using Ayurveda Health Assessment and Prakriti assessment tools	6	Experiential-Learning 1.1	PSY-SET	Does	IBL
CO2,CO4	Summarize and apply the principles and need of Health Counselling	1	Lecture	CC	Knows-how	L&GD
CO2,CO4	Construct and demonstrate the mental health counselling strategies for community	2	Practical Training 1.5	CS	Shows-how	PBL,DIS
CO2,CO4	Conduct multiple mental Health counselling sessions for individuals of various groups	6	Experiential-Learning 1.2	PSY-MEC	Does	TPW
CO2,CO4	Summarize and apply the process and different approaches of health counselling	1	Lecture	CC	Knows-how	L&GD,TPW

M 1 Unit 4 Health appraisal of school going children1.Health appraisal of school going children

2.Health check-up

3.Health awareness

References: 16,17,18,19,20

3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Discuss Common health problems of school children and their prevention by the holistic approach of Ayurveda	1	Lecture	CC	Knows-how	L&GD
CO2,CO4	Formulate the health check-up module/ structured questionnaire/ IEC material for School Health Checkup including Ayurveda principles	2	Practical Training 1.6	CS	Shows-how	DIS,TPW
CO2,CO4	Conduct and assess school health check-up in rural/urban areas	2	Experiential-Learning 1.3	PSY-SET	Does	TPW,CBL
CO2,CO4	Conduct and assess a Health awareness lecture to students	2	Experiential-	PSY-	Does	BL

			Learning 1.4	MEC		
CO2,CO4	Advice lifestyle modification to targeted children	2	Experiential-Learning 1.5	PSY-MEC	Shows-how	TPW
M 1 Unit 5 Principles and Practices of Health education 1.IEC (Information, Education and Communication of Healthy habits, practices, health problems and methods to solve them) 2.Health Education References: 21,22						
3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Illustrate the Steps in IEC (Information, Education and Communication)	1	Lecture	CC	Knows-how	L&PPT
CO2,CO4	Prepare and present a lesson plan for a given topic	2	Practical Training 1.7	CS	Shows-how	PER
CO2,CO4	Develop different IEC material related to Ayurvedic lifestyle	4	Experiential-Learning 1.6	PSY-SET	Does	TPW
M 1 Unit 6 Communication skills in health education 1.Communication methods 2.Health education material References: 23,24						
3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Interpret various communication methods for health education (One way/Two way, Verbal/Non verbal, Formal/Informal)	2	Lecture	CAP	Knows-how	L&PPT
CO2,CO4	Prepare and present health education material (Poster, pamphlets etc)	6	Practical Training 1.8	PSY-GUD	Shows-how	PER

CO2,CO4	Conduct the sessions and interpret the Ayurveda lifestyle across multiple target groups/communities using different communication skills	4	Experiential-Learning 1.7	PSY-ADT	Does	BL,TBL
Practical Training Activity						
Practical Training 1.1 : Comparison of the status of health and wellness at district, state, national and international level						
The teacher should collect data at district, state, national and international level by authentic online sources with scholars. They should Analyze key health indicators like access to healthcare, infant and mother mortality, disease prevalence, wellness data etc. Students should create a visual presentation of retrieved data.						
Practical Training 1.2 : Development of Ayurveda Interventions modules according to levels of prevention						
The teacher should discuss and design interventions modules with scholars based on relevant Ayurvedic lifestyle practices for each level i.e., primordial, primary, secondary, and tertiary.						
Practical Training 1.3 : Application of WHO-QOL tools in the community to assess the Quality of Life						
The teacher should demonstrate to use WHO-QOL questionnaire and collect data focusing on physical, psychological, social, and environmental domains. Each student should collect the data at least of one individual. Later, student should analyze the data with faculty.						
Practical Training 1.4 : Developing Ayurveda health assessment and Prakariti assessment tool						
The teacher should demonstrate the Ayurveda health assessment and Prakariti assessment tool developed in the department.Sholars should apply it on the peers to understand the use of this tool on various domains/ parameters. Each student should apply this tool for at least of one individual.						
Practical Training 1.5 : Demonstration of the mental health counselling strategies for community						
The teacher should plan and prepare the strategy for mental health counselling in time bound manner, including method, steps and checklist. Student should identify the eligible candidates for counselling in OPD/IPD/community.						
Practical Training 1.6 : Formulation of the health check-up module/ structured questionnaire/ IEC material for School Health Checkup including Ayurveda principles						
The teacher should discuss with scholars and formulate the health check-up module/ structured questionnaire/ IEC material on various topics including Ayurveda principles as a team project work for School Health Checkup.						

Practical Training 1.7 : Preparation and presentation of a lesson plan for microteaching.
The teacher should demonstrate to prepare a lesson plan and give a syllabus topic to the scholar. The scholar should prepare a lesson plan and deliver the lecture for UG students in a designated class under the guidance of faculty.
Practical Training 1.8 : Preparation of health education material (Poster, pamphlets etc.,)
A topic from syllabus should be given to the scholars by the teacher. Student should prepare in the form of poster/pamphlets etc., in two classes of two hours each and should present in the department in a class of two hours under the guidance of faculty. Each student should prepare at least two given topics.
Experiential learning Activity
Experiential-Learning 1.1 : Assessment of health and prakriti of targeted individuals
Faculty should decide the date of assessment and target group in the community like school, college, farmers, pregnant and lactating mothers etc. Students should keep printout/software of Ayurveda Health Assessment (SAS/AHAQ etc) and Prakriti assessment tools ready for assessment. Each student should assess the health and prakriti of at least one targeted individual for each in the community using this tool. After the assessment, discussion should be done with faculty on the health status of individuals in the community.
Experiential-Learning 1.2 : Conducting mental health counseling sessions for individuals from various groups.
Faculty should identify the counselling area/room in the department/hospital. Student should conduct mental health counselling sessions of referred individuals/patients. They should create a safe, supportive environment for open dialogue. They should use previously planned evidence-based techniques. Each student should conduct at least six counselling sessions of one hour each.
Experiential-Learning 1.3 : Conducting health check-ups for children in rural and urban areas.
The teacher should plan and fix a date for school general health check-up camp by coordinating with school and local health authorities. Students should conduct screening of school children for vital signs, vision, dental health, digestive health etc under the guidance of faculty. They should collect data to identify common health issues and follow-up needs.
Experiential-Learning 1.4 : Conducting a Health awareness lecture to the school students
Students should deliver health awareness lectures on various health topics to school students during a school health check-up camp. They should prepare the lecture material in advance under the guidance of a teacher.

Experiential-Learning 1.5 : Advising School Children on Lifestyle Modifications								
Students should encourage children to adopt a healthy diet, lifestyle, and behavioural practices according health problems identified during the school health check-up. Each student should counsel at least two children in a school health check-up camp.								
Experiential-Learning 1.6 : Development of different IEC material related to Ayurvedic lifestyle								
The taecher should discuss with students in a group and develop IEC material related to Ayurvedic life style on various topics as a team project work.								
Experiential-Learning 1.7 : Conducting the sessions about the Ayurveda life style across multiple target groups/ community .								
Each student should given at least one topic on Ayurveda life style for community education using different communication skills like One-way/two-way, Verbal/non-verbal, formal/informal etc. The scholar should prepare the session accordingly and conduct the sessions in community on identified place and time under the guidance of faculty.								
Modular Assessment								
Assessment method						Hour		
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. 1.Compare the status of health and wellness at district/state/national/international level- 25 Marks 2. Develop Ayurveda Interventions modules for given case based scenarios -25 Marks or Any practical topics can be converted for assessment -25 Marks And Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks						4		
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/ Experientia	3E Domain/ Sub Domain	3F Level (D oes/Sho ws how/ Knows h	3G Teachin g Learnin g

			Learning		ow/Know)	Methods
Module 2 : Vyadhikshamatva, Urjaskara Rasayana-Vajeekarana, Brahmacharya for health promotion						
Module Learning Objectives (At the end of the module, the students should be able to) 1. Explore and assess Vyadhikshamatva/ Bala in healthy individuals 2. Demonstrate and Prepare food recipes for Urjaskara Rasayana and Vajeekarana 3. Conduct KAP (Knowledge, Attitude & Practice) study on Urjaskara Rasayana and Vajeekarana in the community 4. Explore Brahmacharya and Abrahmacharya in relation with Reproductive and Sexual health in Ayurveda						
M 2 Unit 1 Vyadhikshamatva/ Bala in Ayurveda Vyadhikshamatva / Bala in Ayurveda References: 25,26,39,40						
3A	3B	3C	3D	3E	3F	3G
CO2,CO8	Analyze the different scientific research articles related to Vyadhikshamatva	2	Practical Training 2.1	CAN	Shows-how	DIS,SDL, PER
CO2,CO8	Analyse Balavridhikara bhava and develop a tool for assessment of Bala/Vyadhikshamatva	2	Practical Training 2.2	CAN	Shows-how	DIS,SDL, PER
CO2,CO8	Assess Bala/Vyadhikshamatva in healthy individuals	4	Experiential-Learning 2.1	PSY-MEC	Does	PBL
CO2,CO8	Assess Vyadhi-akshama-sharirani with Ayurveda	2	Experiential-Learning 2.2	PSY-MEC	Does	PBL
M 2 Unit 2 Applied aspect of Urjaskara Rasayana and Vajeekarana Urjaskara Rasayana						

Vajeeekarana

References: 26,27,28

3A	3B	3C	3D	3E	3F	3G
CO2,CO8	Describe the Urjaskara Rasayana concept with a Scientific basis	2	Lecture	CAN	Knows-how	L&GD,L &PPT
CO2,CO8	Describe Vajikarana concept with scientific basis	1	Lecture	CAN	Knows-how	SDL,L&GD
CO2,CO8	Discuss common Urjaskara Rasayana Ahara/Aushadha Dravyas used in health and disease conditions given in classical literature	3	Lecture	CAN	Knows-how	DIS
CO2,CO8	Explore and analyze different aphrodisiac products available in market	4	Practical Training 2.3	PSY-MEC	Shows-how	ML,BL
CO2,CO8	Demonstrate Urjaskara Rasayana and Vajeeekarana food recipes	4	Practical Training 2.4	PSY-MEC	Shows-how	D
CO2,CO8	Conduct KAP(Knowledge, Attitude & Practice) studies and analyse Rasayana in the community	4	Experiential-Learning 2.3	PSY-ORG	Shows-how	TPW
CO2,CO8	Analyze the effectiveness of integrating Rasayana and Vajikarana therapies with conventional treatment regimens in promoting overall well-being, immune function, and disease prevention.	2	Experiential-Learning 2.4	PSY-MEC	Shows-how	CBL
CO2,CO8	Prepare Urjaskara Rasayana and Vajeeekarana food recipes	4	Experiential-Learning 2.5	PSY-MEC	Does	PSM

M 2 Unit 3 Brahmacharya/ Abrahmacharya and its impact on Society Analysis of Brahmacharya/ Abrahmacharya and its impact on Society

References: 39

3A	3B	3C	3D	3E	3F	3G
CO2,CO8	Analyze the impact of Brahmacharya and abrahmacharya on health	2	Lecture	CE	Knows-how	L&GD
CO2,CO8	Perform group discussions to explore the advantages and disadvantages of brahmacharya and abrahmacharya, encouraging participants to share their thoughts and insights.	2	Practical Training 2.5	PSY-SET	Shows-how	BS,DIS
CO2,CO8	Perform group discussion on the role of Brahmacharya in maintaining community health and its observance in community wellness.	2	Practical Training 2.6	CAN	Shows-how	DIS
CO2,CO8	Demonstrate Role Play/ Documentary Play in the community regarding Brahmacharya	4	Experiential-Learning 2.6	PSY-ORG	Does	TBL,RP

M 2 Unit 4 Reproductive and Sexual health in Ayurveda Reproductive and Sexual health in Ayurveda

References: 35,36,37,38

3A	3B	3C	3D	3E	3F	3G
1	Describe Reproductive and sexual health	1	Lecture	CC	Knows-how	L&PPT
CO2,CO8	Discuss about Sexual identity and orientation	1	Lecture	CC	Knows-how	L&GD
CO2,CO8	Interpret Sexual identity and orientation.	4	Practical Training 2.7	AFT-VAL	Knows-how	DIS,ML
CO2,CO8	Counsel the individuals regarding Ahara-Vihara for sexual and reproductive health	4	Experiential-Learning 2.7	AFT-RES	Does	PSM,RP, BL

CO2,CO8	Present health discussions for young adults about Brahmacharya and Abrahmacharya focus on their health and well-being.	2	Experiential-Learning 2.8	AFT-SET	Does	BL
Practical Training Activity						
Practical Training 2.1 : Analyzing scientific research articles related to Vyadhikshamatva.						
The teacher should search research articles related to Vyadhikshamatva in a group with scholars from indexed/peer reviewed journals. The scholars should present, discuss and summarize the findings in the department.						
Practical Training 2.2 : Delvelopment of a tool for assessment of Bala/Vyadhikshamatva						
The teacher should discuss the Balavridhikar bhava mentioned in literature and develop a tool for assessment Bala/Vyadhikshamatva with students in a group.						
Practical Training 2.3 : Analyzing aphrodisiac products available in market						
The teacher should guide the students to explore different aphrodisiac products from Ayurvedic/Allopathic dispensing units. They should analyze the composition, different uses and mode of action of the products, and present in the department in the presence of faculty.						
Practical Training 2.4 : Demonstration of Urjaskara Rasayana and Vajeekarana food recipes						
Teacher should demonstrate various Urjaskara Rasayana and Vajeekarana food recipes in a group with scholars which are mentioned in Ayurveda text.						
Practical Training 2.5 : Exploring Brahmacharya and Abrahmacharya through Group Discussion						
The teacher should divide the students and initiate the debate in the department on description in classics, concepts/mis-concepts and status in present scenario about Brahmacharya and abrahmacharya.						
Practical Training 2.6 : Conducting Group Discussion on Observance of Brahmacharya						
The teacher should guide the students to search online statistics related to Brahmacharya. The student should present the articles and discuss about its relation with Brahmacharya and Abrahmacharya in the presence of faculty.						
Practical Training 2.7 : interpretation of cases						
The teacher should guide the students to search for cases on sexual identity in a session of two hours. Cases should be presented and discussed in the department in the						

presence of faculty in another session of two hours.

Experiential learning Activity

Experiential-Learning 2.1 : Assessment of Bala/Vyadhikshamatva in healthy individuals

The teacher should decide the site and target population in the community for the assessment. Students should assess (online/offline) Bala/Vyadhikshamatva in healthy individuals with prepared tool under the direction of faculty. Each student should assess the health of at least two target individuals in the community. After the assessment group discussion should be conducted for analysis of compiled data.

Experiential-Learning 2.2 : Assessment of Vyadhi-akshama-sharirani

The teacher should prepare questionnaire on the basis of Parameters given by Charaka Sutrasthana 28/7 in a group with students. Each student should assess the Vyadhikshamatva of at least two individuals among the college staff .

Experiential-Learning 2.3 : Conducting KAP(Knowledge, Attitude & Practice) studies on Rasayana in the community

The teacher should select the site and target population. The Student should develop a study protocol, including research questions, objectives, and methodology. Develop data collection tools, such as surveys or interview guides, to assess knowledge, attitudes, and practices related to Rasayana. Collect data from community members, using the developed tools. Analyze the data, using statistical software or qualitative analysis techniques. Present the findings to stakeholders, including community members, healthcare professionals, or policymakers.

Experiential-Learning 2.4 : Integration of Rasayana/Vajikarana with other treatment regimen

Student should select at least one case from OPD/IPD in which Rasayana/Vajikarana may be additionally used with other treatment regimen and perform a case based study on the additional effect. Faculty should guide the scholar in the selection and interpretation of case.

Experiential-Learning 2.5 : Preparation of Urjaskara Rasayana and Vajeekarana food recipes

Student should search select an appropriate ahara kalpana of Urjaskara Rasayana and Vajeekarana, prepare its SOP for preparation in a session of two hours. Prepare the Kalpana, document and analyse its organoleptic characters in another session of two hours under the guidance of faculty. Each student should prepare at least one ahara Kalpana.

Experiential-Learning 2.6 : Demonstration of a Role Play/Documentary Play on Brahmacharya.

Students should develop a script for a role-play or documentary play that incorporates key principles and concepts of Brahmacharya. Assign roles to students, such as

ancient sages, modern-day practitioners, or skeptics, to explore different perspectives on Brahmacharya. Conduct rehearsals and perform the role-play or documentary play, using costumes, props, and multimedia elements.

After the performance, facilitate a debate and discussion to encourage audience participation and critical thinking.

Reflect on the experience by evaluating the effectiveness of the role-play or documentary play in promoting understanding and awareness of Brahmacharya

Evaluate the performance, focusing on the script, acting, and facilitation. Collect feedback from audience members and peers to assess the overall effectiveness of the role-play or documentary play. Finally, submit a written report detailing the experience, including challenges, successes, and lessons learned.

Experiential-Learning 2.7 : Counselling of the individuals on sexual and reproductive health

Faculty should identify the counselling area/room in the department/hospital. Student should conduct sexual and reproductive health counselling sessions of referred individuals/patients. They should create a safe, supportive environment for open dialogue. They should use previously planned evidence-based techniques. Each student should counsel at least four individuals of one hour each.

Experiential-Learning 2.8 : Delivering health talks to young adults about Brahmacharya can be an enriching experience

Student should prepare talk points on the topic according to the assigned target group, get it reviewed by faculty and deliver health talk in identified school/college on pre-decided date. Each student should deliver at least one health talk.

Modular Assessment

Assessment method	Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. 1. Assessment of Bala and Prakriti of 5 individuals - 25 Marks 2. Preparation of 5 food recipes for Vajikarana -25 Marks or Any practical topics can be converted for assessment -25 Marks And Any experiential learning topics can be converted into KAP studies, counselling of Ahara-Vihara for case-based scenarios -25 Marks	4

Semester No : 4

3A	3B	3C	3D	3E	3F	3G
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Course Outcome	Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	Notional learning Hours	Lecture/ Practical Training/ Experiential Learning	Domain/ Sub Domain	Level (Does/Shows how/ Knows how/Knows)	Teaching Learning Methods
Module 3 : Health promotive and protective practices in Ayurveda						
Module Learning Objectives (At the end of the module, the students should be able to) 1 Analyze Dinacharya and Circadian Rhythm 2. Administer Dinacharya Procedures to target individuals 3. Prepare modules for Skin, hair, nails and eye care 5. Describe Ratricharya and asses sleep pattern and effect of artificial light on human health 6. Counsell about good sleep to target population						
M 3 Unit 1 Dinacharya practices & Cicardian rythm 1.Dinacharya practices 2.Cicardian rythm References: 39,40,42,43,44,45						
3A	3B	3C	3D	3E	3F	3G
CO2,CO4,CO8	Describe Circadian Rhythm and Dinacharya Practices for the maintenance of health	2	Lecture	CAP	Knows-how	L&GD
CO2,CO4,CO8	Analyse and discuss on different research articles regarding Physiological aspects of Dinacharya and Circadian Rhythm	2	Practical Training 3.1	CAN	Knows-how	ML,DIS

M 3 Unit 2 Practical application of Dinacharya in today's era 1.Dinacharya procedures 2.Practical application of Dinacharya References: 41,42,43,44,45						
3A	3B	3C	3D	3E	3F	3G
CO2,CO4,CO8	Propagate Dinacharya practices in the community.	2	Experiential-Learning 3.1	PSY-ADT	Shows-how	RLE
CO2,CO4,CO8	Prepare the different modules of Dinacharya according to age and occupation	4	Practical Training 3.2	CS	Shows-how	PBL
CO2,CO4,CO8	Demonstrate the Dinacharya procedures	4	Practical Training 3.3	PSY-MEC	Shows-how	D
CO2,CO4,CO8	Demonstrate Dinacharya procedures to UG Scholars	6	Experiential-Learning 3.2	PSY-ADT	Does	RLE
CO2,CO4,CO8	Practice Dinacharya to target individuals	2	Experiential-Learning 3.3	PSY-ADT	Does	CBL
M 3 Unit 3 Cosmetic aspect of Dinacharya practices 1.Fundamentals of cosmetology 2.Instruments used in cosmetology 3.Dinacharya procedures and cosmetic effects References: 39,40,51						
3A	3B	3C	3D	3E	3F	3G
CO2,CO4,CO8	Integrate Cosmetology in the light of Ayurvedic Dinacharya procedure	2	Lecture	CS	Knows-how	L&GD
CO2,CO4,CO8	Design modules for Skin, hair, nails, and eye care using integrated principles	2	Practical Training 3.4	CS	Shows-how	PBL

CO2,CO4,CO8	Compare and analyze the market available cosmetic products including herbal one	6	Experiential-Learning 3.4	CAN	Shows-how	IBL,DIS
CO2,CO4,CO8	Describe the basic concepts of cosmetology	2	Lecture	CAN	Knows-how	ML,L&GD
CO2,CO4,CO8	Demonstrate the equipments used in cosmetology.	2	Practical Training 3.5	PSY-ADT	Knows-how	D

M 3 Unit 4 Ratricharya(Sleep culture in present era) and effect of artificial light on human health.1.Ratricharya

2.Sleeping culture

3.Effect of artificial light and sleep pattern

References: 39,40,42,43,44,45

3A	3B	3C	3D	3E	3F	3G
CO2,CO4,CO8	Describe Ratricharya and the effect of artificial light on human health	2	Lecture	CAP	Knows-how	L&GD
CO2,CO4,CO8	Analyse and discuss research articles regarding Ratricharya and effect of artificial lighting on human health.	2	Practical Training 3.6	CAP	Shows-how	DIS
CO2,CO4,CO8	Conduct a community survey to assess sleep patterns and their relation to health status.	6	Experiential-Learning 3.5	PSY-ORG	Does	PBL,IBL

M 3 Unit 5 Life style remedies and counselling for good Sleep 1.Factors responsible for normal /good and abnormal /bad sleep in present scenario

2.Polysomnography

3.Sleep counselling

References: 55,56,57,58,59,60

3A	3B	3C	3D	3E	3F	3G
CO2,CO4,CO8	Discuss various factors responsible for normal/good and abnormal/bad sleep in present	2	Lecture	CAN	Knows-	DIS

	scenario				how	
CO2,CO4,CO8	Demonstrate the procedure of the Polysomnography and interpret the result	2	Practical Training 3.7	PSY-GUD	Shows-how	BL,L_VC
CO2,CO4,CO8	Facilitate sleep counseling sessions for identified individuals in the hospital and community settings	4	Experiential-Learning 3.6	PSY-MEC	Does	TBL
CO2,CO4,CO8	Demonstrate the sleep counselling sessions	2	Practical Training 3.8	PSY-GUD	Shows-how	D,CBL,R P

Practical Training Activity

Practical Training 3.1 : Analysing research articles on Physiological aspects of Dinacharya and Circadian Rhythm

The teacher should guide the scholars to search research articles related to Dinacharya and Circadian Rhythm in from indexed/peer reviewed journals and discuss the physiological aspect of dinacharya in the department.

Practical Training 3.2 : Preparation of modules of Dinacharya

The teacher should guide the student to customize Dinacharya module according to age and occupation based on applicability and need of community.

Practical Training 3.3 : Demonstration of the Dinacharya procedures

The teacher should demonstrate each dinacharya procedure to the students explaining the objectives, steps, benefits and precautions. These procedure should be demonstrated by PG scholars in front of faculty according to the previously prepared check list/SOP in two practical class each of two hours.

Practical Training 3.4 : Generation of Modules for Skin, hair, nails and eyes care

The teacher should use contemporary principles of cosmetology like cleansing, exfoliation, sun protection, moisturization etc and Ayurveda principle of Abhynga, Udvartana, Snana, Anjana, Lepana, Mukha Prakshalana, Netra Prakshalana etc. and prepare the module accordingly in a group with student.

Practical Training 3.5 : Demonstration of Equipments used in cosmetology.

The teacher should demonstrate the common equipments and their use in cosmetology by video or physically.

Practical Training 3.6 : Analysing research articles on Ratricharya and effect of artificial lighting .

The teacher should guide the scholars to search research article related to Ratricharya and effect of artificial lighting on human health. The scholars should search relevant research articles from indexed/peer reviewed journals and discuss the findings in the department.

Practical Training 3.7 : Demonstration of procedure of Polysomnography

Teacher should play various video about polysomnography and discuss about its role in assessing the sleep quality, effect of yoga practices etc.

Practical Training 3.8 : Demonstration of Sleep counselling

A teacher should demonstrate the sleep counselling sessions to the scholars by using role play methods. He should play a role of counselor and scholar of client. He will teach basic counselling methods including healthy routine, proper sleep, yoga practices etc.

Experiential learning Activity

Experiential-Learning 3.1 : Propagation of Dinacharya practices.

The teacher should guide the students to prepare awareness program on Dinacharya practices in the community. The student should propagate Dinacharya practices in the community in different camps or awareness programs..

Experiential-Learning 3.2 : Demonstration of Dinacharya procedures to UG Scholars

Each PG scholar should describe and discuss the SOP of Dinacharya procedure to UG students. Then, they should demonstrate Dinacharya procedures to train UG student in their three practical classes each of two hours. UG students should demonstrate Dinacharya procedures in front of PG Scholars.

Note: Encourage the PG Scholars to practice all Dinacharya procedures daily for at least 2 months.

Experiential-Learning 3.3 : Execution of the Dinacharya practices

Each student should apply minimum two Dinacharya procedures like Pratimarsha nasya, Prayogika dhumapana, Kavala, Gandusha, Anjana, Karnapurana, Padabhyanga, Shirobhyanga etc on allotted patient in Swastha Panchakarma section.

Experiential-Learning 3.4 : Comparing and analyzing the Cosmetic products

The teacher should guide the students to procure different herbal and non-herbal cosmetic preparation available in the market for skin, hair, eyes, nails, nose, ears and feet in two sessions of two hours. They should compare the ingredients and discuss about the positive/negative effect of them in another one session of two hours.

Experiential-Learning 3.5 : Conducting Survey on Sleep Patterns

Initially, the scholars should develop the proforma comprising of different questions related to sleep pattern under the guidance of faculty. Each scholar should conduct minimum two surveys with the prepared proforma in rural and urban area. Report the survey findings and discuss possible solutions.

Experiential-Learning 3.6 : Conducting sleep Counselling sessions to the targeted people in the hospital/community

Initially, students should prepare the protocol regarding good sleep in a session of two hours. They should visit the school/ college/ factory and counsel them in a group about measures for good sleep in a session two hours.

Modular Assessment

Assessment method	Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. 1. Prepare lifestyle modification modules based on Dinacharya for case based scenarios - 25 Marks 2. Preparation of modules for skin , nail and eye care - 25 Marks or Any practical topics can be converted for assessment -25 Marks And Any experiential learning topics can be converted into counselling regarding good sleep to the scenario based cases -25 Marks	4

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/ Experientia l Learning	3E Domain/ Sub Domain	3F Level (D oes/Sho ws how/ Knows h ow/Kno w)	3G Teachin g Learnin g Methods
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Module 4 : Exercise, Physical Fitness and Physiotherapy

Module Learning Objectives

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

1. Describe Exercise, Physical Fitness and Physiotherapy
2. Develop Vyayama module/fitness program for children, adults, aged, pregnant ladies and chronic disease conditions
3. Analyze Gym environment and participate in training sessions in Gymnasium
4. Illustrate scope of Physiotherapy and participate in training sessions of Physio therapy.

M 4 Unit 1 Vyayama / Exercise and Physical Fitness 1. Analysis of effects of different types of Vyayama, analysis of ill effects of ati vyayama.
2. Need for Physical fitness for the maintenance of health

References: 39,53,54,56,57,61,62

3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Discuss the Principles of Vyayama / Exercise/ as per Ayurveda and contemporary science.	2	Lecture	CAN	Knows-how	L&GD
CO2,CO4	Discuss the Goals (endurance, muscular strength, flexibility etc) and Principles (Specificity, Progressive overload, Reversibility, Adaptability, Individuality, Recovery time etc) of Physical Fitness.	2	Lecture	CC	Knows-how	L&PPT
CO2,CO4	Demonstrate Vyayama /physical activity modules as per Prakruti, Age and Occupation.	4	Practical Training 4.1	CAP	Shows-how	TPW
CO2,CO4	Demonstrate and discuss the types of Exercise (Aerobic vs. Anaerobic, Strength Training, Flexibility, neuromotor and Balance Training) and their role in fitness	4	Practical Training 4.2	PSY-MEC	Shows-how	BL
CO2,CO4	Assess the cardiovascular fitness, strength, flexibility, and body composition by different tools	2	Practical Training 4.3	PSY-MEC	Shows-how	TBL
CO2,CO4	Organize a public awareness program in the community focused on physical activity and exercise.	4	Experiential-Learning 4.1	PSY-ORG	Does	BL,SDL
CO2,CO4	Conduct a community survey to assess the physical activity levels and health status of	4	Experiential-	PSY-	Does	TPW

	both active and inactive individuals.		Learning 4.2	MEC		
CO2,CO4	Implement a comprehensive fitness program tailored for children, adults, seniors, expectant mothers, and individuals with chronic health conditions.	4	Experiential-Learning 4.3	CS	Shows-how	TPW
M 4 Unit 2 Gym environment and Training in Gymnasium 1.Gym environment-Infrastructure, facilities, safety measures 2.Training in Gymnasium References: 63						
3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Develop and design the functional training programs for different goals by using squats, lunges, push-ups etc for the community.	2	Practical Training 4.4	PSY-MEC	Shows-how	TBL
CO2,CO4	Explore the Gym Environment (facilities, equipment, Gym etiquette and safety protocols, warm-up and cool-down routines)	3	Lecture	CC	Knows-how	L&GD,L &PPT
CO2,CO4	Demonstrate the different types of training in Gymnasium.	4	Practical Training 4.5	PSY-MEC	Shows-how	EDU
CO2,CO4	Demonstrate training (static, dynamic, and PNF stretching) for improving flexibility	4	Experiential-Learning 4.4	PSY-MEC	Shows-how	D
CO2,CO4	Design functional training programs tailored to various goals by incorporating exercises like squats, lunges, push-ups, and more within the community.	4	Experiential-Learning 4.5	CS	Shows-how	BL,SDL
M 4 Unit 3 Physiotherapy practices 1.Physiotherapy Unit 2.Physiotherapy practices References: 64						
3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Assess the scope and describe the types of physiotherapy practices	3	Lecture	CC	Knows-how	L&PPT

CO2,CO4	Demonstrate the functioning of different equipment of Physiotherapy Unit and their utility.	4	Practical Training 4.6	PSY-ADT	Shows-how	FV
CO2,CO4	Design training workshops on diverse physiotherapy techniques, such as manual therapy, electrotherapy, and heat and cold therapy, targeting various conditions in both hospital settings and the community	6	Experiential-Learning 4.6	PSY-GUD	Knows-how	

Practical Training Activity

Practical Training 4.1 : Demonstration of Vyayama /physical activity modules as per Prakruti, Age, and Occupation.

The teacher should prepare Vyayama/physical activity modules according to Prakruti, Age, and Occupation. Then, the faculty should assign one case to each scholar, who should then prepare the Vyayam/Physical activity module, considering the individual's prakriti, age, and occupation.

Practical Training 4.2 : Demonstration of different types of Exercise

The teacher should demonstrate the types of Exercise (Aerobic vs. Anaerobic, Strength Training, Flexibility, neuromotor and Balance Training) through video play/physically and discuss their role in fitness with students.

Practical Training 4.3 : Assessment of Cardiovascular fitness, strength, flexibility, and body composition by different tools

The teacher should demonstrate to assess the cardiovascular fitness, strength, flexibility, and body composition by different tools like treadmill tests or step tests for cardiovascular fitness, handgrip or weightlifting for strength, sit-and-reach for flexibility, and BMI or calipers for body composition to assess the fitness level. Each scholar should assess at least one individual.

Practical Training 4.4 : Designing the functional training programs for different goals

The teacher should develop and design the functional training programs for different goals by using squats, lunges, push-ups etc for the community in team with students.

Practical Training 4.5 : Demonstration of the different types of training in Gymnasium.

The teacher should demonstrate the different types of training in Gymnasium virtually to the scholars or in a visit of the Gymnasium the trainer should demonstrate them different exercise techniques like strength, cardiovascular, flexibility, and functional exercises. Scholars should participate actively in practical sessions.

Practical Training 4.6 : Demonstration of Equipment used in Physiotherapy Unit .

Under the guidance of teacher the scholars should visit the Physiotherapy Unit and observe its functioning of different equipment and gaining insights into patient assessment, treatment techniques, and rehabilitation methods.

Experiential learning Activity

Experiential-Learning 4.1 :

Organizing a public awareness program focused on promoting physical activity and exercise within the community.

Each scholar should deliver at least one lecture to different groups like desk workers, school /college going students, old age people etc about the benefits and precautions of Physical Activity/Exercise.

Experiential-Learning 4.2 : Conducting Community survey on physically active/inactive people and their health status

Initially, the students should develop the proforma comprising of different questions related to physical activity/inactivity and their health status under the guidance of faculty. Then, each student should assess at least two individual (one active and one inactive) person in the community.

Experiential-Learning 4.3 : Conducting Fitness program for different categories of population

Through group discussions, case studies, and presentations, students should focus on tailoring workouts according to unique needs of an individual, emphasizing safety, progression, and evidence-based practices for each group. Each student should conduct at least one fitness program.

Experiential-Learning 4.4 : Demonstration of training (static, dynamic, and PNF stretching) for improving flexibility

On the basis of practical training sessions, students should demonstrate individualized programs like static, dynamic, and PNF stretching, to enhance flexibility, prevent injury, and improve overall mobility for various populations.

Experiential-Learning 4.5 : Implementation of Functional training programs for different goals by using squats, lunges, push-ups etc

On the basis of practical training sessions, student should design a functional training program by incorporating variations like split squats, lateral lunges, and push-ups etc for a balanced workout targeting full-body conditioning and functional mobility. Each student should design at least one functional training programs for targeted individual.

Experiential-Learning 4.6 : Designing sessions on physiotherapy practices

Student should participate in physiotherapy training sessions offers hands-on experience with manual therapy, electrotherapy, and heat/cold therapy in treating various ailments such as musculoskeletal injuries, neurological disorders, and post-surgical rehabilitation.

Modular Assessment						
Assessment method						Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. 1. Analyze various modes of Exercise, Physical Fitness and Physiotherapy- 25 Marks 2. Preparation of modules fitness program for case based scenarios - 25 Marks or Any practical topics can be converted for assessment -25 Marks And Any experiential learning topics can be converted into conduct training sessions -25 Marks						4
Semester No : 5						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experientia l Learning	3E Domain/ Sub Domain	3F Level (D oes/Sho ws how/ Knows h ow/Kno w)	3G Teachin g Learnin g Methods
Module 5 : Principles of Ritucharya						
Module Learning Objectives (At the end of the module, the students should be able to)						
1 Apply Ritucharya in the present era and advise contemporary diet and lifestyle in different ritu 2. Identify Ritus prevalent in various Indian states and countries of the world 3. Analyse Rituviaryaya and disturbed trends in context of Meteorology 4. Apply ritushodhana on healthy volunteers						

M 5 Unit 1 Ritucharya in Present Scenario 1. Ritucharya in the Present Scenario
2. Diet and Lifestyle modules

References: 65,66,67,68,69,70

3A	3B	3C	3D	3E	3F	3G
CO2	Describe Utility of Ritucharya in the present era	4	Lecture	CC	Knows-how	L&GD
CO2	Analyse and interpret the findings .of different research articles regarding Ritucharya	4	Practical Training 5.1	CAN	Knows-how	ML
CO2,CO6	Demonstrate the contemporary diet and lifestyle modules in different Ritu	6	Practical Training 5.2	PSY-ORG	Shows-how	TPW
CO2,CO6	Enlist and categorize harita, shaka, and phala vargas available according to Ritus	4	Practical Training 5.3	PSY-MEC	Shows-how	BL
CO2,CO6	Perform an organoleptic evaluation of Rituharitaki.	4	Practical Training 5.4	PSY-ADT	Shows-how	DA
CO2,CO6	Advice Rituharitaki as Rasayana in different groups /Communities.	4	Experiential-Learning 5.1	PSY-ADT	Shows-how	TPW
CO2,CO6	Advise diet and lifestyle practices for different seasons (Ritu).	6	Experiential-Learning 5.2	PSY-SET	Shows-how	TPW

M 5 Unit 2 Ritus prevalent in various Indian states and countries of the world1.Ritu cycle in various Indian states
2.Ritu cycle in various countries of the world

References: 73

3A	3B	3C	3D	3E	3F	3G
CO2	Relate Ritus prevalent in various Indian states and countries of the world	2	Lecture	CS	Knows-how	L&PPT
CO2	Demonstrate Documentary/videos showing different seasons, Rashi, Uttarayana & Dakshinaayana	2	Practical Training 5.5	AFT-VAL	Knows-how	L_VC,ML

M 5 Unit 3 Unit 3: Meteorology with reference to Rituviaryaya1.Describe Rituviaryaya, analyse it as per the environment
2.Basic concept of Meteorology

References: 73

3A	3B	3C	3D	3E	3F	3G
CO2,CO6	Discuss the concept of the Rituviaryaya in the present-day scenario	2	Lecture	CC	Knows-how	L&GD
CO2,CO6	Interpret the operations of the Meteorology department and analyze the altered or disrupted trends in meteorological statistics.	4	Experiential-Learning 5.3	PSY-MEC	Does	ML

M 5 Unit 4 Ritu wise prevalence of disease and Ritu shodhan in Swastha1.Ritu-wise prevalence of disease
2.Ritu Shodhan in Swastha
3.Survey of hospital records

References: 74,75

3A	3B	3C	3D	3E	3F	3G
CO2,CO6	Describe Common health problems/diseases in various seasons.	2	Lecture	CS	Knows-how	L&GD

CO2,CO6	Evaluate the Prakopa Lakshanas in apparently healthy individuals during the current season.	4	Experiential-Learning 5.4	PSY-SET	Knows-how	CBL,TBL
CO2,CO6	Conduct a survey of hospital records to assess the prevalence of various diseases and their relationship with seasonal changes.	4	Experiential-Learning 5.5	PSY-SET	Does	PBL,SDL ,TBL
CO2,CO6	Apply Ritu Shodhana for oneself as well as healthy volunteers	4	Experiential-Learning 5.6	PSY-SET	Does	RLE,PSM ,PBL

Practical Training Activity

Practical Training 5.1 : Analysis of the research articles related to Ritucharya.

Instructions: Initially, faculty should guide the students in extracting research articles from indexed/UGC care journals and critically analysing all the research articles related to Ritucharya. Then in the next hour, interpret the findings and ask the student to prepare a summary

Practical Training 5.2 : Demonstration of the diet and lifestyle modules for different Ritus

Instructions:- The teacher will demonstrate how to prepare the diet and lifestyle modules for the ritus of Aadan kala and Visarga kala based on the classical principle and contemporary pattern of diet and lifestyle. The student should prepare contemporary diet and lifestyle modules for at least two Ritus.

Practical Training 5.3 : Categorizing Harita, Shaka, and Phala available according to Ritu

Instructions:- The teacher will discuss the market availability of particular Harita, Shaka, and Phala (fruits and vegetables) in different Ritus. Then the student should categorise them according to Ritu and discuss with the faculty.

Practical Training 5.4 : Performing organoleptic analysis of Rituharitki.

Instructions:- The teacher will demonstrate how to perform an organoleptic analysis i.e Aroma, Colour, texture, taste and acceptability of Ritu Haritaki. Then after discussion with students, interpret the relationship between the organoleptic properties and therapeutic effects of Ritu haritaki.

Practical Training 5.5 : Demonstration of different seasons, Rashi, Uttarayana & Dakshinaayana through documentaries/Videos

Instructions:- The Faculty should show the documentaries /videos of different seasons,Rashi, Uttarayana & Dakshinaayana and engage students in discussion for reviewing them.

Experiential learning Activity

Experiential-Learning 5.1 : Advising Rituharitaki as a Rasayana for different groups and communities.

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Students should select fellow students or employees of the college and advise them to take seasonal Haritaki as a Rasayana. Then, they should take regular follow-ups to document their Rasayana effect and submit the report to the teacher.

Experiential-Learning 5.2 : Counseling on diet and lifestyle during different seasons (Ritu).

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The student should create a blueprint format for counseling the community under the guidance of faculty. Following this, they should conduct at least two counseling sessions in the community focusing on contemporary diet and lifestyle in different seasons (Ritu).

Experiential-Learning 5.3 : Operation of the Meteorology Department. .

Instructions:-Faculty should select the Meteorology department/site and plan an educational trip. Student should visit the meteorology department/site and observe its functioning and also document the changed/ disturbed trends in seasons/weather based on statistics provided by Meteorology Department.

Experiential-Learning 5.4 : Assessment of Prakopa Lakshana in Ritu. .

Instructions: Students should take printouts of already prepared proforma regarding the Prakopa Lakshanas. Then, in the next session, students should talk with the individual and record the Lakshana of Prakopa in apparently healthy individuals in the prevailing Ritu under the guidance of the Faculty.

Experiential-Learning 5.5 : Conducting a survey on the prevalence of various diseases across different seasons.

Instructions: In the first three hours, students should conduct a survey of hospital records and analyze them to assess the prevalence of various diseases. In the next three hours, they should discuss and present the findings related to correlation of disease prevalence with season (Ritu).

Experiential-Learning 5.6 : Implementing Ritu Shodhana among healthy volunteers.

Faculty should guide scholars in planning Ritu Shodhana for healthy volunteers. Once the plan is established, the Shodhana should be conducted on the scheduled date following the Ritu, in collaboration with the Panchakarma department

Modular Assessment

Assessment method	Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Describe Ritucharya and role of it in present scenario - Assess for content and structured Essay writing - 25 Marks Application of Ritucharya in healthy volunteers - Group discussion - assess for individual's communication skills, teamwork, and problem-solving abilities - 25 Marks or Any practical topics can be converted for assessment-25 Marks And Any experiential learning topics can be taken for assessment -25 Marks	4

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/ Experientia l Learning	3E Domain/ Sub Domain	3F Level (D oes/Sho ws how/ Knows h ow/Kno w)	3G Teachin g Learnin g Methods
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Module 6 : Applied aspect of Vegadharana - Vegoudirana and Behavioral practices of Individual / Community

Module Learning Objectives

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

1. Integrate the Vegadharana & Vegodirana concept in clinical practice
2. Conduct Public awareness program on Dharaniyavega and mental health
3. Describe the applied aspects of Sadvritta and construct ethics for medical student
4. Analyze behavioral patterns in the student community.
5. Perform mental health assessment of individuals with various tools
6. Identify the prevailing Prajnaparadha in young students and its effect on health

M 6 Unit 1 Vegadharana & Vegaudirana
 1. Analysis of Vegadharana
 2. Analysis of Vegaudirana

References: 76,77

3A	3B	3C	3D	3E	3F	3G
CO2	Analyse Vegadharana & Vegodirana and their impact on health	2	Lecture	CAN	Knows-how	L&GD
CO2	Analyse the differentiating points of Vegadharana & Vegodirana among Samhitas/ commentaries	2	Practical Training 6.1	CAN	Knows-how	DIS
CO2	Analyse the research articles on Vegadharana&Vegodirana and discuss their scientific basis	2	Practical Training 6.2	CAN	Knows-how	DIS,ML
CO2	Demonstrate the Vegadharana & Vegodirana concept in clinical practice	4	Practical Training 6.3	AFT-RES	Does	CBL
CO2	Advise precautions to avoid Vegodirana and Vegadharanjanya diseases	4	Experiential-Learning 6.1	PSY-SET	Does	PBL
CO2	Identify Adharaniyavega in the community/ patients	4	Experiential-	CC	Shows-	TPW,DIS

			Learning 6.2		how	
CO2	Counsel and Advice the patients/ healthy individuals regarding Vegadharana & Vegodirana	4	Experiential-Learning 6.3	PSY-SET	Does	SDL

M 6 Unit 2 Analysis of dharaniyavega and Mental health
 1. Analysis of dharaniyavega
 2. Mental health

References: 76,77,78

3A	3B	3C	3D	3E	3F	3G
CO2	Discuss Dharaniya Vega in the development of Mental illness.	1	Lecture	CC	Knows-how	L&GD
CO2	Describe Problem statement, definition, types, causes and risk factor of mental illness	1	Lecture	CS	Knows-how	L&PPT
CO2	Assess the impact of Dharaniyavega on mental health	2	Experiential-Learning 6.4	PSY-SET	Does	RP,SDL
CO2	Design and develop questionnaire for identification of Dharaniyavega.	4	Practical Training 6.4	AFT-VAL	Does	DIS,SDL
CO2	Discuss on Social psychology and present-day predominant influences on thoughts, feelings, and behaviours	1	Lecture	CAN	Knows-how	DIS
CO2	Conduct the assessment of mental health of individuals with various tools .	2	Experiential-Learning 6.5	PSY-SET	Does	CBL

M 6 Unit 3 Utility of Sadvritta and Achara Rasayana
 Sadvritta
 Achara Rasayana

References: 39,40,79

3A	3B	3C	3D	3E	3F	3G
CO2	Evaluate the practical aspects of Sadvritta, including personal, mental, and social dimensions.	1	Lecture	CE	Knows-how	L&GD
CO2	Describe the scientific basis of Achara-rasayana.	1	Lecture	CC	Knows-how	L&PPT
CO2	Analyse the ethics for medical students	2	Practical Training 6.5	CAN	Shows-how	DIS
CO2	Plan a training session for college and hospital staff focused on workplace conduct, in alignment with Sadvritta - Session 2.	1	Experiential-Learning 6.6	AFT-VAL	Does	W
CO2	Facilitate a training session for college and hospital staff on workplace conduct that aligns with the principles of Sadvritta and Achara Rasayana - Session 1.	2	Experiential-Learning 6.7	PSY-SET	Does	TPW,CB L
CO2	Assess personality development /behavior adequate of students/staff aligned with Sadvritta and Achara rasayana	4	Practical Training 6.6	AFT-RES	Does	W

M 6 Unit 4 Understanding of human sociology and their behavioral pattern Human sociology
Behavioral patterns

References: 80,81

3A	3B	3C	3D	3E	3F	3G
1,CO2	Differentiate and Understand the Emotions, attitude, learning, habits, personality and intelligence	1	Lecture	CAN	Knows-how	L&PPT
CO2	Analyse Social psychology and present-day predominant influences on thoughts, feelings, and behaviours	1	Lecture	CAN	Knows-how	DIS

CO2	Identify behavioural patterns in society and their counselling	4	Experiential-Learning 6.8	PSY-SET	Shows-how	FV
M 6 Unit 5 Applied aspects Prajnaparadha Concept of Prajnaparadha Applied aspects Prajnaparadha References: 76,77						
3A	3B	3C	3D	3E	3F	3G
CO3	Analyse the causes, effects, examples and solution of Prajnaparadha in the present time	1	Lecture	CAN	Knows-how	L&GD
CO3	Analyse the prevailing Pragyaparadha in young students (Mobile-addiction, smoking etc) and their effect on health .	2	Practical Training 6.7	PSY-SET	Knows-how	IBL
CO3	Counsel the community(Young students) about Pragyaparadha (mobile addiction, smoking etc) and their effects on health	3	Experiential-Learning 6.9	PSY-SET	Does	PSM
Practical Training Activity						
Practical Training 6.1 : Analysing the differentiating points of Vegadharana & Vegodirana among Samhitas/ commentaries						
Instructions:- Teacher should analyse the Samhita with commentaries and explain the differentiating points of Vega dharana and vegodirana. Then student should discuss it and enlist the points.						
Practical Training 6.2 : Analysing the research articles on Vegadharana and Vegodirana and discussing their scientific basis						
Instructions:- Initially, faculty should guide the students in extracting research articles from indexed/UGC care journals and critically analyse all the research articles related Vegadharana &Vegodirana . In the next hour teacher will discuss their findings to formulate its scientific basis ,based on Ayurveda principles and contemporary Science .						
Practical Training 6.3 : Demonstration of the Vegadharana & Vegodirana concept in clinical practice						
Faculty should demonstrate how scholars can integrate the concepts of Vegadharana and Vegodirana in clinical settings during history-taking and prescription writing in OPD/IPD.						

Practical Training 6.4 : Designing a Questionnaire for the identification of Dharaniyavega.

Instructions: The teacher will discuss the components of a questionnaire and demonstrate how to prepare one for identifying Kayika, Vachika, and Manasika Dharaniyavega.

Practical Training 6.5 : Analyzing Ethics for Medical Students

Teacher will discuss about the literature related to ethics for medical student like Characteristics of ideal Vaidya according to Ayurveda, Charak oath, Hippocratic oath, and ethics for medical practitioners according to government and explain the importance of ethics in medical studies and practice.

Practical Training 6.6 : Conducting Workshop on personality development

Instructions:- Faculty should organize a workshop /guest lecture online or offline on personality development /behavior etiquette of students/staff aligned with Sadvritta and Achara rasayana and student will actively participate in it.

Practical Training 6.7 : Analysing the prevailing Pragyaparadha in young students (mobile addiction, smoking, etc) and their effect on health.

Instructions:-Faculty should guide the scholars to identify and enlist the prevailing Pragyaparadha like Mobile-addiction, smoking etc in young students and discuss their effects on health.

Experiential learning Activity

Experiential-Learning 6.1 : Advising Precautions to avoid Vegodirana and Vegadharanjanya diseases

Instruction-In first session student will discuss with the faculty how to make changes in lifestyle to avoid Vegodirana and Vegadharanjanya diseases . Then Student should advise lifestyle modification/precautions to avoid Vegodirana and Vegadharanjanya diseases at least in two individual of any occupation

Experiential-Learning 6.2 : Conducting Survey for identification of Adharaniyavega in the community/ patients

Instructions:- Student should take the printouts of previously prepared questionnaire /survey proforma and select a target population to conduct a survey for identification of Adharaniyavega.They should survey minimum 5 individuals and analyse the data.

Experiential-Learning 6.3 : Counseling and advising the patients/ healthy individuals regarding Vegadharana & Vegodirana.

Instructions:- Student should counsel the healthy individuals / patients of various diseases at OPD/IPD basis about effects of Vegadharana & Vegodirana on health. Each student should counsel at least four individuals under the guidance of faculty.

Experiential-Learning 6.4 : Conducting a Public awareness lecture on Dharaniyavega.

Instructions: Each student should prepare a lecture plan according to the assigned target group, which the faculty should review and approve before delivery. Each Student should take at least one public awareness session on Dharaniyavega and its impact on mental health in schools/ office etc

Experiential-Learning 6.5 : Assessment of mental health of individuals

Instructions:- Students should collect the existing tools to assess the mental health of individuals and keep the printout/ softcopy of tools. Each student should assess the mental health of at least one individual assigned by the teacher and analyse the mental health status of individual.

Experiential-Learning 6.6 : Organising a Training session for college and hospital staff regarding the code of conduct at the workplace aligned with Sadvritta-

Students should conduct an interactive training session based on a previously prepared SOP for college and hospital staff regarding workplace conduct aligned with Sadvritta under faculty guidance.

Experiential-Learning 6.7 : Organising a Training session for college and hospital staff regarding conduct at the workplace aligned with Sadvritta and Achara Rasayana -Session 1

Instructions: The student should conduct an interactive training session (based on a previously prepared Standard Operating Procedure, or SOP) for college and hospital staff regarding the code of conduct at the workplace, aligned with Sadvritta, under the guidance of the faculty.

Experiential-Learning 6.8 : Conducting Survey on behavioural patterns and counselling

Instructions:-By using the previously prepared survey proforma student should conduct the Survey in the community on behavioural patterns like passive-aggressive tendencies, Hostility, Co-dependency traits, Quick tempered, Acting on impulse, Self-sabotage etc and counsel the people.

Experiential-Learning 6.9 : Counselling of the community (Young students)about Pragyaparadha

Instructions:- Faculty should identify the site / target population in the community. Then, student should counsel the target population group e.g. Young Students in community regarding prevailing pragyaparadha like mobile addiction, smoking etc. and their harmful effects .

Modular Assessment**Assessment method****Hour**

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Analyse the differentiating points of Vegadharana & Vegodirana among Samhitas/commentary -Asses for T-CRQ- 25 Marks
Advise precautions to avoid Vegodirana and Vegadharanjanya diseases - case based scenarios - 25 Marks
or
Any practical topics can be converted for assessment -25 Marks
And
Any experiential learning topics can be taken for assessment -25 Marks

4

Semester No : 6

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/ Experientia l Learning	3E Domain/ Sub Domain	3F Level (D oes/Sho ws how/ Knows h ow/Kno w)	3G Teachin g Learnin g Methods
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Module 7 : Lifestyle module for various life conditions**Module Learning Objectives**

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

1. Prepare customize lifestyle modules for different health situations.
2. Develop and Prescribe Lifestyle modules for Lifestyle diseases.

M 7 Unit 1 Lifestyle modules for different individuals 1. Customized Lifestyle modules for different individuals

References: 82

3A	3B	3C	3D	3E	3F	3G
CO2,CO8	Describe Lifestyle according to Prakriti, Age, Occupation, Pregnancy & Lactating mother .	5	Lecture	CC	Knows-how	L&GD
CO2,CO8	Synthesise lifestyle modules according to Prakriti, Age, and Occupation. pregnancy and lactation.	10	Practical Training 7.1	CS	Shows-how	TPW
CO2,CO8	Prescribe Lifestyle modules according to Prakriti, Age , Occupation, Pregnancy,and Lactation	10	Experiential-Learning 7.1	PSY-SET	Does	CBL

M 7 Unit 2 Modules for lifestyle disorders 1. Customized modules for Lifestyle disorders

References: 83,84

3A	3B	3C	3D	3E	3F	3G
CO2,CO8	Discuss Lifestyle for Diabetes Mellitus, HTN and Heart Diseases Metabolic Syndrome, Cancer Patients, Constipation, Stress, anxiety and Depression, Alcohol and drug abuse, Thyroid dysfunction, Menstrual irregularities, PCOD and Infertility.	10	Lecture	CK	Knows-how	L&GD,L &PPT
CO2,CO8	Design Lifestyle Modules for different noncommunicable disease like Diabetes Mellitus, HTN and Heart Diseases, Metabolic Syndrome, Cancer etc	10	Practical Training 7.2	PSY-MEC	Shows-how	TPW

CO2,CO8	Design Lifestyle Modules for Constipation, Stress, Anxiety and Depression, Pregnancy and lactating mother,Thyroid dysfunction, Menstrual irregularities, PCOD and Infertility etc	10	Practical Training 7.3	PSY-MEC	Shows-how	TPW
CO2,CO8	Prescribe Lifestyle Modules to the patients of non communicable diseases like Diabetes Mellitus, HTN and Heart Diseases Metabolic Syndrome, Cancer etc	10	Experiential-Learning 7.2	PSY-SET	Does	CBL
CO2,CO8	Prescribe Lifestyle Modules to the patients of Stress, Anxiety , Depression ,Constipation, Arthritis etc	9	Experiential-Learning 7.3	PSY-SET	Does	CBL
CO2,CO8	Prescribe Lifestyle Modules for conditions/diseases like Pregnancy & Lactating mother ,Thyroid dysfunction, Menstrual irregularities, PCOD and Infertility etc.	10	Experiential-Learning 7.4	PSY-SET	Does	CBL

Practical Training Activity

Practical Training 7.1 : Developing lifestyle modules.

Instructions: In the first session of 2hrs the faculty will discuss with the students about the components of proforma and plan to construct a lifestyle module according to Prakriti, Age, Occupation etc Then, in the next 3 session of 2 hr each ,they should construct different modules as per the Ayurveda principles. Then in next session in presence of faculty they should present and finalise the modules .

Practical Training 7.2 : Designing Lifestyle Modules for different noncommunicable disease

Instructions:- In the first session of two hrs the faculty will discuss about basic pathophysiology of diseases according to Ayurveda and then on the basis of dosha, dushya they will plan the module for each disease . Then, in the next three session of two hr each ,they should construct different modules as per the Ayurveda principles. Then in next session in presence of faculty they should present and finalise the modules for different diseases such as Diabetes Mellitus, HTN and Heart Diseases Metabolic Syndrome, Cancer etc

Practical Training 7.3 : Designing Lifestyle Modules

Instructions:- In the first session of two hrs the faculty will discuss about basic pathophysiology of diseases according to Ayurveda and then on the basis of dosha, dushya they will plan the module for each disease . Then, in the next three session of two hr each ,they should construct different modules as per the Ayurveda principles. Then in next session in presence of faculty they should present and finalise the modules for different diseases such as Constipation, Stress, anxiety and Depression, Alcohol and

drug abuse Pregnancy and lactating mother,Thyroid dysfunction, Menstrual irregularities, PCOD and Infertility.

Experiential learning Activity

Experiential-Learning 7.1 : Prescription of Lifestyle modifications

Instructions:- Students should prescribe /advise lifestyle modifications to at least two individuals of each group according to Prakriti, Age, Occupation,Pregnancy and Lactation within community . The lifestyle modifications should be prescribe /advised based on previously prepared module in the practical class.

Experiential-Learning 7.2 : Prescription of Lifestyle Modules to the patients of non communicable diseases

Instructions:-Students should prescribe /advise lifestyle modifications for at least any five patients of non communicable diseases like Diabetes Mellitus/ HTN and Heart Diseases/ Metabolic Syndrome/Cancer etc from OPD/IPD of hospital on the basis of previously prepared module in the practical class.

Experiential-Learning 7.3 : Prescription of Lifestyle Modules

Instructions:-Students should prescribe /advise lifestyle module for at least any five patients like Stress, anxiety ,Depression, Constipation, Arthritis etc from OPD/IPD of hospital . The lifestyle modifications should be prescribe /advise based on previously prepared module in the practical class.

Experiential-Learning 7.4 : Prescription of Lifestyle Modules for conditions/diseases

Instructions:-Students should prescribe /advise lifestyle module for at least five patients like Pregnancy & Lactating mother ,Thyroid dysfunction, Menstrual irregularities, PCOD and Infertility Patients from OPD/IPD of hospital . The lifestyle modifications should be prescribe /advise based on the previously prepared module in the practical class.

Modular Assessment

Assessment method	Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 75 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6C. Develop Lifestyle modules according to Prakriti, Age, Occupation on real cases - assess for practical case taking, presentation and checklost - 50 Marks Preparation of customize lifestyle modules for different health situations. - 25 Marks or	6

Any practical topics can be converted for assessment -45 Marks
 And
 Any experiential learning topics can be taken for assessment -30 Marks

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/ Experientia l Learning	3E Domain/ Sub Domain	3F Level (D oes/Sho ws how/ Knows h ow/Kno w)	3G Teachin g Learnin g Methods
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Module 8 : Health Tourism, Wellness centre and Entrepreneurship

Module Learning Objectives

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

1. Describe Scope of Health Tourism in India
2. Advice for ayurveda Start-ups/Entrepreneurship
3. Apply the functioning of Wellness center and its development
4. Apply different health-related digital applications and teleconsultation

M 8 Unit 1 Health Tourism in India1. Scope & guidelines of Health Tourism in India

References: 85

3A	3B	3C	3D	3E	3F	3G
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CO2,CO7,CO8	Describe Government guidelines related to Health Tourism	2	Lecture	CS	Knows-how	L&PPT
CO2,CO7,CO8	Analyse data related to Health Tourism in India and across the world .	2	Practical Training 8.1	CAN	Shows-how	

M 8 Unit 2 Life style management1. Entrepreneurship in Life style management

References: 86

3A	3B	3C	3D	3E	3F	3G
CO2,CO7,CO8	Host a workshop focused on fostering entrepreneurship and innovative start-up ideas within the Ayurveda sector.	2	Practical Training 8.2	CAN	Knows-how	W,ML,LS ,DIS
CO2,CO7,CO8	Counsel and advice for Ayurveda Start-ups/Entrepreneurship.	3	Experiential-Learning 8.1	PSY-ORG	Does	BL,BS

M 8 Unit 3 Wellness center/Health Resort /Spa1. Role of Wellness center/Health Resort /Spa in health care

References: 85

3A	3B	3C	3D	3E	3F	3G
CO2,CO7,CO8	Describe Government guidelines related to wellness center/ health resorts /Spa	2	Lecture	CK	Knows-how	L&GD
CO2,CO7,CO8	Assess the functioning of reputed wellness centre/ health resort/Spa	2	Practical Training 8.3	PSY-SET	Does	PBL
CO2,CO7,CO8	Assess the functioning of a reputed wellness centre/ health resort/Spa	4	Experiential-Learning 8.2	AFT-VAL	Knows-how	FV

CO2,CO7,CO8	Design a health tourism unit/ wellness centre/Spa in your own hospital/society	4	Experiential-Learning 8.3	PSY-SET	Does	C_L
M 8 Unit 4 Digital health and teleconsultation/ telemedicine 1. Digital health and teleconsultation/ telemedicine References: 87,88						
3A	3B	3C	3D	3E	3F	3G
CO2,CO7,CO8	Discuss Govt. guidelines for teleconsultation/ telemedicine in India	1	Lecture	CK	Knows-how	L&PPT ,SDL
CO2,CO7,CO8	Demonstrate common teleconsultation/ telemedicine tools and different health-related digital applications	2	Practical Training 8.4	PSY-SET	Does	TBL
CO2,CO7,CO8	Demonstrate the functioning of Digital health record system and HMIS(Health Management Information System)	2	Practical Training 8.5	AFT-VAL	Knows-how	TBL
CO2	Implement the Digital health record system and HMIS in the hospital	2	Experiential-Learning 8.4	PSY-MEC	Does	D-M
Practical Training Activity						
Practical Training 8.1 : Analysing data related to Health Tourism in India						
Instructions:- The faculty will display the data related to health tourism in India and discuss on the growth of medical tourism, popular destinations and healthcare services offered.						
Practical Training 8.2 : Conducting Workshop on Start-ups/Entrepreneurship in Ayurveda						
Instructions:- The faculty will organise the workshop/ lecture or Videos on Start-ups and Entrepreneurship in Ayurveda which introduce students to the principles of building and managing Ayurvedic businesses. Topics includes market research, product development, regulatory requirements, and business strategies to promote innovation and growth within the Ayurvedic industry						
Practical Training 8.3 : Exploring the Functioning of reputed wellness centre/ health resort/Spa						

Instruction- Faculty should plan to visit one reputed wellness centre/ health resort/Spa and gain hands-on insights into daily operations, client care, wellness therapies, business management, and service excellence in a reputed wellness center/health resort or spa, deepening practical knowledge and understanding of holistic wellness and hospitality industries

Practical Training 8.4 : Demonstration of common teleconsultation/ telemedicine tools

The teacher will demonstrate about common teleconsultation/ telemedicine tools and different health-related digital applications through online videos . And then discuss it with students about its application and utility.

Practical Training 8.5 : Demonstration of Functioning of Digital Health Record System and HMIS(Health Management Information System)

Instructions:- Faculty will demonstrate the functioning of Digital Health Record (DHR) systems in the hospital and Hospital Management Information Systems (HMIS) if available and explain how these systems improve healthcare efficiency, and support decision-making in clinical and administrative settings

Experiential learning Activity

Experiential-Learning 8.1 : Counseling on Ayurveda Startups and Entrepreneurship

Instructions: In the first session of 2hr , the student should compile data regarding business development, product formulation, market analysis, and regulatory frameworks based on the workshop he attended. In next session he will discuss it with the teachers and other experts of this field. Then he should take the counselling session to Ug students and other interested people for Ayurveda Start-ups/Entrepreneurship.

Experiential-Learning 8.2 : Exploring the functioning a of wellness centre/ health resort/Spa.

Instructions:- Students should visit one reputed wellness centre/ health resort/Spa along with the faculty and gain hands-on insights into daily operations, client care, wellness therapies, business management, and service excellence in a reputed wellness center, health resort, or spa, deepening practical knowledge and understanding of holistic wellness and hospitality industries

Experiential-Learning 8.3 : Planning for health tourism units/ wellness centre/Spa in their own hospital/society

Instructions:- First of all students should discuss the requirements of wellness centres like treatment facilities, Cost estimation, Pricing strategy, Facility, Design and Infrastructure, Staffing and Training, etc. with the faculty. Then after analysis of all the mentioned things, the will plan for health tourism units/ wellness centre/Spa in own hospital/society and present it in front of faculty.

Experiential-Learning 8.4 : Conducting a Digital health record system and HMIS in a hospital

Instructions:- Faculty will demonstrate the functioning of Digital Health Record (DHR) systems in the hospital (if available) and Hospital Management Information Systems (HMIS) and explain how these systems improve healthcare efficiency, and support decision-making in clinical and administrative settings. Then student will operate DHR and HMIS(if available) in hospital .

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.

Describe Government guidelines related to Health Tourism/Spa/Health resort - 25 Marks

or

Plan for designing a health tourism units/ wellness center/Spa - 25 Marks

or

Any practical topics can be converted for assessment -25 Marks

or

Any experiential learning topics can be taken for portfolio/reflections/presentations for assessment.-25Marks

2

Paper No : 2 Public Health						
Semester No : 3						
Module 9 : Advanced Epidemiology						
Module Learning Objectives (At the end of the module, the students should be able to) 1. Describe the Public Health significance and transmission methods of different infectious and chronic diseases, in the contextual backdrop of national morbidity burden. 2. Analyze epidemiological data using relevant epidemiological analytical tools, techniques, and software						
M 9 Unit 1 Infectious Diseases 1. Advanced understanding of causation, morbidity trends, host defense mechanisms, and immunological response with respect to 12 communicable diseases: (TB, Dengue, Typhoid, Malaria, Zika, Pneumonia, Seasonal Influenza and ILI, Nipah, Measles, JE, HIV/STDs) 2. Differential comprehension of community-level transmission dynamics of the above 3. Analysis of public health measures adopted for various infectious diseases globally References: 89,90,91						
3A	3B	3C	3D	3E	3F	3G
CO4	Analyze the advanced epidemiological concepts of 12 communicable diseases	3	Lecture	CAN	Knows-how	L&PPT
CO4	Assess the morbidity burdens of 12 infectious diseases and their impact on public health systems	3	Practical Training 9.1	PSY-GUD	Shows-how	CBL
CO4	Illustrate the public health measures adopted across different regions of the world in relation to infectious diseases and their outcomes	3	Practical Training 9.2	PSY-MEC	Shows-how	CBL

CO4	Plan the control of infectious diseases at the community level	6	Experiential-Learning 9.1	PSY-MEC	Does	FV
M 9 Unit 2 Non-Communicable Diseases 1. Advanced understanding of causation, morbidity trends, immunological response, systemic ramifications with respect to 7 non-communicable diseases: (Diabetes Mellitus, Hypertension, Cardiovascular Disease, Cancer, Non-Alcoholic Fatty Liver Disease, Chronic Kidney Disease, ST-Elevation Myocardial Infarction (a type of heart attack). 2. Differential comprehension of determinants of the above 3. Analysis of public health measures adopted for various infectious diseases globally References: 90,91						
3A	3B	3C	3D	3E	3F	3G
CO4	Describe the advanced epidemiological concepts of 7 non- communicable diseases	3	Lecture	CAN	Knows-how	L&PPT
CO4	Differentiate demography-wise socioeconomic and environmental factors that influence the prevalence and management of chronic diseases	3	Practical Training 9.3	PSY-GUD	Shows-how	PER,CBL
CO4	Illustrate the public health measures adopted across different regions of the world in relation to non-communicable diseases and their outcomes	3	Practical Training 9.4	PSY-GUD	Shows-how	CBL,DIS
CO4	Analyse the determinants for non-communicable diseases in specific communities	6	Experiential-Learning 9.2	AFT-SET	Shows-how	PrBL,PB L,FV
M 9 Unit 3 Analytical estimations 1. Measures of Association employed in Epidemiology 2. Representation of causal inferences 3. Relevant analysis based on study designs References: 92,93						
3A	3B	3C	3D	3E	3F	3G
CO4	Describe the various measures of association that are used in Epidemiology such as	1	Lecture	CK	Know	L&PPT

	Odds Ratio, Risk Ratio, Rate Ratio etc and visual representation of causal inferences through tools such as the Didactic Acyclic Graph (DAG).					
CO4	Describe the visual representation of causal inferences through tools such as the Didactic Acyclic Graph (DAG)	1	Lecture	CK	Know	L&PPT
CO4	Identify the various analytical tools relevant for different study designs, such as, Logistic Regression, Poisson Regression, Cox Proportional Hazards Model etc.	2	Lecture	CK	Know	L&PPT
CO4	Illustrate how to apply analytical tools such as Causal Inference, Logistic Regression, Poisson Regression, Cox Proportional Hazards Model etc. with epidemiological data sets	8	Practical Training 9.5	PSY-MEC	Shows-how	TBL,W,P BL
M 9 Unit 4 Statistical applications on Epidemiological datasets 1. Orientation to Epi Info and data entry 2. Practice on epidemiological analysis using Epi Info References: 94,95						
3A	3B	3C	3D	3E	3F	3G
CO4	Apply key functionalities of Epi Info or OpenEpi open-access software used in Epidemiological Research and describe the process of data entry, management, and basic analysis within the software to ensure accuracy and integrity of data.	6	Experiential-Learning 9.3	CC	Shows-how	DL,PER
CO4	Illustrate the application of statistical methods to epidemiological datasets by conducting analysis and presenting findings.	8	Experiential-Learning 9.4	PSY-MEC	Shows-how	D,PER
Practical Training Activity						
Practical Training 9.1 : Analysis and interpretation of epidemiological data						
The teacher will demonstrate to students how to extract morbidity data from multiple databases and how to organize, and interpret such data. Students are instructed to identify patterns of morbidity for national or international population sub-groups (For example, tribals in Central India / North -East India , communities in Sub-Saharan Africa, Latin America etc.) with respect to infectious and chronic diseases over a defined time period., using data from national and international health databases (For example – NFHS, DLHS, WHO Global Observatory Report, WHO Health Statistics , PAHO-PLISA Health Information platform etc.) . They will describe morbidity burdens and if feasible, their potential impact on the public health systems of these regions, based on the understanding of the region's						

development and health indexes.

Practical Training 9.2 : Assessing public health approaches to controlling communicable diseases

The teacher will guide the students with respect to collecting data on public health measures that have been implemented with respect to combat major communicable diseases (from important sources such as WHO reports, CDC publications, peer-reviewed articles, and health ministry portals of individual countries) , in specific regions of the world. Students will subsequently present their interpretations and additionally do a comparative analysis of similarities and differences in approaches and outcomes across regions, through a discussion amongst themselves, after the presentations from other members/groups.

The teacher will provide feedback on accuracy and insight.

Practical Training 9.3 : Identifying community -specific determinants for non-communicable diseases

The teacher will orient the students on how to extract, organize, and interpret data of different demographic groups from different regions and socioeconomic and environmental backgrounds (e.g., rural, urban, low-income, high-income, highly polluted regions etc.). The data should include important health statistics available in relation to important NCDs. This data can be supplemented by additional information on factors such as income levels, education, occupation, housing, environmental conditions, and access to healthcare. This supplementary data can be obtained from sources such as Census data, DLHS, published literature etc.

The students will analyse the data and establish patterns in relation to how socioeconomic status (SES), environmental factors (air quality, lifestyle, diet, access to healthcare, etc.), and cultural aspects have influenced the prevalence and progression of specific non-communicable diseases. They will subsequently present their findings to explain how specific socioeconomic and environmental factors have impacted the prevalence and management of specific non-communicable diseases.

Practical Training 9.4 : Identifying the varied public health measures for the management of non-communicable diseases

The teacher will guide the students with respect to collecting data on public health measures (programs, schemes, campaigns etc.) that have been implemented with respect to combat major communicable diseases (from important sources such as WHO reports, CDC publications, peer-reviewed articles, and health ministry portals of individual countries) , in specific regions of the world. Students will subsequently present their interpretations and additionally do a comparative analysis of similarities and differences in approaches and outcomes across regions, through a discussion amongst themselves, after the presentations from other members/groups.

Practical Training 9.5 : Organising Hands-on practice in epidemiological analysis

A workshop is organized by inviting experts from an epidemiological or statistical background. The experts will provide students with access to epidemiological data sets that include a range of variables and outcomes and research questions. They will be guided on how to review the data and choose an appropriate model of analysis. They have to subsequently arrange the data on an Excel sheet and prepare the same for analysis and have to select the appropriate model for each data set based on the type of data and the research question. The students will perform the analysis without software under the supervision of the expert. Subsequently to the same, they will discuss their

findings and the implications of their results.

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Experiential learning Activity

Experiential-Learning 9.1 : Developing a public health response plan for controlling infectious diseases at the community level.

Students are arranged visits to local hospitals or public health centers where they get the opportunity to interact with healthcare professionals involved in the management of infectious diseases. They will note down important information received from the health facility with respect to the management of infectious diseases, especially during outbreaks, based on their interaction with the health professional.

Following their return from the health facility, they are instructed to identify a hypothetical scenario of intense community transmission of 2-3 infectious diseases that have been distributed to them by the teacher. They are supposed to develop a response plan based on the public health measures they have studied, as well as their previously acquired knowledge of host defense mechanisms. This plan is to be presented before the class.

Experiential-Learning 9.2 : Analyzing community-specific determinants of non-communicable diseases

Students will conduct a household survey within local communities (15-20 households by each student) with the help of the local ASHA worker.

They are instructed to collect data with respect to non-communicable diseases and other important socio-economic, demographic, and environmental variables. They will subsequently analyze the data collected and create a report on the prevalence of non-communicable diseases in the households surveyed by explaining the critical determinants that may be contributing to the same based on the data gathered.

Experiential-Learning 9.3 : Organising Hands-on training to the students with respect to Epidemiological software - I

A workshop is organized by inviting experts from an Epidemiological/ Statistical background. The expert will demonstrate variable creation and file saving protocols. Students will use Epi Info software on their laptops to create variable-based data sheets based on data information that has been provided to them, and perform data entry.

Experiential-Learning 9.4 : Organising Hands-on training to the students concerning Epidemiological software - II

As a continuation of the previous workshop, students will work with simulated datasets (one after the other) to perform data cleaning and apply appropriate statistical commands. The expert will help in interpreting the analytical outputs thus obtained.

Modular Assessment

Assessment method	Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Describe the advanced epidemiological concepts for any two communicable diseases MEQ - 25 Marks Illustrate the public health measures adopted across different regions of the world in relation to infectious diseases and their outcomes.-25 Marks or Any practical topics can be converted for assessment -25 Marks And Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks	4
Module 10 : Synergizing Health Systems: Ayush, National Frameworks, and Global Health Policies	
Module Learning Objectives (At the end of the module, the students should be able to) 1. Describe core components of public health systems, as espoused in multiple frameworks, and understand their relevance as parts of a whole. 2. Conduct evaluations of public health services using the Indian Public Health Standards (IPHS) as benchmarks. 3. Identify Global and national health regulations, including those in relation to Traditional Medicine and Ayush. 4. Describe the role (potential/ongoing) of Ayurveda towards the fulfillment of objectives under the above regulations	
M 10 Unit 1 Health Systems Framework 1. Introduction to Health Systems’ Frameworks a. WHO Building Blocks Framework b. World Bank ‘Control Knobs’ Framework, c. Health Systems Dynamic Framework References: 96,97,98,99	

3A	3B	3C	3D	3E	3F	3G
CO7	Analyze the core elements of a Health Systems Framework	1	Lecture	CAN	Knows-how	L&PPT
CO4	Differentiate between individual frameworks used to describe health systems : WHO Building Blocks Framework , World Bank ‘Control Knobs’ Framework, Health Systems Dynamic Framework	1	Lecture	CAN	Knows-how	L&PPT

M 10 Unit 2 National Health Programs 1. Review of 7 important National Health Programs through the lens of Health Systems Framework : (RNTCP, NVBDCP, NPNCD, RMNCH+A, ICDS, NACP, NAM)
2. Discussion on potential integrative pathways for Ayurveda within the major National Health Programs

References: 100,101

3A	3B	3C	3D	3E	3F	3G
CO7	Apply the Health Systems Framework to describe health system elements within specific National Health Programs, as well as elements of potential integration with Ayurveda, with respect to the same	6	Practical Training 10.1	PSY-MEC	Shows-how	CBL
CO7	Identify the systemic elements within important National Health Programs through the lens of a Health Systems’ Framework	2	Lecture	CAP	Knows-how	L&PPT
CO7	Analyze the operation of National Health Programs within Public Health system settings.	6	Experiential-Learning 10.1	PSY-MEC	Does	FV

M 10 Unit 3 Public Health Management Cadre 1. The role of Health Human Resources and the Public Health Management Cadre (PHMC) as envisaged within NHP 2017
2. Creation of a dedicated Public Health Workforce for Ayush

References: 102

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3A	3B	3C	3D	3E	3F	3G
CO4	Analyze the framework for a Public Health Management Cadre, as outlined within the National Health Policy 2017.	1	Lecture	CAN	Knows-how	L&PPT
CO4	Discuss the rationale for the creation of a dedicated Public Health Human Workforce for Ayush	1	Lecture	CC	Knows-how	L&PPT

M 10 Unit 4 Health legislations /Conventions/Policies 1. Introduction to important global and national legislations and conventions, including those in relation to Traditional Medicine, in general and Ayush.
2. Legislations/Policies and their impact on health services

References: 103,104,105,106,107

3A	3B	3C	3D	3E	3F	3G
CO4	Analyze key international and national legislation/conventions/policies in relation to health, and further in relation to Traditional Medicine & Ayush	1	Lecture	CAN	Knows-how	L&PPT
CO4	Analyze the role of legislation in shaping health services organizations in India	6	Practical Training 10.2	CAN	Shows-how	CBL

M 10 Unit 5 International Health Regulations (IHR) and Ayurveda1. Introduction to International Health Regulations (IHR)
2. Scope of Ayurveda vis-à-vis IHR

References: 108

3A	3B	3C	3D	3E	3F	3G
CO4	Analyze the salient features of the International Health Regulations	1	Lecture	CAN	Knows-how	DIS
CO4	Discuss the scope of IHR guidelines in the context of Traditional medicine / Ayurveda	2	Practical Training 10.3	PSY-MEC	Shows-how	

M 10 Unit 6 Indian Public Health Standards 1. Introduction to Indian Public Health Standards (IPHS) and IPHS for Ayush
2. Evaluation of IPHS within local Public Health settings

References: 109,110

3A	3B	3C	3D	3E	3F	3G
CO4	Define the Indian Public Health Standards (IPHS) and IPHS for Ayush	1	Lecture	CC	Know	L&GD
CO4	Analyze the adherence to IPHS standards within Govt. Healthcare settings – Ayush	10	Experiential-Learning 10.2	PSY-SET	Does	CBL
CO4	Analyze the adherence to IPHS standards within Govt. Healthcare settings – Non-Ayush	10	Experiential-Learning 10.3	PSY-SET	Does	CBL

M 10 Unit 7 International and national agencies 1. Contributions to community health by National Health Agencies
2. Contributions to community health by International Health Agencies

References: 100

3A	3B	3C	3D	3E	3F	3G
CO4	Differentiate between the role of national and international health agencies and their mechanism of project implementation.	1	Lecture	CAN	Knows-how	L&PPT
CO4	Analyze the impact of international and national agencies on population health.	6	Practical Training 10.4	CAN	Shows-how	CBL

Practical Training Activity

Practical Training 10.1 :

Reviewing National Health Programs through the Health Systems framework

The teacher will assign specific National Health Programs to students and guide them on how to review the same through the Health Systems framework, and understand how to identify integration points for Ayurveda within the assigned health programs. Students will analyse their assigned program by applying the Health Systems Framework, identify key health system components within the program, and determine specific elements where integration pathways with Ayurveda can be established. Students will then present their findings in a class presentation.
Practical Training 10.2 : Analyzing the Role of legislation in shaping health services organization in India
The teacher will assign students selected national and international legislations and policies impacting the organization and functioning of health services in India, for review. He/she will provide guidance on how to interpret important legislations. Students are expected to analyse the influence that these legislations have had on the health service structures and their evolution. They will present their analysis through a class presentation. .
Practical Training 10.3 : Discussing the Scope of applying IHR guidelines in the context of Traditional medicine/ Ayurveda
The teacher will assign students specific resources for reading in relation to International Health Regulations and they are thereafter asked to capture elements therein that might influence or relate to traditional medicine practices like Ayurveda. Students must come prepared with questions regarding challenges and opportunities in aligning Ayurveda practices with IHR standards. These questions will form the basis of a guided class discussion involving the teacher.
Practical Training 10.4 : Analyzing the Impact of international and national agencies on population health
The teacher will assign students specific national or international health agencies for a review with respect to their community health contributions. He/she will provide guidance on how to critically analyse the contributions of the health agencies, help students identify relevant success indicators Students analyse the agency's role in community health through specific initiatives that they have undertaken, such as immunization, nutrition, sanitation, or disease surveillance. The evaluation process should consider program success indicators like disease prevalence and healthcare access, as well as challenges faced. Students subsequently conduct a case discussion comparing strategies and outcomes of different agencies, focusing on best practices to enhance community health.
Experiential learning Activity
Experiential-Learning 10.1 : Analysing management of National Health Programs and system efficiency.

Students undertake site visits to healthcare facilities such as local health departments, hospitals, and community health centres implementing key National Health Programs. During the field visit, students are instructed to observe the mechanisms of health service delivery, deployment of the health workforce, and community response to the programs. Post-visit, students will prepare and present a report outlining observed practices and recommendations to strengthen existing program activities.	
Experiential-Learning 10.2 : Analyzing the adherence to IPHS standards within the Ayush Govt. Healthcare settings	
Students undertake a field visit to a Public Sector Ayush Healthcare Facility to observe existing amenities over there and interact with the staff to gather additional information. Following the visit, students submit a written report evaluating the healthcare facility against IPHS standards for Ayush services. Subsequently, they have to engage in a group activity, such as peer discussion , to facilitate deliberation, critiquing, and refinement of their findings.	
Experiential-Learning 10.3 : Analyzing the adherence to IPHS standards within the non-Ayush Govt. Healthcare settings	
Students undertake a field visit to a non-Ayush Public Sector Healthcare Facility to observe amenities and engage with staff for supplementary information. Following the field visit, Students submit a written evaluation report based on IPHS standards for public health facilities. This is followed by a peer discussion session for collective deliberation, critiquing and learning.	
Modular Assessment	
Assessment method	Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Identify the systemic elements within important National Health Programs through the lens of a Health Systems' Framework - 25 Marks Discuss the scope of IHR guidelines in the context of Traditional medicine/ Ayurveda.-25 Marks or Any practical topics can be converted for assessment -25 Marks And Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks	4
Semester No : 4	

Module 11 : Management of Epidemics & Pandemics and other pertinent areas of public health concern**Module Learning Objectives****(At the end of the module, the students should be able to)**

- 1 Describe the epidemiological surveillance techniques in managing epidemics and pandemics
- 2 Identify pharmaceutical and non-pharmaceutical interventions for disease control.
- 3 Explain the role of Ayurveda in managing public health crises, with a focus on pandemic preparedness and emergency response.
- 4 Elaborate on the scope of contribution of Ayurvedic practices towards combating Anti-Microbial Resistance (AMR).

M 11 Unit 1 Surveillance 1. Introduction to surveillance adopted in field epidemiology and the various tools and techniques employed
2. Epidemiological trends based on surveillance data collected

References: 111

3A	3B	3C	3D	3E	3F	3G
CO4	Discuss various Epidemiological surveillance tools and techniques	3	Lecture	CAN	Knows-how	L&PPT
CO4	Analyze global management strategies for epidemics/pandemics	5	Practical Training 11.1	PSY-GUD	Shows-how	C_L
CO4	Analyze the surveillance methods adopted at Public Health facilities.	6	Experiential-Learning 11.1	PSY-GUD	Does	FV,PBL, TBL

M 11 Unit 2 5. Control measures adopted in Epidemics/Pandemics1. Control measures adopted in Epidemics/Pandemics

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO4	Differentiate between pharmaceutical and non-pharmaceutical interventions for disease control.	1	Lecture	CAN	Knows-how	L&PPT
CO4	Apply the concepts of isolation and quarantine operations during an epidemic.	1	Lecture	CAP	Knows-how	L&PPT
CO4	Evaluate epidemic management response	4	Experiential-Learning 11.2	AFT-RES	Does	EDU
CO4	Apply multiple control strategies in the management of epidemics.	4	Practical Training 11.2	PSY-GUD	Shows-how	PBL,PrB L,W

M 11 Unit 3 Application of Ayurveda in Janapadodhwamsa (Epidemic/pandemic)1. Application of Ayurvedic principles as espoused in *Janapadodhwamsa* during the management of epidemics/pandemics/disasters (natural and man-made)

References: 114

3A	3B	3C	3D	3E	3F	3G
CO4	Describe the application of Ayurvedic principles to epidemic/pandemic response scenarios.	3	Lecture	CC	Knows-how	L&PPT
CO4	Discuss on preparedness and emergency responses from Ayush systems as well as Integrative pathways within current frameworks	6	Practical Training 11.3	PSY-MEC	Shows-how	CBL
CO4	Discuss the disaster management plan at the district level and the preparedness of the health system towards the same - I	6	Experiential-Learning 11.3	PSY-ORG	Shows-how	FV
CO4	Discuss the disaster management plan at the district level and preparedness of the health system towards the same - II	6	Experiential-Learning 11.4	AFT-RES	Shows-how	TBL,PrB L,FV

M 11 Unit 4 Anti-Microbial Resistance (AMR) 1. Anti-Microbial Resistance (AMR) and role of Ayurveda in its management						
References: 115,116,117						
3A	3B	3C	3D	3E	3F	3G
CO4	Discuss Ayurvedic interventions that could potentially manage AMR.	2	Lecture	CAP	Knows-how	L&PPT
CO4	Evaluate the effectiveness of Ayurvedic practices in reducing antibiotic use	5	Practical Training 11.4	PSY-GUD	Shows-how	CBL
CO4	Analyse various control strategies to manage epidemics effectively.	4	Experiential-Learning 11.5	CAN	Shows-how	FV,PrBL, TBL,L
Practical Training Activity						
Practical Training 11.1 : Analyzing Global management strategies for epidemics/pandemics						
The teacher will assign students specific epidemics or pandemics from recent history and guide them on how to collect information on a particular region or country's response to the outbreak. Students are instructed to gather data from key sources such as WHO reports, published literature, national/regional government health databases, and global health monitoring organizations. They will document types of interventions, public communication strategies, resource mobilization and distribution, community response, and overall effectiveness of the strategies employed. Students will then engage in a group discussion comparing approaches across different regions or countries.						
Practical Training 11.2 : Application of multiple control strategies in the management of epidemics.						
A workshop with invited experts from Public Health or Health Department will be arranged, where students are assigned infectious disease case scenarios with details on transmission, community resources, and impact. The teacher will coordinate the workshop and introduce the experts. Based on guidance received from the experts, students will develop a comprehensive intervention plan including medicinal and non-medicinal strategies, quarantine, isolation, health communication campaigns, and sanitation measures. A peer-review session will follow where students critique each other's plans considering efficacy, feasibility, and ethics.						

Practical Training 11.3 : Preparedness and emergency responses from Ayush systems as well as Integrative pathways within current frameworks.

The teacher will assign students case studies demonstrating the use of Ayurveda in recent public health emergencies and guide them on how to review the use of Ayurveda therein.

Students will analyse Ayurveda's role, effectiveness, and challenges in public health emergencies, and evaluate how Ayush systems could contribute to future preparedness planning. They will present their findings.

Practical Training 11.4 : Effectiveness of Ayurvedic practices in reducing antibiotic use.

The teacher will assign students case studies or ethnographic research on Ayurvedic remedies for bacterial infections and infection control for review and guide them on how to carry out a critical analysis of the same.

Students will analyse Ayurvedic treatments' effectiveness compared to antibiotics and present an assessment of implications for public health and clinical practice.

Experiential learning Activity

Experiential-Learning 11.1 : Surveillance methods adopted at Public Health facilities.

Students will undertake a field visit to a public health facility to observe surveillance methods used for monitoring and managing health issues, including infectious diseases. The students are instructed to carefully document the types of surveillance methods observed, focusing on the tools, technologies, and techniques used for the same and how the data collected is processed and utilized in health decision-making processes. This is to be noted through a process of interaction with the health facility staff. Students will present their findings and insights on the effectiveness of the surveillance methods.

Experiential-Learning 11.2 : Evaluating epidemic management response

Students will watch a movie that portrays the outbreak and management of an epidemic.

Students will note the strategies and responses shown, analysing different aspects of the epidemic management shown in the film, such as decision-making, resource use, inter-agency coordination, community engagement, and media roles in health communication. They will then present a critical review of the epidemic management depicted.

Experiential-Learning 11.3 : Evaluating the Disaster management plan at the district level and the preparedness of the health system.

Students will visit the District Disaster Management Authority (DDMA) to gather information on disaster management plans.

Students will collect detailed information on resources, teams, personnel training, inter-agency collaboration, communication strategies, and technologies used during emergencies. They will prepare a write-up reflecting on the different components of the disaster management plan (e.g., resource management, personnel training, operational execution).

Experiential-Learning 11.4 : Evaluating the disaster management planning at the district level and its preparedness to respond to emergencies.

Students will undertake a field visit to the District Disaster Management Authority (DDMA) to gather information about the district's disaster management plan. Students are instructed to collect detailed information on the disaster management plan with respect to existing resources (medical supplies, emergency equipment), teams, training for personnel and collaboration with other agencies (regularly and during emergencies) as well as regarding communication strategies adopted and technologies used during emergencies. The students should subsequently prepare a write-up on different components of the disaster management plan (e.g., resource management, personnel training, operational execution). They are then supposed to do a presentation sharing their analysis and suggestions for strengthening the disaster management system.

Experiential-Learning 11.5 : Utilizing Anti-Microbial Resistance (AMR) in Public Health.

Students will visit a local health department or microbiology laboratory to understand AMR challenges. Students will interact with professionals monitoring and responding to AMR, document key public health and clinical management challenges, and subsequently prepare a presentation on implications and potential management strategies.

Modular Assessment

Assessment method	Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Describe various Epidemiological surveillance tools and techniques - T-CRQ- 25 Marks Discuss the application of the concepts of isolation and quarantine operations during an epidemic..-25 Marks or Any practical topics can be converted for assessment -25 Marks And Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks	4

Module 12 : Sustainable Health and Systems Integration: Health Paradigms, Environmental Wellness and Ayurveda

Module Learning Objectives

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

1. Describe key concepts and frameworks related to multiple health paradigms.
2. Assess the elements of Ayurvedic practices within public health initiatives in India
3. Identify pathways for convergence of Ayurveda within environmental and occupational health frameworks.

M 12 Unit 1 Sustainable Development Goals (SDGs)

1. Sustainable Development Goals (SDG)
2. State-led initiatives towards for the accomplishment of SDGs

References: 118,119,120

3A	3B	3C	3D	3E	3F	3G
CO6	Analyze the core principles and targets of Sustainable Development Goals as they relate to health.	1	Lecture	CAN	Knows-how	L&PPT
CO6	Evaluate the impact of current government initiatives on achieving health-related SDGs	2	Practical Training 12.1	PSY-GUD	Shows-how	C_L
CO6	Analyze the government/non-government SDG initiatives being implemented within the community	8	Experiential-Learning 12.1	PSY-MEC	Shows-how	FV,PrBL, TBL

M 12 Unit 2 One Health & Planetary Health

1. One Health and Planetary health

2. Scope of Ayurveda in relation to the One Health and Planetary Health approaches

References: 121,122,123,124,125,127

3A	3B	3C	3D	3E	3F	3G
CO6	Explain the One Health concept and its importance in the context of planetary health.	1	Lecture	CC	Knows-how	L&PPT
CO6	Analyze the interconnections between human health, animal health, and environmental health.	1	Lecture	CAN	Knows-how	L&PPT
CO6	Propose integrative strategies for Ayurveda to enhance planetary health initiatives.	4	Practical Training 12.2	PSY-GUD	Shows-how	CBL
CO6	Propose innovative ideas based on Ayurveda to enhance planetary health initiatives for adoption by the community	4	Experiential-Learning 12.2	AFT-RES	Does	W,IBL

M 12 Unit 3 Environmental Health 1. Environmental Health principles, impact and evaluations

References: 89,91,113,129,130,131

3A	3B	3C	3D	3E	3F	3G
CO6	Describe the fundamental concepts of environmental health, including toxicity thresholds, the impact of climate change on ecosystems, and the interaction between environmental factors and public health.	1	Lecture	CC	Knows-how	L&PPT
CO6	Evaluate case studies of toxicity and environmental disasters, focusing on the response strategies and the role of public health interventions.	2	Lecture	CE	Knows-how	L&PPT
CO6	Develop strategies for integrating Ayurvedic principles into environmental health management, particularly in addressing the challenges posed by climate change and environmental toxins.	6	Practical Training 12.3	PSY-MEC	Shows-how	PBL

CO6	Assess the impact of environmental factors on health.	2	Experiential-Learning 12.3	PSY-ADT	Shows-how	FV
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M 12 Unit 4 Occupational Health1. Occupational Health – Risk surveillance and institutional measures
2. Potential pathways for Ayurveda convergence within existing frameworks

References: 113,132,133,134

3A	3B	3C	3D	3E	3F	3G
CO6	Describe the key factors that influence occupational health and explore how Ayurveda can address these issues.	2	Lecture	CC	Knows-how	L&PPT
CO6	Differentiate between occupational health challenges in different industries and propose Ayurvedic interventions.	4	Practical Training 12.4	PSY-ORG	Shows-how	C_L,PrB L
CO6	Evaluate pathways for integrating Ayurveda into existing occupational health frameworks - I	6	Experiential-Learning 12.4	CE	Shows-how	TBL,BS
CO6	Evaluate pathways for integrating Ayurveda into existing occupational health frameworks - II	6	Experiential-Learning 12.5	CE	Shows-how	BS,TBL

M 12 Unit 5 National frameworks on different health paradigms1. National frameworks on different health paradigms
2. Scope of Ayurveda convergence in public health frameworks

References: 100,101,102,135,136,137,138,139

3A	3B	3C	3D	3E	3F	3G
CO6	Analyze national health frameworks and identify opportunities for integrating Ayurveda.	1	Lecture	CAN	Knows-how	L&PPT

CO6	Discuss the potential benefits and challenges of incorporating Ayurveda into existing public health policies.	1	Lecture	CAN	Knows-how	L&GD
CO6	Analyzing health paradigm frameworks for integrating Ayurveda	4	Practical Training 12.5	CAN	Shows-how	PrBL

Practical Training Activity

Practical Training 12.1 : Evaluating the Outcomes of current government initiatives on achieving health-related SDGs.

The teacher will assign students specific Sustainable Development Goal (SDG) and will advise them on how to capture progress toward the concerned SDG at national and state levels through a review of literature and multiple data sources .
Students will collect data on initiatives related to their assigned SDG, including scope, scale, funding, and evaluations of outcomes or effectiveness (as available from published literature). They will then present their findings, highlighting the relationship between government initiatives and SDG progress.

Practical Training 12.2 : Designing integrative strategies for Ayurveda to enhance planetary health initiatives.

The teacher will assign students with specific scenarios or challenges which may benefit from an integrative approach to planetary health (e.g., managing zoonotic diseases, reducing environmental toxins, promoting sustainable agriculture etc.).
He/she will subsequently guide the students to develop strategies incorporating Ayurvedic principles to address their assigned scenario, emphasizing innovative, feasible, and sustainable solutions. Students will present their proposed strategies, detailing rationale, benefits, and potential challenges.

Practical Training 12.3 : Developing strategies for integrating Ayurvedic principles into environmental health management.

The teacher will guide students in conducting a literature review on environmental health challenges, focusing on climate change and toxin exposure, and subsequently create a strategy integrating Ayurvedic principles to address a selected environmental hazard. Students will present the same in class for a critical discussion with peers.

Practical Training 12.4 : Differentiating between occupational health challenges in different industries and potential Ayurvedic interventions.

The teacher will assign students case studies on occupational health challenges in sectors like manufacturing, healthcare, construction, IT etc.
He/she will guide them on comparing industry-specific challenges, identify risk variations, and propose Ayurveda-based interventions suitable for each. Students will present their proposals for evaluation.

Practical Training 12.5 : Integrating Ayurveda into health paradigm frameworks

The teacher will guide students on reviewing operational frameworks related to One Health, Environmental Health, or Occupational Health. They will orient the students on how to document structures, objectives, and healthcare models currently existing under each of the same.

Students analyse the frameworks to identify points where Ayurveda can integrate—prevention, primary care, chronic disease management, or wellness promotion. They can create visual charts or maps to highlight integration points. Later, the students are split into advocacy teams for and against Ayurveda integration and a structured debate between the two is conducted, presenting arguments and rebuttals, including challenges and limitations.

Experiential learning Activity

Experiential-Learning 12.1 : Analyzing the Government/non-government SDG initiatives being implemented within the community

Students will visit local community organizations or government bodies implementing projects aligned with specific SDGs.

Students will document observations and collect data to assess initiative effectiveness, interacting with community leaders, project managers, or officials. They will analyse alignment or deviation from intended SDGs and present their insights in class.

Experiential-Learning 12.2 : Proposing innovative Ayurvedic ideas to promote community adoption of planetary health initiatives.

Students will organize a workshop with community stakeholders at the Gram Panchayat level. The students will develop ideas focusing on the practical applications of Ayurvedic principles in promoting planetary health, such as the use of medicinal plants, detoxification techniques, lifestyle adjustments etc. and discuss these ideas and their implications for preventing diseases such as Zoonosis and for promoting sustainable living environments. They will further gather feedback from participants and stakeholders to assess the understanding and impact of the ideas proposed.

Experiential-Learning 12.3 : Impact of environmental factors on health.

Students will visit sites facing environmental health challenges, such as industrial zones, waste management facilities, or polluted urban areas.

Students will observe and document environmental practices and associated health risks, and subsequently prepare a report analysing the health impacts based on their observations.

Experiential-Learning 12.4 : Pathways for integrating Ayurveda into existing occupational health frameworks

Students undertake a field visit to a workplace (such as factory, oil & gas industry, construction industry, hospitals etc.) to observe the current occupational health risk surveillance measures being implemented including safety protocols, health check-ups, and preventive strategies for managing health risks. Students interact with occupational health officers to understand employee health risks, current preventive measures, and common diseases. Following the visit, they will evaluate proposals for Ayurveda integration into the workplace health framework and participate in group discussions to refine the integrated strategy for presentation.

Experiential-Learning 12.5 : Evaluating the Pathways for integrating Ayurveda into existing occupational health frameworks -II

Students undertake a field visit to a workplace (such as a factory, oil & gas industry, construction industry, hospitals etc.) to observe the current occupational health risk surveillance measures being implemented, including safety protocols, health check-ups, and preventive strategies for managing health risks. Students interact with occupational health officers to understand employee health risks, current preventive measures, and common diseases. Following the visit, they will evaluate proposals for Ayurveda integration into the workplace health framework and participate in group discussions to refine the integrated strategy for presentation.

Modular Assessment**Assessment method****Hour**

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Describe the core principles and targets of Sustainable Development Goals as they relate to health. 25 Marks
Design integrative strategies for Ayurveda to enhance planetary health initiatives based on the given models. (25 marks)
or
Any practical topics can be converted for assessment -25 Marks
And
Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks

4

Semester No : 5**Module 13** : Health approaches for target population sub-groups**Module Learning Objectives**

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

- 1 Describe existing health-related schemes and programs tailored for different target population sub-groups.
- 2 Differentiate morbidity trends within specific population sub-groups in relation to wider determinants
- 3 Identify important agencies working in relation to health of target population groups and discuss recent research advances.

M 13 Unit 1 Maternal and Child Health

1. National health initiatives for maternal and child health.
2. Impact assessment of interventions on maternal and child health.

References: 111,140,141,142,143,144,145

3A	3B	3C	3D	3E	3F	3G
CO4	Describe key health challenges and current schemes addressing maternal and child health. - I	2	Lecture	CC	Knows-how	L&PPT
CO4	Describe key health challenges and current schemes addressing maternal and child health -II	1	Lecture	CK	Know	L&PPT
CO4	Evaluate maternal and child health services at public healthcare facilities	6	Experiential-Learning 13.1	AFT-SET	Does	PER,CBL
CO4	Analyze the impact of Maternal Health programs.	4	Practical Training 13.1	PSY-MEC	Shows-how	PER

M 13 Unit 2 Adolescent, Reproductive and Sexual Health

1. Public health policies and their effectiveness in addressing adolescent health issues.
2. Pathways of Ayurveda convergence in programmatic frameworks for ARSH

References: 146,147,148,149,150

3A	3B	3C	3D	3E	3F	3G
CO4	Identify the components of effective adolescent health programs.	1	Lecture	CC	Knows-how	L&PPT
CO4	Demonstrate peer education focused on sexual health	4	Practical Training 13.2	PSY-MEC	Shows-how	PER
CO4	Evaluate the impact of public health campaigns targeting adolescents.	6	Experiential-Learning 13.2	CE	Shows-how	CBL

M 13 Unit 3 Geriatric Health

1. Analysis of geriatric health care needs.
2. Review of approaches, including Ayurveda, in managing age-related diseases

References: 151,152

3A	3B	3C	3D	3E	3F	3G
CO4	Describe the unique health needs and challenges faced by the elderly.	1	Lecture	CK	Know	L&PPT
CO4	Develop a plan for chronic disease management in geriatric populations	4	Practical Training 13.3	PSY-MEC	Shows-how	PER
CO4	Evaluate healthcare services for the elderly.	8	Experiential-Learning 13.3	CE	Shows-how	W

M 13 Unit 4 Health of Persons with Disability 1. Understanding issues in relation to healthcare accessibility and quality for disabled persons. 2. Legal frameworks and policies supporting disability rights. References: 153,154,155,156,157						
3A	3B	3C	3D	3E	3F	3G
CO4	Describe barriers to healthcare for persons with disabilities.	2	Lecture	CC	Knows-how	L&PPT
CO4	Analyze legal frameworks and policies supporting disability rights.	3	Practical Training 13.4	PSY-MEC	Shows-how	CBL
M 13 Unit 5 Health of Persons working in the unorganised sector 1. Occupational health studies and statistics for the unorganized sector. 2. Regulatory frameworks, emergency response strategies and potential pathways for Ayurveda convergence References: 158,159,160,161,162						
3A	3B	3C	3D	3E	3F	3G
CO4	Identify health risks associated with occupations in the unorganized sector.	2	Lecture	CC	Knows-how	L&PPT
CO4	Evaluate regulatory frameworks for informal sector employees	3	Practical Training 13.5	PSY-MEC	Shows-how	PER
M 13 Unit 6 Health of institutional inmate 1 Health needs, health status and care accessibility for inmates. 2. Ayurveda-based health interventions in institutional environments References: 163,164						
3A	3B	3C	3D	3E	3F	3G

CO4	Describe the health requirements and supportive regulatory framework available for inmates of institutions	1	Lecture	CC	Knows-how	L&PPT
CO4	Analysis of programs being implemented for institutional inmates	2	Practical Training 13.6	PSY-MEC	Shows-how	PER
CO4	Evaluate health care services available to inmates in institutional settings.	6	Experiential-Learning 13.4	CE	Shows-how	CBL,RP

Practical Training Activity

Practical Training 13.1 : Analyzing the Impact of Maternal Health Programs.

The teacher will guide students for reviewing key national maternal and child health programs such as Janani -Shishu Suraksha Karyakram (JSY) and Pradhan Mantri Surakshit Matritva Abhiyan (PMSMA) and in interpreting key maternal and child health indicators like maternal mortality rate (MMR), infant mortality rate (IMR), and neonatal mortality rate (NMR) before and after the program implementation.

Students will prepare an organized presentation evaluating the effectiveness of these programs in improving maternal and child health outcomes. They should use statistical evidence to link reductions in MMR and improvements in neonatal health to program interventions and conclude on the success or weaknesses of the programs.

The teacher will review the presentations and facilitate any further post-presentation discussion on the program impact.

Practical Training 13.2 : Demonstration of Peer education focused on sexual health.

The teacher will guide students on reviewing current public health policies related to Adolescent Reproductive and Sexual Health (ARSH).

He/she will subsequently orient the students on the key concepts of designing a peer education program on adolescent reproductive and sexual health integrating Ayurveda with standard guidelines. The program should cover important areas such as contraception, sexually transmitted infections (STIs), safe sexual practices, menstrual hygiene, along with Yoga, dietary, and lifestyle advice. Students will present their programs and critique each other to identify gaps and strengthen content.

The teacher will facilitate the presentations, and moderate peer critiques to enhance program quality.

Practical Training 13.3 : Planning for chronic disease management in geriatric populations.

The teacher will assign students specific chronic disease and geriatric care complexities/scenarios for them to conduct literature reviews. The literature reviewed could include text books, published articles and case studies.

He/she will subsequently orient the students on how to develop chronic disease management plans incorporating medical management, lifestyle modification, preventive care, periodic evaluations, and relevant Ayurvedic and Yogic principles. The developed plans will be presented by the students for critical feedback on feasibility,

appropriateness and holistic care.

The teacher will facilitate the critical feedback session.

Practical Training 13.4 : Analyzing Legal frameworks and policies supporting the health rights of disabled persons

The teacher will assign students national and international legal frameworks (e.g., UN CRPD, Rights of Persons with Disabilities Act 2016 etc.), WHO Guidelines and other important national and state-level health policies on healthcare access for disabled persons for a critical review.

He/she will subsequently orient the students on how to prepare presentations on international and national frameworks analyzing objectives, implementation mechanism, and SWOT of policies. The presentations will be followed by inter-group discussions.

The teacher will moderate the discussions to deepen understanding of policy impacts.

Practical Training 13.5 : Evaluating Unorganized sector employees' regulatory frameworks and occupational health policies

The teacher will assign students regulatory frameworks (labour laws, safety standards, specific health regulations) relevant to occupational health in India's unorganized sector for a critical review.

He/she will guide them on how to evaluate the framework considering health risks, protection adequacy, implementation effectiveness, and Ayurveda integration potential. Detailed analyses will be submitted by the students for evaluation.

The teacher will review the quality of analysis presented, and provide feedback on integration proposals.

Practical Training 13.6 : Analysing Health programs implemented for institutional inmates.

The teacher will assign students existing health programs being implemented for institutional inmates in India, targeting mental health, chronic diseases, substance abuse, communicable diseases, and preventive healthcare for a critical review.

The students will be guided on how to analyse the objectives and intended health outcomes of the program, its implementation, effectiveness evaluations (if carried out) and elements of preventive healthcare present. Students will present their evaluations along with recommendations for strengthening the program by the addition of Ayurveda-based interventions. The presentation will be followed by an internal peer discussion.

The teacher will moderate the peer discussions.

Experiential learning Activity

Experiential-Learning 13.1 : Evaluating the Quality and effectiveness of public maternal and child health services

Students will undertake a field visit to a local public healthcare facility to understand maternal and child health service delivery. Students will document infrastructure, resources, and human resources available. Through interaction with healthcare staff (Medical Officers, specialists, nurses, ASHA workers), they will gain insights into program implementation and success stories. Students will share their observations in a class discussion with respect to the quality, challenges, and effectiveness of maternal and child health services. The teacher will prepare students for the visit and moderate the post-visit discussion to facilitate critical reflections and exchange of ideas.

Experiential-Learning 13.2 : Evaluating the Impact of Public Health Campaigns Targeting Adolescents.

Students will review literature on adolescent health campaigns addressing sexual health, mental health, and reproductive rights nationally and globally followed by a visit to institutions (schools, community health centers, NGOs etc.) implementing such campaigns. During the field visit, the students will interact with stakeholders (such as campaign coordinators, adolescents, parents etc.) to assess campaign coverage, behavioural changes, challenges, and outcomes. The interaction with the stakeholders can be facilitated by health workers such as ASHA or Anganwadi workers. Students will analyse the campaign's impact based on identified key indicators and present their evaluation collectively, with sections of the presentation being divided between students. The teacher will prepare the students for the field visit, and guide them for conducting a comprehensive analysis and presentation of findings.

Experiential-Learning 13.3 : Evaluating the Healthcare services for the elderly.

Students will visit Old Age Homes or Elderly Care Centres to study morbidity patterns and healthcare amenities. Students will interact with inmates and staff (administrators/manager/ supervisor of the institution) to document health issues, policies and programs in place for the healthcare service of the inmates, experiences, and satisfaction levels. They will assess inclusion of Ayurvedic practices and critically evaluate care quality, and explore opportunities for Ayurvedic integration. Presentations of observations and recommendations will follow. The teacher will coordinate the visit, guide students with respect to the interactions at the facility, and evaluate presentations showcasing integrative care models for improvements in health service delivery.

Experiential-Learning 13.4 : Assessing the services provided to inmates in institutional environments.

Students will visit institutions such as shelter homes, destitute homes, juvenile homes, or prisons to understand inmates' healthcare needs and Ayurveda's complementary role in strengthening existing healthcare services. Students will interact with staff and, if permitted, with inmates to assess healthcare provision within the institution, challenges, and experiences. Post-visit, students will analyse gaps with respect to healthcare access, provision of comprehensive care, including mental health support and preventive services. They will additionally propose

Ayurveda-based interventions that could fit into the framework of healthcare services being offered in the institution, and present evaluations with recommendations. The teacher will coordinate the visit, guide students with respect to the interactions at the facility, and evaluate presentations showcasing integrative care models for improvements in health service delivery.

Modular Assessment

Assessment method

Hour

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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.

Describe key health challenges and current schemes addressing maternal and child health. T-CS- 25 Marks

Evaluate the impact of public health campaigns targeting adolescents.- Presentations (PRN) -25 Marks

or

Any practical topics can be converted for assessment -25 Marks

And

Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks

4

Module 14 : Health Management Information Systems and Demographic statistics

Module Learning Objectives

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

- 1 Interpret methods of data capture in routine surveillance for both communicable and non-communicable diseases.
- 2 Describe the application of HMIS in public health emergencies and disaster response.
- 3 Describe coding, standardization, and quality assurance processes in health data management, including the use of Electronic Health Records (EHR).
- 4 Analyze how HMIS and demographic statistics are utilized in health planning and policy formulation.

M 14 Unit 1 International guidelines for Health Management Information Systems 1. Review of WHO frameworks and international standards for HMIS.
2. Analysis of global best practices and compliance requirements

References: 165,166,167

3A	3B	3C	3D	3E	3F	3G
CO7,CO8	Analyse the scope and purpose of the WHO frameworks for Health Management Information Systems.	2	Lecture	CAP	Knows-how	L&PPT
CO7,CO8	Assess the implementation of standards across different healthcare settings for HMIS.	4	Practical Training 14.1	PSY-ADT	Knows-how	PER

M 14 Unit 2 Routine Surveillance for data capturing Mechanisms for data capture in healthcare settings.
Techniques for monitoring and evaluating communicable and non-communicable diseases.

References: 168,169,170,171

3A	3B	3C	3D	3E	3F	3G
CO7,CO8	Identify the routine surveillance systems for tracking both communicable and non-communicable diseases	2	Lecture	CAN	Knows-how	L&PPT
CO7,CO8	Design integrated surveillance systems , involving Ayurveda, for tracking both communicable and non-communicable diseases.	4	Practical Training 14.2	PSY-ADT	Shows-how	PER
CO7,CO8	Evaluate the effectiveness of surveillance systems in providing data that informs public health decisions and policies.	8	Experiential-Learning 14.1	CE	Shows-how	CBL

M 14 Unit 3 Coding & standardization of data 1. Fundamentals of HMIS in disaster and emergency management.
2. Case studies on the role of HMIS during public health crisis.

References: 172,173

3A	3B	3C	3D	3E	3F	3G
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CO7,CO8	Describe the components and management of HMIS	2	Lecture	CK	Know	L&PPT
CO7,CO8	Assess the use of HMIS in public emergencies.	4	Practical Training 14.3	PSY-MEC	Shows-how	TBL
CO7,CO8	Evaluate the effectiveness of HMIS within public health settings for disaster and emergency management scenarios.	6	Experiential-Learning 14.2	AFT-VAL	Does	TBL

M 14 Unit 4 Health informatics, predictive analytics and role of Artificial Intelligence (AI)1. Standards for medical data coding and classification.
2. Strategies to ensure data quality and the integration of EHR into HMIS

References: 174,175

3A	3B	3C	3D	3E	3F	3G
CO7,CO8	Describe the use of standard coding systems like ICD-10, ASU National Morbidity Code to ensure consistency and accuracy of health data.	1	Lecture	CC	Knows-how	L&PPT
CO7,CO8	Apply the coding of medical data using ICD-10, ASU National Morbidity Code and other classification systems to institutional data.	2	Practical Training 14.4	PSY-MEC	Knows-how	CBL
CO7,CO8	Facilitation of the EHR system of a health facility for data quality and standardization compliance.	6	Experiential-Learning 14.3	CE	Shows-how	TBL,CBL

M 14 Unit 5 Health informatics, predictive analytics and role of Artificial Intelligence (AI)1.Fundamentals of health informatics and the use of AI in predictive analytics.
2. Applications of machine learning and AI in disease prediction and health trend analysis.
3. Integration of demographic statistics with HMIS for health policy and planning.
4. Techniques for data-driven decision-making in public health.

References: 176,177,178

3A	3B	3C	3D	3E	3F	3G
CO7,CO8	Describe the principles of health informatics and the application of AI and machine learning in analyzing health data.	2	Lecture	CAP	Knows-how	L&PPT
CO7,CO8	Apply Principles of AI and ML techniques to health data sets.	4	Practical Training 14.5	PSY-GUD	Shows-how	W
CO7,CO8	Describe the role of HMIS in facilitating demographic statistics for health policy planning.	1	Lecture	CC	Knows-how	L&PPT ,TBL
CO7,CO8	Analyze the integration of HMIS with demographic data for strategic health planning.	2	Practical Training 14.6	PSY-MEC	Shows-how	
CO7,CO8	Evaluate the contributions of HMIS integration for health planning at the district level	6	Experiential-Learning 14.4	AFT-VAL	Does	CBL

Practical Training Activity

Practical Training 14.1 : Assessment of Adherence to international standards for HMIS implementation in various healthcare facilities.

The teacher will assign specific type of healthcare facility such as public hospitals, private clinics, or health and wellness centres and guide students in mapping the process of health data collection and uploading that is in practice with respect to their assigned facility, with particular focus on the tools and technologies used for data entry and management through a literature review.

Students will identify mechanisms for ensuring data quality, accuracy, and standardization, including how data is coded and classified. They are expected to base their evaluations on international HMIS standards such as those recommended by WHO. The teacher will guide students in understanding data standards and assist in shaping their evaluations. Students will subsequently present a comprehensive assessment of HMIS practices that are currently in vogue with respect to their designated facility vis-à-vis ideal standards.

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Practical Training 14.2 : Designing Integrated surveillance system involving Ayurveda for tracking communicable and non-communicable diseases.

The teacher will facilitate a primary orientation for students on surveillance system components and provide relevant technical references on HMIS and Ayurveda-based

diagnostics. They will guide students in how to align classical Ayurvedic elements with public health surveillance framework. Students will design an integrated disease surveillance system capable of capturing data for both communicable and non-communicable diseases, incorporating Ayurvedic principles. They will identify how Ayurvedic parameters such as prakriti , dosha imbalances, dietary habits, lifestyle factors, and seasonal health variations can be captured as part of routine health data. They will specify the diagnostic tools from Ayurveda suitable for integration and propose protocols for disease incidence tracking, early detection, continuous monitoring, and response. The proposed system should reflect how Ayurvedic principles can enhance conventional surveillance. They will present their model, followed by a critical review session by peers and the instructor. The teacher will moderate the final peer review discussion.

Practical Training 14.3 : Assessment of Health Management Information Systems (HMIS) during public health emergencies and disasters.

The teacher will assign students real-world emergency scenarios/case studies (e.g., infectious disease outbreaks, floods, or earthquakes) where Health Management Information Systems (HMIS) played a significant role. They will guide students on how to analyse HMIS supported emergency response with respect to the assigned scenario, including data capture, storage, real-time dissemination, and enabled decision-making processes like resource allocation and health workforce deployment. Students will present their case evaluation highlighting the strengths and limitations of the HMIS during the event and offer recommendations to strengthen such systems for future crises.

Practical Training 14.4 : Applying coding medical data by the use of standardized classification systems

The teacher will assign students anonymized hospital datasets comprising patient diagnoses, treatment records, and clinical procedures. They will guide students on how to apply ICD-10/ICD-11 codes for diagnosis classification and use the ASU National Morbidity Code system to categorize morbidity data. The students will complete the exercise and perform an internal quality assessment to identify coding errors or inconsistencies. They will present their coded data, highlight challenges encountered, and propose strategies for enhancing coding accuracy. The teacher will provide feedback on the accuracy and logic of codes applied and facilitate discussion on common challenges and errors encountered in health data coding.

Practical Training 14.5 : Applying Principles of Artificial Intelligence (AI) and Machine Learning (ML) techniques to health data sets.

The teacher will suggest reliable online platforms or resources to students for orienting themselves with the basic concepts of Artificial Intelligence (AI) and Machine Learning (ML) and their relevance in healthcare applications. Students will individually explore AI/ML fundamentals, including key algorithms such as regression, decision trees, neural networks, and clustering using online tutorials. Topics will be divided among students by the teacher for peer teaching presentations. Evaluation will be based on clarity, simplicity, and effectiveness of concept delivery.

Practical Training 14.6 : Analyzing Demographic statistics integrated Health Management Information Systems (HMIS)

The teacher will introduce the core concepts on the application of demographic data in public health planning to students and guide them on linking them with HMIS components.

Students will subsequently explore how HMIS integrates such data into service delivery models (decision-making as well as understanding key concepts such as resource prioritization, healthcare access, and population health indicators) through a literature review. They will further examine and present before the class how demographic data—related to population size, distribution, and sub-group characteristics—influences resource prioritization and equitable healthcare access, using real-world examples of population health indicators.

Experiential learning Activity

Experiential-Learning 14.1 : Assessing data from the surveillance system to guide public health decisions and policies

Students will conduct a field visit to a healthcare facility to evaluate the methods of data capture for both communicable and non-communicable diseases under the Integrated Disease Surveillance Programme (IDSP).

Students will assess the tools and techniques used to collect surveillance data, and evaluate the scope, accuracy, and comprehensiveness of the information captured. They will interact with healthcare staff to understand how surveillance data informs decision-making at the facility and policy levels. They will present their findings, highlighting mechanisms for data collection, utility in public health decision-making, integration of disease-specific data, and provide recommendations for enhancing the current system.

Experiential-Learning 14.2 : Evaluating Health Management Information Systems (HMIS) in disaster and emergency management scenarios.

Students will attend a structured interactive session (online or offline) with officials from the Directorate General of Health Services (DGHS) at the state or national level, focusing on HMIS response during public health emergencies.

Students will carefully note down details on HMIS design and performance during crises, including real-time monitoring, decision-making support, and inter-agency coordination, in the context of the recent COVID-19 pandemic. After the session ends, students will subsequently critically evaluate the system's performance, accessibility, data accuracy, and effectiveness in supporting frontline workers. Presentations will be done which will summarize strengths, gaps, and improvement recommendations, followed by a peer-led discussion.

The teacher will coordinate the expert session and facilitate post-presentation peer discussion. He/she will also assess students' critical reflections and ability to synopsise the important learnings from the session

Experiential-Learning 14.3 : Facilitating the Electronic Health Record (EHR) system of a healthcare facility

Students will visit a healthcare facility to evaluate the design and functioning of the Electronic Health Record (EHR) system in use. Students will examine whether the system utilizes standard coding frameworks such as ICD-10/ICD-11 or the ASU National Morbidity Code. They will assess data completeness, accuracy, timeliness, and user-friendliness of the interface in capturing and accessing patient health information. They will present findings related to compliance with coding standards and data quality benchmarks, system usability and user-friendliness, and challenges encountered by the facility in maintaining consistent data records.

Experiential-Learning 14.4 : Evaluation of data-driven decision-making on public health outcomes at a district level.

Students will be provided with district-level HMIS data, including demographic indicators, disease burden, and health service utilization statistics, that has been sourced from open-access platforms such as DLHS. Students will analyse how demographic data (age, gender, income, geography) has been integrated into the HMIS to guide health planning. They will evaluate if current health programs address community-specific needs and assess the use of HMIS in monitoring health outcomes (such as improvements in disease incidence and service utilization) over time. Presentations will include an additional reflection of the district health priorities, demographic trends, and strategic recommendations for strengthening HMIS-demographic integration. The teacher will guide students in identifying the key indicators for analysis and orient them on how to interpret demographic-health data correlations.

Modular Assessment

Assessment method

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Describe the scope and purpose of the WHO frameworks for Health Management Information Systems.T-MEQ - 25 Marks
Interpret the use of standard coding systems like ICD-10, ICD-11, ASU National Morbidity Code to ensure consistency and accuracy of health data.P-ID
Practical identification method -25 Marks
or
Information Systems.T-MEQ - 25 Marks

Hour

4

Interpret the use of standard coding systems like ICD-10, ICD-11, ASU National Morbidity Code to ensure consistency and accuracy of health data.P-ID
 Practical identification method -25 Marks
 or
 Any practical topics can be converted for assessment -25 Marks
 and
 Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks

Semester No : 6

Module 15 : Strategic Communication for Health Promotion and Global Promotion of Ayurveda

Module Learning Objectives

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

- 1 Describe the principles of strategic communication, including cross-cultural sensitivities and digital outreach strategies.
- 2 Analyse risk, especially in public health emergencies, integrating Ayurveda into messaging where relevant.
- 3 Assess the impact and effectiveness of health communication strategies.
- 4 Evaluate the global and national initiatives undertaken to promote Ayurveda.

M 15 Unit 1 Strategic Communication

1. Strategic communication principles and models.
2. Methods of effective cross-cultural communication.

References: 179

3A	3B	3C	3D	3E	3F	3G
CO8	Describe the foundational principles of strategic communication and its role in health	2	Lecture	CC	Knows-	L&PPT

	promotion.				how	
CO8	Develop skills in cross-cultural communication and learn to adapt messages to diverse audiences effectively.	5	Practical Training 15.1	PSY-ADT	Shows-how	W
CO8	Design Digital health promotion to maximize outreach and gather feedback for continuous improvement	6	Experiential-Learning 15.1	PSY-MEC	Does	W,PrBL, CBL

M 15 Unit 2 Advocacy and Policy Communication

1. Identification of and methods for stakeholder engagement.
2. Strategies for creating compelling advocacy campaigns.
3. Translating research findings into policy recommendations

References: 180,181

3A	3B	3C	3D	3E	3F	3G
CO8	Analyze stakeholders and methods of engaging with them in health advocacy campaigns	2	Lecture	CAN	Knows-how	L&PPT
CO8	Implement advocacy campaigns for effective communication of health policies.	5	Practical Training 15.2	PSY-MEC	Shows-how	DIS,PrBL
CO8	Facilitate advocacy campaigns for actionable policy recommendations.	6	Experiential-Learning 15.2	CE	Shows-how	CBL,PrBL

M 15 Unit 3 Risk communication in outbreaks and emergencies 1 Principles of risk communication during health emergencies.

2 Integration of traditional medicine in public health messaging.

References: 182,183,184,185

3A	3B	3C	3D	3E	3F	3G
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CO8	Identify the core requirements for risk communication specific to health crises and emergencies	2	Lecture	CAN	Knows-how	L&PPT
CO8	Apply and integrate Ayurveda principles and practices into emergency health messaging.	4	Practical Training 15.3	PSY-ADT	Shows-how	PER
CO8	Evaluate the effectiveness of integrated health messaging	2	Experiential-Learning 15.3	AFT-VAL	Does	TBL

M 15 Unit 4 Effectiveness evaluation of health messaging 1. Evaluation frameworks and methodologies for health communication

References: 186

3A	3B	3C	3D	3E	3F	3G
CO8	Analyze methods for evaluating the effectiveness of health communication messages and campaigns.	1	Lecture	CAP	Knows-how	L&PPT

M 15 Unit 5 Global Promotion of Ayurveda 1 Major global initiatives by the Ministry of Ayush.

2. Success stories and challenges faced in promoting Ayurveda internationally.

3. International cooperation to enhance the global visibility and stature of Ayurveda.

References: 187

3A	3B	3C	3D	3E	3F	3G
CO8	Analyze global initiatives aimed at promoting Ayurveda and their outcomes.	3	Lecture	CAP	Knows-how	L&PPT
CO8	Evaluate the influence of global promotional efforts on the adoption and integration of Ayurveda into healthcare systems worldwide.	6	Practical Training 15.4	CE	Shows-how	PER
CO8	Evaluate global health initiatives and formulate strategies to expand the global presence	5	Experiential-	CE	Shows-	PER,PrB

	of Ayurveda - I		Learning 15.4		how	L
CO8	Evaluate global health initiatives and formulate strategies to expand the global presence of Ayurveda - II	2	Experiential-Learning 15.5	CE	Shows-how	PER,DIS
CO8	Evaluate global health initiatives and formulate strategies to expand the global presence of Ayurveda - III	5	Experiential-Learning 15.6	CE	Shows-how	PER

Practical Training Activity

Practical Training 15.1 : Adapting health messages for effective cross-cultural communication

The teacher will assign specific target communities (e.g., tribal populations, minority groups, adolescents) to students will be divided into groups and guide them with developing a public health message for the community, that focuses on topics such as immunization, behavioural change, or health promotion. They will provide examples of culturally adapted health messaging

Students will tailor the message for that audience by adapting the language, tone, and format to reflect cultural nuances and sensitivity. The message may be delivered as a written script, poster, or video script. The students will present their public health message, explaining the cultural context they considered, the choice of design and delivery made, and challenges encountered during the development of the same.

The teacher will facilitate the class presentations and lead a reflective discussion on communication challenges and cultural appropriateness.

Practical Training 15.2 : Designing and implementing advocacy campaigns for multiple stakeholders.

The teacher will assign students a public health policy issue for designing and simulating an advocacy campaign aimed at communicating research-based recommendations to relevant stakeholders. He/she will guide the students with respect to stakeholder mapping in relation to the specific policy issue and also provide support towards translating evidence into advocacy messages.

The students will identify key stakeholders associated with the policy issue and analyse their interests and concerns. Based on existing research (or hypothetical findings, where research is limited), students will draft a summary of policy recommendations. They will then develop visual communication materials (e.g., posters, infographics, or social media content) intended for public and stakeholder engagement. These materials will be shared with a test audience (e.g., other students or employees), and students will present their key stakeholders identified, advocacy strategies inclusive of campaign materials created, stakeholder engagement plan, and effectiveness of the messaging. The teacher will evaluate the campaign presentations with respect to clarity, strategic focus, and stakeholder relevance and moderate the post-presentation feedback

discussions.

Practical Training 15.3 : Incorporating Ayurveda principles into public health messaging during health emergencies.

The teacher will assign students a public health emergency scenario such as a viral outbreak, flood, or earthquake etc. for developing an emergency communication plan by creating concise, actionable public messages tailored to different affected population segments. He/she will additionally provide supportive advice on integrating Ayurveda-based messages.

Students will have to create messages that should include preventive and promotive measures (inclusive of Ayurveda-based measures), mental wellness tips (e.g., for stress and anxiety), and health and safety protocols. They must adapt the content to ensure cultural sensitivity and contextual relevance. They will present their messaging strategy, elaborating on the rationale, the role of Ayurveda in the communication plan, and anticipated health outcomes from their integrated messaging approach.

The teacher will assess the presentations with respect to clarity, applicability, and cultural sensitivity.

Practical Training 15.4 : Assessment of Global acceptance and integration of Ayurveda by initiatives of the Ministry of Ayush

The teacher will assign students specific countries or regions where Ayurveda has been promoted internationally for them to review the initiatives undertaken to promote Ayurveda in their selected country or region—such as setting up treatment centres, academic collaborations with Universities, or trade and policy efforts. He/she will guide them with respect to the approach for evaluating promotion strategies.

Students will assess the impact of these initiatives in terms of public acceptance for Ayurveda within the national population, health system integration, and policy adoption. They will identify effective strategies, note challenges faced, and present success stories and future recommendations.

The teacher will assess the presentations and provide feedback on the strategies discussed.

Experiential learning Activity

Experiential-Learning 15.1 : Designing Digital tools for enhancing strategic communication

Students will be tasked with designing a digital health promotion campaign focused on a public health topic such as immunization, behavioral change, or general health promotion.

The students will select a specific target audience (e.g., youth, women, elderly, or a cultural/ethnic subgroup) and create culturally appropriate digital content. The campaign may include visuals (images, infographics, videos) and written content customized for the group. Students will choose a suitable digital platform (e.g., Facebook, Instagram, YouTube, blogs, or email) for dissemination and identify a test audience within the institution. Additionally, they will design a feedback mechanism using online tools such as surveys or feedback forms. The students will present their campaigns, explaining their messaging strategy (choice of messaging and mode of adaptation to the target audience), platform selection, cultural considerations, and feedback collection approach.

The teacher will orient the students on the principles of effective strategic communication, suggest appropriate digital tools, and provide feedback on campaign design and

messaging strategies. They will also facilitate further post-presentation discussion on, outreach challenges (if any) and audience engagement.

Experiential-Learning 15.2 : Designing advocacy campaigns for actionable policy recommendations.

Students will be assigned a specific public health policy issue to evaluate an advocacy campaign aimed at promoting actionable policy recommendations for relevant stakeholder groups. They will conduct stakeholder mapping to identify key entities involved, such as government agencies, health professionals, community leaders, media, and the general public. Using recent research evidence or analysis of policy gaps, students will create tailored communication materials for each stakeholder type, which may include social media content, policy briefs, press releases, or infographics. Finally, they will present their campaign, emphasizing their communication strategy, the relevance of the materials created, and how the message was customized for different audiences.

Experiential-Learning 15.3 : Evaluating the Effectiveness of Integrated Health Messaging During Health Emergencies.

Students will be assigned to review literature on international case studies where integrated health messaging—combining traditional and modern medicine—was applied during health emergencies. This can include examples such as the use of Ayurveda during the COVID-19 pandemic.

Students will identify the core public health messages used during the emergency and analyse how traditional medicine practices (e.g., Ayurvedic immunity boosters, preventive regimens etc.) were incorporated. They will assess the communication strategy's effectiveness in influencing public behaviour and decision-making (as available from the literature). They will present their findings, detailing the emergency context, key messages delivered, the integration approach used, and an evaluation of its impact on health outcomes and public compliance.

The teacher will provide a list of recommended readings for the literature review exercise and facilitate the group presentations. Additionally, he/she will facilitate a post-presentation discussion on the application of integrative messaging approaches in health emergencies.

Experiential-Learning 15.4 : Evaluating initiatives and innovative strategies to promote Ayurveda globally - I

The teacher will assign students a specific country or region where Ayurveda has been actively promoted for examining major initiatives undertaken by the Ministry of Ayush in that region (which may include the establishment of Ayurveda Chairs in National Universities, research collaborations with academic and scientific institutions, promotion of the International Day of Yoga, trade missions for Ayurvedic products, bilateral agreements etc.). The teacher will provide the initial resources and guidelines for literature review (credible sources such as published journal articles, Ministry of Ayush documents, official government publications of the selected country/region, and verified video content - e.g., from YouTube channels affiliated with the Ministry or respective foreign governments)

Students will assess the effectiveness of these initiatives based on public acceptance, integration into the national health system, regulatory compliance, and local market

penetration of Ayurveda products. Students must also identify challenges such as cultural perceptions, legal barriers, and conflicts with the conventional medicine systems of those nations. Based on their findings, students will propose a comprehensive strategy for further expanding Ayurveda in the selected country or region. This strategy should address regulatory recognition, public awareness, trade and market development, and scientific collaboration.

Experiential-Learning 15.5 : Evaluating initiatives and innovative strategies to promote Ayurveda globally - II

Students will present their strategies in class, followed by a structured peer review by their counterparts using an evaluation template provided by the teacher. The teacher will design an evaluation template for peer assessment . Peers will be encouraged to suggest alternative strategies for improvement. The teacher will facilitate the class presentations and discussions, encourage critical reflections between student peers and conduct final evaluation of the presentations.

Experiential-Learning 15.6 : Evaluating initiatives and innovative strategies to promote Ayurveda globally - III

The students will submit a refined, detailed report (approximately 2000 words) outlining their evaluation and proposed expansion strategy, based on the insights gathered from the class presentations and peer discussion. The teacher will evaluate the submitted reports.

Modular Assessment

Assessment method

Hour

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Identify and understand how to engage key stakeholders in health advocacy campaigns CL-PR (Class Presentation) - 25 Marks
 IDescribe methods for evaluating the effectiveness of health communication messages and campaigns- 25 Marks
 or
 Any practical topics can be converted for assessment -25 Marks
 and
 Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks

4

Module 16 : Health Economics

Module Learning Objectives

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

1. Discuss the fundamental concepts of health economics, including its definitions, relevance, and economic dimensions.

2. Evaluate various models of healthcare financing and resource allocation within health systems.
3. Apply economic evaluations, including cost-effectiveness, cost-benefit, and cost-utility analysis.
4. Analyze the economic impact of communicable and non-communicable diseases on healthcare systems and societies

M 16 Unit 1 Introduction to Health Economics

1. Fundamentals of health economics and its role in public health policy
2. Economic perspectives on healthcare delivery and management

References: 188,189,190

3A	3B	3C	3D	3E	3F	3G
CO4	Describe the importance of health economics in the healthcare system.	1	Lecture	CC	Knows-how	L&PPT
CO4	Identify the key concepts of health economics, including demand, supply, and efficiency in healthcare.	4	Practical Training 16.1	PSY-GUD	Knows-how	C_L

M 16 Unit 2 Allocation of resources and Healthcare Financing

1. Overview of healthcare financing models.
2. Resource allocation and prioritization in health systems.
3. Equity, access, and affordability in different healthcare financing frameworks

References: 191,192

3A	3B	3C	3D	3E	3F	3G
CO4	Compare and contrast different models of healthcare financing (e.g., insurance-based, tax-funded, private, and out-of-pocket).	2	Lecture	CAP	Knows-how	L&PPT

CO4	Analyze the allocation of healthcare resources within different financing models.	4	Practical Training 16.2	PSY-GUD	Knows-how	CBL
CO4	Evaluate the equity and efficiency of various healthcare financing systems.	4	Experiential-Learning 16.1	CE	Shows-how	CBL

M 16 Unit 3 Economic evaluations employed in healthcare

1. Introduction to economic evaluation methods: CEA, CBA, and CUA.
2. Application of these methods in healthcare interventions.
3. Challenges and limitations of economic evaluations in healthcare decision-making.

References: 193,194,195,196,197

3A	3B	3C	3D	3E	3F	3G
CO4	Discuss the principles and methodologies of cost-effectiveness analysis, cost-benefit analysis, and cost-utility analysis in healthcare.	3	Lecture	CAP	Knows-how	L&PPT
CO4	Apply economic evaluation techniques to assess healthcare interventions.	4	Practical Training 16.3	PSY-GUD	Knows-how	CBL,PBL
CO4	Interpret the results of economic evaluations to make informed decisions in healthcare policy and practice.	6	Experiential-Learning 16.2	AFT-VAL	Shows-how	PBL,CBL,C_L,DIS

M 16 Unit 4 Economic burden of communicable diseases

1. Economic implications of communicable diseases on public health systems.
2. Global health responses and interventions to mitigate the economic burden of communicable diseases.

References: 198

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3A	3B	3C	3D	3E	3F	3G
CO4	Describe the economic impact of communicable diseases on healthcare systems and national economies.	2	Lecture	CAP	Knows-how	L&PPT
CO4	Assess the direct and indirect costs associated with managing communicable diseases.	4	Practical Training 16.4	PSY-GUD	Knows-how	PER,CBL
CO4	Analyze how global health interventions influence economic burden of communicable diseases.	8	Experiential-Learning 16.3	AFT-VAL	Shows-how	W,CBL

M 16 Unit 5 Economic burden of non-communicable diseases1. Economic burden of major non-communicable diseases.
2. Policy approaches to mitigating the economic burden of NCDs through prevention and control.

References: 198,199

3A	3B	3C	3D	3E	3F	3G
CO4	Describe the economic burden posed by major non-communicable diseases (NCDs).	2	Lecture	CC	Knows-how	L&PPT
CO4	Analyze the long-term costs of NCDs, including treatment, lost productivity, and societal impacts.	4	Practical Training 16.5	PSY-GUD	Knows-how	CBL
CO4	Evaluate strategies to reduce the economic burden of NCDs through preventive care and policy interventions.	8	Experiential-Learning 16.4	AFT-VAL	Shows-how	PrBL,C_L,CBL

Practical Training Activity

Practical Training 16.1 : Identification of the key concepts of health economics, including demand, supply, and efficiency in healthcare.

The teacher will guide students on how to review fundamental economic concepts relevant to healthcare, such as demand, supply, and efficiency as well as further exploring how these principles apply to managing healthcare resources, service delivery, and public health outcomes.

Students will study these economic concepts in the context of healthcare systems and prepare presentations summarizing their findings. Selected students will present on behalf of the class. A group discussion will follow to enhance understanding and further clarify concepts which will be moderated and evaluated by the teacher. The teacher will moderate the discussions, provide supplementary inputs therein and if necessary, facilitate additional expert insights to strengthen student comprehension of the principles of health economics.

Practical Training 16.2 : Allocation of healthcare resources within various healthcare financing models

The teacher will assign students specific healthcare financing models from India (such as AB-PMJAY or state-sponsored insurance schemes) or globally (e.g., NHS in the UK, Medicaid in the US, or schemes from low-income countries) and provide inputs on how to analyse them.

Students will examine their assigned financing model with respect to its strengths and weaknesses in relation to its resource allocation, equity, access, and affordability. They will present their critical analysis and comparisons.

The teacher will evaluate the presentations, enabling students to grasp key economic aspects of healthcare financing.

Practical Training 16.3 : Application of Economic evaluation techniques to assess healthcare interventions.

The teacher will assign students case studies featuring economic evaluations of healthcare interventions, that have been done using one of the evaluation techniques such as Cost-Effectiveness Analysis (CEA), Cost-Benefit Analysis (CBA), or Cost-Utility Analysis (CUA) has been carried out. He/she will orient the students in understanding different economic evaluation methods and guide them with data interpretation.

Using provided data, students will assess the economic evaluation criteria relevant to their case (e.g., cost per life year saved, QALYs gained, cost per health outcome achieved etc.). They will present their analysis, compare results across evaluation techniques that have been presented, and justify the choice of the economic evaluation method most appropriate for their intervention.

Practical Training 16.4 : Assessment of the Economic implications of communicable diseases on public health systems.

The teacher will assign students to review global interventions aimed at mitigating the economic burden of communicable diseases, including vaccination campaigns, disease eradication efforts, prevention programs, and public health education and outreach initiatives. Students will be oriented on the economic impact of these interventions and the challenges of cost management in diverse settings.

Students will discuss the effectiveness of these interventions in reducing the economic burden of communicable diseases and explore additional measures that can be implemented locally or nationally to minimize costs. They will prepare a comprehensive presentation analysing the economic burden of the assigned communicable disease and propose cost-effective strategies for disease management. The teacher will moderate the presentations and provide further insights on how economic costs influence healthcare delivery, access, and equity, especially in low- and middle-income countries, facilitating a deeper understanding during post-presentation discussions.

Practical Training 16.5 : Analyzing the Long-term economic burden of non-communicable diseases (NCDs) on healthcare systems

The teacher will guide students on conducting a literature review on the economic aspects of non-communicable diseases (NCDs), covering treatment costs, loss of workforce productivity, and the strain on healthcare infrastructure. He/she will also additionally provide inputs on how to review national and international policies targeting the economic burden of NCDs, focusing on prevention, early diagnosis, and disease control.

Students will analyse direct healthcare costs associated with managing a specific NCD assigned to them, individually or as a group—such as diabetes, hypertension, cardiovascular diseases, or cancer—including expenses related to hospital visits, medications, long-term care, and medical equipment. Additionally, students will evaluate indirect costs like productivity loss, premature mortality, disability, and the burden on family caregivers. Based on their findings, students will formulate policy recommendations aimed at reducing the long-term economic impact of NCDs and submit the same as a report. These should include public health campaigns for lifestyle modification, strategies for early diagnosis and disease control, and enhanced investment in primary healthcare services. The teacher will guide students in interpreting data and refining their recommendations.

Experiential learning Activity**Experiential-Learning 16.1** : Evaluating the equity and efficiency of various healthcare financing systems.

Students will be assigned a distinct health financing model—such as single-payer systems, multi-payer insurance-based models, or out-of-pocket payment frameworks. Students will be oriented on key health financing concepts including affordability, equity, and efficiency.

Students will review the affordability of healthcare services within their assigned financing model and analyse disparities in healthcare access based on factors such as income, geography, and demographics. They will examine key indicators including health outcomes (e.g., life expectancy, infant mortality), resource utilization (e.g., hospital beds, doctor-to-population ratios), and financial protection (e.g., out-of-pocket expenses, insurance coverage). They will synthesize their findings to present a critical assessment of the strengths and limitations of their financing model in achieving equitable and efficient healthcare delivery.

Experiential-Learning 16.2 : Interpreting the results of economic evaluations, such as Cost-Effectiveness Analysis (CEA), Cost-Benefit Analysis (CBA), and Cost-Utility Analysis (CUA).

Students will be provided with real or simulated datasets featuring economic evaluations of healthcare interventions. The data will include important metrics such as cost per life year gained (Cost-Effectiveness Analysis, CEA), net benefit or benefit-cost ratio (Cost-Benefit Analysis, CBA), and cost per quality-adjusted life year gained (Cost-Utility Analysis, CUA). The teacher will orient students on interpreting these economic metrics.

Students will interpret the provided economic evaluation metrics to determine the viability and priority of funding the interventions. Their analysis will include assessing whether the benefits exceed costs and understanding the sensitivity of results to variations in assumptions or data inputs (e.g., cost fluctuations, health outcome variability). They will engage in group discussions on policy implications and intervention effectiveness, following which they will refine their analyses and present their conclusions to the class. The teacher will moderate these presentations and facilitate further discussion on comparative economic efficiency.

Experiential-Learning 16.3 : Analyzing the impact of global health interventions on the economic burden of communicable diseases.

Students will participate in a workshop led by invited experts who will provide simulated or actual case studies on global health interventions. These case studies will detail the scale and scope of the intervention carried out (its coverage in terms of people and area, access obtained by the target population), costs involved in implementing the intervention (the funding involved, resources allocated, healthcare workforce deployed, and logistics), health outcomes and reduction in disease incidence and mortality and economic benefits gained from reduced healthcare expenses.

Students will systematically analyze the case studies by calculating cost savings from reduced hospitalizations, comparing pre- and post-intervention costs, and evaluating broader economic effects such as improved workforce productivity and lowered healthcare expenditures. Based on their analyses, students will formulate policy recommendations to optimize health interventions and reduce the economic burden of communicable diseases (either a single disease or a group of diseases) . The students will then present their findings and proposed policies for class evaluation.

Experiential-Learning 16.4 : Evaluating various strategies aimed at reducing the economic burden of non-communicable diseases (NCDs).

Students will be assigned case studies from various countries or regions that illustrate preventive care strategies designed to reduce the economic burden of non-communicable diseases (NCDs). They will assess the effectiveness of these preventive interventions in lowering healthcare costs, improving health outcomes, and alleviating economic strain on public health systems. Students will engage in comparative discussions to identify the most impactful strategies and policies among the interventions studied. Each student will prepare a presentation that includes a SWOT analysis of their assigned intervention, along with a comparative evaluation of other findings. The teacher will facilitate these presentations and discussions.

Modular Assessment

Assessment method

Hour

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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.

Define and elaborate the importance of health economics in the healthcare system T-EW - 25 Marks

Interpret the results of economic evaluations to make informed decisions in healthcare policy and practice- P-SUR (Practical survey) 25 Marks

or

Any practical topics can be converted for assessment -25 Marks

and

Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks

4

Paper No : 3 Ayurvedic Dietetics						
Semester No : 3						
Module 17 : Principles of Ayurvedic Dietetics						
Module Learning Objectives (At the end of the module, the students should be able to) 1. Evaluate the impact of diet on health by studying the principles of Ahara Sevana Kala, Ahara Jirna Lakshanas and Ahara Prashashti 2 Apply the principles of Ahara Vidhivishesha Ayatanani, Dwadashashana Pravichara, Aharaparinamkara Bhavas and of Shadrasatmak Ahara ensuring optimal nutrition and health by following Ayurvedic guidelines for food selection, preparation, and consumption. 3 Assess the impact of irregular eating habits such as Adhyashana Anashana Samashana, Vishamashana and Viruddhashana on health, Malina Ahara, Abhishyandi Ahara), Paryushita Ahara and Gramya Ahara to develop preventive strategies based on Ayurvedic principles to promote balanced and healthy eating practices.						
M 17 Unit 1 Ahara sevana Kala, Ahara jirna Lakshanasj and Ahara Prashashti on health 1. Impact of diet in relation to Ahara sevana Kala, Ahara jirna Lakshanasj and Ahara Prashashti on health References: 243,244,245						
3A	3B	3C	3D	3E	3F	3G
CO3	Discuss the impact of diet on health by studying the principles of Ahara Sevana Kala, Ahara Jirna Lakshanas, Ahara Prashashti in promoting digestion and overall well-being.	2	Lecture	CAP	Knows-how	L&PPT
CO3	Demonstrate the assessment of the impact of diet on health in accordance to the principles Ahara Jirna Lakshanas, Ahara Sevana Kala , Ahara Prashashti in promoting digestion and overall well-being	2	Practical Training 17.1	PSY-GUD	Shows-how	DIS

CO3	Analyse the impact of diet on health in accordance to the principles Ahara Jirna Lakshanas, Ahara Sevana Kala, Ahara Jirna Lakshanas, Ahara Prashashti in promoting digestion and overall well-being	2	Experiential-Learning 17.1	PSY-ADT	Does	RLE,PBL ,CBL
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M 17 Unit 2 Ahara Vidhivishesha Ayatanani 1. Applied aspect of Ahara Vidhivishesha Ayatanani

References: 246,247

3A	3B	3C	3D	3E	3F	3G
CO3	Analyze the significance and utility of Ashta Ahara Vidhi Vishesh Ayatanani for the prevention of diseases and promotion of health.	2	Lecture	CAP	Knows-how	L&PPT ,L&GD
CO3	Demonstrate Applied aspect of Ahara Vidhi Vishesh Ayatanani with respect to the following points: i. Prakriti (Nature of Food) ii. Karana (Processing & Cooking Methods and vessels) iii.Samyoga (Food Combinations) iv.Rashi (Quantity & Proportion of food and water) v.Desha (Geographical Influence) vi. Kala (Time & Season) vii.Upayoga Sanstha (Rules of Food Intake)	6	Practical Training 17.2	PSY-GUD	Shows-how	PER,CBL
CO3	i)Conduct procedures to Observe the effects of Karana (Processing & Methods like cooking, storage etc.) ii) Conduct a survey for Samyoga (Food Combinations) iii) Prescribe personalize dietary prescriptions in hospital / community settings for the healthy individual - Upayokta	6	Experiential-Learning 17.2	PSY-MEC	Does	PBL,D,CBL

M 17 Unit 3 Dwadashashana Pravichar and Aharaparinamkara Bhavas1. Application and Synthesis of Dwadashashana Pravicharana

2. Application and Synthesis of Aharaparinamkara Bhavas

References: 243,244,245

3A	3B	3C	3D	3E	3F	3G
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CO3	Describe the Dwadashashana Vichara in relation to health and various diseases/ conditions (Sama/Nirama/ Vegavastha/ Avegavastha), effects of Ahara Parinamkara Bhavas, effects of Atiushna, Atishita, Atisthira, Atidrava Ahara on health	2	Lecture	CC	Knows-how	L&PPT ,L&GD,L
CO3	Demonstrate the Dwadashashana vichara points about health and various diseases/ conditions. Demonstrate the effects of Ahara parinamkara bhavas, effects of Atiushna, Atishita, Atisthira, Atidrava ahara	6	Practical Training 17.3	PSY-GUD	Knows-how	DIS,TBL
CO3	Conduct a survey for each of the Dwadashashana vichara in various diseases/ conditions (Sama/Nirama/ Vegavastha/ avegavastha etc.) Conduct health assessments on individuals consuming different food items and discuss the impact of Ahara Parinamakara Bhavas and effects of Atiushna, Atishita, Atisthira, Atidrava Ahara on health.	6	Experiential-Learning 17.3	PSY-MEC	Shows-how	CBL,PBL

M 17 Unit 4 Shadrasatmak Ahara 1. Application of Shadrasatmak Ahara

References: 252,253,254

3A	3B	3C	3D	3E	3F	3G
CO3	Analyze the concept of proper and excess consumption of Shadrasa	2	Lecture	CAP	Knows-how	L&PPT ,L&GD,L
CO3	Demonstrate Satmya types and design a balanced meal accordingly with inclusion of Shad rasa food items.	2	Practical Training 17.4	PSY-GUD	Shows-how	CBL,PBL ,DIS
CO3	Recommend food items in the current era as per Shadrasa to be eaten daily, given season and occupation in healthy individuals. Demonstrate the proper way of eating food with the sequence of six tastes while eating.	6	Experiential-Learning 17.4	PSY-MEC	Does	CBL,D

M 17 Unit 5 Adhyashana, anashana, samashana, vishamashana, viruddhashana 1. Assessment of individuals for Adhyashana, Anashana, Ssamashana, Vishamashana and viruddhashana

References: 255,256

3A	3B	3C	3D	3E	3F	3G
CO3	Describe the assessment of the individuals for the effects of Adhyashana, Anashana, Samashana, Vishamashana, and Viruddhashana. Malina ahara, Abhishyandi ahara, Paryushita ahara, and Gramya ahara	2	Lecture	CAP	Knows-how	L&GD
CO3	Demonstrate the types of Viruddhha anna with possible modern-day examples.	2	Practical Training 17.5	PSY-ADT	Shows-how	PBL
CO3	Analyse the effects of Viruddha ahara types mentioned in the classics with possible illustrations of modern-day examples	4	Experiential-Learning 17.5	PSY-SET	Does	DIS,CBL
CO3	i) Demonstrate the daily requirement of drinking water based on factors like gender, age, activity level and environment and discuss about water and electrolyte balance ii) Demonstrate and discuss as per Ayurved the effects of room temperature water, hot water, boiled and cooled water and as anupana for different food items	2	Practical Training 17.6	PSY-GUD	Shows-how	D,BL,DIS
CO3	Assess healthy individuals for daily water intake requirements based on factors such as gender, age, activity level, and environmental conditions. Additionally, conduct case studies with patients to determine the suitability of different types of water—room temperature, hot, and boiled, then cooled—as Anupana (the liquid taken with or after food).	2	Experiential-Learning 17.6	PSY-MEC	Does	CBL

Practical Training Activity

Practical Training 17.1 : Assessment of the impact of diet on health in accordance to the principles Ahara Jirna Lakshanas, Ahara Sevana Kala , Ahara Prashashti in promoting digestion and overall well-being

Instructions:

Teacher will demonstrate on healthy individuals using a developed protocol the assessment of ahara sevan kala -timing of food intake, (meal frequency) ahara rashi- food portion sizes. ahara jirna lakshanas- (Signs of Proper Digestion:), Indicators of Poor Digestion, (such as heaviness, bloating, and discomfort,), Ahara Prashashti – effects of food intake on health, (Ahara sambhavam vastu, rogascha ahara sambhava)

Practical Training 17.2 : Applied aspect of Ahara Vidhi Vishesha Ayatanani with respect to :

- i. Prakriti (Nature of Food) ii. Karana (Processing & Cooking Methods and Vessels) iii. Samyoga (Food Combinations) iv. Rashi (Quantity & Proportion of food and water) v. Desha (Geographical Influence) vi. Kala (Time & Season) vii. Upayoga Sanstha (Rules of Food Intake)

Instructions:

The student will read the topic from the Samhitas along with the available commentaries under the guidance of the faculty.

The teacher shall demonstrate the following on healthy individuals using a survey questionnaire/form:

- i. Prakriti/Swabhav- i.e. Rasa-Guna -Karma of modern day food items- cereals, pulses, vegetables and fresh spices- ginger, garlic, etc., fruits, milk and milk products, different cooking oils, jaggery and sugar products, spices in the kitchen, meat products, different pathya recipes, different wines prepared from food items (Shuka, Shimbi, Mamsa, Shaka, Phala, Harita, Madya, Jala, Kshira, Ikshu, Kritanna and Ahar Yogi Varga)
 - ii. Hypothesize the effect of Samsakara Karana/ (cooking processes of food items viz. frying, roasting, fermentation, boiling, steaming, sautéing, use of microwave, air fryer) on health. etc. Analyse the effect of different cooking vessels on ahara guna and its impact on Health
 - iii. Synthesise good and bad combinations of food items with modern-day examples
 - iv. Assess the agni of an individual as visham, tikshna, manda and plan a meal for an individual.
- Optimize the energy intake of food items together, Rashi – (Sarvagraha), as per age, gender, and physical activity. Optimize the micro- and macro-nutrients of a single food item (Parigraha) and also analyze using Ayurvedic parameters, such as agni, ahar dravya (for guru/laghu properties), and shadrasa, etc.
- Illustrate the effects of matratvat, atimatra, and hina matra ahara about the kukshi concept.
- Requirement of daily water intake as per age, prakriti, and season. Indications for ushna udaka, shrutashita jala, shita jala, and indications for alpa jala intake
- v. Synthesize food items as per geographical regions (bhumi) and identify Desha satmya food items and their effects on health and in diseased conditions
 - vi Assess the effects of timely (kala) and untimely (atitit kala) food consumption (bhojana) in relation to signs of digested food (ahara jirna lakshanas) and undigested food (ajirna) lakshanas
 - vii. Evaluate the effects of the rules of food intake including synthesis of Ahara vidhi Vidhana/ Upayoga vyavastha as --- Effects of/analysis of-- ushna food, snigdha food, veerya avirudha food, signs of previously eaten food, eating in a proper hygienic place with all the eating utensils, proper lighting, eating not too slow or not too fast, no verbal communication (talking- laughing) while eating, eating with full concentration on the meal and eating what is hita (good), satmya (habituated) for one's health in today's era in healthy individuals.

Practical Training 17.3 : Demonstration of the Dwadashashana vichara points concerning health and various diseases/ conditions.

Demonstration of the effects of Ahara parinamkara bhavas, effects of Atiushna, Atishita, Atisthira, Atidrava ahara

Instructions:

The student will read and understand the topics from the Samhitas and their commentaries under the guidance of the faculty.

The teacher will discuss and demonstrate a protocol for documenting observations of five case studies for each of the Dwadashashana Vichara and Ahara Parinamkara Bhavas, effects of Atiushna, Atishita, Atisthira, Atidrava ahara on health

Practical Training 17.4 : Demonstration of Satmya types and design a balanced meal accordingly with the inclusion of Shad rasa food items

Instructions:

The student will read and understand the topic from the Samhitas with the commentaries under the guidance of the faculty.

Using a developed protocol, the teacher will demonstrate on two individuals to evaluate the types of satmya and design a balanced meal including Shadrasas given age, prakruti, season, and occupation, and display a proper eating dish with arrangements of all chushya, peya, lehya, bhojya, bhakshya, charvya food items.

Practical Training 17.5 : Demonstration of the types of Viruddhha anna with possible modern-day examples.

Instructions:

The student will read and understand the topics from the Samhitas with the commentaries under the guidance of the faculty.

The teacher will demonstrate the types of Viruddhha anna with possible modern-day examples and discuss the effects of Viruddhha ahara on health.

Practical Training 17.6 : Daily requirement of drinking water based on factors like gender, age, activity level and environment and discuss about water and electrolyte balance

The teacher shall

- i) Demonstrate the daily requirement of drinking water based on factors like gender, age, activity level and environment and discuss about water and electrolyte balance
- ii) Demonstrate and discuss as per Ayurveda the effects of room temperature water, hot water, boiled and cooled water and as anupana for different food items. Discuss about the conditions where water requirement is less (alpa jala intake indicated conditions)

Experiential learning Activity

Experiential-Learning 17.1 : Assessment of individuals for the impact of diet on health in relation to the principles Ahara Jirna Lakshanas, Ahara Sevana Kala, Ahara Jirna Lakshanas, Ahara Prashashti

Instructions:

The students will conduct an assessment of three individuals using the developed protocol to evaluate how proper food timing, fresh food consumption, and good digestion contribute to overall health and well-being by analyzing case studies to understand the practical implications of the principles of Ahara sevan Kala, Ahara jirna Lakshanas, and Ahara Prashashti on health.

Experiential-Learning 17.2 : i) Observe the effects of Karana (Processing & Methods like cooking, storage etc.)

ii) Survey for Samyoga (Food Combinations)

iii) Dietary prescriptions in hospital / community settings for the healthy individual - Upayokta

Instructions:

The student under the guidance of the teacher shall

i) Conduct procedures to Observe the effects of Karana (Processing & Methods like cooking, storage etc.)

ii) Survey Samyoga (good and bad food combinations)

iii) Prescribe personalized dietary prescriptions in hospital/community settings for the healthy individual - Upayokta as per Ishta- Gandha, Rasa, Sparsha, Age, Prakruti, & Occupation.

iv) Organize an activity for Diet etiquettes

All the above activities shall be documented and presented to the department.

Experiential-Learning 17.3 : i) Dwadashashana vichara in various diseases/ conditions (Sama/Nirama/ Vegavastha/ Avegavastha)

ii) Health assessments of individuals consuming different food items to evaluate the impact of Ahara Parinamakara Bhavas and effects of Atiushna, Atishita, Atisthira, Atidrava Ahara on health

Instructions:

The student, under the guidance of the teacher, shall

Conduct a survey using the designed protocol for documenting observations of five healthy and five diseased conditions (Sama/Nirama/ Vegavastha/ Avegavastha, etc.) for each of the Dwadashashana vichara and Ahara Parinamkara bhavas, effects of Atiushna, Atishita, Atisthira, Atidrava Ahara on health, and present the observations to the teacher.

Experiential-Learning 17.4 : Recommending food items in the current era, as per Shadrasa, to be eaten daily, given the season and occupation in healthy individuals.

Demonstration of the proper way of eating food with the sequence of six tastes while eating.

Instructions:

The student will evaluate the types of satmya using the protocol and design a balanced meal including shadrasas in view of age, prakruti, season and occupation and

display a proper eating dish with arrangements of all chushya, peya, lehya, bhojya, bhakshya, charvya food items for three individuals
The student shall present the proper way of eating food with the sequence of six tastes while eating.

Experiential-Learning 17.5 : Analysing effects of Viruddha ahara types

Instructions: The student will conduct five case studies as per the predesigned protocol and present possible modern-day examples for the Viruddha anna types mentioned in the classics and analyse their effects.

Experiential-Learning 17.6 : Survey of healthy individuals to assess the daily water intake requirements based on factors like gender, age, activity level, and environment.

The students under the guidance of the teacher shall Conduct a survey of two healthy individuals for assesment of the daily requirement of drinking water based on factors like gender, age, activity level and environment

Conduct case studies of two patients to prescribe room temperature water/ hot water/ boiled and cooled water for their diseased condition

Modular Assessment

Assessment method

Hour

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Discuss the impact of diet on health by studying the principles of Ahara Sevana Kala, Ahara Jirna Lakshanas, Ahara Prashashti in promoting digestion and overall well-being. (MEQ) - 25 Marks

Recommend food items in the current era as per shadrasa to be eaten on daily basis in view of season and occupation in healthy individuals for given case scenarios .-25 Marks

or

Any practical topics can be converted for assessment -25 Marks

and

Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks

4

Module 18 : Principles of Modern dietetics

Module Learning Objectives

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

1. Describe the processes involved in the digestion and metabolism of macronutrients and micronutrients, and to apply this knowledge in assessing nutritional status and developing dietary recommendations to support overall health and metabolic function
- 2 Develop the ability to prescribe a balanced diet tailored to an individual's specific age, body weight, physiological status, and social factors, ensuring that nutritional needs are met while promoting overall health and well-being.
- 3 Understand and apply the principles of food hygiene in food service management, ensuring the safety and quality of food from procurement to service, and preventing foodborne illnesses through adherence to best practices and regulatory standards

M 18 Unit 1 Digestion and metabolism of macro and micro nutrients1. Digestion and metabolism of macro nutrients
2. Digestion and metabolism of micro nutrients

References: 257,258,259,260,261,262,263,264,265,266,267

3A	3B	3C	3D	3E	3F	3G
CO3	Analyze the processes involved in the digestion and metabolism of macronutrients (carbohydrates, proteins, and fats) and micronutrients (vitamins and minerals), and to apply this knowledge in assessing nutritional status and developing dietary recommendations to support overall health and metabolic function	2	Lecture	CAP	Knows-how	L&PPT
CO3	i) Demonstrate the interpretation of lab results to identify deficiencies and imbalances related to micro and macro nutrients ii) Demonstrate to develop personalized nutrition plans based on assessment findings	4	Practical Training 18.1	PSY-GUD	Shows-how	DIS,CBL
CO3	Interpret complete blood chemistry results to identify deficiencies and imbalances related to micro and macro nutrients, to apply laboratory findings to real-life scenarios. Prescribe personalized nutrition plans based on assessment findings	6	Experiential-Learning 18.1	PSY-MEC	Does	PBL,CBL

M 18 Unit 2 Balanced diet1. Application /Prescription of a Balanced diet for an individual depending on age, body weight and physiological status
2. Social Aspects of Nutrition.

References: 257,258,259,260,261,262,263,264,265,266,267

3A	3B	3C	3D	3E	3F	3G
CO3	Describe the knowledge of a balanced diet for an individual depending on age, body weight, and physiological status, and social aspects of nutrition	2	Lecture	CAP	Knows-how	L&GD
CO3	Demonstrate to prescribe a balanced diet to an individual.	6	Practical Training 18.2	PSY-GUD	Shows-how	TBL,DIS
CO3	i) Design a balanced diet based on dietary choices of the individuals. ii) Conduct Anthropometric Measurements: measurements like weight, height, waist circumference, and body composition analysis.	6	Experiential-Learning 18.2	PSY-GUD	Shows-how	CBL,RLE

M 18 Unit 3 Food service Management1. Applied aspects of Food hygiene- Food service Management

References: 268,269,270

3A	3B	3C	3D	3E	3F	3G
CO3	Discuss the principles of food hygiene in food service management, ensuring the safety and quality of food from procurement to service, and preventing foodborne illnesses through adherence to best practices and regulatory standards	3	Lecture	CC	Knows-how	L&PPT
CO3	Handle raw and cooked foods separately to prevent cross-contamination with importance of keeping foods at safe temperatures during storage, preparation, and service, handwashing techniques to prevent contamination and correct usage of personal protective equipment (gloves, hairnets, aprons).	3	Practical Training 18.3	PSY-MEC	Shows-how	L_VC,D,IBL
CO3	Evaluate hygiene practices in different food service environments viz. hospital kitchen / canteens, restaurants, cafeterias /mess Observe and evaluate hygiene practices in large-scale operations in food processing plants.	9	Experiential-Learning 18.3	PSY-SET	Shows-how	IBL,FV
CO3	Identify common adulterants in various food items (e.g., water in milk, chalk in flour)	3	Practical	PSY-	Shows-	DIS,D

	and discussion on challenges in detecting food adulteration and potential solutions		Training 18.4	GUD	how	
M 18 Unit 4 Milk Hygiene. 1. Applied aspects of Milk Hygiene. References: 270,271,272						
3A	3B	3C	3D	3E	3F	3G
CO3	Discuss the principles of milk hygiene to ensure the safety, quality, and nutritional value of milk from production to consumption, milk borne diseases and thereby preventing contamination and foodborne illnesses	2	Lecture	CC	Knows-how	L&PPT, L_VC
CO3	Demonstrate and perform problem-solving exercises on improving milk hygiene practices	2	Practical Training 18.5	PSY-GUD	Shows-how	PER,DIS,EDU
CO3	Analyse milk hygiene management, the roles of milk processors, and quality control inspectors.	5	Experiential-Learning 18.4	CAN	Does	FV,BL
M 18 Unit 5 Applied Study of Meat Hygiene. 1. Applied Study of Meat Hygiene. References: 273,274,275						
3A	3B	3C	3D	3E	3F	3G
CO3	Describe the principles of meat hygiene to ensure the safety, quality, and nutritional value of meat from production to consumption, thereby preventing contamination and foodborne illnesses	1	Lecture	CC	Knows-how	L&GD,L&PPT
CO3	Demonstrate on improving meat hygiene practices with problem-solving exercises and or visit to a slaughter house.	2	Practical Training 18.6	PSY-ADT	Knows-how	DIS,C_L
Practical Training Activity						
Practical Training 18.1 : i) Interpretation of complete blood chemistry for micro and macro nutrients to identify deficiencies and imbalances related to micro and macro						

nutrients

ii) Demonstration of developing personalized nutrition plans based on assessment findings

Instructions: The teacher shall demonstrate the interpretation of five complete blood chemistry results for micro and macro nutrients related to nutritional deficiencies and develop personalized nutrition plans based on assessment findings for the five individuals.

Practical Training 18.2 : Demonstrate to prescribe a balanced diet to an individual.

Instructions:

The students will read and understand about balanced diet from reference books under the guidance of the faculty.

The teacher shall demonstrate using a developed protocol to prescribe a balanced diet to an individual based on age, body weight, physiological status, and social factors, ensuring that nutritional needs are met while promoting overall health and well-being

Duration: Six hours

Practical Training 18.3 : Separate techniques to handle raw and cooked foods for prevention of cross-contamination. Storage, preparation and serving food items at safe temperatures. Handwashing techniques to prevent contamination and correct usage of personal protective equipment (gloves, hairnets, aprons).

Instructions;

The teacher shall demonstrate techniques for handling raw and cooked foods separately to prevent cross-contamination, importance of keeping foods at safe temperatures during storage, preparation, and service, handwashing techniques: Proper handwashing methods to prevent contamination and correct usage of personal protective equipment (gloves, hairnets, aprons).

The students shall document the practicals.

Practical Training 18.4 : Identification of common adulterants in various food items

The teacher shall demonstrate to identify common adulterants in various food items (e.g., water in milk, chalk in flour) and discuss on challenges in detecting food adulteration and potential solutions

Practical Training 18.5 : Demonstration and performing problem-solving exercises on improving milk hygiene practices

Instructions: The students will read and understand the topic from relevant reference books and samhitas.

The teacher will assign the students for group discussion, and students will observe different tests on milk in the milk testing lab.

Practical Training 18.6 : Demonstration on Improving meat hygiene practices with problem-solving exercises and or visiting a slaughterhouse

Instructions: The students will read about meat hygiene practices from the reference books under the guidance of the faculty.
The teacher will demonstrate to the students how to improve meat hygiene practices with problem-solving exercises and/or a visit to a slaughterhouse.

Experiential learning Activity

Experiential-Learning 18.1 : Interpret blood chemistry results to identify deficiencies and design nutrition plans accordingly.

Instructions: The students shall conduct five case studies for the interpretation of complete blood chemistry results to identify deficiencies and imbalances related to micro and macro nutrients to apply laboratory findings to real-life scenarios, and prescribe personalized nutrition plans based on assessment findings

Experiential-Learning 18.2 : i) Design a balanced diet based on dietary choices of the individuals.
ii) Anthropometric Measurements like weight, height, waist circumference, and body composition analysis.

Instructions;
The student shall conduct case studies of five individuals and prescribe a balanced diet to them using the developed protocol incorporating the five food groups (vegetables, grains, protein sources, fruits and dairy/alternatives.), focusing on portion sizes and nutrient density
The student shall conduct and document Anthropometric measurements of 10 individuals: measurements like weight, height, waist circumference, and body composition analysis.

Experiential-Learning 18.3 : Evaluation of hygiene practices in different food service environments viz. hospital kitchen / canteens, restaurants, cafeterias /mess
Observation and evaluation of hygiene practices in large-scale operations in food processing plants.

Instructions: The students shall observe hygiene practices in different food service environments viz. hospital kitchen / canteens, restaurants, cafeterias /mess and Visit food processing facilities to observe hygiene practices in large-scale operations viz. food processing plants. The students will document and present the findings.

Experiential-Learning 18.4 : Visiting to a milk processing plant and quality control lab to understand milk hygiene management, the roles of milk processors, and quality control inspectors.

Instructions: The students shall visit a milk processing plant and quality control lab to learn about milk hygiene management, the roles of milk processors, and quality control inspectors. The students shall document the observations of the field visit.

Modular Assessment

Assessment method	Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Demonstrate the interpretation of lab results to identify deficiencies and imbalances related to micro and macro nutrients for given five scenarios - 25 Marks Discuss the principles of milk hygiene to ensure the safety, quality, and nutritional value of milk from production to consumption, thereby preventing contamination and foodborne illnesses. (MEQ)-25 Marks or Any practical topics can be converted for assessment -25 Marks And Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks	4

Semester No : 4

Module 19 : Nutrition in Public health - Ayurvedic and Contemporary Dietetic

Module Learning Objectives

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

- 1 Develop the skills to create a comprehensive meal schedule that ensures each family member receives a balanced diet and a balanced diet that meets the nutritional needs of a healthy adult, adolescents, elderly individuals, pre-school children, pregnant women and lactating mothers supporting overall health, energy levels, and disease prevention.
- 2 Develop strategies for nutritional interventions aimed at preventing and addressing malnutrition, under nutrition and over nutrition, implement dietary strategies that optimize endurance, performance, and overall fitness in athletes and other sports.
3. Evaluate and apply principles and practices of post-cleansing dietary regimens (Sansarjana Karma) to restore and maintain health, focusing on nutritional recipes that support the body's recovery and promote overall well-being.

M 19 Unit 1 Family meal and diet planning:1. Family meal and diet planning:
2. Creating a schedule of meals that provide each member of the family with an appropriate diet

References: 276

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Synthesise the skills to create a comprehensive meal schedule tailored to the individual nutritional needs, preferences, and lifestyles, thereby promoting overall health and well-being	2	Lecture	CS	Knows-how	PrBL,DIS ,L&GD
CO3,CO4	Demonstrate to design a meal for a healthy individual supporting overall health, energy levels, and disease prevention and the use of tools to analyze the nutritional content of the designed meal	2	Practical Training 19.1	PSY-GUD	Shows-how	CBL
CO3,CO4	Design a meal for a healthy individual	3	Experiential-Learning 19.1	PSY-MEC	Does	RLE,CBL

M 19 Unit 2 Balanced diet Prescription1. Balanced diet Prescription for a healthy adult, adolescent, elderly people (geriatric)
2. Dietary Prescription for Pre-School Children

References: 277,278,279

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Discuss a balanced diet for an adolescent, elderly people (geriatric) and for Pre School-Children	2	Lecture	CC	Knows-how	L&PPT ,L&GD
CO3,CO4	Demonstrate to develop a nutritional plan for for elderly individuals and dietary prescription for pre-school children	3	Practical Training 19.2	PSY-GUD	Shows-how	CBL

CO3,CO4	Demonstrate a nutritional plan for adolescents that supports rapid growth and development, cognitive function, and addresses the increased nutritional demands of puberty	2	Practical Training 19.3	PSY-ADT	Shows-how	CBL
CO3,CO4	Create a diet plan for elderly individuals Formulate a dietary prescription for pre-school children that supports optimal growth, development, and immune function, while ensuring a balanced intake of all essential nutrients.	3	Experiential-Learning 19.2	PSY-MEC	Does	CBL,PBL
CO3,CO4	Design a nutritional plan for adolescents	3	Experiential-Learning 19.3	PSY-GUD	Does	CBL,PBL

M 19 Unit 3 Balanced diet for pregnant ladies and lactating mothers 1. Balanced diet prescription for pregnant ladies and lactating mothers

References: 280,281

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Analyze a balanced diet for pregnant ladies and lactating mothers	1	Lecture	CAN	Knows-how	L&PPT
CO3,CO4	Demonstrate to prescribe a balanced diet for pregnant women and lactating mothers	3	Practical Training 19.4	PSY-GUD	Shows-how	PSM,D,CBL
CO3,CO4	Create diet plans for pregnant women and lactating mothers based on specific needs and challenges	3	Experiential-Learning 19.4	PSY-MEC	Does	D-BED,CBL

M 19 Unit 4 Food intervention in malnutrition, under nutrition and over nutrition 1. Food intervention in malnutrition, under nutrition and over nutrition

References: 282,283,284

3A	3B	3C	3D	3E	3F	3G
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CO3,CO4	Describe strategies for nutritional interventions aimed at preventing and addressing malnutrition.	2	Lecture	CC	Knows-how	L&GD,L &PPT
CO4,CO5	Demonstrate comprehensive plans and formulate diet prescriptions that address both macronutrient and micronutrient deficiencies in malnutrition.	4	Practical Training 19.5	PSY-MEC	Shows-how	CBL,D,D IS
CO3,CO4	Conduct case studies and counselling sessions to develop nutritional interventions for individuals affected by malnutrition.	6	Experiential-Learning 19.5	PSY-GUD	Does	CBL,CD

M 19 Unit 5 Diet and Applied Nutrition for endurance and fitness in sports 1. Diet and Applied Nutrition for endurance and fitness in sports

References: 285,286

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe dietary strategies that optimize endurance, performance, and overall fitness among sportspeople	2	Lecture	CAP	Knows-how	L&GD,L &PPT
CO3,CO4	Demonstrate balanced diet plans for sportsmen engaged in different sports activity.	4	Practical Training 19.6	PSY-ADT	Shows-how	L&GD,D
CO3,CO4	Assess the nutritional needs of different sportsmen and conduct consultation sessions to provide dietary recommendations	6	Experiential-Learning 19.6	PSY-GUD	Does	RLE,CBL

M 19 Unit 6 Samsarjana krama 1. Samsarjana krama – Nutritional recipes for healthy individuals

References: 287

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Analyze the principles and practices of post-cleansing dietary regimens (Samsarjana Krama) to restore and maintain health, focusing on recipes that support the body's recovery and promote overall well-being	1	Lecture	CC	Knows-how	L&GD,L &PPT

CO3,CO4	Demonstrate diet plans for Sansarjana krama	2	Practical Training 19.7	PSY-GUD	Shows-how	D
CO3,CO4	Develop diet plans for individuals post-cleansing treatments	2	Experiential-Learning 19.7	PSY-GUD	Does	RLE,CBL

Practical Training Activity

Practical Training 19.1 : Demonstration of designing a meal for a healthy individual and the use of tools to analyze the nutritional content of the designed meal

Instructions:

The teacher shall demonstrate to design a meal for an individual incorporating the likes and dislikes to ensure the meals are enjoyable and satisfying, accommodating any allergies, intolerances, or specific dietary needs (e.g., vegetarian, gluten-free) using a developed questionnaire and demonstrate the use tools to analyze the nutritional content of the designed meal

Practical Training 19.2 : Develop a nutritional plan for elderly individuals and dietary prescription for pre-school children

Instructions:

The teacher shall demonstrate to develop

- i) A diet plan for elderly individuals that addresses age-related nutritional changes, supports immune function, and prevents chronic diseases while enhancing quality of life
- ii) A dietary prescription for pre-school children that supports optimal growth, development, and immune function, while ensuring a balanced intake of all essential nutrients.

Practical Training 19.3 : Nutritional plan for adolescents that supports rapid growth and development, cognitive function, and addresses the increased nutritional demands of puberty

Instructions:

The student will read and understand the topic from the reference books.

The teacher will demonstrate using a protocol of health assessment of an adolescent and design a prescription of a balanced diet for the adolescent, addressing the increased nutritional demands of puberty

Practical Training 19.4 : Prescribe a balanced diet for pregnant women and lactating mothers

Instructions:

The teacher shall demonstrate using a protocol to prescribe a balanced diet for pregnant women and lactating mothers, ensuring they receive the essential nutrients needed to support fetal development, maternal health, and optimal lactation

Practical Training 19.5 : Demonstrate comprehensive plans and formulate diet prescriptions that address both macronutrient and micronutrient deficiencies in malnutrition.

Instructions:

The teacher shall demonstrate comprehensive plans and formulate diet prescriptions that address both macronutrient and micronutrient deficiencies in malnutrition- undernutrition and overnutrition

Duration: Four hours

Practical Training 19.6 : Balanced diet plans for sportsmen engaged in different sports activity.

Instructions: The students shall read and understand the topic from the reference books. The teacher shall demonstrate balanced diet plans for sportsmen engaged in different sports activity for minimum five different sports

Practical Training 19.7 : Diet plans for Sansarjana krama

Instructions: The teacher shall demonstrate diet plans for post shodhana sansarjana krama for pravara, madhya and avara shuddhi.

Experiential learning Activity

Experiential-Learning 19.1 : Meal for a healthy individual

Instructions:

The student shall conduct case studies to design a meal for five healthy individual incorporating the likes and dislikes to ensure the meals are enjoyable and satisfying, accommodating any allergies, intolerances, or specific dietary needs (e.g., vegetarian, gluten-free).

Experiential-Learning 19.2 : Diet plan for elderly individuals and a dietary prescription for pre-school children

Instructions:

The student shall perform the following experiential learning tasks:

i) Create a diet plan for three elderly individuals that addresses age-related nutritional changes, supports immune function, and prevents chronic diseases while enhancing quality of life.

ii) Formulate a dietary prescription for pre-school children that supports optimal growth, development, and immune function, while ensuring a balanced intake of all essential nutrient

Experiential-Learning 19.3 : Design a nutritional plan for adolescents

Instructions:

The students will

Design a nutritional plan for three adolescents that supports rapid growth and development, cognitive function, and addresses the increased nutritional demands of puberty

Experiential-Learning 19.4 : Create diet plans for pregnant women and lactating mothers based on specific needs and challenges

Instructions:

The students shall conduct case studies and role-playing exercises to create diet plans for two pregnant women and two lactating mothers based on specific needs and challenges ensuring they receive the essential nutrients needed to support fetal development, maternal health, and optimal lactation.

Experiential-Learning 19.5 : Case studies and counselling sessions to develop nutritional interventions for individuals affected by malnutrition.

Instructions: The student shall conduct and counsel five cases to develop nutritional interventions for individuals affected by malnutrition -undernutrition and overnutrition.

Experiential-Learning 19.6 : Assess the nutritional needs of different sportsmen and conduct consultation sessions to provide dietary recommendations

Instructions: The student shall conduct five case studies to assess the nutritional needs of different sportsmen and conduct consultation sessions to provide dietary recommendations.

Experiential-Learning 19.7 : Develop diet plans for individuals post-cleansing treatments

Instructions: The student shall conduct five Shodhana (Vamana , Virechana) case studies to develop diet plans for individuals post-cleansing treatments

Modular Assessment

Assessment method

Hour

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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.

4

Demonstrate the interpretation of lab results to identify deficiencies and imbalances related to micro and macro nutrients for given five scenarios - 25 Marks

Discuss the principles of milk hygiene to ensure the safety, quality, and nutritional value of milk from production to consumption, thereby preventing contamination and foodborne illnesses. (MEQ)-25 Marks

or

Any practical topics can be converted for assessment -25 Marks

And

Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks

Module 20 : Nutritional interventions

Module Learning Objectives

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

- 1 Develop the skills to create a comprehensive meal schedule that ensures each family member receives a balanced diet and a balanced diet that meets the nutritional needs of a healthy adult, adolescents, elderly individuals, pre-school children, pregnant women and lactating mothers supporting overall health, energy levels, and disease prevention.
- 2 Develop strategies for nutritional interventions aimed at preventing and addressing malnutrition, implement dietary strategies that optimize endurance, performance, and overall fitness in athletes and other sports.
3. Evaluate and apply principles and practices of post-cleansing dietary regimens (Samsarjana Krama) to restore and maintain health, focusing on nutritional recipes that support the body's recovery and promote overall well-being.

M 20 Unit 1 Dietary Planning/ Interventions 1. Dietary Planning/ Interventions

i) Prameha / Madhumeha / Diabetes mellitus

ii) Obesity and weight management (Sthoulya)

iii) Dyslipidemia

References: 288,289,290,291,292,293,294,295,296,297,298,299,300,301,302,303

3A	3B	3C	3D	3E	3F	3G
CO3,CO4,CO8	Discuss to integrate Ayurvedic principles and contemporary nutrition to develop nutritional interventions for Prameha / Madhumeha / Diabetes mellitus	1	Lecture	CC	Knows-how	L&PPT ,L&GD
CO3,CO4,CO8	Discuss to integrate Ayurvedic principles and contemporary nutrition to develop nutritional interventions for Obesity and weight management (Sthaulya)	1	Lecture	CAN	Knows-how	L&PPT , L&GD,DIS
CO3,CO4,CO8	Integrate Ayurvedic principles with modern medical nutrition can help develop effective nutritional interventions for dyslipidemia and fatty liver disorders.	1	Lecture	CC	Knows-how	DIS,L&GD,L&PPT
CO3,CO4,CO8	Demonstrate dietary plans for individuals with diabetes mellitus (Prameha / Madhumeha)	2	Practical Training 20.1	PSY-GUD	Shows-how	CBL,PBL
CO3,CO4,CO8	Provide dietary plans for managing obesity and healthy weight loss that enhance metabolic health and lower the risk of obesity-related diseases.	2	Practical Training 20.2	PSY-GUD	Shows-how	CBL,DIS
CO3,CO4,CO8	Demonstrate dietary plans for managing dyslipidemia that aim to normalize lipid levels, reduce cardiovascular risk, and improve overall lipid profile, and demonstrate dietary plans for managing Fatty Liver disorders	2	Practical Training 20.3	PSY-GUD	Shows-how	CD,CBL
CO3,CO4,CO8	Develop dietary plans and lifestyle modifications for individuals with Prameha	3	Experiential-Learning 20.1	PSY-ORG	Shows-how	CBL,CD
CO3,CO4,CO8	Conduct sessions aimed at developing dietary plans and lifestyle modifications for individuals diagnosed with Sthaulya (obesity).	3	Experiential-Learning 20.2	PSY-MEC	Shows-how	CBL
CO3,CO4,CO8	Conduct case studies and counselling sessions to develop dietary plans and lifestyle modifications for individuals with Dyslipidemia and Fatty Liver disorders	3	Experiential-Learning 20.3	AFT-RES	Does	CBL

M 20 Unit 2 Dietary Planning/ Interventions 1.Dietary Planning/ Interventions for Arsha (Sushka and Raktarsha) / Haemorrhoids References: 304,379						
3A	3B	3C	3D	3E	3F	3G
CO3,CO4,CO8	Evaluate dietary plans for individuals with Arsha (haemorrhoids) and Grahani that help alleviate symptoms, promote healing, and prevent recurrence, based on Ayurvedic principles and modern nutritional guidelines	1	Lecture	CE	Knows-how	L&PPT ,CBL,DIS
CO3,CO4,CO8	Develop a balanced diet plan for Arsha and Grahani.	2	Practical Training 20.4	PSY-MEC	Shows-how	CBL,DIS
CO3,CO4,CO8	Develop dietary plans for individuals with Arsha and and Grahani	2	Experiential-Learning 20.4	PSY-MEC	Shows-how	CBL
M 20 Unit 3 Dietary Planning/ Intervention 1. Dietary Planning/ Interventions for Aamavata References: 305						
3A	3B	3C	3D	3E	3F	3G
CO3,CO4,CO8	Analyze dietary plans for individuals with Aamavata/Sandhi vikara that help reduce inflammation, manage pain, and improve joint function, based on Ayurvedic principles (Ahara as Mahabhaishajya) and modern nutritional guidelines	1	Lecture	CAP	Knows-how	L&PPT ,CBL
CO3,CO4,CO8	Demonstrate meal plans that focus on reducing inflammation and supporting joint health in Amavata/Sandhi Vikara	2	Practical Training 20.5	PSY-MEC	Shows-how	CD,CBL

CO3,CO4,CO8	Develop dietary plans for individuals with Amavata/Sandhi Vikara.	3	Experiential-Learning 20.5	PSY-SET	Shows-how	PSM,DIS,CBL
M 20 Unit 4 Dietary Planning/ Interventions for All types of Jwara 1. Dietary Planning/ Interventions for all types of Jwara-fevers, diarrheal infections References: 306,307						
3A	3B	3C	3D	3E	3F	3G
CO3,CO4,CO8	Discuss dietary plans for managing various types of Jwara (fevers) and diarrheal infections, focusing on restoring health, boosting immunity, and preventing complications through balanced nutrition and Ayurvedic principles	2	Lecture	CAP	Knows-how	PSM,DIS,L&PPT
CO3,CO4,CO8	Demonstrate fluid intake to prevent dehydration and help regulate body temperature and use Ayurvedic krutanna preparations viz. manda, peya, vilepi, yavagu, krishara etc. in Jwara (fever).	2	Practical Training 20.6	PSY-ORG	Shows-how	CBL,D,C D
CO3,CO4,CO8	Ensure proper fluid replacement to prevent dehydration, using oral rehydration solutions and electrolyte drinks during Atisara (diarrhea).	2	Practical Training 20.7	PSY-ORG	Shows-how	CBL,D,C D
CO3,CO4,CO8	Develop dietary plans for individuals with Jwara	3	Experiential-Learning 20.6	PSY-ORG	Does	CBL,CD
CO3,CO4,CO8	Develop dietary plans for individuals with Atisara (diarrhoea)	3	Experiential-Learning 20.7	PSY-MEC	Shows-how	PBL,CBL,D
M 20 Unit 5 Nutritional Care Assessment and Process 1. Fundamentals of Nutritional Care Assessment and Process 2. Techniques and Tools for Nutritional Assessment References: 308,309,310,311,312						

3A	3B	3C	3D	3E	3F	3G
CO3,CO4,CO8	Discuss the knowledge and skills necessary to conduct comprehensive nutritional assessments and develop effective nutritional care plans using a variety of techniques and tools.	3	Lecture	CC	Knows-how	L&GD,L &PPT ,BL
CO3,CO4,CO8	Examinations to identify signs of nutritional deficiencies or excesses for skin, hair, nail and oral health	2	Practical Training 20.8	PSY-GUD	Shows-how	CD,CBL
CO3,CO4,CO8	Illustrate the use of software and applications that assist in analyzing dietary intake and assessing nutritional status.	2	Practical Training 20.9	PSY-MEC	Shows-how	D
CO3,CO4,CO8	Determine the energy value of various food samples using a bomb calorimeter and to estimate the energy content using Benedict's oxy-calorimeter, comparing the results to evaluate the accuracy and reliability of both methods in measuring food energy.	2	Practical Training 20.10	PSY-MEC	Shows-how	D
CO3,CO4,CO8	Evaluate Energy Estimation Methods & Apply Energy Values in Diet Planning	3	Experiential-Learning 20.8	PSY-GUD	Shows-how	D,DL
CO3,CO4,CO8	Analyse effects of Energy-Deficient and Energy-Rich Diets, Experimenting with Satiety and Energy Regulation, Analyse Energy and Digestive Health via Agni	3	Experiential-Learning 20.9	CAN	Shows-how	D,CBL
Practical Training Activity						
Practical Training 20.1 : Dietary plans for individuals with diabetes mellitus (Prameha / Madhumeha)						
Instructions: The teacher shall demonstrate dietary plans using a protocol and understanding the Samprapti of the disease Demonstrate dietary plans for diabetes mellitus (Prameha / Madhumeha) that help manage blood glucose levels, prevent complications, and promote overall health						
Practical Training 20.2 : Dietary plans for obesity and weight management that promote healthy weight loss, improve metabolic health, and reduce the risk of obesity-related diseases						

Instructions:

The student will read and understand from the Samhitas and modern nutrition books about the topic

Demonstrate dietary plans for obesity and weight management that promote healthy weight loss, improve metabolic health, and reduce the risk of obesity-related diseases

Practical Training 20.3 : Dietary plans for managing dyslipidemia and Fatty Liver disorders

Instructions:

The students will read and understand the topic from the reference books and understand the Ayurveda concepts under the guidance of the faculty

Instructions: Teacher will demonstrate dietary plans for managing dyslipidemia that aim to normalize lipid levels, reduce cardiovascular risk, and improve overall lipid profile and demonstrate dietary plans for managing Fatty Liver disorders

Practical Training 20.4 : Developing a balanced diet plan for Arsha and Grahani.

Instructions :

The teacher shall demonstrate dietary plans using a protocol and understanding the Samprapti of the disease

i) Balanced diet planning for Arsha emphasizing high-fiber and hydrating foods

ii) Balanced diet planning for Grahani

Practical Training 20.5 : Demonstration of meal plans that focus on reducing inflammation and supporting joint health in Amavata/Sandhi Vikara

Instruction:

The teacher shall demonstrate dietary plans using a protocol and understanding the Samprapti of the disease

Demonstrate meal plans that focus on reducing inflammation and supporting joint health in Amavata/Sandhi Vikara

Practical Training 20.6 : Demonstration fluid intake to prevent dehydration and help regulate body temperature, utilizing Ayurvedic Krutanna preparations, such as Manda, Peya, Vilepi, Yavagu, Krishara, etc. in Jwara (fever).

Instructions;

The teacher shall

Demonstrate meal plans that focus the importance of adequate fluid intake to prevent dehydration and help regulate body temperature and use Ayurvedic Krutanna preparations viz. Manda, Peya, Vilepi, Yavagu, Krishara etc. in Jwara (fever).

The students will design Ayurvedic Krutanna preparations viz. Mada, Peya, Vilepi, Yavagu, Krishara etc. and emphasize their importance in two individuals suffering from

Jwara

Practical Training 20.7 : Demonstration of adequate fluid replacement to prevent dehydration, including oral rehydration solutions, electrolyte drinks, and Manda, Peya, and Vilepi in cases of Atisara (diarrhea).

Instructions:

The teacher shall demonstrate on two individuals suffering from Atisara adequate fluid replacement to prevent dehydration, including oral rehydration solutions, electrolyte drinks and Manda, Peya, Vilepi in Atisara (diarrhoea).

Practical Training 20.8 : Examine to identify signs of nutritional deficiencies or excesses for skin, hair, nail, and oral health

Instructions:

The teacher shall

Demonstrate physical examinations to identify signs of nutritional deficiencies or excesses for skin, hair, nail and oral health.

Practical Training 20.9 : "Presentation on software and applications that assist in evaluating dietary intake and nutritional health."

Instructions: the teacher will demonstrate with software and applications that aid in analyzing dietary intake and nutritional status

Practical Training 20.10 : Demonstrate the Energy Content of Foods using a Bomb Calorimeter and estimate the energy value through the use of Benedict's Oxy-Calorimeter.

Instructions: The teacher will demonstrate Energy Value of Foods, using Bomb Calorimeter, Estimation of Energy Value Using Benedict's Oxy-Calorimeter

Experiential learning Activity

Experiential-Learning 20.1 : Develop dietary plans and lifestyle modifications for individuals with Prameha

Instructions: Teacher will assign case studies to the students to develop dietary plans for individuals with Prameha.

The students shall conduct two case studies using a developed protocol to develop and counsel for dietary plans for diabetes mellitus (Prameha / Madhumeha) that help manage blood glucose levels, prevent complications, and promote overall health

Experiential-Learning 20.2 : Conducting sessions to develop dietary plans and lifestyle modifications for individuals with Sthaulya (obesity)

The students shall conduct two case studies to
Develop and counsel for dietary plans for obesity and weight management that promote healthy weight loss, improve metabolic health, and reduce the risk of obesity-related diseases

Experiential-Learning 20.3 : Conduct case studies and counselling sessions to develop dietary plans and lifestyle modifications for individuals with Dyslipidemia and Fatty Liver disorders

The students will
Develop and counsel for dietary plans for managing dyslipidaemia that aim to normalize lipid levels, reduce cardiovascular risk, and improve overall lipid profile
Develop and counsel for dietary plans for managing Fatty Liver disorders

Experiential-Learning 20.4 : Develop dietary plans for individuals with Arsha and Grahani

The students shall conduct two case studies for each disease using a developed protocol to
i) Develop and counsel for balanced diet planning and lifestyle modifications that align with dietary plans for Arsha emphasizing high-fiber and hydrating foods
ii) Develop and counsel Balanced diet planning and lifestyle modifications that align with dietary plans for Grahani

Experiential-Learning 20.5 : Develop dietary plans for individuals with Amavata/Sandhi Vikara.

Instructions:
The students shall conduct three case studies for each disease using a developed protocol to
Develop and counsel for dietary plans using Ayurvedic herbs and spices to support digestion and reduce inflammation for individuals with Amavata/Sandhi Vikara.

Experiential-Learning 20.6 : Develop dietary plans for individuals with Jwara

Instructions: t The students shall conduct three case studies for Jwara using a developed protocol to Develop and counsel on meal plans that emphasize the importance of adequate fluid intake to prevent dehydration and help regulate body temperature. Utilize Ayurvedic Krutanna preparations, such as Manda, Peya, Vilepi, Yavagu, and Krishara, in cases of Jwara (fever).	
Experiential-Learning 20.7 : Develop dietary plans for individuals with Atisara (diarrhoea)	
Instructions: The students shall conduct three case studies of atisara using a developed protocol to Develop and counsel on meal plans that focus on adequate fluid replacement to prevent dehydration, including oral rehydration solutions, electrolyte drinks, and Manda, Peya, Vilepi, etc., in Cases of Diarrhea (Atisara).	
Experiential-Learning 20.8 : Study of Energy Estimation Methods & Application of Energy Values in Diet Planning	
Instructions: The student will do a comparative Study of Energy Estimation Methods & Apply Energy Values in Diet Planning	
Experiential-Learning 20.9 : Effects of Energy-Deficient and Energy-Rich Diets, Experimenting with Satiety and Energy Regulation, Understanding Energy and Digestive Health via Agni	
Instructions: The students shall conduct to observe the Effect of Energy-Deficient and Energy-Rich Diets, Experimenting with Satiety and Energy Regulation, Understanding Energy and Digestive Health via Agni	
Modular Assessment	
Assessment method	Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Demonstrate to design a meal for a healthy individual supporting overall health, energy levels, and disease prevention and the use of tools to analyze the nutritional content of the designed meal - 25 Marks	4

Design a nutritional plan for adolescents that supports rapid growth and development, cognitive function, and addresses the increased nutritional demands of puberty-25 Marks
or
Any practical topics can be converted for assessment -25 Marks
And
Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks

Semester No : 5

Module 21 : Dietary Regulations, and Newer Dietary Patterns

Module Learning Objectives

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

1. Apply the Food Safety and Standards (Ayurveda Aahara) Regulations, 2022, and the Food Safety and Standards Act, 2006, ensuring compliance in Ayurveda-based food production.
2. Establish and manage an Ayurveda-based food business with proper safety, quality control, and sustainable practices.
3. Evaluate dietary supplements and ergogenic aids for effectiveness, safety, and health benefits using evidence-based analysis.
4. Analyze dietary patterns and their impact on nutrition, health, and disease prevention through research-backed recommendations.

M 21 Unit 1 Food safety and standards regulation1. Food Safety and Standards regulation (Ayurveda Ahara Regulations), 2022
2. Food Safety and Standards Act, 2006

References: 200,201,202,203

3A	3B	3C	3D	3E	3F	3G
CO7	Discuss Ayurveda Aahara Regulations, 2022 and the Food Safety and Standards Act, 2006 : Definition and scope, Schedules A–E (recipes, additives, hygiene, labeling, logo)	2	Lecture	CC	Knows-how	L&PPT,DIS
CO7	Demonstrate awareness about the importance of food safety and standards, and	2	Practical	PSY-	Shows-	PrBL

	familiarise with the Regulatory Framework		Training 21.1	GUD	how	
M 21 Unit 2 Food safety and standards regulation 1. Application of Food Safety 2. Standards regulation (Ayurveda Ahara Regulations) 2022 for entrepreneurship development References: 204						
3A	3B	3C	3D	3E	3F	3G
CO7	Conduct awareness drives on safe Ayurvedic dietary practices. Distribute IEC materials on Ayurveda Aahara.	4	Experiential-Learning 21.1	PSY-GUD	Shows-how	CBL
CO7	Describe Entrepreneurship Opportunities for Ayurveda Aahara product development, its Licensing and registration with FSSAI, Branding and marketing strategies	1	Lecture	CS	Knows-how	L&PPT
CO7	Discuss Legal and Ethical Considerations:Advertising and Claims Regulations, 2018,Labelling and Display Regulations, 2020	1	Lecture	CC	Knows-how	L&PPT
CO7	Demonstrate Recipe Standardization of traditional recipes from Schedule A, considering Standardization for taste, safety, and shelf life.	2	Practical Training 21.2	PSY-MEC	Shows-how	IBL
CO7	Visit Ayurveda food manufacturing facilities, FSSAI-approved laboratories, and local food safety offices to conduct on-site evaluations	6	Experiential-Learning 21.2	PSY-ADT	Does	RLE,PrB L
CO3	Demonstrate Label Design Workshop by creating mock labels with Ayurveda Aahara logo, nutritional info, and claims.	2	Practical Training 21.3	PSY-MEC	Shows-how	BL,IBL
CO3	Explore Business Development. Draft a business model for an Ayurveda Aahara startup. Include sourcing, production, compliance, and marketing.	2	Practical Training 21.4	PSY-MEC	Shows-how	PER,PrB L,BL
CO7	Business model for an Ayurveda Aahara startup. Include sourcing, production, compliance, and marketing.	1	Experiential-Learning 21.3	PSY-ORG	Does	IBL,C_L,SDL

M 21 Unit 3 Dietary Supplements and Ergogenic Aids1. Effects of Dietary Supplements and Ergogenic Aids on health

References: 205,206,207

3A	3B	3C	3D	3E	3F	3G
CO7	Discuss Dietary Supplements, definition, classification, and regulatory aspects. Describe Ayurvedic perspective on supplements (Rasayana, Vajikarana) and their role in health.	1	Lecture	CC	Knows-how	L&PPT
CO7	Synthesize Ergogenic Aids in Sports Nutrition: Types, benefits, and risks	1	Lecture	CS	Knows-how	L&PPT
CO7	Synthesize Scientific validation of supplements and their efficacy, Regulations under FSSAI, and global standards.	1	Lecture	CS	Knows-how	L_VC,L&PPT
CO7	Demonstrate Formulation & Preparation: Hands-on training in Ayurvedic supplement preparation. Explore Quality Control & Standardization: Testing methods for purity and efficacy.	2	Practical Training 21.5	PSY-GUD	Shows-how	PrBL
CO7	Organize workshops and expert talks featuring professionals in sports nutrition and Ayurveda.	3	Experiential-Learning 21.4	PSY-GUD	Does	CBL,FV,W
CO7	Develop personalized supplement plans based on clients' needs and scientific evidence.	2	Practical Training 21.6	PSY-MEC	Shows-how	
CO7	Demonstrate protocols for monitoring clients' progress and making necessary adjustments to supplement plans.	2	Practical Training 21.7	PSY-GUD	Shows-how	IBL
CO7	Conduct Awareness programs on safe supplement use.	3	Experiential-Learning 21.5	PSY-MEC	Does	W

CO7	Analyse scientific studies on supplements, efficacy and health impact.	3	Experiential-Learning 21.6	PSY-ADT	Does	PAL,FV
M 21 Unit 4 Different dietary patterns. 1. Impact of different dietary patterns on Health References: 208,209,210						
3A	3B	3C	3D	3E	3F	3G
CO7	Discuss Dietary Patterns: Traditional, modern, and emerging diets.	1	Lecture	CS	Knows-how	L&PPT
CO7	Describe Ayurvedic Perspective on Diet: Pathya-Apathya, Ahara Vidhi Vidhana, and their role in health. Explain Impact on Health & Disease Prevention: Effects of vegetarian, vegan diets, etc	1	Lecture	CAN	Know	L&GD,L &PPT
CO7	Discuss Nutritional Deficiencies & Benefits: Comparative analysis of dietary patterns and role of diet in preventive healthcare and National Nutrition Program	1	Lecture	CC	Knows-how	L&PPT
CO7	Demonstrate Dietary Assessment and Planning. Evaluate individual dietary habits and design balanced meal plans.	2	Practical Training 21.8	PSY-GUD	Shows-how	PrBL
CO7	Develop educational materials and conduct workshops to teach individuals about the benefits and challenges of different dietary patterns.	3	Experiential-Learning 21.7	PSY-GUD	Does	PBL
CO7	Schedule visits to nutrition research centers and Ayurvedic food companies, engaging with dietitians, practitioners of Ayurveda, and researchers.	3	Experiential-Learning 21.8	PSY-ADT	Does	FV,PrBL

CO7	Demonstrate Clinical Case Studies, Analysing patient outcomes based on different dietary interventions.	2	Practical Training 21.9	PSY-MEC	Shows-how	
CO7	Demonstrate the metabolic and physiological impact by measuring biomarkers related to dietary patterns.	2	Practical Training 21.10	PSY-ADT	Shows-how	

Practical Training Activity

Practical Training 21.1 : Food Safety and Standards

In this practical, the teacher will create awareness about food safety and standards while introducing students to the regulatory framework that ensures food quality and consumer protection. Students will study national and international food safety laws, including FSSAI (India), FDA (USA), and WHO guidelines. Learn about hazard analysis and critical control points (HACCP) for food safety management.? Study quality assurance standards like ISO 22000 (Food Safety Management System) and GMP (Good Manufacturing Practices).

Practical Training 21.2 : Recipe Standardization

In this practical, the teacher will develop formulations for Ayurveda Aahara products based on traditional Ayurvedic recipes and ingredients as outlined in authoritative Ayurvedic texts. The aim is to combine ancient wisdom with modern product development to create functional food products that align with Ayurvedic dietary principles.
Duration: 2 Hours

Practical Training 21.3 : Label Design Workshop

In this practical, teacher will exhibit a brief endorsement of the purpose and importance of food labels, with an overview of mandatory elements as per FSSAI guidelines.
Duration: 2 Hours

Practical Training 21.4 : Exploring Business Development. Drafting a business model for an Ayurveda Aahara startup. Include sourcing, production, compliance, and marketing.

In this practical, teacher will assist students in developing a fundamental business plan that details a feasible business idea that includes essential elements such as market analysis, operations, marketing and financial planning

Practical Training 21.5 : Formulation & Preparation**Quality Control & Standardization****1. Formulation & Preparation**

In this practical, teacher will demonstrate traditional and modern methods of preparing Ayurvedic supplements, herbal combinations and their effects on the body.

Duration: 2 Hours

2. Quality Control & Standardization

In this practical, teacher will demonstrate purity and efficacy tests to ensure supplement safety., Learn analytical techniques for ingredient verification. Study Good Manufacturing Practices (GMP) in Ayurveda.

Duration: 4 Hours

Practical Training 21.6 : DevelopIng personalized supplement plans based on clients' needs and scientific evidence.**Instructions to Students:**

1: Use the findings from the previous nutritional assessment to develop a personalized supplement plan for the client.

2: Research the scientific evidence supporting the use of specific supplements or ergogenic aids (e.g., effectiveness of omega-3 fatty acids for inflammation, protein supplements for muscle gain).

3: Ensure that the supplement plan addresses the client's specific needs (e.g., vitamin D for deficiency, creatine for strength training) while considering their health conditions, activity level, and lifestyle.

4: Include dosage recommendations, timing of supplementation, and any potential side effects or interactions with medications.

5: Present the supplement plan to the class, explaining the evidence-based rationale for each supplement recommendation.

Duration: 2 Hours

Practical Training 21.7 : Demonstration of Protocols for monitoring clients' progress and making necessary adjustments to supplement plans.**Activity: Monitoring and Adjusting Supplement Plans for Client Progress****Instructions to Students:**

1. ****Develop a Monitoring Protocol:**** - Create a protocol to assess the client's progress after they start the supplement plan. This should include: - Follow-up nutritional assessments (e.g., weekly or monthly evaluations).

Tracking health indicators (e.g., blood tests for nutrient levels, physical performance metrics). - Gathering client feedback regarding any changes in health, energy levels, or physical performance.

2. ****Create a Logbook or Tracking Sheet:**** - Design a logbook or spreadsheet where clients can record their daily supplement intake, dietary habits, and any noticeable changes in their health or performance.
3. ****Reassess and Adjust the Supplement Plan:**** - Based on the monitored data, reassess the client's needs and make any necessary adjustments to the supplement plan (e.g., increasing or decreasing dosage, adding or removing supplements).
4. ****Present the Monitoring Protocol:**** - Present the monitoring protocol and explain how you would modify the supplement plan based on the progress data collected.

Practical Training 21.8 : Dietary Assessment & Planning in Sports

In this practical, the teacher will evaluate individual dietary habits using food recall and nutrition tracking. Design balanced meal plans based on nutritional needs and health goals in Sports

Duration: 2 Hours

Practical Training 21.9 : Clinical Case Studies based on dietary interventions

In this practical, the teacher will assess the effectiveness of dietary modifications in improving health conditions in Sports /athletics. Discuss evidence-based nutrition strategies for personalized care in Sports /athletics.

Practical Training 21.10 : Demonstrating the Metabolic and Physiological Impact

In this practical, teacher will demonstrate how to measure biomarkers such as blood glucose, cholesterol, and metabolic rate to understand the physiological effects of different dietary patterns in Sports.

Experiential learning Activity

Experiential-Learning 21.1 : Awareness Drives on Safe Ayurvedic Dietary Practices

In this Experiential learning, students will organize workshops to educate people on Ayurveda Aahara principles. Prepare and distribute brochures, posters, and digital content to promote safe Ayurvedic food habits, showcasing proper food preparation techniques based on Ayurvedic guidelines.

Experiential-Learning 21.2 : Conducting field visits to Ayurveda food manufacturing units and FSSAI-approved laboratories.

In this experiential learning activity, students will observe traditional Ayurvedic food processing techniques, including herbal formulations and natural preservation methods. Learn food testing methodologies for quality, purity, and safety assurance. Observe protocols for contaminant testing methodologies, microbial analysis, and nutrient profiling. Examine the standards required for Ayurvedic food certification under FSSAI regulations. Engage with lab technicians to understand the impact of regulatory measures on public health safety.

Experiential-Learning 21.3 : Business model for an Ayurveda Aahara startup which will include sourcing, production, compliance, and marketing.

The students will design a business model for an Ayurveda Aahara startup with one example which will include sourcing, production, compliance and marketing.

Experiential-Learning 21.4 : Interaction with Expert talks with Sports Professionals

In this Experiential learning, students will interact with experts in Sports to share insights on holistic health, dietary principles, supplement formulations and personalised nutrition.

Duration: 3 Hours

Experiential-Learning 21.5 : Awareness Programs on Safe Supplement Use to Educate Athletes & Coaches

In this experiential learning activity, students will conduct sessions on identifying safe and effective supplements with FSSAI guidelines and global supplement safety standards, addressing myths and misconceptions about supplements.

Duration: 3 Hours

Experiential-Learning 21.6 : Analyzing Scientific Studies on Supplements

In this experiential learning activity, students will study efficacy, health impact, and risks associated with various supplements. Evaluate Ayurvedic vs. synthetic supplements for athletic performance

Experiential-Learning 21.7 : Developing educational materials and conduct workshops to teach individuals about the benefits and challenges of different dietary patterns.

Activity: Workshops on the Benefits and Challenges of Different Dietary Patterns

Instructions to Students:

1: Research different dietary patterns, including vegetarian, vegan, Mediterranean, ketogenic, and intermittent fasting. Identify the key benefits (e.g., weight management, cardiovascular health) and challenges (e.g., nutrient deficiencies, sustainability) associated with each pattern.

2: Create educational materials (e.g., slides, handouts, posters) that summarize:
The core principles of each dietary pattern.
Health benefits and potential risks.
Practical tips for following the dietary pattern.

3: Conduct a workshop to present the educational materials. Engage the audience by:
Explaining how each dietary pattern impacts overall health.
Discuss the common challenges people face when adopting these diets (e.g., getting enough protein on a vegan diet).
Offering solutions or alternatives to overcome these challenges (e.g., supplements, food substitutions).

4: Lead a Q&A session or small group discussions to address any specific concerns from participants regarding different dietary patterns.

5: Gather feedback from participants and adjust the educational materials or workshop format for future use.

Duration: 3 Hours

Experiential-Learning 21.8 : Conducting Field Visits: Nutrition Research Centers and Ayurvedic Food Industry

Experiential learning, students will visits Nutrition Research Centers to observing ongoing studies will allow you to see how dietary patterns influence health and how nutrient absorption varies among individuals. Witnessing real-time data collection and analysis can sharpen your understanding of evidence-based nutrition./Ayurvedic Food Industry to observe traditional food processing techniques will help you appreciate the balance between heritage and modern safety regulations. Seeing how age-old practices align with scientific advancements can offer a unique perspective on holistic health.

Modular Assessment

Assessment method	Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Discuss Ayurveda Aahara Regulations, 2022 and the Food Safety and Standards Act, 2006 - 25 Marks Discuss Entrepreneurship Opportunities for Ayurveda Aahara product development, its Licensing and registration with FSSAI, Branding and marketing strategies-25 Marks or	4

Any practical topics can be converted for assessment -25 Marks
and

Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks

Module 22 : Dietary Programmes and newer dietary aspects

Module Learning Objectives

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

1. Analyze the effects of organic, genetically modified , and hybrid foods on health, nutrition, and the environment using evidence-based research for informed dietary and agricultural decisions.
2. Explore how nutrition influences gene expression and health outcomes, guiding the development of personalized nutrition strategies.
3. Evaluate the role of probiotics and prebiotics in gut health and integrate this knowledge into dietary and therapeutic interventions. Assess the impact of India's nutritional programs while incorporating Ayurveda's wisdom to enhance public health.

- M 22 Unit 1 Organic foods, genetically modified foods, hybrid foods**
1. Effects of organic foods
 2. Applied aspect of genetically modified foods
 3. Effects of Hybrid food

References: 211,212

3A	3B	3C	3D	3E	3F	3G
CO7	Discuss Organic, Genetically Modified, and hybrid foods—definitions, characteristics, and differences.	1	Lecture	CC	Knows-how	L&PPT ,L&GD
CO7	Analyse and compare organic, Genetically Modified, and hybrid foods on metabolism, immunity, and disease prevention.	1	Lecture	CE	Know	L&PPT
CO7	Synthesise Sustainability, biodiversity, and ecological effects of different food	1	Lecture	CS	Know	L&PPT

	production methods. Study FSSAI guidelines, global food safety standards, and ethical concerns in food modification					,L&GD
CO7	Demonstrate Food Quality Assessment: Laboratory analysis of organic, genetically modified, and hybrid foods for nutrient composition and contaminants.	2	Practical Training 22.1	PSY-MEC	Shows-how	RP,TPW
CO7	Organize workshops and expert talks featuring interactions with agricultural scientists, nutritionists, and Ayurvedic practitioners	2	Experiential-Learning 22.1	PSY-MEC	Shows-how	FV,TBL,W
CO7	Conduct awareness programs on food safety and sustainable eating habits.	3	Experiential-Learning 22.2	PSY-MEC	Does	PrBL,FV
CO7	Explore Research Projects and Analyse the long-term health effects of different food types through biomarker analysis.	2	Experiential-Learning 22.3	AFT-CHR	Does	PrBL
CO7	Visit organic farms to assess farming practices and describe the benefits and challenges of organic farming	3	Experiential-Learning 22.4	PSY-MEC	Shows-how	FV,IBL
CO7	Develop educational materials and conduct workshops to teach individuals about the impact of pesticides on food safety and health	4	Experiential-Learning 22.5	PSY-MEC	Does	W
CO7	Develop educational materials and conduct workshops to teach individuals about the benefits and challenges of organic food	1	Practical Training 22.2	PSY-GUD	Shows-how	PrBL,W
CO7	Discuss in a group about creating plans for organic farming that emphasize sustainable practices and environmental conservation.	1	Practical Training 22.3	PSY-GUD	Shows-how	PBL
CO7	Evaluate patient outcomes based on dietary choices.	1	Practical Training 22.4	PSY-ORG	Shows-how	BL

CO7	Demonstrate Dietary Planning & Recommendations: Designing meal plans incorporating Ayurvedic principles and modern nutritional science.	1	Practical Training 22.5	PSY-MEC	Shows-how	W,PER
M 22 Unit 2 Nutraceuticals, Nutrigenomics, Nutrigenetics 1. Applied aspect of Nutraceuticals, Nutrigenomics & Nutrigenetics References: 213,214,215						
3A	3B	3C	3D	3E	3F	3G
CO7	Discuss Applied aspect of Nutraceuticals, Nutrigenomics, Nutrigenetics	3	Lecture	CC	Know	L&GD,L &PPT
CO7	Demonstrate Formulation & Develop Hands-on training in nutraceutical product formulation. Assessing genetic markers for personalized nutrition strategies.	2	Practical Training 22.6	PSY-MEC	Shows-how	L&PPT ,L&GD
CO7	Evaluate nutraceutical industries/genetic research food labs/Ayurveda-based food production units	2	Experiential-Learning 22.6	PSY-MEC	Knows-how	L&GD,L &PPT
CO7	Analyze clinical case studies that evaluate patient responses to nutraceutical interventions.	1	Practical Training 22.7	CAN	Shows-how	PBL
CO7	Develop initiatives that encourage the integration of nutraceuticals, nutrigenomics, and nutrigenetics in community health and wellness programs."	4	Experiential-Learning 22.7	PSY-GUD	Shows-how	FV,DIS
CO7	Implement quality control measures to ensure the efficacy and safety of nutraceutical products.	2	Practical Training 22.8	PSY-GUD	Shows-how	W
CO7	Develop educational materials and conduct workshops to teach individuals about the benefits of nutraceuticals and personalized nutrition based on genetic data.	2	Practical Training 22.9	PSY-MEC	Shows-how	TPW,W
M 22 Unit 3 Pro-biotics and Pre-biotics 1. Application of Pro-biotics and Pre-biotics and their utility						

References: 216,217

3A	3B	3C	3D	3E	3F	3G
CO7	Discuss the role of probiotics and prebiotics in promoting gut health and overall well-being, and to apply this knowledge in developing dietary recommendations and therapeutic interventions.	1	Lecture	CC	Know	L&PPT
CO7	Demonstrate about the production, storage, and quality control of probiotic and prebiotic supplements to ensure efficacy and safety.	2	Practical Training 22.10	PSY-MEC	Shows-how	
CO7	Evaluate the intake of probiotics and prebiotics.	2	Experiential-Learning 22.8	PSY-MEC	Shows-how	C_L,W,FV

M 22 Unit 4 Nutritional Programmes in India 1. Nutritional Programmes in India and contribution of Ayurveda in them

References: 216,217

3A	3B	3C	3D	3E	3F	3G
CO7	Synthesize Integration of Ayurveda in Public Health Nutrition	2	Lecture	CS	Know	L,L&PPT,L&GD
CO7	Discuss Traditional Indian Diets & Their Nutritional Benefits	1	Lecture	CC	Know	L&PPT,L&GD
CO7	Analyze scientific studies on Ayurveda's role in nutrition.	1	Experiential-Learning 22.9	CC	Know	L&PPT,L&GD
CO7	Demonstrate Case Studies on Nutritional Interventions, Analysing nutrition programs	1	Practical	PSY-	Shows-	TBL,W

	incorporating Ayurvedic principles.		Training 22.1 1	MEC	how	
CO7	Develop educational materials and conduct workshops to teach individuals about the benefits of Ayurvedic dietary practices in Iodine deficiency disorders, Anemia control programme	2	Practical Training 22.1 2	PSY-GUD	Shows-how	
CO7	Develop educational materials and conduct workshops to teach individuals about the benefits of Ayurvedic dietary practices in National Health Mission (NHM)	2	Practical Training 22.1 3	PSY-GUD	Shows-how	W
CO7	Prepare meals that align with both modern nutritional programs and Ayurvedic practices.	3	Experiential-Learning 22. 10	PSY-MEC	Does	W

Practical Training Activity

Practical Training 22.1 : Food Quality Assessment: Analyze organic, Genetically Modified, and hybrid foods for nutrient composition and contaminants.

In this practical, the teacher will analyze the nutrient composition and contaminants in organic, genetically modified, and hybrid foods. Familiarize yourself with food testing protocols and equipment before conducting analysis. The students will collect samples of organic, Genetically Modified, and hybrid food products from reliable sources. Perform chemical and microbiological assessments to evaluate nutrient density and potential contaminants. Compare results across different food categories and document key differences in composition. Converse implications for dietary recommendations based on findings
Duration: 2 hours

Practical Training 22.2 : Development of Educational Materials and Conduct Workshops on Organic Food

Students will create educational materials (posters, brochures, presentations) to explain the benefits and challenges of organic food. These materials will be used to conduct workshops aimed at educating the public.
Research the advantages of organic food over conventional farming methods.
Develop visual aids and handouts explaining organic farming, environmental impacts, and health benefits.
Conduct a mock workshop, engaging peers in discussion and using the educational materials.

Practical Training 22.3 : Group Discussion on Organic Farming and Sustainable Practices

Description: Engage in a structured group discussion focused on developing sustainable organic farming plans that emphasize environmental conservation.

Instructions to Students: Form small groups and create detailed plans for organic farming, focusing on sustainability. Discuss key elements such as soil health, water conservation, crop rotation, and biodiversity.

Present the group's plan to the class and answer questions from peers.

Practical Training 22.4 : Evaluating patient responses to nutraceutical interventions.

In this practical, the teacher will evaluate patient outcomes based on dietary choices to understand the role of nutrition in disease prevention and management. The students will be assigned clinical cases demonstrating diverse dietary patterns. Review health records, meal logs, and medical assessments. Identify trends linking specific diets to health improvements or complications. Encourage collaborative analysis and expert consultations. Summarize observations, highlighting the significance of dietary interventions.

Practical Training 22.5 : Dietary Planning & Recommendations: Designing meal plans incorporating Ayurvedic principles and modern nutritional science

In this practical, the teacher will design meal plans integrating Ayurvedic principles and modern nutritional science. The students will be instructed to cover fundamental concepts such as Dosha-based meal planning, seasonal eating, and food compatibility. Review essential macronutrients and micronutrients from contemporary dietary guidelines. Create personalized meal recommendations balancing Ayurvedic wisdom with evidence-based nutrition. Implement meal plans in a controlled setting to observe responses and feasibility. Document practical insights and propose refinements for optimal dietary adherence.

Practical Training 22.6 : Formulation & Development: Hands-on training in nutraceutical product formulation. Assessing genetic markers for personalized nutrition strategies.

In this practical, the teacher will acquaint students with active compounds used in nutraceutical formulations, such as herbal extracts, vitamins, and probiotics. Guide students in preparing nutraceutical blends, focusing on dosage, bioavailability, and stability. Explain genetic markers relevant to dietary responses and how they shape customized nutrition recommendations, to assess genetic predispositions that influence nutrient absorption and metabolism. Evaluate practical applications for individualized dietary

interventions based on genetic insights.

Duration:4 Hours

Practical Training 22.7 : Clinical Case Studies: Evaluating patient responses to nutraceutical interventions.

In this practical, the teacher will assign cases featuring patients who have undergone nutraceutical-based treatments. The students will assess dietary habits, symptoms, and medical records to track the effects of nutraceutical usage. Monitor physiological changes and improvements linked to specific interventions. Encourage students to present case insights, focusing on effectiveness, risks, and personalized recommendations. Summarize observations, highlighting the role of nutraceuticals in preventive and therapeutic healthcare.

Practical Training 22.8 : Quality Control in Nutraceutical Production

Description:

Students will implement quality control measures to ensure the efficacy, safety, and standardization of nutraceutical products. This includes performing tests on product purity, concentration of bioactive compounds, stability, and safety standards.

Instructions to Students:

Step 1: Select a nutraceutical product that has been previously formulated.

Step 2: Conduct purity tests such as High-Performance Liquid Chromatography (HPLC) or Thin Layer Chromatography (TLC) to ensure the presence and concentration of active ingredients.

Step 3: Perform stability tests under various environmental conditions (temperature, humidity) to assess the shelf life of the product.

Step 4: Conduct safety assessments by checking for contaminants (e.g., heavy metals, microbial contamination).

Step 5: Document all quality control parameters, compare them with acceptable standards, and make recommendations for any necessary improvements in the production process.

Practical Training 22.9 : Educational Workshop on Nutraceuticals and Personalized Nutrition

Description:

Students will develop educational materials (pamphlets, posters, presentations) to explain the health benefits of nutraceuticals and personalized nutrition based on genetic data. They will also conduct a workshop for community members or peers, discussing the importance of nutraceuticals in health maintenance and how genetic

predispositions can guide personalized dietary recommendations.

Instructions to Students:

- Step 1: Search the benefits of various nutraceutical products (e.g., omega-3 fatty acids, antioxidants) and how they can support health.
- Step 2: Gather information on personalized nutrition and how genetic data (e.g., nutrigenomics) can inform dietary choices.
- Step 3: Create educational materials (brochures, PowerPoint slides) explaining how nutraceuticals can be used to address specific health conditions and how genetic predispositions affect individual nutrient needs.
- Step 4: Conduct a workshop using the prepared materials, presenting the information to an audience and answering questions.
- Step 5: Encourage audience participation through interactive sessions such as Q&A or small group discussions on how to implement nutraceuticals in daily life.

Practical Training 22.10 : Observe about the production, storage, and quality control of probiotic and prebiotic supplements to ensure efficacy and safety.

In this practical, the teacher will ask the students to observe how probiotic strains and prebiotic ingredients are sourced and validated. Examine microbial cultures, temperature control, and incubation procedures for probiotics. Study extraction techniques for fiber-based prebiotics to maintain nutritional integrity. Observe how probiotics and prebiotics are combined into various supplement forms (capsules, powders, liquid). Learn about encapsulation techniques that protect probiotics from environmental damage.

Duration: 2 hours

Practical Training 22.11 : Case Studies on Nutritional Interventions – Analysis of successful nutrition programs incorporating Ayurvedic principles.

In this practical, the teacher will analyze real-world applications of Ayurvedic dietary principles in successful nutrition programs. *Instruct the students to* identify individuals who followed Ayurvedic nutritional plans for health improvement. Evaluate changes in digestion, immunity, energy levels, and disease prevention. Compare Ayurvedic principles with Western dietary interventions. Encourage student-led analysis on the effectiveness of holistic nutrition. Compose findings into a structured report for deeper learning.

Duration: 1 hours

Practical Training 22.12 : Ayurvedic Dietary Practices for Iodine Deficiency and Anemia Control

Description:

This practical focuses on creating educational materials that promote Ayurvedic dietary interventions to support the prevention and control of iodine deficiency disorders and anemia. Students will conduct workshops explaining the importance of iodine-rich and iron-rich Ayurvedic foods in managing these conditions within public health

programs.

Instructions to Students:

- Step 1: Research Ayurvedic foods rich in iodine (e.g., seaweed, salt fortified with Ayurvedic herbs) and iron (e.g., leafy greens, jaggery) that are traditionally used to address deficiencies.
- Step 2: Study the objectives of public health programs like the National Iodine Deficiency Disorders Control Programme and Anemia Mukta Bharat, identifying how Ayurvedic dietary practices can be integrated.
- Step 3: Design educational materials such as leaflets, posters, or videos that explain how Ayurvedic dietary principles can help control iodine and iron deficiencies.
- Step 4: Conduct a workshop for healthcare workers, community members, or students to teach them about incorporating Ayurvedic dietary practices in everyday meals to prevent these deficiencies.
- Step 5: Collect feedback on the effectiveness of the workshop and refine the materials accordingly.
- related health issues.

Practical Training 22.13 : Ayurvedic Dietary Practices within the National Health Mission (NHM)

Description:

Students will develop educational materials that promote the use of Ayurvedic dietary practices within the National Health Mission (NHM), focusing on disease prevention and health promotion. The workshops will target healthcare workers, patients, and the general public to raise awareness about Ayurvedic approaches to maintaining health through diet.

Instructions to Students:

- Step 1: Study the objectives of the National Health Mission (NHM), especially its focus on maternal and child health, non-communicable diseases (NCDs), and overall public health.
- Step 2: Research key Ayurvedic dietary principles that align with the goals of NHM, such as promoting immunity, preventing NCDs, and improving maternal health (e.g., foods that balance Doshas, Rasa-rich diets).
- Step 3: Design educational materials (flyers, brochures, or digital content) highlighting the role of Ayurveda in preventing common health issues like diabetes, hypertension, and digestive disorders, which are key areas of NHM.
- Step 4: Conduct a workshop for healthcare workers, patients, or community members, explaining how to incorporate Ayurvedic principles in everyday meals to support NHM's health goals.

- Step 5: Collect participant feedback and assess the workshop's effectiveness in communicating the role of Ayurveda in NHM.

Experiential learning Activity

Experiential-Learning 22.1 : Organizing workshops and expert talks featuring interactions with agricultural scientists, nutritionists, and Ayurvedic practitioners

In this experiential learning activity, the teacher will organize expert sessions featuring agricultural scientists, nutritionists, and Ayurvedic practitioners. Students will be engaged in discussions on sustainable agriculture, holistic nutrition, and food processing techniques, and explore real-world applications of food science and health. Summarize key takeaways from the expert's perspective on traditional vs. modern nutrition practices.

Experiential-Learning 22.2 : Conduct awareness programs on food safety and sustainable eating habits.

In this experiential learning activity, students will develop educational materials on food safety protocols, organic farming, and mindful eating habits. Conduct workshops, distribute brochures, and use digital platforms to spread awareness. Demonstrate correct food handling techniques and sustainable meal planning. Collaborate with local food producers and organizations to promote ethical sourcing and conscious consumption.

Duration: 3 hours

Experiential-Learning 22.3 : Research Projects: Studying the long-term health effects of different food types through biomarker analysis.

In this experiential learning activity, students will Study the impact of different food types on health over time. Select food categories (organic, processed, Ayurvedic) and examine their effects on health markers. Conduct biomarker analysis to measure nutrient absorption, metabolic changes, and immune responses. Analyse data to establish connections between dietary patterns and long-term health outcomes. Present findings in a structured format, comparing traditional wisdom with scientific evidence.

Duration: 2 hours

Experiential-Learning 22.4 : Field Visit to Organic Farms for Agricultural Observation

Description:

Students will visit an organic farm to observe organic farming practices, interact with farmers, and understand both the benefits and challenges of organic agriculture. This will involve studying soil management, pest control, crop rotation, and overall sustainability.

Instructions to Students:

Step 1: Organize a field trip to a local organic farm.

Step 2: Observe and document farming practices, including soil fertility management, pest control without chemical pesticides, and crop rotation techniques.

Step 3: Interview the farmers to understand the challenges they face, such as market accessibility, crop yield, and pest management.

Step 4: Write a reflective report on the farm visit, summarizing key observations and insights into organic farming's environmental and health benefits.

Experiential-Learning 22.5 : Workshop Development on the Impact of Pesticides on Food Safety and Health

Description:

Students will create educational materials (e.g., pamphlets, posters, PowerPoint presentations) to raise awareness of the harmful effects of pesticides on food safety and public health. They will then organize workshops to educate community members or school groups on the topic.

Instructions to Students:

- Step 1: Research the health risks associated with pesticide exposure through the consumption of fruits and vegetables.
- Step 2: Develop educational materials (e.g., flyers, brochures, presentations) that clearly explain the dangers of pesticide residues in food, and practical ways to reduce exposure.
- Step 3: Organize a workshop to present the materials to a target audience (e.g., community members, school students).
- Step 4: Encourage participant interaction through Q&A sessions, and distribute handouts summarizing the key points discussed.

Experiential-Learning 22.6 : Field Visits: Exposure to nutraceutical industries, genetic research labs, OR Ayurveda-based food production units

In this experiential learning activity, students will visit nutraceutical manufacturing, genetic research, and Ayurveda-based food production. Observe the formulation, production, and quality control of functional foods and supplements. Learn how genetic markers influence dietary needs and personalized nutrition strategies.

OR

Ayurveda-Based Food Production Units: Study traditional food processing techniques and their role in holistic health.. Note observations, compare scientific vs. traditional approaches, and discuss implications for future nutritional advancements.

Experiential-Learning 22.7 : Developing initiatives that encourage the integration of nutraceuticals, nutrigenomics, and nutrigenetics in community health and wellness programs."

Description:

In this practical, students will engage in projects aimed at promoting the benefits of nutraceuticals, nutrigenomics, and nutrigenetics within local communities. This involves educating community members on how nutraceuticals can improve health, and how genetic predispositions can influence dietary needs. The project focuses on both

awareness creation and the practical application of personalized nutrition principles.

Instructions to Students:

- Step 1: Form a project group and choose a community (e.g., school, local health center, neighborhood) where you will promote the use of nutraceuticals and personalized nutrition.
- Step 2: Research the community's common health concerns (e.g., diabetes, hypertension) and develop a plan for introducing nutraceuticals (e.g., omega-3 supplements, probiotics) and personalized nutrition based on genetic factors.
- Step 3: Create educational materials (e.g., brochures, posters, or presentations) that explain the benefits of nutraceuticals and the importance of genetic data in dietary planning.
- Step 4: Organize community outreach programs or workshops where you will present your findings, distribute educational materials, and engage in discussions with community members.
- Step 5: Collect feedback from participants to evaluate the project's impact and write a final report summarizing the project's outcomes, including suggestions for future community engagement.

Experiential-Learning 22.8 : Survey to evaluate the intake of probiotics and prebiotics

In this experiential learning activity, students will conduct a survey, asking participants about their food intake in the past 24 hours./Distribute food frequency questionnaires, listing common probiotic (yogurt, kimchi, kefir) and prebiotic (banana, garlic, onions) sources.Gather responses to evaluate the frequency and quantity of probiotic and prebiotic consumption.

Duration: 2 hours

Experiential-Learning 22.9 : Analysing scientific studies on Ayurveda's role in nutrition.

In this experiential learning activity, students will review scientific literature on Ayurvedic diet and its impact on metabolism, digestion, and immunity.Analyze research on herbal food combinations, bioavailability, and nutrient retention.Compare Ayurvedic principles with modern nutritional science and identify potential integrations.Present findings in a structured report, highlighting research gaps and future exploration.

Experiential-Learning 22.10 : Preparing meals that align with both modern nutritional programs and Ayurvedic practices.

Description:

In this practical, students will participate in cooking classes where they prepare meals that align with both modern nutritional guidelines (such as those from WHO, ICDS, or

Mid-Day Meal Scheme) and Ayurvedic dietary principles. The activity will emphasize how modern nutritional needs (e.g., balanced macronutrients, vitamins) can be complemented with Ayurvedic concepts such as Rasa (taste), Guna (qualities), and Dosha balance.

Instructions to Students:

- Step 1: Begin with a theoretical session comparing the dietary guidelines from modern nutritional programs and Ayurvedic practices. Discuss the objectives of modern nutrition (e.g., protein, micronutrient intake) and how Ayurvedic practices focus on digestion, seasonal eating, and balance of Doshas.
- Step 2: In groups, plan and design a balanced meal that incorporates both modern nutritional guidelines (e.g., protein, fats, carbohydrates, and micronutrients) and Ayurvedic principles (e.g., including spices like turmeric, ginger for digestion, balancing the six tastes, and seasonal foods).
- Step 3: Engage in a hands-on cooking session to prepare the meals.
 - Ensure that the meal includes a balance of macronutrients and micronutrients as per modern guidelines (e.g., sufficient protein, vitamins).
 - Incorporate Ayurvedic ingredients and methods (e.g., using ghee, turmeric, and seasonal vegetables) that support digestion and immunity.
- Step 4: After cooking, present your meal and explain the nutritional and Ayurvedic rationale behind the ingredient choices and preparation methods.
- Step 5: Taste the prepared meals and discuss how the Ayurvedic principles align with modern nutrition, and evaluate how both approaches can work together for holistic health.

Modular Assessment

Assessment method

Hour

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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.

Designing meal plans incorporating Ayurvedic principles and modern nutritional science.in case based scenarios - 25 Marks

Discuss the role of probiotics and prebiotics in promoting gut health and overall well-being -25 Marks

or

Any practical topics can be converted for assessment -25 Marks

and

Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks

4

Semester No : 6

Module 23 : Fasting – Upavasa and various types of fasting

Module Learning Objectives

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

- 1 Apply the principles of Upavasa (fasting) in Ayurveda, exploring its therapeutic benefits, types, and methods, and how it contributes to health and well-being by balancing the body's doshas and enhancing Agni.
- 2 Explore fasting across cultures and religions, examining its spiritual, physical, and mental significance
- 3 Apply fasting as a natural remedy, understanding its role in detoxification, metabolic balance, and holistic health. Critically evaluate fasting research, synthesizing evidence from animal and human studies on its health impact

M 23 Unit 1 Upavasa in Ayurveda1. Fundamentals of Upavasa in Ayurveda

References: 220,221

3A	3B	3C	3D	3E	3F	3G
CO7	Describe the principles of Upavasa (fasting) in Ayurveda, exploring its therapeutic benefits, types, and methods.	1	Lecture	CK	Know	L&PPT, DIS
CO7	Analyze the role of fasting in balancing doshas, enhancing Agni (digestive fire), and eliminating Ama (toxins)	1	Lecture	CK	Know	L&GD, BL, DIS, L&PPT
CO7	Demonstrate Types of fasting: Nirjala (dry fasting), Sajala (water fasting), Phalahara (fruit fasting), and intermittent fasting.	2	Practical Training 23.1	CS	Shows-how	EDU, BL, BS, IBL
CO7	Analyze therapeutic fasting applications.	3	Experiential-Learning 23.1	CS	Does	CBL, IBL

M 23 Unit 2 Therapeutic Fasting 1. Principles and application of Therapeutic Fasting References: 222,223,224						
3A	3B	3C	3D	3E	3F	3G
CO7	Discuss the Physiological effects of fasting on digestion, metabolism, and immunity.	3	Lecture	CC	Know	L&GD,DIS,L_VC,L,L&PPT
CO7	Demonstrate to develop fasting plans for specific health conditions (digestive disorders, metabolic diseases). Developing Fasting Plans (Intermittent Fasting.Prolonged Fasting	6	Practical Training 23.2	CAP	Shows-how	PrBL,BL,RLE,IBL
CO7	Advice fasting for health and well-being within local communities.	3	Experiential-Learning 23.2	PSY-GUD	Shows-how	W,TPW,TBL
CO7	Evaluate real-world applications of fasting in clinical settings.	3	Experiential-Learning 23.3	CS	Shows-how	CBL,PBL,RLE,PrBL
CO7	Assess Case Scenario on Consultations, Assessments, and Recommendations for Fasting Interventions	5	Experiential-Learning 23.4	CAP	Does	BL,CBL,RLE
M 23 Unit 3 Fasting in various cultures 1. Fasting concepts as per various cultures References: 225,226						
3A	3B	3C	3D	3E	3F	3G
CO7	Discuss a Comparative study of fasting in various religions	2	Lecture	CC	Know	L&GD,BL,L&PPT

M 23 Unit 4 Fasting and Natural remedies 1. Fasting as per Natural remedies References: 227,228,229						
3A	3B	3C	3D	3E	3F	3G
CO7	Discuss Detoxification and rejuvenation through fasting.	1	Lecture	CC	Know	L,L&GD, L&PPT
CO7	Describe the Role of fasting in gut health, longevity, and mental clarity.	1	Lecture	CS	Know	L,L&PPT ,L&GD
CO7	Demonstrate initiatives that promote fasting as a natural remedy, exploring its principles, impact on the body's healing processes, and detoxification benefits.	4	Practical Training 23.3	AFT-VAL	Shows-how	RLE,CBL
CO7	Demonstrate the role of natural remedies, including fasting, in managing health conditions such as digestive disorders, metabolic diseases, and chronic illnesses.	4	Practical Training 23.4	PSY-GUD	Shows-how	BL,IBL,RLE,CBL
CO7	Conduct a Field visit: Observing fasting practices at a Nisargopachar center.	6	Experiential-Learning 23.5	CS	Does	C_L,FV
M 23 Unit 5 Fasting and Research 1. Research evidences in Fasting References: 230,231						
3A	3B	3C	3D	3E	3F	3G
CO7	Evaluate and synthesize research evidence on the health effects of fasting to understand its impact on various health conditions, physiological processes, and overall well-being.	1	Lecture	CS	Know	L&GD,L &PPT ,L
CO7	Demonstrate data collection from research studies on fasting and interpret results related to obesity, diabetes, neurological disorders, and immunity.	4	Practical Training 23.5	AFT-RES	Shows-how	CBL,LS,S Y,BS,DIS

CO7	Assess Case Scenario on Consultations, Assessments, and Recommendations for Fasting Interventions	6	Experiential-Learning 23.6	CS	Does	PAL,SDL ,CBL
Practical Training Activity						
Practical Training 23.1 : Types of fasting						
In this practical, the teacher will provide hands-on experience in demonstrating various fasting techniques, emphasizing their physiological impact, Ayurvedic benefits, and guidelines for safe practice. Students will explore how each fasting type affects digestion, metabolism, and Dosha balance.						
Practical Training 23.2 : Fasting plans for specific health conditions						
In this practical, the teacher will direct students in designing structured fasting plans tailored to digestive disorders, metabolic diseases, and overall health enhancement using Ayurvedic and modern nutrition principles. Students will enhance fasting windows and meal structuring for metabolic balance in Intermittent Fasting(Meal Timing & Fasting Duration Strategies). Prolonged Fasting – Safety Guidelines & Monitoring Protocols Focusing on Extended fasting for deep cellular regeneration and disease prevention.						
Practical Training 23.3 : Fasting as a natural remedy						
In this practical, the teacher will explore fasting as a tool for healing, detoxification, and metabolic balance, integrating traditional wisdom with scientific evidence. Explain how fasting supports digestive rest, cellular repair, and toxin elimination. Strategies for weight management, insulin sensitivity improvement, and energy regulation.						
Practical Training 23.4 : Role of natural remedies, including fasting, in managing health conditions						
In this practical, the teacher will Explore how fasting and other natural remedies contribute to digestive health, metabolic balance, and chronic disease management through scientific and Ayurvedic perspectives.Students will assess how natural remedies regulate gut health, blood sugar levels, and inflammatory processes, Compare fasting methods with conventional medical treatments, analyzing their impact on health improvement.						
Practical Training 23.5 : Research studies on fasting related to obesity, diabetes, neurological disorders, and immunity.						
In this practical, the teacher will provide hands-on exposure to scientific data analysis, helping students understand fasting’s impact on metabolic health, neurological						

function, and immunity. Students will review peer-reviewed studies on intermittent fasting, prolonged fasting, and metabolic adaptations. Extract key findings on fat metabolism, insulin sensitivity, and neuroimmune responses. Identify biomarkers used in studies to measure fasting effects on obesity, diabetes, and neurological health

Experiential learning Activity

Experiential-Learning 23.1 : Case studies on therapeutic fasting applications.

In this experiential learning activity, students will assemble information on fasting duration, meal composition, hydration strategies, and physiological responses. Assess changes in biomarkers, such as blood glucose levels, cholesterol, inflammatory markers, and metabolic adaptations. Examine patient-reported outcomes, including energy levels, cognitive function, and improvements in digestive health.

Experiential-Learning 23.2 : Community-Based Projects – Promoting fasting for health and well-being within local communities.

In this experiential learning activity, students will organize interactive sessions explaining different fasting methods (intermittent, therapeutic, seasonal). Collaborate with Ayurvedic practitioners, nutritionists, and healthcare professionals to provide expert insights. Prepare and distribute materials highlighting fasting's role in metabolism, detoxification, and disease prevention.

Experiential-Learning 23.3 : Case Studies & Research Analysis – Evaluating real-world applications of fasting in clinical settings.

In this experiential learning activity, students will conduct dietary recall interviews with individuals practicing fasting. Develop customized fasting schedules, adjusting duration and meal composition for different health goals. Present findings in group discussions, refining approaches to fasting interventions in clinical applications, to integrate biometric tracking or patient response analysis for deeper evaluation.

Experiential-Learning 23.4 : Case Scenario on Consultations, Assessments, and Recommendations for Fasting Interventions

In this experiential learning activity, students will select diverse patient profiles with conditions such as digestive disorders, metabolic syndrome, or chronic inflammation. Conduct initial consultations, gathering details on dietary history, lifestyle habits, and existing health concerns. Assess patient suitability for different fasting methods (intermittent, prolonged, water fasting, or Ayurvedic fasting).

Experiential-Learning 23.5 : Analyse fasting practices at a Nisargopachar center.

In this experiential learning activity, students will visit the Nisargopchar center to gain firsthand experience in therapeutic fasting and natural healing methods practiced at a

Nisargopchar center. Study different fasting approaches, including water fasting, juice fasting, and intermittent fasting. Observe patient responses to fasting, including energy levels, digestion, and mental clarity. Interact with naturopathy doctors and therapists to understand fasting's role in disease prevention. Learn about dietary modifications, herbal support, and post-fasting recovery. Discuss case studies on fasting interventions for diabetes, obesity, and chronic illnesses.

Experiential-Learning 23.6 : Case Scenario on Consultations, Assessments, and Recommendations for Fasting Interventions

In this experiential learning activity, students will select diverse patient profiles with conditions such as digestive disorders, metabolic syndrome, or chronic inflammation. Conduct initial consultations, gathering details on dietary history, lifestyle habits, and existing health concerns. Assess patient suitability for different fasting methods (intermittent, prolonged, water fasting, or Ayurvedic fasting).

Modular Assessment

Assessment method	Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Discuss Physiological effects of fasting on digestion, metabolism, and immunity (MEQ)- 25 Marks Explore role of fasting in gut health, longevity, and mental clarity- assess by presentation skills and group discussion methods -25 Marks or Any practical topics can be converted for assessment -25 Marks and Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks	4

Module 24 : Diversity of staple Diet

Module Learning Objectives

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

1. Analyze dietary patterns across Indian states, considering cultural, regional, and socioeconomic influences to develop tailored nutritional recommendations.
2. Explore staple diets across countries, evaluating their nutritional composition, cultural significance, and health impacts to promote global nutritional awareness.
3. Design occupation-specific dietary plans, addressing the unique nutritional demands of travelers, athletes, and office workers for optimal health and performance.
4. Apply food diversification principles using millets, emphasizing their nutritional benefits, sustainability, and role in enhancing food security.

M 24 Unit 1 Diet and Indian states 1. Diet as per the Indian states References: 232,233,234						
3A	3B	3C	3D	3E	3F	3G
CO7	Describe dietary patterns across Indian states, considering cultural, regional, and socioeconomic influences	1	Lecture	CC	Know	L&PPT ,L&GD,L
CO7	Discuss the Ayurvedic Perspective on Indian Staple Diets	1	Lecture	CC	Knows-how	L&GD,L, DIS,L&PPT
CO7	Discuss the Influence of geography, climate, and agriculture on food choices. Analyse Cultural & Socioeconomic Influences on Diet	1	Lecture	CC	Know	L,L&PPT ,DIS,BL, L&GD
CO7	Demonstrate cooking traditional meals from different states via a Visual Display	6	Practical Training 24.1	PSY-GUD	Shows-how	ML,IBL, EDU
CO7	Review of Case studies on regional diets and their health impact.	6	Experiential-Learning 24.1	CE	Does	IBL,DIS, LS
M 24 Unit 2 Geographical variation in staple food 2. Various staple diet in various countries / continents References: 235,236,237						
3A	3B	3C	3D	3E	3F	3G
CO7	Enlist global staple diets, examining their nutritional composition and cultural	2	Lecture	CAP	Know	L&PPT

	significance.					,L,L&GD
CO7	Discuss the effects of globalization on food security and nutrition.	1	Lecture	CC	Knows-how	L&GD,L &PPT ,L
CO7	Demonstrate Nutritional analysis of staple foods from different continents.	2	Practical Training 24.2	PSY-GUD	Shows-how	BL,DIS,I BL,PAL
CO7	Examine research-backed insights on staple food consumption and its role in shaping global dietary guidelines for optimal nutrition and sustainability.	3	Experiential-Learning 24.2	CS	Does	Mnt,EDU ,TPW,LS, CBL

M 24 Unit 3 Staple diet and occupation 1. Staple diet as per occupations viz. travellers etc.

References: 237,238,239

3A	3B	3C	3D	3E	3F	3G
CO7	Discuss dietary needs for various occupations, including travelers, athletes, office workers, and labor-intensive jobs	1	Lecture	CAN	Knows-how	L&PPT ,L,L&GD
CO7	Discuss the impact of regional food availability, economic status, and accessibility on occupational diets.	1	Lecture	CC	Knows-how	L,L&PPT ,L&GD
CO7	Demonstrate food security and climate change through dietary shifts.	2	Practical Training 24.3	PSY-MEC	Shows-how	IBL,PBL, BL
CO7	Demonstrate Nutritional analysis of occupation-specific diets.	4	Practical Training 24.4	PSY-MEC	Shows-how	EDU,RP, CBL,C_L
CO7	Demonstrate Nutritional Composition & Health Impacts(Macronutrient and micronutrient needs based on work demands. Role of hydration, meal timing, and dietary supplements.)	4	Practical Training 24.5	PSY-MEC	Shows-how	BL,C_L,P rBL,IBL, DIS

CO7	Develop dietary guidelines for different professions	3	Experiential-Learning 24.3	PSY-ADT	Shows-how	BS,IBL,RLE,DIS
CO7	Analyse nutrition programs and dietary interventions in the workplace.	6	Experiential-Learning 24.4	CAN	Shows-how	RP,EDU,RLE,BL,BS
CO7	Assess nutrition and occupational health.	3	Experiential-Learning 24.5	PSY-ADT	Shows-how	BS,LS,IBL,EDU,Mnt

M 24 Unit 4 Food diversification of millets 1. Food diversification using Millets and its importance in health

References: 240,241,242

3A	3B	3C	3D	3E	3F	3G
CO7	Discuss the nutritional benefits and health impacts of millets on lifestyle disorders.	1	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO7	Discuss the Ayurvedic perspective of Millets	1	Lecture	CK	Knows-how	L&GD,L&PPT ,L
CO7	Demonstrate millet-based diet plans for specific health conditions.	2	Practical Training 24.6	PSY-GUD	Shows-how	PBL,PER,BS,PSM,IBL
CO7	Construct millet-based diet plans in specific health conditions for the target population.	5	Experiential-Learning 24.6	PSY-ADT	Shows-how	BL,PrBL,PSM,PBL

Practical Training Activity

Practical Training 24.1 : Cooking traditional meals from different states

In this practical, the teacher will provide a fantastic visual guide to regional cooking styles and flavors. These videos will showcase traditional meals from different states, such as [Famous Indian Food Dishes From 28 Indian States](#) – This video covers iconic dishes from each state, explaining their ingredients, preparation, and cultural significance. [Cooking Underrated Indian Recipes from Different States](#) – A hands-on cooking experience featuring lesser-known but delicious regional dishes. [Insider's Favorite Dishes in Every State](#) – A broader look at traditional meals across different regions.

Practical Training 24.2 : Demonstration of Nutritional analysis of staple foods from different continents.

In this practical, the teacher will analyze the nutritional composition of staple foods from various continents, comparing their macronutrient and micronutrient profiles to understand their impact on global diets. The students will be exposed to global nutrition trends to understand the role of staple foods in health and sustainability.

Practical Training 24.3 : Food security and climate change through dietary shifts.

In this practical, the teacher will address the dietary shifts that mitigate climate change effects while ensuring nutritional security for future generations. The students will explore specific regional strategies or case studies on successful implementations.

Practical Training 24.4 : Demonstration of nutritional analysis for diets specific to various occupations.

In this practical, the teacher will analyze the dietary needs of different professions, evaluating how nutrition impacts physical performance, cognitive function, and long-term health. The students will assess exposure to nutrition science, occupational health, and dietary interventions, and explore more insights on occupation-based nutrition.

Practical Training 24.5 : Nutritional Composition & Health Impacts(Macronutrient and micronutrient needs based on work demands. Role of hydration, meal timing, and dietary supplements.)

In this practical, the teacher will analyse how macronutrient and micronutrient needs, hydration, meal timing, and dietary supplements influence occupational health and performance. The students will assess exposure to nutrition science, occupational health, and dietary interventions, explore more insights on nutrient timing and sports nutrition fundamentals, integrating biomarker tracking or case studies

Practical Training 24.6 : Millet-based diet plans for specific health conditions.

In this practical, the teacher will explore how millet-based diets can support various health conditions, including diabetes, obesity, digestive disorders, and cardiovascular health. The students will be exposed to millet-based nutrition, helping students understand its therapeutic applications. They will explore more insights on millet-based diets, integrating biometric tracking or meal customization.

Experiential learning Activity

Experiential-Learning 24.1 : Reviewing case studies on regional diets and their health impact.

In this experiential learning activity, students will analyze the influence of traditional regional diets on nutritional health, disease prevention, and sustainability, using documented case studies. Assess Asian Diets Studies highlighting the health benefits of traditional Asian food practices, emphasizing fermented foods, rice-based meals, and herbal infusions. Explore on globalization affecting regional diets, food security, and chronic disease prevalence. Analysis of WHO reports on the role of vegetarian and plant-based diets in reducing noncommunicable diseases. Present findings in group discussions, refining dietary strategies for health optimization.

Experiential-Learning 24.2 : Research-backed insights on staple food consumption

In this experiential learning activity, students will be given an approach that ensures a scientific, evidence-driven understanding of staple food consumption and its role in global dietary guidelines. Analyze scientific studies on staple food consumption and its role in shaping global dietary guidelines for optimal nutrition and sustainability. Review Food-based dietary guidelines (FBDGs) worldwide incorporate staple food recommendations, but portion sizes and nutrient balance vary significantly. Scientific reviews suggesting harmonizing portion size recommendations, improving dietary consistency and public health outcomes. Sustainability studies indicating that staple food production and consumption align with environmental goals to reduce carbon footprints and resource depletion.

Experiential-Learning 24.3 : Conducting training sessions to establish dietary guidelines for various professions.

The teacher should select specific professions, such as healthcare workers, athletes, shift workers, and office workers, to develop tailored dietary guidelines. Students will conduct a needs assessment to identify the dietary needs and challenges of each profession.

They will create dietary guidelines that consider factors such as energy requirements, nutrient needs, and lifestyle. Additionally, students will prepare engaging and informative training sessions, which will include visual aids, handouts, and interactive activities. During these sessions, students will facilitate discussions and encourage participant engagement. They will also evaluate the effectiveness of their training sessions by collecting feedback from participants to enhance future sessions. Students will be assessed on the effectiveness of their training sessions, taking into account participant feedback and knowledge retention. They will also submit a written report detailing their research, planning, and implementation of the training sessions. Moreover, students will participate in a peer review process to provide feedback and suggestions for improvement.

Experiential-Learning 24.4 : Analysis of workplace nutrition programs and dietary interventions.

The teacher should select a workplace that has an existing nutrition program or dietary intervention. Students are required to conduct a thorough analysis of the program, focusing on its goals, strategies, and outcomes. They should collect data regarding employee participation, health outcomes, and the overall effectiveness of the program. Engaging with stakeholders—such as employees, management, and program administrators—is essential.

Students should also observe program activities, which may include nutrition counseling, cooking classes, or wellness workshops. To gather employee feedback and perceptions about the program, students should conduct surveys or focus groups.

Additionally, they need to analyze program data to assess its effectiveness and identify areas for improvement. Conducting interviews with stakeholders will provide valuable insights into the program's strengths and weaknesses.

Students should evaluate the program's impact on employee health and well-being. Following their analysis, students will submit a written report detailing their findings and recommendations. They will also present their conclusions to stakeholders and participate in peer reviews to provide feedback and suggestions for improvement.

Experiential-Learning 24.5 : Conducting review studies on nutrition and occupational health.

In this experiential learning activity, students will explore systematic reviews of nutrition interventions in workplace settings. They will analyze studies on dietary nutrient density and its impact on productivity. Additionally, students will evaluate research on physical activity and nutrition programs that enhance work performance. Finally, they will present their findings in group discussions, refining strategies for effective workplace nutrition interventions

Experiential-Learning 24.6 : Survey of millet-based diet plans in specific health conditions for the target population.

In this experiential learning activity, students will conduct a survey to assess the effectiveness of millet-based diets in managing diabetes, obesity, cardiovascular health, and digestive disorders within a target population. Develop a structured questionnaire covering dietary habits, health improvements, and millet consumption patterns. Identify trends in millet consumption and health outcomes. Present findings in group discussions, refining millet-based diet strategies for different health conditions

Modular Assessment

Assessment method

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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.

Discuss dietary needs for various occupations, including travelers, athletes, office workers, and labor-intensive jobs - 25 Marks

Develop millet-based diet plans for specific health conditions. - case scenarios/ real case -25 Marks

or

Any practical topics can be converted for assessment -25 Marks

Hour

4

And

Any experiential learning topics can be converted into presentation skills, communication skills or group discussion for assessment -25Marks

Paper No : 4 Philosophy of Yoga & Therapeutic Yoga						
Semester No : 3						
Module 25 : Philosophy and Principles of Therapeutic Yoga						
Module Learning Objectives (At the end of the module, the students should be able to) 1. Analyse the Philosophy of different schools of Yoga, such as Rajayoga, Karma Yoga, Bhakti Yoga, Jnana Yoga, and Kundalini Yoga 2. Conduct lectures to students/public on the Philosophy of Yoga 3. Identify the difference between philosophies of Rajayoga, Karma Yoga, Bhakti Yoga and Jnana Yoga.						
M 25 Unit 1 Philosophy of different schools of Yoga 1. Philosophy of different schools of Yoga -detailed explanation on Rajayoga from Yogasutras (Samadhi, Sadhana, Vibhuti and Kaivalya Padas) References: 312,313,314,315						
3A	3B	3C	3D	3E	3F	3G
CO5	Describe the path to Samadhi (transcendence) based on Samadhi Pada of Yogasutras.	1	Lecture	CC	Knows-how	L&PPT
CO5	Demonstrate the yogasutras of the samadhi pada with their meaning	2	Practical Training 25.1	PSY-SET	Shows-how	REC
CO5	Analyse and interpret the path to Samadhi (transcendence) based on Samadhi Pada of Yogasutras through interactive session with peers/teacher.	3	Experiential-Learning 25.1	PSY-ADT	Shows-how	SDL,DIS, TBL,IBL
CO5	Describe the path to Sadhana (Practices) based on Sadhana Pada of Yogasutras.	1	Lecture	CC	Knows-	L&PPT

					how	
CO5	Recite sutras of Sadhana Pada of Yogasutras and explain the meaning of sutras	2	Practical Training 25.2	PSY-SET	Shows-how	REC
CO5	Analyse and interpret the path to Sadhana (Practice) based on Sadhana Pada of Yogasutras through interactive session with peers/teacher	3	Experiential-Learning 25.2	CAN	Knows-how	SDL,TBL,IBL,DIS
CO5	Discuss the path to Vibhuti (Glory) based on Vibhuti Pada of Yogasutras.	1	Lecture	CC	Knows-how	L&PPT
CO5	Recite sutras of Vibhuti Pada of Yogasutras and explain the meaning of sutras	2	Practical Training 25.3	PSY-SET	Shows-how	REC
CO5	Analyse and interpret the path to Glory based on Vibhuti Pada of Yogasutras through interactive session with peers/teacher.	3	Experiential-Learning 25.3	PSY-ADT	Shows-how	IBL,TBL,SDL,DIS
CO5	Discuss the path to Liberation based on Kaivalya Pada of Yogasutras.	1	Lecture	CC	Knows-how	L&PPT
CO5	Recite sutras of Kaivalya Pada of Yogasutras and explain the meaning of sutras	2	Practical Training 25.4	PSY-SET	Shows-how	REC
CO5	Analyse and interpret the path to Liberation based on Kaivalya Pada of Yogasutras through interactive session with peers/teacher.	3	Experiential-Learning 25.4	AFT-RES	Shows-how	TBL,IBL,SDL,DIS

M 25 Unit 2 Philosophy of Different schools of Yoga1. Philosophy of different schools of Yoga

a. Karma Yoga b. Bhakti Yoga & c. Jnana Yoga from Bhagavad Gita

References: 316,317,318,319,320,321,322

3A	3B	3C	3D	3E	3F	3G
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CO5	Describe the Philosophy of Karma Yoga from Bhagavad Gita	1	Lecture	CC	Knows-how	L&PPT
CO5	Demonstrate yoga sutras of vibhuti pada with their meaning	2	Practical Training 25.5	PSY-SET	Shows-how	REC
CO5	Analyse and interpret Karma Yoga from Bhagavad Gita through interactive session with peers/teacher.	3	Experiential-Learning 25.5	CAN	Knows-how	DIS,IBL, TBL,SDL
CO5	Discuss the Philosophy of Bhakti Yoga from Bhagavad Gita	1	Lecture	CC	Knows-how	L&PPT
CO5	Recite Shlokas on Bhakti Yoga from Bhagavad Gita and explain meaning of shlokas	2	Practical Training 25.6	PSY-SET	Shows-how	REC
CO5	Describe the Philosophy of Jnana Yoga from Bhagavad Gita	1	Lecture	CC	Knows-how	L&PPT
CO5	Recite Shlokas on Jnana Yoga from Bhagavad Gita and explain meaning of shlokas	2	Practical Training 25.7	PSY-SET	Shows-how	REC
CO5	Analyse and interpret Jnana Yoga from Bhagavad Gita through interactive session with peers/teacher	2	Experiential-Learning 25.6	CAN	Knows-how	DIS,SDL, IBL,TBL
CO5	Analyse and interpret Bhakti Yoga from Bhagavad Gita through interactive session with peers/teacher.	3	Experiential-Learning 25.7	AFT-RES	Knows-how	TBL,DIS, IBL,SDL

M 25 Unit 3 Principles of Therapeutic Yoga 1. Fundamentals of Therapeutic Yoga from Taittiriyaopanishad and Yoga Vasishtha- Panchakoshas, Sthula-Sukshma-Karana Shariras and Adhi-Vyadhi concept and their application

References: 323,324,325,326,327,328,329

3A	3B	3C	3D	3E	3F	3G
CO5	Describe the Principles of Therapeutic Yoga based on Panchakoshas and explain Sthula-Sukshma-Karana Shariras	1	Lecture	CC	Knows-how	L&PPT
CO5	Assess Panchakoshas and do the assessment of Koshas among students themselves	2	Practical Training 25.8	PSY-SET	Shows-how	TPW,PL
CO5	Conduct assessment of Pancha Koshas among individuals /patients in the Hospital / Yoga Hall using the check list	3	Experiential-Learning 25.8	PSY-ADT	Knows-how	PBL,RLE
CO5	Describe the Principles of Therapeutic Yoga based on Adhi-Vyadhi concept	1	Lecture	CC	Knows-how	L&PPT
CO5	Assess Adhi-Vyadhi and do the assessment among students themselves.	2	Practical Training 25.9	PSY-GUD	Shows-how	TPW,PL
CO5	Conduct assessment of Adhi-Vyadhi among patients in the Hospital	3	Experiential-Learning 25.9	PSY-ADT	Knows-how	TBL,RLE ,PBL

M 25 Unit 4 Principles and practice of Kundalini Yoga 1. Principles of Kundalini Yoga

2. Practice of Kundalini Yoga

References: 330,331,332,333

3A	3B	3C	3D	3E	3F	3G
CO5	Explain the Principles of Kundalinishakti and its awakening technique – Shaktichalana as per Gheranda Samhita	1	Lecture	CC	Knows-how	L&PPT
CO5	Demonstrate Shaktichalana as per Gheranda Samhita / Shiva Samhita as a part of Group Activity with the help of a trained Yoga Instructor	2	Practical Training 25.10	PSY-GUD	Shows-how	D

Practical Training Activity
Practical Training 25.1 : Recitation of sutras of Samadhi Pada
Instructions: The teacher, after lecture on the topic should demonstrate how to recite sutras of Samadhi Pada of Yogasutras. The scholar should do recitation of Sutras on a selected day and explain the meaning of selected sutras upon asked by the teacher. Peer assessment is done followed by teacher evaluation.
Practical Training 25.2 : Recitation of sutras of Sadhana Pada
Instructions: The teacher, after lecture on the topic should demonstrate how to recite sutras of Sadhana Pada of Yogasutras. The scholar should do recitation of Sutras on a selected day and explain the meaning of selected sutras upon asked by the teacher. Peer assessment is done followed by teacher evaluation.
Practical Training 25.3 : Recitation of sutras of Vibhuti Pada
Instructions: The teacher, after lecture on the topic should demonstrate how to recite sutras of Vibhuti Pada of Yogasutras. The scholar should do recitation of Sutras on a selected day and explain the meaning of selected sutras upon asked by the teacher. Peer assessment is done followed by teacher evaluation.
Practical Training 25.4 : Recitation of sutras of Kaivalya Pada
Instructions: The teacher, after the lecture on the topic, should demonstrate how to interpret sutras of Kaivalya Pada of the Yogasutras. The scholar should do a recitation of Sutras on a selected day and explain the meaning of selected sutras upon being asked by the teacher. Peer assessment is done, followed by teacher evaluation.
Practical Training 25.5 : Recitation of Shlokas on Karma Yoga from Bhagavad Gita
Instructions: The teacher, after lecture on Karma Yoga should demonstrate how to recite selected shlokas from relevant chapters of Bhagavad Gita. The scholar should do recitation of Shlokas on a selected day and explain the meaning of the selected shloka upon asked by the teacher. Peer assessment is done followed by teacher evaluation.
Practical Training 25.6 : Recitation of Shlokas on Bhakti Yoga from Bhagavad Git
Instructions:- The teacher, after lecture on Bhakti Yoga should demonstrate how to recite selected shlokas from relevant chapters of Bhagavad Gita. The scholar should do recitation of Shlokas on a selected day and explain the meaning of the selected shloka upon asked by the teacher. Peer assessment is done followed by teacher evaluation.
Practical Training 25.7 : Recitation of Shlokas on Jnana Yoga from Bhagavad Gita

Instructions:- The teacher, after the lecture on Jnana Yoga, should demonstrate how to interpret selected shlokas from relevant chapters of the Bhagavad Gita. The scholar should interpret of Shlokas on a selected day and explain the meaning of the selected Shloka upon being asked by the teacher. Peer assessment is done, followed by teacher evaluation.

Practical Training 25.8 : Preparation of a checklist and assessment of Panchakoshas

Instructions: The teacher should demonstrate the scholars how to prepare a checklist for assessment of Panchakoshas based on Peer Learning, Team Based Project and Guided response with the help of teachers in the department and assess Kosha level in themselves using the checklist. The findings are presented in the department followed by teacher evaluation and feedback.

Practical Training 25.9 : Preparation of a checklist and assessment of Adhi-Vyadhi

Instructions:- The teacher should demonstrate the scholars how to prepare a checklist for the assessment of Adhi-Vyadhi based on Peer Learning, Team Based Project and Guided response with the help of all teachers in the department and scholars should assess themselves using the checklist. The findings are presented in the department followed by teacher evaluation and feedback.

Practical Training 25.10 : Demonstration of Shaktichalana .

Instructions:- Yoga instructor should demonstrate Shaktichalana as per Gheranda Samhita / Shiva Samhita and through Guided Response the student should perform Shaktichalana. It is followed by feedback and discussion from both the scholar and the instructor.

Experiential learning Activity

Experiential-Learning 25.1 : Analysis and interpretation of Samadhi Pada

Instructions: The scholars should be encouraged to raise questions on the path to Samadhi (transcendence) based on Samadhi Pada of Yogasutras upon which, interactive discussions be conducted with peers and teachers. With the help of books, classical references, research publications and translations, they should arrive at a conclusion and take a model class of 10 mnts each as a class presentation followed by teacher evaluation and feedback.

Experiential-Learning 25.2 : Analysis and interpretation of Sadhana Pada

Instructions: The scholars should be encouraged to raise questions on the path to Sadhana (Practice) based on Sadhana Pada of Yogasutras upon which, interactive discussions be conducted with peers and teachers. With the help of books, classical references, research publications and translations, they should arrive at a conclusion and take a model class of 10 mnts each as a class presentation followed by teacher evaluation and feedback.

Experiential-Learning 25.3 : Analysis and interpretation of Vibhuti Pada

Instructions: The scholars should be encouraged to raise questions on the path to Vibhuti (Glory) based on Vibhuti Pada of Yogasutras upon which, interactive discussions be conducted with peers and teachers. With the help of books, classical references, research publications and translations, they should arrive at a conclusion and take a model class of 10 mnts each as a class presentation followed by teacher evaluation and feedback.

Experiential-Learning 25.4 : Analysis and interpretation of Kaivalya Pada

Instructions: The scholars should be encouraged to raise questions on the path to Kaivalya (Liberation) based on Kaivalya Pada of Yogasutras upon which, interactive discussions be conducted with peers and teachers. With the help of books, classical references, research publications and translations, they should arrive at a conclusion and take a model class of 10 mnts each as a class presentation followed by teacher evaluation and feedback.

Experiential-Learning 25.5 : Analyssis and interpretation of Karma Yoga

Instructions:- The scholar should be encouraged to raise questions on Karma Yoga from Bhagavad Gita and based on them interactive discussions be conducted with peers and teachers. With the help of books, classical references, research publications and translations, they should arrive at a conclusion and take a model class of 10 mnts each as a class presentation followed by teacher evaluation and feedback.

Experiential-Learning 25.6 : Analysis and interpretation of Jnana Yoga.

Instructions:- The scholar should be encouraged to raise questions on Jnana Yoga from Bhagavad Gita and based on them interactive discussions be conducted with peers and teachers. With the help of books, classical references, research publications and translations, they should arrive at a conclusion and take a model class of 10 mnts each as a class presentation followed by teacher evaluation and feedback.

Experiential-Learning 25.7 : Analysis and interpretation of Bhakti Yoga.

Instructions:- The scholar should be encouraged to raise questions on Bhakti Yoga from Bhagavad Gita and based on them interactive discussions be conducted with peers and teachers. With the help of books, classical references, research publications and translations, they should arrive at a conclusion and take a model class of 10 mnts each as a class presentation followed by teacher evaluation and feedback.

Experiential-Learning 25.8 : Assessment of Koshas among individuals /patients.

Instructions:- The scholar should go through the already prepared checklist and diligently fill the data about the Kosha level of at least two individuals /patients in the Hospital / Yoga Hall. Analyze the data and make a class presentation for 10 mnts each followed by teacher evaluation and feedback.

Experiential-Learning 25.9 : Assessment of Adhi-Vyadhi among patients.

Instructions:- The scholar should go through the already prepared checklist and diligently fill the data about the Adhi-Vyadhi level of at least two individuals /patients in the Hospital / Yoga Hall. Analyse the data and make a class presentation for 10 mnts each followed by teacher evaluation and feedback.

Modular Assessment

Assessment method	Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Describe the philosophy of Rajayoga and Bhakti Yoga -T- MEQ - 25 Marks Analyse and interpret the path to Samadhi (transcendence) based on Samadhi Pada of Yogasutras through an interactive session with peers/teacher.- Assess for involvement, discussion, presentation skills etc.-25 Marks or Any practical topics can be converted for assessment -25 Marks and Any experiential learning topics can be converted into presentation skills, communication skills assessment -25Marks	4

Module 26 : Bahiranga Yoga

Module Learning Objectives

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

1. Discuss the Therapeutic Effect of Yama, Niyama, Asana and Pranayama and apply it in various conditions.
2. Discuss the Therapeutic Effect of Shad Karma, Bandhas and Mudras s and apply it in various conditions.
3. Conduct lectures to students / public on Bahiranga Yoga.

M 26 Unit 1 Therapeutic Effect of Yama and Niyama

1. Therapeutic Effect of Yama and Niyama
2. Importance of Yama and Niyama in mental health.

References: 334,335,336,337

3A	3B	3C	3D	3E	3F	3G
CO5	Discuss the effect of Yama and Niyama on Health and explain it based on research publications.	1	Lecture	CC	Knows-how	L&PPT
CO5	Demonstrate the Effect of Yama and Niyama and explain their importance in maintaining health.	2	Practical Training 26.1	PSY-MEC	Shows-how	RP,TBL
CO5	Conduct sessions on the Effect of Yama and Niyama and explain their importance in maintaining health to students / patients / individuals.	2	Experiential-Learning 26.1	AFT-SET	Shows-how	TUT,RLE

M 26 Unit 2 Therapeutic Effect of Asanas 1. Therapeutic Effect of Asanas
2. Asanas for specific conditions
3. Suryanamaskara,

References: 338,339,340,341,342,343

3A	3B	3C	3D	3E	3F	3G
CO5	Discuss 32 Asanas explained in Gheranda Samhita and describe the Therapeutic Effect of various Sittings Postures with indications and contra indications.	1	Lecture	CC	Knows-how	L&PPT
CO5	Demonstrate 10 advanced Standing and Sittings Postures.	2	Practical Training 26.2	PSY-MEC	Shows-how	D
CO5	Conduct sessions on the procedure, indications, contra indications and Therapeutic Effect of 10 Asanas of Sittings and Standing Postures to students / patients / public.	3	Experiential-Learning 26.2	AFT-SET	Shows-how	D,RLE
CO5	Discuss the procedure, indications, contra indications and Comprehend the Therapeutic Effect of Effect of 10 Lying and inverted Postures.	1	Lecture	CC	Shows-how	L&PPT ,L_VC
CO5	Demonstrate 10 advanced Lying and inverted Postures.	2	Practical	PSY-	Shows-	D

			Training 26.3	MEC	how	
CO5	Conduct sessions on the procedure, indications, contra indications and Therapeutic Effect of 10 Asanas of Lying and inverted Postures to students / patients / public.	3	Experiential-Learning 26.3	AFT-SET	Shows-how	D,RLE
CO5	Discuss the Therapeutic Effect the procedure, indications, contra indications and Comprehend the Therapeutic Effect of Suryanamaskara	1	Lecture	CC	Knows-how	L_VC,L&PPT
CO5	Demonstrate Suryanamaskara.	2	Practical Training 26.4	PSY-MEC	Shows-how	D
CO5	Conduct sessions on the procedure, indications, contra indications and Therapeutic Effect of Suryanamaskara to students / patients / public.	2	Experiential-Learning 26.4	AFT-SET	Shows-how	RLE,D

M 26 Unit 3 Therapeutic Effect of Shad Karmas, Bandhas and Mudra1. Therapeutic Effect of Shad Karmas
2. Bandhas and Mudras and their health benefits

References: 344,345,346,347

3A	3B	3C	3D	3E	3F	3G
CO5	Discuss the procedure, indications, contra indications and therapeutic Effects of Dhauti Basti and Neti based on scientific publications.	1	Lecture	CC	Knows-how	L&PPT ,L_VC
CO5	Demonstrate Jala Neti, Sutra Neti and Vamana Dhauti.	2	Practical Training 26.5	PSY-MEC	Shows-how	D
CO5	Conduct sessions on the procedure, indications, contra indications and Therapeutic Effect of Jala Neti, Sutra Neti and Vamana Dhauti to individuals / patients.	3	Experiential-Learning 26.5	PSY-MEC	Shows-how	RLE,D
CO5	Discuss the procedure, indications, contra indications and Therapeutic Effect of Trataka, Nauli and Kapalabhati based on scientific publications.	1	Lecture	CC	Knows-how	L&PPT ,L_VC

CO5	Demonstrate Trataka, Nauli and Kapalabhati.	2	Practical Training 26.6	PSY-MEC	Shows-how	D
CO5	Conduct sessions on the procedure, indications, contra indications and Therapeutic Effect of Trataka, Nauli and Kapalabhati to individuals / patients.	3	Experiential-Learning 26.6	AFT-SET	Shows-how	D,RLE
CO5	Discuss the procedure, indications, contra indications and Therapeutic Effect of Bandhas and Mudras based on scientific publications.	1	Lecture	CC	Knows-how	L_VC,L&PPT
CO5	Demonstrate three Bandhas and Mudras each.	2	Practical Training 26.7	PSY-MEC	Shows-how	D
CO5	Conduct sessions on the procedure, indications, contra indications and Therapeutic Effect of Bandhas and Mudras to individuals / patients.	2	Experiential-Learning 26.7	AFT-SET	Shows-how	RLE,D

M 26 Unit 4 Therapeutic Effect of Pranayamas
1. Therapeutic Effect of Pranayamas
2. Pranayama techniques for specific ailments

References: 348,349,350,351

3A	3B	3C	3D	3E	3F	3G
CO5	Discuss the procedure, indications, contra indications and Therapeutic Effect of Suryabhenana and Ujjayi Pranayama techniques based on scientific publications.	1	Lecture	CC	Knows-how	L_VC,L&PPT
CO5	Demonstrate Suryabhenana and Ujjayi Pranayama techniques.	2	Practical Training 26.8	PSY-MEC	Shows-how	D
CO5	Conduct sessions on the procedure, indications, contra indications and Therapeutic Effect of Suryabhenana and Ujjayi Pranayama techniques to individuals / patients.	3	Experiential-Learning 26.8	AFT-SET	Shows-how	RLE,D
CO5	Discuss the procedure, indications, contra indications and Therapeutic Effect of Sitkari	1	Lecture	CC	Knows-	L&PPT

	and Shitali Pranayama techniques based on scientific publications.				how	,L_VC
CO5	Demonstrate Sitkari and Shitali Pranayama techniques.	2	Practical Training 26.9	PSY-MEC	Shows-how	D
CO5	Conduct sessions on the procedure, indications, contra indications and Therapeutic Effect of Sitkari and Shitali techniques to individuals / patients.	3	Experiential-Learning 26.9	AFT-SET	Shows-how	D,RLE
CO5	Discuss the procedure, indications, contra indications and Therapeutic Effect of Bhastrika and Bhramari Pranayama techniques based on scientific publications.	1	Lecture	CC	Knows-how	L_VC,L&PPT
CO5	Demonstrate Bhastrika and Bhramari Pranayama techniques.	2	Practical Training 26.10	PSY-MEC	Shows-how	D
CO5	Conduct sessions on the procedure, indications, contra indications and Therapeutic Effect of Bhastrika and Bhramari techniques to individuals / patients.	2	Experiential-Learning 26.10	AFT-SET	Shows-how	D,RLE

Practical Training Activity

Practical Training 26.1 : Role play to demonstrate the Effect of Yama and Niyama.

Instructions:- The teacher should demonstrate how to set up a role play regarding the effect of Yama and Niyama. The scholars should make a Team under the guidance of the teacher. They should discuss various aspects about Yama, Niyama and their possible effects on health. The team has to make script for a role play. Each one has to be assigned specific role and they have to rehearse as per the script after which, they have to stage the role play in front of the teachers and derive conclusions, followed by Teacher evaluation and feedback.

Practical Training 26.2 : Demonstration of 10 advanced Standing and Sittings Postures.

Instructions:- The Yoga instructor will demonstrate the correct procedure of asanas. Each asana should be done in distinct stages of Beginning (Sthiti), Asana Proper (Prakriya) and Relaxation (Vishram). The scholars should repeat it step by step under the supervision of Yoga Instructor in a calm atmosphere. Precautions, preparatory poses if any, breathing, duration, benefits and contra indications will be explained. The movements should be slow, rhythmic and balanced. Relax properly at the end of each Asana before proceeding to the next. Each asana should be practised as per SOP made in the department. Other general instructions of Yoga practice that the students have

learnt in Term 2 of MD curriculum are to be followed.
The Yoga Instructor evaluates the performance and provides feedback.

Practical Training 26.3 : Demonstration of 10 advanced Lying and inverted Postures.

Instructions:- The Yoga instructor will demonstrate the correct procedure of asanas. Each asana should be done in distinct stages of Beginning (Sthiti), Asana Proper (Prakriya) and Relaxation (Vishram). The scholars should repeat it step by step under the supervision of Yoga Instructor in a calm atmosphere. Precautions, preparatory poses if any, breathing, duration, benefits and contra indications will be explained. The movements should be slow, rhythmic and balanced. Relax properly at the end of each Asana before proceeding to the next. Each asana should be practised as per SOP made in the department. Other general instructions of Yoga practice that the students have learnt in Term 2 of MD curriculum are to be followed.

The Yoga Instructor evaluates the performance and provides feedback.

Practical Training 26.4 : Demonstration of Suryanamaskara.

Instructions:- The Yoga instructor will demonstrate the correct procedure of Suryanamaskara. Each round will have 12 steps and the students should be encouraged to complete 12 rounds or as optimum is possible individually.

Since the number of PG scholars is usually less than ten, the Yoga Instructor and scholars can perform together as a group Yoga session. The instructor will demonstrate and the scholars have to repeat the same steps.

A. Loosening exercises

B. Suryanamaskara

1. Pranamasanam
2. Hastothanasanam
3. Padahastasanam
4. Ashwasanchalanam
5. Parvatasanam
6. Ashtanga namaskaram
7. Bhujangasanam
8. Parvatasanam
9. Ashwasanchalanam
10. Padahastasanam

11. Hastothanasanam

12. Pranamasanam

C.Relaxation

Yoga teacher evaluates and suggests corrections, if any and provides feedback.

NB: There can be variations in the asana schedule as per local traditions, which is permissible.

Practical Training 26.5 : Demonstration of Jala Neti, Sutra Neti and Vamana Dhauti.

Instructions:- Yoga Instructor will demonstrate the correct procedure of Jala Neti, Sutra Neti and Vamana Dhauti step by step with sufficient time gap and the scholar has to repeat it correctly. All necessary pre-requisites are to be arranged before beginning the session. The general instructions of Yoga practice are to be followed. The water used for Dhauti and Neti should be ideally boiled and then made lukewarm to avoid chance of infection. At the end of the session the Yoga Instructor evaluates and suggests corrections, if any.

Practical Training 26.6 : Demonstration of Trataka, Nauli and Kapalabhati.

Instructions:- Yoga Instructor will demonstrate the correct procedure of Trataka, Nauli and Kapalabhati step by step with sufficient time gap and the scholar has to repeat it correctly. All necessary pre-requisites are to be arranged before beginning the session. The general instructions of Yoga practice are to be followed. At the end of the session the Yoga Instructor evaluates and suggests corrections, if any.

Practical Training 26.7 : Demonstration of Bandhas and Mudras.

Instructions:- Yoga Instructor will demonstrate the correct procedure of the selected Bandhas and Mudras step by step and the scholar has to repeat it correctly. All necessary pre-requisites are to be arranged before beginning the session. The general instructions of Yoga practice are to be followed. The scholar should demonstrate a minimum of three Bandhas and Mudras each. At the end of the session the Yoga Instructor evaluates and suggests corrections, if any.

The scholars may be encouraged to perform more mudras under the Yoga Instructor.

Practical Training 26.8 : Demonstration of Suryabhenana and Ujjayi Pranayama.

Instructions:- Yoga Instructor will demonstrate the correct procedure of Suryabhenana and Ujjayi Pranayama step by step and the scholar has to repeat it correctly.

Pranayama should be practised at a calm environment and only after attaining mastery over sitting postures. All necessary pre-requisites are to be arranged before beginning the session. The general instructions of Yoga practice are to be followed. At the end of the session the Yoga Instructor evaluates and suggests corrections, if any.

Practical Training 26.9 : Demonstration of Sitkari and Shitali Pranayama.

Instructions:- Yoga Instructor will demonstrate the correct procedure of Sitkari and Shitali Pranayama step by step and the scholar has to repeat it correctly. Pranayama should be practised at a calm environment and only after attaining mastery over sitting postures. All necessary pre-requisites are to be arranged before beginning the session. The general instructions of Yoga practice are to be followed. At the end of the session the Yoga Instructor evaluates and suggests corrections, if any.

Practical Training 26.10 : Demonstration of Bhastrika and Bhramari Pranayama.

Instructions:- Yoga Instructor will demonstrate the correct procedure of Bhastrika and Bhramari Pranayama step by step and the scholar has to repeat it correctly. Pranayama should be practised at a calm environment and only after attaining mastery over sitting postures. All necessary pre-requisites are to be arranged before beginning the session. The general instructions of Yoga practice are to be followed. At the end of the session the Yoga Instructor evaluates and suggests corrections, if any.

Experiential learning Activity

Experiential-Learning 26.1 : Conducting sessions on the Effect of Yama and Niyama to students / patients / individuals

Instructions:- The scholar should create a positive environment for students / individuals / patients and provide a list of qualities and ask them to self-assess. Let it be with them only. No need to cross check.

After that, the PG Scholar should teach students / patients / individuals about the importance of keeping moral and ethical values in life such as Yama and Niyama, according to Yogasutras and cite how peace and harmony be brought in life through adherence to these guidelines. The session can be made interactive. The teacher evaluates and provide feedback to the scholar.

Experiential-Learning 26.2 : Conducting Yoga sessions on 10 advanced Sitzings and Standing Postures to students / patients / public.

Instructions:- The scholar who has practised Asanas in practical sessions should advise asanas and teach them in person to the individuals / patients. A minimum of 10 advanced Sitzings and Standing Postures should be taught systematically as per the SOP made in the department with Sthiti, Prakriya and Vishram stages and essential tips to ease out difficulties that may encounter during Asana practice may be provided. At the end of the session, PG Scholar should evaluate the performance of participants and suggest corrections, if any.

Experiential-Learning 26.3 : Conducting Yoga sessions on 10 advanced Lying and inverted Postures to students / patients / public.

Instructions:- The scholar who has practised Asanas in practical sessions should advise asanas and teach them in person to the students / patients / public. A minimum of 10 advanced Lying and inverted Postures should be taught systematically as per the SOP made in the department. Sthiti, Prakriya and Vishram stages and essential tips to ease out difficulties that may encounter during Asana practice may be provided. At the end of the session, PG Scholar should evaluate the performance of participants and suggest corrections, if any.

Experiential-Learning 26.4 : Conducting Yoga sessions on Suryanamaskara to students / patients / public.

Instructions:- The scholar who has practised Suryanamaskara in practical sessions should teach it in person to students / patients / public. Suryanamaskara should be practised as per the SOP made in the department and essential tips to ease out difficulties that may encounter during practice may be provided. The PG Scholar should instruct the procedure step by step. At the end of the session, PG Scholar should evaluate the performance of participants and suggest corrections, if any.

Experiential-Learning 26.5 : Conducting Yoga sessions on Jala Neti, Sutra Neti and Vamana Dhauti to individuals / patients.

Instructions:- The scholar who has practised Jala Neti, Sutra Neti and Vamana Dhauti in practical sessions should teach them in person to the individuals / patients. Dhauti and Neti should be practised as per the SOP made in the department and essential tips to ease out difficulties that may encounter during practice may be provided. At the end of the session, PG Scholar should evaluate the performance of participants and suggest corrections, if any.

Experiential-Learning 26.6 : Conducting Yoga sessions on Trataka, Nauli and Kapalabhati to individuals / patients.

Instructions:- The scholar who has practised Trataka, Nauli and Kapalabhati in practical sessions should teach them in person to the individuals / patients. Trataka, Nauli and Kapalabhati should be practised as per the SOP made in the department and essential tips to ease out difficulties that may encounter during practice may be provided. At the end of the session, PG Scholar should evaluate the performance of participants and suggest corrections, if any.

Experiential-Learning 26.7 : Conducting Yoga sessions on Bandhas and Mudras to individuals / patients.

Instructions:- The scholar who has practised Bandhas and Mudras in practical sessions should teach them in person to the individuals / patients. Bandhas and Mudras should be practised as per the SOP made in the department and essential tips to ease out difficulties that may encounter during practice may be provided. At the end of the session, PG Scholar should evaluate the performance of participants and suggest corrections, if any.

Experiential-Learning 26.8 : Conducting Yoga sessions on Suryabhenana and Ujjayi Pranayama to individuals / patients.

Instructions:- The scholar who has practised Suryabhenana and Ujjayi Pranayama in practical sessions should teach them in person to the individuals / patients. Suryabhenana and Ujjayi Pranayama should be practised as per the SOP made in the department and essential tips to ease out difficulties that may encounter during practice may be provided. At the end of the session, PG Scholar should evaluate the performance of participants and suggest corrections, if any.	
Experiential-Learning 26.9 : Conducting Yoga sessions on Sitkari and Shitali Pranayama to individuals / patients.	
Instructions:- The scholar who has practised Sitkari and Shitali Pranayama in practical sessions should teach them in person to the individuals / patients. Sitkari and Shitali Pranayama should be practised as per the SOP made in the department and essential tips to ease out difficulties that may encounter during practice may be provided. At the end of the session, PG Scholar should evaluate the performance of participants and suggest corrections, if any.	
Experiential-Learning 26.10 : Conducting Yoga sessions on Bhastrika and Bhramari Pranayama to individuals / patients.	
Instructions:- The scholar who has practised Bhastrika and Bhramari Pranayama in practical sessions should teach them in person to the individuals / patients. Bhastrika and Bhramari Pranayama should be practised as per the SOP made in the department and essential tips to ease out difficulties that may encounter during practice may be provided. At the end of the session, PG Scholar should evaluate the performance of participants and suggest corrections, if any.	
Modular Assessment	
Assessment method	Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Demonstrate the Effect of Yama and Niyama and explain their importance in maintaining health- T-EW- 25 Marks Demonstrate 10 advanced Standing and Sitings Postures.Assessment can be done by DOPS (checklist).-25 Marks or Any practical topics can be converted for assessment -25 Marks and Any experiential learning topics can be converted into presentation skills, DOPS for assessment -25Marks	4
Semester No : 4	
Module 27 : Antaranga Yoga	
Module Learning Objectives	

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

1. Discuss the Therapeutic Effect of Antaranga Yoga and apply it in various conditions.
2. Discuss the Therapeutic Effect of various types of meditations and Yoganidra and apply them in various conditions.
3. Plan Yogic diet for different disease conditions.
4. Conduct lectures to students/public on Antaranga Yoga.

M 27 Unit 1 Antaranga Yoga 1. Antaranga Yoga – Importance of Pratyahara, Dharana, Dhyana and Samadhi based on Yogasutras and Gheranda Samhita
 2. Application of Abstraction, Concentration, Meditation and Absorption
 3. Therapeutic Effect of Dhyana (Meditation)
 4. Role of meditation in mental health, Types of Classical Dhyana and their benefits.

References: 352,353,354,355,356

3A	3B	3C	3D	3E	3F	3G
CO5	Discuss the Importance of Pratyahara Dharana, Dhyana and Samadhi based on Yogasutras and Gheranda Samhita / Shiva Samhita / Hathayoga Pradipika.	1	Lecture	CC	Knows-how	L&PPT
CO5	Demonstrate Pratyahara and Dharana.	2	Practical Training 27.1	PSY-GUD	Shows-how	D,SDL
CO5	Conduct sessions to teach the methods of Pratyahara and Dharana to individuals / patients.	3	Experiential-Learning 27.1	AFT-SET	Shows-how	D,RLE
CO5	Discuss the role of Dhyana (Meditation) in mental health and explain Sthula Dhyana, Jyoti Dhyana and Sukshma Dhyana per Hathayoga.	1	Lecture	CC	Knows-how	L&PPT
CO5	Demonstrate Sthula Dhyana and Jyoti Dhyana	2	Practical	PSY-	Shows-	D,SDL

			Training 27.2	GUD	how	
CO5	Conduct sessions on Sthula Dhyana and Jyoti Dhyana to individuals / patients and explain the role of Dhyana in mental health.	3	Experiential-Learning 27.2	AFT-SET	Shows-how	RLE,D

M 27 Unit 2 Clinical application of Relaxation Techniques1. Clinical Application of Relaxation Techniques

- a. Instant relaxation Technique(IRT)
- b. Quick relaxation technique (QRT)
- c. Deep relaxation technique(DRT)
- d. Yoga Nidra and its benefits

References: 357,358,359,360,361,362,363,364

3A	3B	3C	3D	3E	3F	3G
CO5	Discuss Relaxation Techniques such as IRT, QRT, DRT and Yoga Nidra	2	Lecture	CC	Knows-how	L&PPT
CO5	Demonstrate Relaxation Techniques such as IRT, QRT, DRT and Yoga Nidra.	4	Practical Training 27.3	PSY-MEC	Shows-how	D,SDL
CO5	Conduct sessions on Relaxation Techniques such as IRT, QRT, DRT and Yoga Nidra to individuals / patients.	6	Experiential-Learning 27.3	AFT-SET	Shows-how	RLE,D

M 27 Unit 3 Therapeutic Effect of Various Types of Meditations1. Therapeutic Effect of Various Types of Meditations

2. Practical application of Cyclic Meditation and Mindfulness Meditation
3. Transcendental Meditation and other types of Meditations

References: 364,365,366,367

3A	3B	3C	3D	3E	3F	3G
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CO5	Discuss the procedure and benefits of Cyclic Meditation Mindfulness Meditation, Transcendental Meditation and other meditations.	3	Lecture	CC	Knows-how	L&PPT
CO5	Demonstrate Cyclic Meditation, Mindfulness Meditation and Transcendental Meditation and other contemporary meditations	6	Practical Training 27.4	PSY-MEC	Shows-how	D
CO5	Conduct sessions on Cyclic Meditation Mindfulness Meditation, Transcendental Meditation and other meditations to individuals / patients,	8	Experiential-Learning 27.4	AFT-SET	Shows-how	D,RLE

M 27 Unit 4 Therapeutic effect of Yogic Diet1. Therapeutic effect of Yogic Diet and its application

References: 368,369,370

3A	3B	3C	3D	3E	3F	3G
CO5	Discuss the effect of Satvik, Rajasik and Tamasic diet and explain therapeutic effect of Yogic Diet and its application	3	Lecture	CC	Knows-how	L&PPT
CO5	Demonstrate the preparation of satvik food items (minimum two recipes).	6	Practical Training 27.5	PSY-SET	Shows-how	TPW,D
CO5	Conduct sessions on preparation of Satvik diet to individuals / patients	6	Experiential-Learning 27.5	AFT-SET	Shows-how	TBL,RLE

Practical Training Activity

Practical Training 27.1 : Demonstration of Pratyahara and Dharana.

Instructions: Yoga instructor demonstrates the technique of Pratyahara and Dharana. The scholar should have already acquired skills of Asanas and Pranayama and preferably following a satvik diet. With the help of a yoga teacher learn how to withdraw the sense organs from objects. The techniques may be taught in 2 sessions of one hour each.

Session 1: Pratyahara

The Yoga instructor explains the technique to observe Pratyahara. It can be done in many ways.

Example 1: By observing the body, breath, and sensations as a detached witness during asana practice. Eg 2: By following the breath during inhalation, retention and exhalation while doing Pranayama. Eg 3: By relaxing deeply in Shavasana at the end of a Yoga session.

The scholar should do self evaluation at the end of the session and give feedback to the Yoga instructor.

Session 2: Dharana

The Yoga instructor explains the technique to observe Dharana. It can be done in many ways.

Example 1: By practising Trataka with keen attention. Eg 2: By doing only One thing at a time, that too with full attention. Eg 2: By chanting a particular mantra for long duration

The scholar should do self evaluation at the end of the session and give feedback to the Yoga instructor.

Practical Training 27.2 : Demonstration of Sthula Dhyana and Jyoti Dhyana

Instructions: Yoga instructor demonstrates Sthula Dhyana and Jyoti Dhyana. The scholar should have already acquired skills of Pratyahara and Dharana, preferably following a satvik diet. With the help of Yoga instructor learn how to keep focussed on a fixed objects for longer duration.

The techniques may be taught in 2 sessions of one hour each. Initially start with Sthula Dhyana (Contemplating on an object or idol), then go to Jyoti Dhyana (Meditating on light – initially external and then internal) under the guidance of a yoga instructor. The scholar should do self evaluation at the end of the session and give feedback to the Yoga instructor.

Sukshma Dhyana is optional. Those who are inclined towards it, can practise it under a learned Guru.

Practical Training 27.3 : Demonstration of Yogic Relaxation Techniques.

Instructions:

Yoga instructor demonstrates Relaxation Techniques such as IRT, QRT, DRT / Yoga Nidra at Yoga Hall. The scholar should perform each procedure under the guidance of the Yoga instructor.

The scholar should have already acquired skills of Pratyahara and Dharana, preferably following a satvik diet. With the help of a Yoga instructor, demonstrate Relaxation Techniques such as IRT, QRT, DRT / Yoga Nidra at Yoga Hall.

The techniques may be taught in 2 sessions of two hour each.

In session 1, the Yoga instructor teaches IRT, QRT and DRT and the scholar follows the instructions and corrections.

In session 2, the Yoga teacher teaches Yoga Nidra and the scholar follows the instructions and corrections.

Yoga instructor evaluates provides feed back at the end of each session.

Practical Training 27.4 : Demonstration of different types of Meditation.

Instructions:

Yoga instructor demonstrates Cyclic Meditation, Mindfulness Meditation and Transcendental Meditation at Yoga Hall. The instructor may demonstrate one or two contemporary meditations also according to the availability of time in separate sessions. The scholar should perform each procedure under the guidance of the Yoga instructor.

The scholar should have already acquired skills of Pratyahara and Dharana, preferably following a satvik diet.

In session 1, the Yoga Instructor teaches Cyclic Meditation and the scholar follows the instructions and corrections. In session 2, the Yoga Instructor teaches Mindfulness Meditation and the scholar follows the instructions and corrections. In session 3, the Yoga Instructor teaches Transcendental Meditation and the scholar follows the instructions and corrections. The next session may be used for a contemporary meditation.

Yoga instructor evaluates and provides feed back at the end of each session.

Practical Training 27.5 : Demonstration of preparation of satvik food items.

Instructions:

The teacher demonstrates how to prepare simple and easily preparable food item that is satvik in nature. The scholar has to observe it keenly and make it as per instructions. At the end of each session, teacher receives feedback from students and clear their doubts.

The total practical may be completed in 2 sessions of 1 hour each

Experiential learning Activity

Experiential-Learning 27.1 : Conducting sessions on Pratyahara and Dharana to individuals / patients.

Instructions: The scholar, after learning the techniques of Pratyahara and Dharana through practical demonstration, should advice individuals / patients about how to practise them and teach the techniques, observe, correct and enable them fit enough to practise Pratyahara and Dharana. Observe them practising it and provide corrections based on their feedback

The techniques may be taught in 2 sessions of 2 hours each.

Experiential-Learning 27.2 : Conducting sessions on Sthula Dhyana and Jyoti Dhyana to individuals / patients.

Instructions: The scholar, after learning the techniques of Sthula Dhyana and Jyoti Dhyana through practical demonstration, should practice them in personal life and gain confidence in doing them. Then they should advise individuals / patients about how to practise them and teach the techniques, observe, correct and enable them fit enough to practise Sthula Dhyana and Jyoti Dhyana

The techniques may be taught in separate sessions

In session 1, the PG Scholar explains the technique and benefits of Sthula Dhyana as learned in the practical session and demonstrates it, to individuals / patients. Observe them practising it and provide corrections.

In session 2, the PG Scholar explains the technique and benefits of Jyoti Dhyana as learned in the practical session and demonstrates it, to individuals / patients. Observe them practising it and provide corrections.

Take feedback at the end of each session.

Experiential-Learning 27.3 : Conducting sessions on Relaxation Techniques to individuals / patients.

Instructions:

The scholar, after learning the techniques of IRT, QRT, DRT, and Yoganidra through practical demonstration, should advise individuals/patients about how to practice them and teach the techniques, observe, correct, and enable them to fit enough to practice IRT, QRT, DRT, and Yoganidra.

The techniques may be taught in 3 sessions of two hours each. Take feedback at the end of each session.

Experiential-Learning 27.4 : Conducting sessions on different types of Meditation to individuals / patients.

Instructions:

The scholar, after learning the techniques of Cyclic Meditation Mindfulness Meditation, Transcendental Meditation and other meditations through practical demonstration, should practice them in personal life and advise individuals / patients about how to practise them and teach the techniques, observe, correct and enable them fit enough to practise Cyclic Meditation, Mindfulness Meditation, Transcendental Meditation and other meditations

The techniques may be taught in separate sessions.

Take feedback at the end of each session.

Experiential-Learning 27.5 : Conducting sessions Satvik diet preparation to individuals / patients

Instructions:

The scholar should Conduct sessions on preparation of Satvik diet to individuals / patients

The techniques may be dealt with 3 sessions of one hour each

Steps

1. The PG scholar advises Satvik Diet to individuals / patients.
2. He/She explains the benefits of Satvik diet.
3. Explains the recipe and method of preparation.
4. Shows how the specific Yogic diet is prepared
5. Clears doubt about the method and explains how they act in the body and mind.
6. Encourages preparation of Satvik diet and gives feedback / suggestions to individuals / patients interested in it
7. Takes feedback from individuals / patients

Modular Assessment

Assessment method

Hour

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Discuss the procedure and benefits of Cyclic Meditation Mindfulness Meditation, Transcendental Meditation and other meditations. T- MEQ - 25 Marks Demonstrate Relaxation Techniques such as IRT or QRT or DRT or Yoga Nidra - assessment can be done by .DOPS (checklist).-25 Marks or Any practical topics can be converted for assessment -25 Marks And Any experiential learning topics can be converted into presentation skills, DOPS for assessment -25Marks

4

Module 28 : Therapeutic Yoga for specific diseases

Module Learning Objectives

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

1. Describe the approach to Therapeutic Yoga schedule for diseases such as Obesity, Diabetes, Hypertension, Hyperacidity, GERD, Constipation, Irritable Bowel Syndrome, Bronchial Asthma and lung disorders, Thyroid Disorders, Migraine and Tension Headache, Low Back Pain, Cervical Spondylosis and other Joint disorders
- 2.Design Therapeutic Yoga schedule for diseases such as Obesity, Diabetes, Hypertension, Hyperacidity, GERD, Constipation, Irritable Bowel Syndrome, Bronchial

Asthma and lung disorders, Thyroid Disorders, Migraine and Tension Headache, Low Back Pain, Cervical Spondylosis and other Joint disorders and apply it in such conditions.

3. Conduct model classes to students / public on therapeutic Yoga for these disorders

M 28 Unit 1 Therapeutic Yoga for Obesity, Dyslipidaemia, Diabetes and Hypertension 1. Therapeutic Yoga for Obesity

2. Dyslipidaemia,

3. Diabetes

4. Hypertension

References: 371,372,373,374,375,376,377,378

3A	3B	3C	3D	3E	3F	3G
CO5	Describe Therapeutic Yoga schedule for Obesity, Dyslipidemia, Diabetes and Hypertension.	2	Lecture	CS	Shows-how	L&PPT,DIS
CO5	Demonstrate Therapeutic Yoga schedule for Obesity, Dyslipidemia, Diabetes and Hypertension.	4	Practical Training 28.1	PSY-SET	Shows-how	D,CBL
CO5	Advise Therapeutic Yoga for Obesity, Dyslipidemia, Diabetes and Hypertension to patients	6	Experiential-Learning 28.1	AFT-SET	Shows-how	D,RLE

M 28 Unit 2 Therapeutic Yoga for GIT diseases 1. Therapeutic Yoga for

a. Hyperacidity

b. GERD

c. Constipation

d. Irritable Bowel Syndrome

References: 379,380,381,382,383

3A	3B	3C	3D	3E	3F	3G
CO5	Describe Therapeutic Yoga schedule for Hyperacidity, GERD, Constipation and Irritable Bowel Syndrome	2	Lecture	CS	Knows-how	DIS,L&P PT
CO5	Demonstrate Therapeutic Yoga schedule for Hyperacidity, GERD, Constipation and Irritable Bowel Syndrome.	4	Practical Training 28.2	PSY-SET	Shows-how	D,CBL
CO5	Advise Therapeutic Yoga for Hyperacidity, GERD, Constipation and Irritable Bowel Syndrome to patients	5	Experiential-Learning 28.2	AFT-SET	Shows-how	D,RLE

M 28 Unit 3 Therapeutic Yoga for Respiratory disorders 1. Therapeutic Yoga for Bronchial Asthma and other respiratory disorders

References: 384,385,386,387

3A	3B	3C	3D	3E	3F	3G
CO5	Describe Therapeutic Yoga schedule for Bronchial Asthma and other Respiratory disorders.	2	Lecture	CS	Knows-how	L&PPT ,DIS
CO5	Demonstrate Therapeutic Yoga schedule for Bronchial Asthma and other Respiratory disorders	4	Practical Training 28.3	PSY-SET	Shows-how	D,CBL
CO5	Advise Therapeutic Yoga for Bronchial Asthma and other respiratory disorders to patients	5	Experiential-Learning 28.3	AFT-SET	Shows-how	D,RLE

M 28 Unit 4 Therapeutic Yoga for Thyroid Disorders, Migraine and Tension Headache1. Therapeutic Yoga for
a. Thyroid Disorders,
b. Migraine and Tension Headache

References: 388,389,390,391,392,393,394

3A	3B	3C	3D	3E	3F	3G
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CO5	Describe Therapeutic Yoga schedule for Thyroid Disorders, Migraine and Tension Headache.	2	Lecture	CS	Knows-how	DIS,L&P PT
CO5	Demonstrate Therapeutic Yoga schedule for Thyroid Disorders, Migraine and Tension Headache	4	Practical Training 28.4	PSY-SET	Shows-how	D,CBL
CO5	Advise Therapeutic Yoga for Thyroid Disorders, Migraine and Tension Headache to patients.	5	Experiential-Learning 28.4	PSY-GUD	Shows-how	RLE

M 28 Unit 5 Therapeutic Yoga for Joint disorders.1. Therapeutic Yoga for

- a. Low Back Pain
- b. Cervical Spondylosis
- c. Other Joint disorders.

References: 395,396,397,398,399

3A	3B	3C	3D	3E	3F	3G
CO5	Describe Therapeutic Yoga schedule for Low Back Pain, Cervical Spondylosis and other Joint disorders.	2	Lecture	CS	Knows-how	DIS,L&P PT
CO5	Demonstrate Therapeutic Yoga schedule for Low Back Pain, Cervical Spondylosis and other Joint disorders	4	Practical Training 28.5	PSY-SET	Shows-how	CBL,D
CO5	Advise Therapeutic Yoga for Low Back Pain, Cervical Spondylosis and other Joint disorders to patients	5	Experiential-Learning 28.5	PSY-GUD	Shows-how	D,RLE

Practical Training Activity

Practical Training 28.1 : Demonstration of Therapeutic Yoga schedules for Obesity, Dyslipidemia, Diabetes and Hypertension

Instructions:- The teacher demonstrates Therapeutic Yoga schedule, specific to the lifestyle disorder (Obesity, Dyslipidemia, Diabetes and Hypertension), which may include Asanas, Shat Karma, Pranayama, Meditation, Diet, Counselling etc. The PG scholar carefully goes through the Therapeutic Yoga schedule for a specific disease,

demonstrates and explains the diet and regimen to be followed by patients. The Teacher gives feedback and corrections if any.

Practical Training 28.2 : Demonstration of Therapeutic Yoga schedule for Hyperacidity, GERD, Constipation and Irritable Bowel Syndrome.

Instructions: The teacher demonstrates Therapeutic Yoga schedule, specific to the lifestyle disorder (Hyperacidity, GERD, Constipation and Irritable Bowel Syndrome) , which may include Asanas, Shat Karma, Pranayama, Meditation, Diet, Counselling etc. The PG scholar carefully goes through the Therapeutic Yoga schedule for a specific disease, demonstrates and explains the diet and regimen to be followed by patients. The Teacher gives feedback and corrections if any.

Practical Training 28.3 : Demonstration of the Therapeutic Yoga schedule for Bronchial Asthma and other Respiratory disorders.

Instructions: The teacher demonstrates Therapeutic Yoga schedule, specific to the lifestyle disorder (Bronchial Asthma and other Respiratory disorders) , which may include Asanas, Shat Karma, Pranayama, Meditation, Diet, Counselling etc. The PG scholar carefully goes through the Therapeutic Yoga schedule for a specific disease, demonstrates and explains the diet and regimen to be followed by patients. The Teacher gives feedback and corrections if any.

Practical Training 28.4 : Demonstration of Therapeutic Yoga schedule for Thyroid Disorders, Migraine and Tension Headache.

Instructions: The teacher demonstrates Therapeutic Yoga schedule, specific to the lifestyle disorder (Thyroid Disorders, Migraine and Tension Headache) , which may include Asanas, Shat Karma, Pranayama, Meditation, Diet, Counselling etc. The PG scholar carefully goes through the Therapeutic Yoga schedule for a specific disease, demonstrates and explains the diet and regimen to be followed by patients. The Teacher gives feedback and corrections if any.

Practical Training 28.5 : Demonstration of Therapeutic Yoga schedule for Low Back Pain, Cervical Spondylosis and other Joint disorders.

Instructions: The teacher demonstrates Therapeutic Yoga schedule, specific to the disorder (Low Back Pain, Cervical Spondylosis and other Joint disorders) , which may include Asanas, Shat Karma, Pranayama, Meditation, Diet, Counselling etc. The PG scholar carefully goes through the Therapeutic Yoga schedule for a specific disease, demonstrates and explains the diet and regimen to be followed by patients. The Teacher gives feedback and corrections if any.

Experiential learning Activity

Experiential-Learning 28.1 : Therapeutic advise Yoga for Obesity, Dyslipidemia, Diabetes and Hypertension to patients

Instructions: The scholar, who is accustomed to the Therapeutic Yoga schedules for Obesity, Dyslipidemia, Diabetes and Hypertension through practical sessions, should advise the relevant schedule to patients and teach how to practice them in a sequential manner. The patients are to follow the instructions and perform the suggested Yoga techniques.

PG scholar evaluates the performance of the patients and suggests corrections if any.

Experiential-Learning 28.2 : Therapeutic Yoga advise for Hyperacidity, GERD, Constipation and Irritable Bowel Syndrome to patients.

Instructions: The scholar, who is accustomed to the Therapeutic Yoga schedules for Hyperacidity, GERD, Constipation and Irritable Bowel Syndrome through practical sessions, should advise the relevant schedule to patients and teach how to practice them in a sequential manner. The patients are to follow the instructions and perform the suggested Yoga techniques.

PG scholar evaluates the performance of the patients and suggests corrections if any.

Experiential-Learning 28.3 : Therapeutic Yoga advise for Bronchial Asthma and other respiratory disorders to patients

Instructions: The scholar, who is accustomed to the Therapeutic Yoga schedules for Bronchial Asthma and other respiratory disorders through practical sessions, should advise the relevant schedule to patients and teach how to practice them in a sequential manner. The patients are to follow the instructions and perform the suggested Yoga techniques.

PG scholar evaluates the performance of the patients and suggests corrections if any.

Experiential-Learning 28.4 : Therapeutic Yoga advise for Thyroid Disorders, Migraine and Tension Headache to patients.

Instructions:

The scholar, who is accustomed to the Therapeutic Yoga schedules for Thyroid Disorders, Migraine and Tension Headache through practical sessions, should advise the relevant schedule to patients and teach how to practice them in a sequential manner. The patients are to follow the instructions and perform the suggested Yoga techniques.

PG scholar evaluates the performance of the patients and suggests corrections if any.

Experiential-Learning 28.5 : Therapeutic Yoga advise for Low Back Pain, Cervical Spondylosis and other Joint disorders to patients.

Instructions: The scholar, who is accustomed to the Therapeutic Yoga schedules for Thyroid Disorders, Migraine and Tension Headache through practical sessions, should advise the relevant schedule to patients and teach how to practice them in a sequential manner. The patients are to follow the instructions and perform the suggested Yoga techniques.

PG scholar evaluates the performance of the patients and suggests corrections if any.

Modular Assessment

Assessment method

Hour

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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.

4

Describe Therapeutic Yoga schedule for Obesity, Dyslipidemia, - MEQ - 25 Marks

Advise Therapeutic Yoga for Hyperacidity, GERD, Constipation assessment can be done by checklist .-25 Marks

or

Any practical topics can be converted for assessment -25 Marks

And

Any experiential learning topics can be converted into presentation skills, DOPS for assessment -25 Marks

Semester No : 5

Module 29 : Therapeutic Yoga for specific conditions / professions

Module Learning Objectives

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

1. Describe the approach to the Therapeutic Yoga schedule for different professions such as IT Professionals, Government employees / Office workers, Night Shift workers, Working Women, and Manual Laborers.
2. Conduct model classes for students/public on therapeutic Yoga for these disorders
3. Design Yoga Protocol for different professions such as IT Professionals, Government employees / Office workers, Night Shift workers, Working Women, and

Manual Laborers.

M 29 Unit 1 Yoga for sedentary workers 1. Yoga for different professions

- a. IT Professionals
- b. Corporate employees
- c. Business Executives
- d. Doctors
- e. Engineers

References: 400,401,402,403,404,405

3A	3B	3C	3D	3E	3F	3G
CO5	Describe therapeutic Yoga schedule for sedentary workers like IT Professionals / Businessmen / Office workers etc.	2	Lecture	CS	Knows-how	DIS,PrBL ,L&PPT ,CBL
CO5	Demonstrate therapeutic Yoga schedule for sedentary workers like IT Professionals / Businessmen / Office workers etc	4	Practical Training 29.1	PSY-MEC	Shows-how	D
CO5	Advise therapeutic Yoga schedule for sedentary workers like IT Professionals / Businessmen / Office workers etc	6	Experiential-Learning 29.1	PSY-ADT	Does	CBL,RLE

M 29 Unit 2 Yoga for hard workers 1. Yoga for

- a. Manual Laborers
- b. Construction workers
- c. Factory workers etc

References: 406,407,408,409,410,411,412,413

3A	3B	3C	3D	3E	3F	3G
CO5	Describe therapeutic Yoga schedule for hard workers like Manual Laborers / Construction workers / Factory workers etc.	2	Lecture	CS	Knows-how	PrBL,DIS,L&PPT
CO5	Demonstrate therapeutic Yoga schedule for hard workers like Manual Laborers / Construction workers / Factory workers etc.	4	Practical Training 29.2	PSY-MEC	Shows-how	D
CO5	Advise therapeutic Yoga schedule for hard workers like Manual Laborers / Construction workers / Factory workers etc.	5	Experiential-Learning 29.2	PSY-ADT	Does	CBL,RLE

M 29 Unit 3 Yoga for medical professionals 1. Yoga for

- a. Doctors
- b. Nurses
- c. Therapists
- d. Theatre assistants

References: 414,415,416,417,418

3A	3B	3C	3D	3E	3F	3G
CO5	Describe therapeutic Yoga schedule for Yoga for medical professionals like Doctors / Nurses / therapists / theatre assistants etc	2	Lecture	CS	Knows-how	L&PPT,DIS,PrBL
CO5	Demonstrate therapeutic Yoga schedule for Yoga for medical professionals like Doctors / Nurses / therapists / theatre assistants etc.	4	Practical Training 29.3	PSY-MEC	Shows-how	D
CO5	Advise therapeutic Yoga schedule for Yoga for medical professionals like Doctors / Nurses / therapists / theatre assistants etc.	5	Experiential-Learning 29.3	PSY-ADT	Does	CBL,RLE

M 29 Unit 4 Yoga for Working Women and Home makers 1. Yoga for

- a. Working Women

b. House makers

References: 419,420,421,422,423,424,425

3A	3B	3C	3D	3E	3F	3G
CO5	Describe therapeutic Yoga schedules for Working Women / Home makers.	2	Lecture	CS	Knows-how	DIS,L&P PT ,PrBL
CO5	Demonstrate therapeutic Yoga schedules for Working Women / Home makers.	4	Practical Training 29.4	PSY- MEC	Shows-how	D
CO5	Advise therapeutic Yoga schedules for Working Women / Home makers	5	Experiential- Learning 29. 4	PSY- ADT	Knows-how	RLE,CBL

M 29 Unit 5 Yoga for night shift workers1. Yoga for BPO Workers /Policemen/ Watchmen / drivers etc

References: 426,427,428,429

3A	3B	3C	3D	3E	3F	3G
CO5	Describe therapeutic Yoga schedule for night shift workers like BPO Workers /Policemen/ Watchmen / drivers etc	2	Lecture	CS	Knows-how	DIS,L&P PT ,PrBL
CO5	Demonstrate therapeutic Yoga schedules for night shift workers like BPO Workers /Policemen/ Watchmen / drivers etc	4	Practical Training 29.5	PSY- MEC	Shows-how	D
CO5	Advise therapeutic Yoga schedules for night shift workers like BPO Workers /Policemen/ Watchmen / drivers etc	5	Experiential- Learning 29. 5	PSY- ADT	Does	RLE,CBL

Practical Training Activity

Practical Training 29.1 : Demonstration of Therapeutic Yoga schedule for sedentary workers.

Instructions:

The Teacher demonstrates the therapeutic Yoga schedule for sedentary workers like IT Professionals / Businessmen / Office workers etc , which may include Asanas, Shatkarma, Pranayama, Meditation, Diet, Counselling, etc., as per the SOP of the department.

The PG Scholar carefully goes through the therapeutic Yoga schedule as per SOP for a specific condition/profession, demonstrates and explains the diet and regimen to be followed by patients.

The Teacher gives feedback and makes corrections, if any.

Practical Training 29.2 : Demonstration of Therapeutic Yoga schedule for hard workers.

Instructions:

The Teacher demonstrates the therapeutic Yoga schedule, specific to hard workers like Manual Laborers / Construction workers / Factory workers etc , which may include Asanas, Shatkarma, Pranayama, Meditation, Diet, Counselling, etc., as per the SOP of the department.

The PG Scholar carefully goes through the therapeutic Yoga schedule as per SOP for a specific profession, demonstrates and explains the diet and regimen to be followed by patients.

The Teacher gives feedback and makes corrections, if any.

Practical Training 29.3 : Demonstration of Therapeutic Yoga schedule for medical professionals.

Instructions:

The Teacher demonstrates the therapeutic Yoga schedule specific to profession like medical professionals like Doctors / Nurses / therapists / theatre assistants etc, which may include Asanas, Shatkarma, Pranayama, Meditation, Diet, Counselling, etc., as per the SOP of the department.

The PG Scholar carefully goes through the therapeutic Yoga schedule as per SOP for a specific condition/profession, demonstrates and explains the diet and regimen to be followed by patients.

The Teacher gives feedback and makes corrections, if any.

Practical Training 29.4 : Demonstration of Therapeutic Yoga schedules for Working Women / Home makers.

Instructions:

The Teacher demonstrates therapeutic Yoga schedules for the specific condition/profession (Working Women / Home makers), which may include Asanas, Shatkarma, Pranayama, Meditation, Diet, Counselling, etc., as per the SOP of the department.

The PG Scholar carefully goes through the therapeutic Yoga schedule as per SOP for a specific condition/profession, demonstrates and explains the diet and regimen to be followed by patients.

The Teacher gives feedback and makes corrections, if any.

Practical Training 29.5 : Demonstration of Therapeutic Yoga schedules for night shift workers.

Instructions:

The Teacher demonstrates the therapeutic Yoga schedules specific to the profession like for night shift workers like BPO Workers /Policemen/ Watchmen / drivers etc, which may include Asanas, Shatkarma, Pranayama, Meditation, Diet, Counselling, etc., as per the SOP of the department.

The PG Scholar carefully goes through the therapeutic Yoga schedule as per SOP for a specific condition/profession, demonstrates and explains the diet and regimen to be followed by patients.

The Teacher gives feedback and makes corrections, if any.

Experiential learning Activity

Experiential-Learning 29.1 : Advising Therapeutic Yoga for sedentary workers.

Instructions:

The PG Scholar, who is accustomed to the therapeutic Yoga schedules for sedentary workers like IT Professionals / Businessmen / Office workers, etc, through practical sessions, should advise the relevant schedule to patients and teach them how to practice it in a sequential

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Experiential-Learning 29.2 : Advising Therapeutic Yoga for hard workers.

Instructions:

The PG Scholar, who is accustomed to the therapeutic Yoga schedules for hard workers like Manual Laborers / Construction workers / Factory workers, etc, through practical sessions, should advise the relevant schedule to patients and teach them how to practice it sequentially.

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Experiential-Learning 29.3 : Advising Therapeutic Yoga for medical professionals.

Instructions:

The PG Scholar, who is accustomed to the therapeutic Yoga schedules for Night Shift workers / Nurses / Lab Workers through practical sessions, should advise the relevant schedule to patients and teach them how to practice it sequentially.

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Experiential-Learning 29.4 : Therapeutic Yoga advise for Working Women / Homemakers.

Instructions:

The PG Scholar, who is accustomed to the therapeutic Yoga schedules for Working Women / Housewives through practical sessions, should advise the relevant schedule to patients and teach them how to practice it in a sequential manner.

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Experiential-Learning 29.5 : Advising Therapeutic Yoga for night shift workers.

Instructions:

The PG Scholar, who is accustomed to the therapeutic Yoga schedules for Manual Labourers / Drivers / Conductors through practical sessions, should advise the relevant schedule to patients and teach them how to practice it sequentially.

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Modular Assessment

Assessment method

Hour

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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.

Describe therapeutic Yoga schedule for sedentary workers like IT Professionals / Businessmen / Office workers etc - MEQ - 25 Marks

Advise therapeutic Yoga schedules for night shift workers like BPO Workers /Policemen/ Watchmen / drivers etc - assessment can be done by checklist

.Cases can be taken as a modular assessment .-25 Marks

or

Any practical topics can be converted for assessment -25 Marks

And

Any experiential learning topics can be converted into presentation , DOPS for assessment -25Marks

4

Module 30 : Therapeutic application of Yoga in Women and Child Health

Module Learning Objectives

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

1. Describe the Add-on effect of Yoga in menstrual problems, PCOS, menopausal and perimenopausal problems of women and in pregnant and lactating women.
2. Describe the Application of Yoga in children with Hyperactivity, Autism spectrum disorders
3. Apply Yoga practices in Physical and mental health problems in Adolescent Boys and Girls and improving physical health and scholastic performance
4. Conduct model classes to students / public on application of Yoga in Women and Child Health

M 30 Unit 1 Add-on effect of Yoga in menstrual problems

1. Add-on effect of Yoga in menstrual problems such as
- a. PCOS
- b. Menopausal
- c. Perimenopausal .

References: 430,431,432,433,434,435,436,437,438

3A	3B	3C	3D	3E	3F	3G
CO5	Describe Therapeutic Yoga schedules as an Add-on therapy for menstrual problems, PCOS, menopausal and perimenopausal problems of women in collaboration with Dept of SRPT	2	Lecture	CS	Knows-how	L&PPT ,DIS
CO5	Demonstrate Therapeutic Yoga schedule as an Add-on therapy for menstrual problems, PCOS, menopausal and perimenopausal problems of women.	4	Practical Training 30.1	PSY-MEC	Shows-how	D
CO5	Advise therapeutic Yoga schedule as an Add-on therapy for menstrual problems, PCOS,	6	Experiential-	PSY-	Does	RLE

	menopausal and perimenopausal problems of women.		Learning 30.1	GUD		
M 30 Unit 2 Add-on effect of Yoga in pregnant women 1. Add-on effect of Yoga in pregnant women and Lactating mothers. References: 439,440,441,442,443,444						
3A	3B	3C	3D	3E	3F	3G
CO5	Describe a therapeutic Yoga schedule for pregnant women and lactating mothers in collaboration with Dept of PTSR	2	Lecture	CS	Knows-how	DIS,L&P PT
CO5	Demonstrate a therapeutic Yoga schedule as an Add-on therapy for pregnant women and lactating mothers.	4	Practical Training 30.2	PSY-MEC	Shows-how	D
CO5	Advise therapeutic Yoga schedule as an Add-on therapy to pregnant women and lactating mothers.	5	Experiential-Learning 30.2	AFT-SET	Does	RLE
M 30 Unit 3 Application of Yoga in children with Hyperactivity, Autism 1. Application of Yoga in children with Hyperactivity & Autism spectrum disorders. References: 445,446,447,448,449,450,451						
3A	3B	3C	3D	3E	3F	3G
CO5	Describe therapeutic Yoga schedules for children with Hyperactivity and Autism spectrum disorders.	2	Lecture	CS	Knows-how	L&PPT ,DIS
CO5	Demonstrate therapeutic Yoga schedules for children with Hyperactivity and Autism spectrum disorders.	4	Practical Training 30.3	PSY-MEC	Shows-how	D
CO5	Advise therapeutic Yoga schedules for children with Hyperactivity and Autism spectrum disorders.	5	Experiential-Learning 30.3	AFT-SET	Does	RLE

M 30 Unit 4 Physical and mental health problems 1. Application of Yoga in Physical and mental health problems in Adolescent Boys and Girls.

References: 452,453,454,455,456,457

3A	3B	3C	3D	3E	3F	3G
CO5	Describe therapeutic Yoga schedules for Physical and mental health problems in Adolescent Boys and Girls.	2	Lecture	CS	Knows-how	DIS,L&P PT
CO5	Demonstrate therapeutic Yoga schedules for Physical and mental health problems in Adolescent Boys and Girls.	4	Practical Training 30.4	PSY-MEC	Shows-how	D
CO5	Advise therapeutic Yoga schedules for Physical and mental health problems in Adolescent Boys and Girls.	5	Experiential-Learning 30.4	AFT-SET	Does	RLE

M 30 Unit 5 Therapeutic Yoga for school children 1. Application of Therapeutic Yoga for school children for improving physical health and scholastic performance

References: 458,459,460,461,462,463

3A	3B	3C	3D	3E	3F	3G
CO5	Describe a therapeutic Yoga schedule for school children to improve their physical health and scholastic performance.	2	Lecture	CS	Knows-how	L&PPT ,PrBL,DIS
CO5	Demonstrate a therapeutic Yoga schedule for school children to improve their physical health and scholastic performance.	4	Practical Training 30.5	PSY-MEC	Shows-how	D
CO5	Advise therapeutic Yoga schedule for school children to improve their physical health and scholastic performance.	5	Experiential-Learning 30.5	AFT-SET	Does	RLE

Practical Training Activity

Practical Training 30.1 : Demonstration of Therapeutic Yoga schedule as an Add-on therapy for menstrual problems, PCOS, menopausal and perimenopausal problems.

Instructions:

The Teacher demonstrates a therapeutic Yoga schedule, as an Add-on therapy in menstrual problems, PCOS, menopausal and perimenopausal problems of women, which may include Asanas, Shatkarma, Pranayama, Meditation, Diet, Counselling, etc.,

The PG Scholar carefully goes through the therapeutic Yoga schedule as per SOP for a specific condition, demonstrates and explains the diet and regimen to be followed by patients.

The Teacher gives feedback and makes corrections, if any.

Practical Training 30.2 : Demonstration of Therapeutic Yoga schedule as an Add-on therapy for pregnant women and lactating mothers.

Instructions:

The Teacher demonstrates a therapeutic Yoga schedule as an Add-on therapy for pregnant women and lactating mothers, which may include Asanas, Shatkarma, Pranayama, Meditation, Diet, Counselling, etc.,

The PG Scholar carefully goes through the therapeutic Yoga schedule as per SOP for a specific condition, demonstrates and explains the diet and regimen to be followed by patients.

The Teacher gives feedback and makes corrections, if any.

Practical Training 30.3 : Demonstration of Therapeutic Yoga schedule for children with Hyperactivity and Autism spectrum disorders.

Instructions:

The Teacher demonstrates a therapeutic Yoga schedule, specific for the children with Hyperactivity and Autism spectrum disorders, which may include Asanas, Shatkarma, Pranayama, Meditation, Diet, Counselling, etc.

The PG Scholar carefully goes through the therapeutic Yoga schedule as per SOP for a specific condition, demonstrates and explains the diet and regimen to be followed by patients.

The Teacher gives feedback and makes corrections, if any.

Practical Training 30.4 : Demonstration of Therapeutic Yoga schedule for Physical and mental health problems in Adolescent Boys and Girls

Instructions:

The Teacher demonstrates a therapeutic Yoga schedules for Physical and mental health problems in Adolescent Boys and Girls, which may include Asanas, Shatkarma, Pranayama, Meditation, Diet, Counselling, etc.

The PG Scholar carefully goes through the therapeutic Yoga schedule as per SOP for a specific condition, demonstrates and explains the diet and regimen to be followed by patients.

The Teacher gives feedback and makes corrections, if any.

Practical Training 30.5 : Demonstration of Therapeutic Yoga schedule for school children to improve their physical health and scholastic performance.

Instructions:

The Teacher demonstrates a therapeutic Yoga schedule for school children to improve their physical health and scholastic performance, which may include Asanas, Shatkarma, Pranayama, Meditation, Diet, Counselling, etc., as per the SOP of the department.

The PG Scholar carefully goes through the therapeutic Yoga schedule as per SOP for a specific condition, demonstrates and explains the diet and regimen to be followed by patients.

The Teacher gives feedback and makes corrections, if any.

Experiential learning Activity

Experiential-Learning 30.1 : Advising Therapeutic Yoga for children with Hyperactivity and Autism spectrum disorders.

Instructions:

The PG Scholar, who is accustomed to the therapeutic Yoga schedules as an Add-on therapy in menstrual problems, PCOS, menopausal and perimenopausal problems of women through practical sessions, should advise the relevant schedule to patients and teach them how to practice it in a sequential manner.

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Experiential-Learning 30.2 : Advising Therapeutic Yoga as an Add-on effect of Yoga to pregnant women and lactating mothers.

Instructions:

The PG Scholar, who is accustomed to the therapeutic Yoga schedules as an Add-on effect of Yoga in pregnant women and lactating mothers through practical sessions, should advise the relevant schedule to patients and teach them how to practice it in a sequential manner.

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Experiential-Learning 30.3 : Advising Therapeutic Yoga for children with Hyperactivity and Autism spectrum disorders.

Instructions:

The PG Scholar, who is accustomed to the therapeutic Yoga schedules for children with Hyperactivity and Autism spectrum disorders through practical sessions, should advise the relevant schedule to patients and teach them how to practice it in a sequential manner.

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Experiential-Learning 30.4 : Advising Therapeutic Yoga for Physical and Mental Health Problems in Adolescent Boys and Girls.

Instructions:

The PG Scholar, who is accustomed to the therapeutic Yoga schedules for Physical and mental health problems in Adolescent Boys and Girls through practical sessions, should advise the relevant schedule to patients and teach them how to practice it in a sequential manner.

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Experiential-Learning 30.5 : Recommending therapeutic yoga for school children to enhance their physical health and academic performance.

Instructions:

The PG Scholar, who is accustomed to the therapeutic Yoga schedules for school children to improve their physical health and scholastic performance through practical sessions, should advise the relevant schedule to patients and teach them how to practice it in a sequential manner.

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Modular Assessment

Assessment method

Hour

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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.

4

Describe Therapeutic Yoga schedules as an Add-on therapy for menstrual problems, - T-CRQs - 25 Marks
 Demonstrate a therapeutic Yoga schedule as an Add-on therapy for pregnant women and lactating mothers assessment by DOPS .-25 Marks
 or
 Any practical topics can be converted for assessment -25 Marks
 And
 Any experiential learning topics can be converted into presentation skills, DOPS for assessment -25Marks

Semester No : 6

Module 31 : Therapeutic application of Yoga in Mental Health and Geriatric Health Care.

Module Learning Objectives

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

1. Apply the principles of Adhi-Vyadhi concept in Mental Health problems and treating common mental disorders
2. Practice Yogic Counselling and Satvavajaya chikitsa Describe the Use of Yoga Props for Geriatric Yoga practice
3. Apply principles of Karmayoga and Bhaktiyoga in Geriatric Health care
4. Discuss the use of Yoga Props and Modified Yoga Practices for Geriatric Yoga practice
5. Conduct model classes to students / public on Yoga for mental health / geriatric health

M 31 Unit 1 Principles of Adhi-Vyadhi concept 1. Adhi-Vyadhi concept in Mental Health problems

References: 464,465,466,467,468,469,470,471,472

3A	3B	3C	3D	3E	3F	3G
CO5	Describe a therapeutic approach for Adhi-Vyadhi concept for Mental Health problems.	2	Lecture	CAN	Knows-how	DIS,L&P PT
CO5		4	Practical	PSY-	Shows-	D

	Demonstrate the Application of principles of Adhi-Vyadhi concept in Mental Health problems.		Training 31.1	MEC	how	
CO5	Advise principles of Adhi-Vyadhi concept in Mental Health problems to patients.	6	Experiential-Learning 31.1	AFT-SET	Does	RLE

M 31 Unit 2 Yoga for treating common mental disorders1. Application of Yoga in treating common mental disorders

References: 473,474,475,476,477,478,479,480,481

3A	3B	3C	3D	3E	3F	3G
CO5	Describe a therapeutic approach and design a therapeutic Yoga schedule for treating common mental disorders such as anxiety, depression and OCD.	2	Lecture	CAN	Knows-how	DIS,L&P PT
CO5	Demonstrate a therapeutic Yoga schedule for treating common mental disorders such as anxiety, depression and OCD.	4	Practical Training 31.2	PSY-MEC	Shows-how	D
CO5	Advise on a therapeutic yoga schedule for common mental disorders, such as anxiety, depression, and OCD, for patients.	5	Experiential-Learning 31.2	PSY-GUD	Does	RLE

M 31 Unit 3 Yogic Counselling and Satvavajaya chikitsa1. Yogic Counselling and Satvavajaya chikitsa

References: 482,483,484,485

3A	3B	3C	3D	3E	3F	3G
CO5	Describe a therapeutic approach for the application of Yogic Counselling and Satvavajaya chikitsa to people stress disorder.	2	Lecture	CAN	Knows-how	DIS,L&P PT
CO5	Demonstrate the application of Yogic Counselling and Satvavajaya chikitsa.	4	Practical Training 31.3	PSY-MEC	Shows-how	D
CO5	Advise principles of Yogic Counselling and Satvavajaya chikitsa to patients.	5	Experiential-	AFT-SET	Does	RLE

			Learning 31. 3			
M 31 Unit 4 Karmayoga and Bhaktiyoga in Geriatric Health care 1. Application of Karmayoga and Bhaktiyoga in Geriatric Health care References: 486,487,488,489,490						
3A	3B	3C	3D	3E	3F	3G
CO5	Describe a therapeutic approach for the Principles of Karmayoga and Bhaktiyoga applicable in Geriatric Health care.	2	Lecture	CAN	Knows-how	L&PPT,DIS
CO5	Demonstrate the Principles of Karmayoga and Bhaktiyoga applicable in Geriatric Health care.	4	Practical Training 31.4	PSY-MEC	Shows-how	RP
CO5	Advise Principles of Karmayoga and Bhaktiyoga applicable in Geriatric Health care to patients.	5	Experiential-Learning 31.4	AFT-SET	Does	RLE
M 31 Unit 5 Yoga Props and Modified Yoga Practices for Geriatric care 1. Use of Yoga Props and Modified Yoga Practices for Geriatric Yoga practice References: 491,492,493,494						
3A	3B	3C	3D	3E	3F	3G
CO5	Describe the use of Yoga Props for common practice as well as Geriatric people	2	Lecture	CAN	Knows-how	DIS,L&PPT
CO5	Demonstrate Use of Yoga Props for common practice as well as Geriatric people	4	Practical Training 31.5	PSY-MEC	Shows-how	D
CO5	Advise how to select and use Yoga Props suitable for Geriatric Yoga practice to patients.	5	Experiential-Learning 31.5	AFT-SET	Does	RLE

Practical Training Activity

Practical Training 31.1 : Demonstration of Application of principles of Adhi-Vyadhi concept in Mental Health problems.

Instructions:

The Teacher demonstrates Application of principles of Adhi-Vyadhi concept in Mental Health problems which may include Asanas, Shatkarma, Pranayama, Meditation, Diet, Counselling, etc.

The PG Scholar carefully goes through the therapeutic Yoga schedule as per SOP for a specific condition, demonstrates and explains the diet and regimen to be followed by patients.

The Teacher gives feedback and makes corrections, if any.

Practical Training 31.2 : Demonstration of therapeutic Yoga schedule for treating common mental disorders.

Instructions:

The Teacher demonstrates therapeutic Yoga schedule, specific for the common mental disorders, which may include Asanas, Shatkarma, Pranayama, Meditation, Diet, Counselling, etc

The PG Scholar carefully goes through the therapeutic Yoga schedule as per SOP for a specific condition, demonstrates and explains the diet and regimen to be followed by patients.

Practical Training 31.3 : Demonstration of application of Yogic Counselling and Satvavajaya chikitsa.

Instructions:

The Teacher demonstrates Yoga Counselling and Satvavajaya chikitsa which may include Counselling, chanting, meditation etc.

The PG Scholar carefully goes through the therapeutic Yoga schedule as per SOP for a specific condition, demonstrates and explains the diet and regimen to be followed by patients.

The Teacher gives feedback and makes corrections, if any.

Practical Training 31.4 : Demonstration of Principles of Karmayoga and Bhaktiyoga applicable in Geriatric Health care.

Instructions:

The Teacher demonstrates Principles of Karmayoga and Bhaktiyoga applicable in Geriatric Health care, as per the SOP of the department.

The PG Scholar carefully goes through the therapeutic Yoga schedule as per SOP for a specific condition, demonstrates and explains the diet and regimen to be followed by

patients.

The Teacher gives feedback and makes corrections, if any.

Practical Training 31.5 : Demonstration of the Use of Yoga Props for common practice as well as Geriatric people.

Instructions:

The Teacher demonstrates the use of Yoga Props and Modified Yoga Practices for Geriatric Yoga practice.

The PG scholar demonstrates the usage of Yoga props under the observation of Yoga teacher and explains the proper usage.

The Teacher gives feedback and makes corrections, if any.

Experiential learning Activity

Experiential-Learning 31.1 : Advising principles on Adhi-Vyadhi concept in Mental Health problems.

Instructions:

The PG Scholar, who is accustomed to the principles of Adhi-Vyadhi concept in Mental Health problems, through practical sessions, should advise the relevant schedule to patients and teach them how to practice it in a sequential manner.

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Experiential-Learning 31.2 : Advising therapeutic Yoga schedule for common mental disorders.

Instructions:

The PG Scholar, who is accustomed to the therapeutic Yoga schedule for common mental disorders, through practical sessions, should advise the relevant schedule to patients and teach them how to practice it in a sequential manner.

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Experiential-Learning 31.3 : Advising patients on the principles of Yogic Counseling and Satvavajaya Chikitsa.

Instructions:

The PG Scholar, who is accustomed to the principles of Yogic Counselling and Satvavajaya chikitsa, through practical sessions, should advise the relevant schedule to patients and teach them how to practice it in a sequential manner.

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Experiential-Learning 31.4 : Advising Principles of Karmayoga and Bhaktiyoga applicable in Geriatric Health care to patients.

Instructions:

The PG Scholar, who is accustomed to the Principles of Karmayoga and Bhaktiyoga applicable in Geriatric Health care, through practical sessions, should advise the relevant schedule to patients and teach them how to practice it in a sequential manner.

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Experiential-Learning 31.5 : Advising how to select and use Yoga Props suitable for Geriatric Yoga practice to patients.

Instructions:

The PG Scholar, who is accustomed to selecting and using Yoga Props suitable for Geriatric Yoga practice, through practical sessions, should advise the relevant schedule to patients and teach them how to practice it in a sequential manner.

The patients should follow the instructions and perform the suggested Yoga techniques.

The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Modular Assessment

Assessment method	Hour
Instructions—Conduct a structured modular assessment. The assessment will be for 50 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. Describe a therapeutic approach and design a therapeutic Yoga schedule for treating common mental disorders - T-EW - 25 Marks Advise principles of Yogic Counselling and Satvavajaya chikitsa to real/ case based scenarios- assessment by DOPS .-25 Marks or	4

Any practical topics can be converted for assessment -25 Marks

And

Any experiential learning topics can be converted into presentation skills, DOPS for assessment -25Marks

Module 32 : Therapeutic Application of Natural Remedies

Module Learning Objectives

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

1. Describe Therapeutic Application of Hip Bath, Spinal Bath Steam Bath, Sun Bath and Mud Bath
- 2 Describe Therapeutic Application of Indian massage Therapy and Swedish massage Therapy
3. Describe Therapeutic Application of Trigger point massage therapy
4. Conduct model classes to students / public on Natural measures to maintain Health

M 32 Unit 1 Therapeutic Application of selected Hydrotherapies1. Therapeutic Application of selected hydrotherapies - Procedure, benefits, Indications and Contra indications for below mentioned

- a. Hip Bath
- b. Spinal Bath
- c. Steam Bath

References: 495,496,497,498,499,500,502,503

3A	3B	3C	3D	3E	3F	3G
CO8	Describe the Therapeutic Application of Hip Bath, Spinal Bath and Steam Bath and explain the Procedure, benefits, Indications and Contra indications.	2	Lecture	CAP	Knows-how	DIS,L&P PT
CO8	Demonstrate the Therapeutic Application of Hip Bath, Spinal Bath and Steam Bath .	4	Practical Training 32.1	PSY-MEC	Shows-how	D

CO8	Advise Hip Bath, Spinal Bath and Steam to people/patients.	6	Experiential-Learning 32.1	AFT-SET	Does	RLE
M 32 Unit 2 Therapeutic Application of Sun Bath and Mud Bath 1. Therapeutic Application – Procedure, benefits, Indications and Contra indications for a. Sun Bath b. Mud Bath References: 504,505,506,507						
3A	3B	3C	3D	3E	3F	3G
CO8	Describe the Therapeutic Application of Sun Bath and Mud Bath and explain the Procedure, benefits, Indications and Contraindications.	2	Lecture	CAN	Knows-how	DIS,L&P PT
CO8	Demonstrate the Application of Sun Bath and Mud Bath.	4	Practical Training 32.2	PSY-MEC	Shows-how	D
CO8	Advise Therapeutic Application of Sun Bath and Mud Bath to people/patients.	5	Experiential-Learning 32.2	AFT-SET	Does	RLE
M 32 Unit 3 Indian massage Therapy 1. Indian massage Therapy, procedures, Benefits, indications and contra indications References: 508,509,510,511,512,513,514						
3A	3B	3C	3D	3E	3F	3G
CO8	Describe a therapeutic approach of Indian massage therapy.	2	Lecture	CAN	Knows-how	L&PPT ,DIS
CO8	Demonstrate the Application of Indian massage Therapy.	4	Practical	PSY-	Shows-	D

			Training 32.3	MEC	how	
CO8	Advise Indian massage Therapy to patients.	5	Experiential-Learning 32.3	PSY-GUD	Does	CBL,RLE

M 32 Unit 4 Swedish massage Therapy1. Swedish massage Therapy, procedures, Benefits, indications, and contraindications

References: 515,516,517,518,519

3A	3B	3C	3D	3E	3F	3G
CO8	Describe the Therapeutic Application of Swedish massage therapy.	2	Lecture	CAN	Knows-how	L&PPT ,DIS
CO8	Demonstrate Swedish massage Therapy.	4	Practical Training 32.4	PSY-MEC	Shows-how	D
CO8	Advise Swedish massage Therapy to patients.	5	Experiential-Learning 32.4	PSY-GUD	Does	CBL,RLE

M 32 Unit 5 Trigger point massage therapy1. Trigger point massage therapy, procedures, Benefits, indications, and contraindications

References: 520,521,522,523,524,525,526

3A	3B	3C	3D	3E	3F	3G
CO8	Describe the Application of Trigger Point Massage Therapy.	2	Lecture	CAN	Knows-how	L&PPT ,DIS
CO8	Demonstrate Trigger Point Massage Therapy.	4	Practical Training 32.5	PSY-MEC	Shows-how	D
CO8	Advise Trigger point massage therapy to patients.	5	Experiential-Learning 32.	AFT-SET	Does	RLE

			5			
Practical Training Activity						
Practical Training 32.1 : Demonstration of Therapeutic Application of Hip Bath, Spinal Bath and Steam Bath.						
Instructions: The Teacher demonstrates the technique of administering Hip Bath, Spinal Bath and Steam Bath, as per the SOP of the department. The PG scholar observes and demonstrates the technique of administering Hip Bath with varying degrees of temperature for cold, hot and neutral hip baths, the timings and precautions under the guidance of a trained teacher. The PG scholar observes and demonstrates the technique of administering Spinal Bath with varying degrees of temperature for cold, hot and neutral spinal baths, the timings and precautions under the guidance of a trained teacher. The PG scholar observes and demonstrates the technique of administering Steam Bath, the timing and precautions under the guidance of a trained teacher. The Teacher gives feedback and makes corrections, if any.						
Practical Training 32.2 : Demonstration of Therapeutic Application of Sun Bath and Mud Bath.						
Instructions: The Teacher should demonstrate the technique of administering Sun Bath and Mud Bath as per the SOP set in the department. The techniques may be taught in 2 sessions of two hours each. Steps: 1. Set the requisites ready. 2. In session 1, the PG scholar observes the technique of administering Sun Bath, the timings and precautions under the guidance of a teacher. 3. Then he / she demonstrates the technique independently and the teacher evaluates, gives feedback and suggests corrections if any. 4. In session 2, the PG scholar observes the technique of administering Mud Bath, the timings and precautions under the guidance of a teacher. 5. Then he / she demonstrates the technique independently and the teacher evaluates, gives feedback and corrections if any.						
Practical Training 32.3 : Demonstration of Application of Indian massage Therapy.						
Instructions: The Teacher should demonstrate the technique of administering Indian massage Therapy as per the SOP set in the department. The techniques may be taught in 2 sessions of two hours each						

Steps

1. Set the requisites ready.
2. In session 1, the PG scholar observes the technique of administering Indian Body Massage, the duration and precautions done by a trained masseur under the observation of a teacher.
3. Then he / she demonstrates the technique independently and the teacher evaluates, gives feedback and suggests corrections if any.
4. In session 2, the PG scholar observes the technique of administering Indian Head Massage, the duration and precautions done by a trained masseur under the observation of a teacher.
5. Then he / she demonstrates the technique independently and the teacher evaluates, gives feedback and corrections if any.

Practical Training 32.4 : Demonstration of Application of Swedish Massage Therapy.

Instructions:

The Teacher should demonstrate the technique of administering Swedish Massage Therapy as per the SOP set in the department.

The techniques may be taught in 2 sessions of two hours each

Steps

1. Set the requisites ready.
2. In session 1, the PG scholar observes the technique of administering Swedish Massage - Part 1, the duration and precautions done by a trained masseur under the observation of a teacher.
3. Then he / she demonstrates the technique independently and the teacher evaluates gives feedback and suggests corrections if any.
4. In session 2, the PG scholar observes the technique of administering Swedish Massage - Part 2, the duration and precautions done by a trained masseur under the observation of a teacher.
5. Then he / she demonstrates the technique independently and the teacher evaluates gives feedback and corrections if any.

Practical Training 32.5 : Demonstration of Application of Trigger Point Massage Therapy.

Instructions:

The Teacher should demonstrate the technique of administering Trigger Point Massage Therapy as per the SOP set in the department.

The techniques may be taught in 2 sessions of two hours each.

Steps

1. Set the requisites ready.
2. In session 1, the PG scholar observes the technique of administering Trigger Point Massage, the duration and precautions done by a trained masseur under the

observation of a teacher.

3. Then he / she demonstrates the technique independently and the teacher evaluates gives feedback and suggests corrections if any.

4. In session 2, the PG scholar observes the technique of administering Trigger Point Massage, the duration and precautions done by a trained masseur under the observation of a teacher.

5. Then he / she demonstrates the technique independently and the teacher evaluates gives feedback and corrections, if any.

Teacher evaluates gives feedback and corrections, if any.

Experiential learning Activity

Experiential-Learning 32.1 : Aadvising Therapeutic Application of Hip Bath, Spinal Bath and Steam Bath.

Instructions:

The scholar should create a cordial atmosphere to talk / counsel the patient and explain what type of treatment is going to be employed for his ailment and then explain how the procedure is done and what precautions the patient should take.

Then the Scholar should administer the specific type of bath as per the SOP set in the department to the patient and take feedback.

Steps

1. Set the requisites ready and create a cordial atmosphere.
2. The PG scholar explains the patient about the type of bath that is to be employed for the particular ailment.
3. Then he / she follows the preparatory procedures
4. The PG Scholar does the main procedure followed by post procedure measures.
5. Takes feedback from patient.

Experiential-Learning 32.2 : Advising Therapeutic Application of Sun Bath and Mud Bath.

Instructions:

The scholar should create a cordial atmosphere to talk / counsel the patient and explain what type of treatment is going to be employed for his ailment and then explain how the procedure is done and what precautions the patient should take.

Then the Scholar should administer the specific type of bath as per the SOP set in the department to the patient and take feedback.

Steps:

1. Set the requisites ready and create a cordial atmosphere.
2. The PG scholar explains the patient about the type of bath that is to be employed for the particular ailment.

3. Then he / she follows the preparatory procedures
4. The PG Scholar does the main procedure followed by post procedure measures.
5. The patients should follow the instructions and perform the suggested techniques.
6. The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Experiential-Learning 32.3 : Advising Therapeutic Application of Indian Massage to patients.

Instructions:

The scholar should create a cordial atmosphere to talk / counsel the patient and explain what type of treatment is going to be employed for his ailment and then explain how the procedure is done and what precautions the patient should take.

Then the Scholar should administer the specific type of bath as per the SOP set in the department to the patient and take feedback.

Steps

1. Set the requisites ready and create a cordial atmosphere.
2. The PG scholar explains the patient about the type of bath that is to be employed for the particular ailment.
3. Then he / she follows the preparatory procedures
4. The PG Scholar does the main procedure followed by post procedure measures.
5. The patients should follow the instructions and perform the suggested Yoga techniques.
6. The PG Scholar evaluates the performance of the patients and suggests corrections, if any.

Experiential-Learning 32.4 : Providing Guidance on the Therapeutic Use of Swedish Massage.

The scholar should create a cordial atmosphere to talk / counsel the patient and explain what type of treatment is going to be employed for his ailment and then explain how the procedure is done and what precautions the patient should take.

Then the Scholar should administer the specific type of bath as per the SOP set in the department to the patient and take feedback.

Steps

1. Set the requisites ready and create a cordial atmosphere.
2. The PG scholar explains the patient about the type of bath that is to be employed for the particular ailment.
3. Then he / she follows the preparatory procedures
4. The PG Scholar does the main procedure followed by post procedure measures.
5. The Patients should follow the instructions.
6. PG Scholar evaluates the performance of the Patient and suggests corrections, if any.

Experiential-Learning 32.5 : Advising on the therapeutic application of trigger point massage to patients.

Instructions:

The scholar should create a cordial atmosphere to talk / counsel the patient and explain what type of treatment is going to be employed for his ailment and then explain how the procedure is done and what precautions the patient should take.

Then the Scholar should administer the specific type of bath as per the SOP set in the department to the patient and take feedback.

Steps

1. Set the requisites ready and create a cordial atmosphere.
2. The PG scholar explains the patient about the type of bath that is to be employed for the particular ailment.
3. Then he / she follows the preparatory procedures
4. The PG Scholar does the main procedure followed by post procedure measures.
5. The patients should follow the instructions and perform the suggested procedures.
6. PG Scholar evaluates the performance of the patients and suggest corrections, if any.

Modular Assessment

Assessment method

Hour

Instructions—Conduct a structured modular assessment. The assessment will be for 50 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.

Describe the Therapeutic Application of hydrotherapy - T-EW - 25 Marks

Demonstrate Trigger Point Massage Therapy on real patients assessment by DOPS .-25 Marks

or

Any practical topics can be converted for assessment -25 Marks

And

Any experiential learning topics can be converted into presentation skills, DOPS for assessment -25Marks

4

Table 4 : Practical Training Activity

(*Refer table 3 of similar activity number)

Practical No*	Practical name	Hours
1.1	Comparison of the status of health and wellness at district, state, national and international level	2
1.2	Development of Ayurveda Interventions modules according to levels of prevention	2
1.3	Application of WHO-QOL tools in the community to assess the Quality of Life	2
1.4	Developing Ayurveda health assessment and Prakariti assessment tool	2
1.5	Demonstration of the mental health counselling strategies for community	2
1.6	Formulation of the health check-up module/ structured questionnaire/ IEC material for School Health Checkup including Ayurveda principles	2
1.7	Preparation and presentation of a lesson plan for microteaching.	2
1.8	Preparation of health education material (Poster, pamphlets etc.,)	6
2.1	Analyzing scientific research articles related to Vyadhikshamatva.	2
2.2	Development of a tool for assessment of Bala/Vyadhikshamatva	2
2.3	Analyzing aphrodisiac products available in market	4
2.4	Demonstration of Urjaskara Rasayana and Vajeekarana food recipes	4
2.5	Exploring Brahmacharya and Abrahmacharya through Group Discussion	2
2.6	Conducting Group Discussion on Observance of Brahmacharya	2
2.7	interpretation of cases	4
3.1	Analysing research articles on Physiological aspects of Dinacharya and Circadian Rhythm	2
3.2	Preparation of modules of Dinacharya	4
3.3	Demonstration of the Dinacharya procedures	4

3.4	Generation of Modules for Skin, hair, nails and eyes care	2
3.5	Demonstration of Equipments used in cosmetology.	2
3.6	Analysing research articles on Ratricharya and effect of artificial lighting .	2
3.7	Demonstration of procedure of Polysomnography	2
3.8	Demonstration of Sleep counselling	2
4.1	Demonstration of Vyayama /physical activity modules as per Prakruti, Age, and Occupation.	4
4.2	Demonstration of different types of Exercise	4
4.3	Assessment of Cardiovascular fitness, strength, flexibility, and body composition by different tools	2
4.4	Designing the functional training programs for different goals	2
4.5	Demonstration of the different types of training in Gymnasium.	4
4.6	Demonstration of Equipment used in Physiotherapy Unit .	4
5.1	Analysis of the research articles related to Ritucharya.	4
5.2	Demonstration of the diet and lifestyle modules for different Ritus .	6
5.3	Categorizing Harita, Shaka, and Phala available according to Ritu	4
5.4	Performing organoleptic analysis of Rituharitki.	4
5.5	Demonstration of different seasons, Rashi, Uttarayana & Dakshinaayana through documentaries/Videos	2
6.1	Analysing the differentiating points of Vegadharana & Vegodirana among Samhitas/ commentaries	2
6.2	Analysing the research articles on Vegadharana and Vegodirana and discussing their scientific basis	2
6.3	Demonstration of the Vegadharana & Vegodirana concept in clinical practice	4
6.4	Designing a Questionnaire for the identification of Dharaniyavega.	4

6.5	Analyzing Ethics for Medical Students	2
6.6	Conducting Workshop on personality development	4
6.7	Analysing the prevailing Pragyaparadha in young students (mobile addiction, smoking, etc) and their effect on health.	2
7.1	Developing lifestyle modules.	10
7.2	Designing Lifestyle Modules for different noncommunicable disease	10
7.3	Designing Lifestyle Modules	10
8.1	Analysing data related to Health Tourism in India	2
8.2	Conducting Workshop on Start-ups/Entrepreneurship in Ayurveda	2
8.3	Exploring the Functioning of reputed wellness centre/ health resort/Spa	2
8.4	Demonstration of common teleconsultation/ telemedicine tools	2
8.5	Demonstration of Functioning of Digital Health Record System and HMIS(Health Management Information System)	2
9.1	Analysis and interpretation of epidemiological data	3
9.2	Assessing public health approaches to controlling communicable diseases	3
9.3	Identifying community -specific determinants for non-communicable diseases	3
9.4	Identifying the varied public health measures for the management of non-communicable diseases	3
9.5	Organising Hands-on practice in epidemiological analysis	8
10.1	Reviewing National Health Programs through the Health Systems framework	6
10.2	Analyzing the Role of legislation in shaping health services organization in India	6
10.3	Discussing the Scope of applying IHR guidelines in the context of Traditional medicine/ Ayurveda	2
10.4	Analyzing the Impact of international and national agencies on population health	6

11.1	Analyzing Global management strategies for epidemics/pandemics	5
11.2	Application of multiple control strategies in the management of epidemics.	4
11.3	Preparedness and emergency responses from Ayush systems as well as Integrative pathways within current frameworks.	6
11.4	Effectiveness of Ayurvedic practices in reducing antibiotic use.	5
12.1	Evaluating the Outcomes of current government initiatives on achieving health-related SDGs.	2
12.2	Designing integrative strategies for Ayurveda to enhance planetary health initiatives.	4
12.3	Developing strategies for integrating Ayurvedic principles into environmental health management.	6
12.4	Differentiating between occupational health challenges in different industries and potential Ayurvedic interventions.	4
12.5	Integrating Ayurveda into health paradigm frameworks	4
13.1	Analyzing the Impact of Maternal Health Programs.	4
13.2	Demonstration of Peer education focused on sexual health.	4
13.3	Planning for chronic disease management in geriatric populations.	4
13.4	Analyzing Legal frameworks and policies supporting the health rights of disabled persons	3
13.5	Evaluating Unorganized sector employees' regulatory frameworks and occupational health policies	3
13.6	Analysing Health programs implemented for institutional inmates.	2
14.1	Assessment of Adherence to international standards for HMIS implementation in various healthcare facilities.	4
14.2	Designing Integrated surveillance system involving Ayurveda for tracking communicable and non-communicable diseases.	4
14.3	Assessment of Health Management Information Systems (HMIS) during public health emergencies and disasters.	4
14.4	Applying coding medical data by the use of standardized classification systems	2
14.5	Applying Principles of Artificial Intelligence (AI) and Machine Learning (ML) techniques to health data sets.	4

14.6	Analyzing Demographic statistics integrated Health Management Information Systems (HMIS)	2
15.1	Adapting health messages for effective cross-cultural communication	5
15.2	Designing and implementing advocacy campaigns for multiple stakeholders.	5
15.3	Incorporating Ayurveda principles into public health messaging during health emergencies.	4
15.4	Assessment of Global acceptance and integration of Ayurveda by initiatives of the Ministry of Ayush	6
16.1	Identification of the key concepts of health economics, including demand, supply, and efficiency in healthcare.	4
16.2	Allocation of healthcare resources within various healthcare financing models	4
16.3	Application of Economic evaluation techniques to assess healthcare interventions.	4
16.4	Assessment of the Economic implications of communicable diseases on public health systems.	4
16.5	Analyzing the Long-term economic burden of non-communicable diseases (NCDs) on healthcare systems	4
17.1	Assessment of the impact of diet on health in accordance to the principles Ahara Jirna Lakshanas, Ahara Sevana Kala , Ahara Prashashti in promoting digestion and overall well-being	2
17.2	Applied aspect of Ahara Vidhi Vishesha Ayatanani with respect to : Prakriti (Nature of Food) ii. Karana (Processing & Cooking Methods and Vessels) iii.Samyoga (Food Combinations) iv.Rashi (Quantity & Proportion of food and water) v.Desha (Geographical Influence) vi.Kala (Time & Season) vii.Upayoga Sanstha (Rules of Food Intake)	6
17.3	Demonstration of the Dwadashashana vichara points concerning health and various diseases/ conditions. Demonstration of the effects of Ahara parinamkara bhavas, effects of Atiushna, Atishita, Atisthira, Atidrava ahara	6
17.4	Demonstration of Satmya types and design a balanced meal accordingly with the inclusion of Shad rasa food items	2
17.5	Demonstration of the types of Viruddhha anna with possible modern-day examples.	2
17.6	Daily requirement of drinking water based on factors like gender, age, activity level and environment and discuss about water and electrolyte balance	2
18.1	i) Interpretation of complete blood chemistry for micro and macro nutrients to identify deficiencies and imbalances related to micro and macro nutrients ii) Demonstration of developing personalized nutrition plans based on assessment findings	4

18.2	Demonstrate to prescribe a balanced diet to an individual.	6
18.3	Separate techniques to handle raw and cooked foods for prevention of cross-contamination. Storage, preparation and serving food items at safe temperatures. Handwashing techniques to prevent contamination and correct usage of personal protective equipment (gloves, hairnets, aprons).	3
18.4	Identification of common adulterants in various food items	3
18.5	Demonstration and performing problem-solving exercises on improving milk hygiene practices	2
18.6	Demonstration on Improving meat hygiene practices with problem-solving exercises and or visiting a slaughterhouse	2
19.1	Demonstration of designing a meal for a healthy individual and the use of tools to analyze the nutritional content of the designed meal	2
19.2	Develop a nutritional plan for elderly individuals and dietary prescription for pre-school children	3
19.3	Nutritional plan for adolescents that supports rapid growth and development, cognitive function, and addresses the increased nutritional demands of puberty	2
19.4	Prescribe a balanced diet for pregnant women and lactating mothers	3
19.5	Demonstrate comprehensive plans and formulate diet prescriptions that address both macronutrient and micronutrient deficiencies in malnutrition.	4
19.6	Balanced diet plans for sportsmen engaged in different sports activity.	4
19.7	Diet plans for Sansarjana krama	2
20.1	Dietary plans for individuals with diabetes mellitus (Prameha / Madhumeha)	2
20.2	Dietary plans for obesity and weight management that promote healthy weight loss, improve metabolic health, and reduce the risk of obesity-related diseases	2
20.3	Dietary plans for managing dyslipidemia and Fatty Liver disorders	2
20.4	Developing a balanced diet plan for Arsha and Grahani.	2
20.5	Demonstration of meal plans that focus on reducing inflammation and supporting joint health in Amavata/Sandhi Vikara	2
20.6	Demonstration fluid intake to prevent dehydration and help regulate body temperature, utilizing Ayurvedic Krutanna preparations, such as Manda, Peya, Vilepi, Yavagu, Krishara, etc. in Jwara (fever).	2

20.7	Demonstration of adequate fluid replacement to prevent dehydration, including oral rehydration solutions, electrolyte drinks, and Manda, Peya, and Vilepi in cases of Atisara (diarrhea).	2
20.8	Examine to identify signs of nutritional deficiencies or excesses for skin, hair, nail, and oral health	2
20.9	"Presentation on software and applications that assist in evaluating dietary intake and nutritional health."	2
20.10	Demonstrate the Energy Content of Foods using a Bomb Calorimeter and estimate the energy value through the use of Benedict's Oxy-Calorimeter.	2
21.1	Food Safety and Standards	2
21.2	Recipe Standardization	2
21.3	Label Design Workshop	2
21.4	Exploring Business Development. Drafting a business model for an Ayurveda Aahara startup. Include sourcing, production, compliance, and marketing.	2
21.5	Formulation & Preparation Quality Control & Standardization	2
21.6	Developing personalized supplement plans based on clients' needs and scientific evidence.	2
21.7	Demonstration of Protocols for monitoring clients' progress and making necessary adjustments to supplement plans.	2
21.8	Dietary Assessment & Planning in Sports	2
21.9	Clinical Case Studies based on dietary interventions	2
21.10	Demonstrating the Metabolic and Physiological Impact	2
22.1	Food Quality Assessment: Analyze organic, Genetically Modified, and hybrid foods for nutrient composition and contaminants.	2
22.2	Development of Educational Materials and Conduct Workshops on Organic Food	1
22.3	Group Discussion on Organic Farming and Sustainable Practices	1
22.4	Evaluating patient responses to nutraceutical interventions.	1
22.5	Dietary Planning & Recommendations: Designing meal plans incorporating Ayurvedic principles and modern nutritional science	1

22.6	Formulation & Development: Hands-on training in nutraceutical product formulation. Assessing genetic markers for personalized nutrition strategies.	2
22.7	Clinical Case Studies: Evaluating patient responses to nutraceutical interventions.	1
22.8	Quality Control in Nutraceutical Production	2
22.9	Educational Workshop on Nutraceuticals and Personalized Nutrition	2
22.10	Observe about the production, storage, and quality control of probiotic and prebiotic supplements to ensure efficacy and safety.	2
22.11	Case Studies on Nutritional Interventions – Analysis of successful nutrition programs incorporating Ayurvedic principles.	1
22.12	Ayurvedic Dietary Practices for Iodine Deficiency and Anemia Control	2
22.13	Ayurvedic Dietary Practices within the National Health Mission (NHM)	2
23.1	Types of fasting	2
23.2	Fasting plans for specific health conditions	6
23.3	Fasting as a natural remedy	4
23.4	Role of natural remedies, including fasting, in managing health conditions	4
23.5	Research studies on fasting related to obesity, diabetes, neurological disorders, and immunity.	4
24.1	Cooking traditional meals from different states	6
24.2	Demonstration of Nutritional analysis of staple foods from different continents.	2
24.3	Food security and climate change through dietary shifts.	2
24.4	Demonstration of nutritional analysis for diets specific to various occupations.	4
24.5	Nutritional Composition & Health Impacts(Macronutrient and micronutrient needs based on work demands. Role of hydration, meal timing, and dietary supplements.)	4
24.6	Millet-based diet plans for specific health conditions.	2

25.1	Recitation of sutras of Samadhi Pada	2
25.2	Recitation of sutras of Sadhana Pada	2
25.3	Recitation of sutras of Vibhuti Pada	2
25.4	Recitation of sutras of Kaivalya Pada	2
25.5	Recitation of Shlokas on Karma Yoga from Bhagavad Gita	2
25.6	Recitation of Shlokas on Bhakti Yoga from Bhagavad Git	2
25.7	Recitation of Shlokas on Jnana Yoga from Bhagavad Gita	2
25.8	Preparation of a checklist and assessment of Panchakoshas	2
25.9	Preparation of a checklist and assessment of Adhi-Vyadhi	2
25.10	Demonstration of Shaktichalana .	2
26.1	Role play to demonstrate the Effect of Yama and Niyama.	2
26.2	Demonstration of 10 advanced Standing and Sitting Postures.	2
26.3	Demonstration of 10 advanced Lying and inverted Postures.	2
26.4	Demonstration of Suryanamaskara.	2
26.5	Demonstration of Jala Neti, Sutra Neti and Vamana Dhauti.	2
26.6	Demonstration of Trataka, Nauli and Kapalabhati.	2
26.7	Demonstration of Bandhas and Mudras.	2
26.8	Demonstration of Suryabhenana and Ujjayi Pranayama.	2
26.9	Demonstration of Sitkari and Shitali Pranayama.	2
26.10	Demonstration of Bhastrika and Bhramari Pranayama.	2

27.1	Demonstration of Pratyahara and Dharana.	2
27.2	Demonstration of Sthula Dhyana and Jyoti Dhyana	2
27.3	Demonstration of Yogic Relaxation Techniques.	4
27.4	Demonstration of different types of Meditation.	6
27.5	Demonstration of preparation of satvik food items.	6
28.1	Demonstration of Therapeutic Yoga schedules for Obesity, Dyslipidemia, Diabetes and Hypertension	4
28.2	Demonstration of Therapeutic Yoga schedule for Hyperacidity, GERD, Constipation and Irritable Bowel Syndrome.	4
28.3	Demonstration of the Therapeutic Yoga schedule for Bronchial Asthma and other Respiratory disorders.	4
28.4	Demonstration of Therapeutic Yoga schedule for Thyroid Disorders, Migraine and Tension Headache.	4
28.5	Demonstration of Therapeutic Yoga schedule for Low Back Pain, Cervical Spondylosis and other Joint disorders.	4
29.1	Demonstration of Therapeutic Yoga schedule for sedentary workers.	4
29.2	Demonstration of Therapeutic Yoga schedule for hard workers.	4
29.3	Demonstration of Therapeutic Yoga schedule for medical professionals.	4
29.4	Demonstration of Therapeutic Yoga schedules for Working Women / Home makers.	4
29.5	Demonstration of Therapeutic Yoga schedules for night shift workers.	4
30.1	Demonstration of Therapeutic Yoga schedule as an Add-on therapy for menstrual problems, PCOS, menopausal and perimenopausal problems.	4
30.2	Demonstration of Therapeutic Yoga schedule as an Add-on therapy for pregnant women and lactating mothers.	4
30.3	Demonstration of Therapeutic Yoga schedule for children with Hyperactivity and Autism spectrum disorders.	4
30.4	Demonstration of Therapeutic Yoga schedule for Physical and mental health problems in Adolescent Boys and Girls	4
30.5	Demonstration of Therapeutic Yoga schedule for school children to improve their physical health and scholastic performance.	4

31.1	Demonstration of Application of principles of Adhi-Vyadhi concept in Mental Health problems.	4
31.2	Demonstration of therapeutic Yoga schedule for treating common mental disorders.	4
31.3	Demonstration of application of Yogic Counselling and Satvavajaya chikitsa.	4
31.4	Demonstration of Principles of Karmayoga and Bhaktiyoga applicable in Geriatric Health care.	4
31.5	Demonstration of the Use of Yoga Props for common practice as well as Geriatric people.	4
32.1	Demonstration of Therapeutic Application of Hip Bath, Spinal Bath and Steam Bath.	4
32.2	Demonstration of Therapeutic Application of Sun Bath and Mud Bath.	4
32.3	Demonstration of Application of Indian massage Therapy.	4
32.4	Demonstration of Application of Swedish Massage Therapy.	4
32.5	Demonstration of Application of Trigger Point Massage Therapy.	4

Table 5 : Experiential learning Activity

(*Refer table 3 of similar activity number)		
Experiential learning No*	Experiential name	Hours
1.1	Assessment of health and prakriti of targeted individuals	6
1.2	Conducting mental health counseling sessions for individuals from various groups.	6
1.3	Conducting health check-ups for children in rural and urban areas.	2
1.4	Conducting a Health awareness lecture to the school students	2
1.5	Advising School Children on Lifestyle Modifications	2
1.6	Development of different IEC material related to Ayurvedic lifestyle	4
1.7	Conducting the sessions about the Ayurveda life style across multiple target groups/ community .	4
2.1	Assessment of Bala/Vyadhikshamatva in healthy individuals	4
2.2	Assessment of Vyadhi-akshama-sharirani	2
2.3	Conducting KAP(Knowledge, Attitude & Practice) studies on Rasayana in the community	4
2.4	Integration of Rasayana/Vajikarana with other treatment regimen	2
2.5	Preparation of Urjaskara Rasayana and Vajeekarana food recipes	4
2.6	Demonstration of a Role Play/Documentary Play on Brahmacharya.	4
2.7	Counselling of the individuals on sexual and reproductive health	4
2.8	Delivering health talks to young adults about Brahmacharya can be an enriching experience	2
3.1	Propagation of Dinacharya practices.	2
3.2	Demonstration of Dinacharya procedures to UG Scholars	6

3.3	Execution of the Dinacharya practices	2
3.4	Comparing and analyzing the Cosmetic products	6
3.5	Conducting Survey on Sleep Patterns	6
3.6	Conducting sleep Counselling sessions to the targeted people in the hospital/community	4
4.1	Organizing a public awareness program focused on promoting physical activity and exercise within the community.	4
4.2	Conducting Community survey on physically active/inactive people and their health status	4
4.3	Conducting Fitness program for different categories of population	4
4.4	Demonstration of training (static, dynamic, and PNF stretching) for improving flexibility	4
4.5	Implementation of Functional training programs for different goals by using squats, lunges, push-ups etc	4
4.6	Designing sessions on physiotherapy practices	6
5.1	Advising Rituharitaki as a Rasayana for different groups and communities. .	4
5.2	Counseling on diet and lifestyle during different seasons (Ritu). .	6
5.3	Operation of the Meteorology Department. .	4
5.4	Assessment of Prakopa Lakshana in Ritu. .	4
5.5	Conducting a survey on the prevalence of various diseases across different seasons.	4
5.6	Implementing Ritu Shodhana among healthy volunteers.	4
6.1	Advising Precautions to avoid Vegodirana and Vegadharanjanya diseases	4
6.2	Conducting Survey for identification of Adharaniyavega in the community/ patients	4
6.3	Counseling and advising the patients/ healthy individuals regarding Vegadharana & Vegodirana.	4

6.4	Conducting a Public awareness lecture on Dharaniyavega.	2
6.5	Assessment of mental health of individuals	2
6.6	Organising a Training session for college and hospital staff regarding the code of conduct at the workplace aligned with Sadvritta-	1
6.7	Organising a Training session for college and hospital staff regarding conduct at the workplace aligned with Sadvritta and Achara Rasayana -Session 1	2
6.8	Conducting Survey on behavioural patterns and counselling	4
6.9	Counselling of the community (Young students)about Pragyaparadha	3
7.1	Prescription of Lifestyle modifications	10
7.2	Prescription of Lifestyle Modules to the patients of non communicable diseases	10
7.3	Prescription of Lifestyle Modules	9
7.4	Prescription of Lifestyle Modules for conditions/diseases	10
8.1	Counseling on Ayurveda Startups and Entrepreneurship	3
8.2	Exploring the functioning a of wellness centre/ health resort/Spa.	4
8.3	Planning for health tourism units/ wellness centre/Spa in their own hospital/society	4
8.4	Conducting a Digital health record system and HMIS in a hospital	2
9.1	Developing a public health response plan for controlling infectious diseases at the community level.	6
9.2	Analyzing community-specific determinants of non-communicable diseases	6
9.3	Organising Hands-on training to the students with respect to Epidemiological software - I	6
9.4	Organising Hands-on training to the students concerning Epidemiological software - II	8
10.1	Analysing management of National Health Programs and system efficiency.	6

10.2	Analyzing the adherence to IPHS standards within the Ayush Govt. Healthcare settings	10
10.3	Analyzing the adherence to IPHS standards within the non-Ayush Govt. Healthcare settings	10
11.1	Surveillance methods adopted at Public Health facilities.	6
11.2	Evaluating epidemic management response	4
11.3	Evaluating the Disaster management plan at the district level and the preparedness of the health system.	6
11.4	Evaluating the disaster management planning at the district level and its preparedness to respond to emergencies.	6
11.5	Utilizing Anti-Microbial Resistance (AMR) in Public Health.	4
12.1	Analyzing the Government/non-government SDG initiatives being implemented within the community	8
12.2	Proposing innovative Ayurvedic ideas to promote community adoption of planetary health initiatives.	4
12.3	Impact of environmental factors on health.	2
12.4	Pathways for integrating Ayurveda into existing occupational health frameworks	6
12.5	Evaluating the Pathways for integrating Ayurveda into existing occupational health frameworks -II	6
13.1	Evaluating the Quality and effectiveness of public maternal and child health services	6
13.2	Evaluating the Impact of Public Health Campaigns Targeting Adolescents.	6
13.3	Evaluating the Healthcare services for the elderly.	8
13.4	Assessing the services provided to inmates in institutional environments.	6
14.1	Assessing data from the surveillance system to guide public health decisions and policies	8
14.2	Evaluating Health Management Information Systems (HMIS) in disaster and emergency management scenarios.	6
14.3	Fecilitating the Electronic Health Record (EHR) system of a healthcare facility	6

14.4	Evaluation of data-driven decision-making on public health outcomes at a district level.	6
15.1	Designing Digital tools for enhancing strategic communication	6
15.2	Designing advocacy campaigns for actionable policy recommendations.	6
15.3	Evaluating the Effectiveness of Integrated Health Messaging During Health Emergencies.	2
15.4	Evaluating initiatives and innovative strategies to promote Ayurveda globally - I	5
15.5	Evaluating initiatives and innovative strategies to promote Ayurveda globally - II	2
15.6	Evaluating initiatives and innovative strategies to promote Ayurveda globally - III	5
16.1	Evaluating the equity and efficiency of various healthcare financing systems.	4
16.2	Interpreting the results of economic evaluations, such as Cost-Effectiveness Analysis (CEA), Cost-Benefit Analysis (CBA), and Cost-Utility Analysis (CUA).	6
16.3	Analyzing the impact of global health interventions on the economic burden of communicable diseases.	8
16.4	Evaluating various strategies aimed at reducing the economic burden of non-communicable diseases (NCDs).	8
17.1	Assessment of individuals for the impact of diet on health in relation to the principles Ahara Jirna Lakshanas, Ahara Sevana Kala, Ahara Jirna Lakshanas, Ahara Prashashti	2
17.2	i) Observe the effects of Karana (Processing & Methods like cooking, storage etc.) ii) Survey for Samyoga (Food Combinations) iii) Dietary prescriptions in hospital / community settings for the healthy individual - Upayokta	6
17.3	i) Dwadashashana vichara in various diseases/ conditions (Sama/Nirama/ Vegavastha/ Avegavastha) ii) Health assessments of individuals consuming different food items to evaluate the impact of Ahara Parinamakara Bhavas and effects of Atiushna, Atishita, Atisthira, Atidrava Ahara on health	6
17.4	Recommending food items in the current era, as per Shadrassa, to be eaten daily, given the season and occupation in healthy individuals. Demonstration of the proper way of eating food with the sequence of six tastes while eating.	6

17.5	Analysing effects of Viruddha ahara types	4
17.6	Survey of healthy individuals to assess the daily water intake requirements based on factors like gender, age, activity level, and environment.	2
18.1	Interpret blood chemistry results to identify deficiencies and design nutrition plans accordingly.	6
18.2	i) Design a balanced diet based on dietary choices of the individuals. ii) Anthropometric Measurements like weight, height, waist circumference, and body composition analysis.	6
18.3	Evaluation of hygiene practices in different food service environments viz. hospital kitchen / canteens, restaurants, cafeterias /mess Observation and evaluation of hygiene practices in large-scale operations in food processing plants.	9
18.4	Visiting to a milk processing plant and quality control lab to understand milk hygiene management, the roles of milk processors, and quality control inspectors.	5
19.1	Meal for a healthy individual	3
19.2	Diet plan for elderly individuals and a dietary prescription for pre-school children	3
19.3	Design a nutritional plan for adolescents	3
19.4	Create diet plans for pregnant women and lactating mothers based on specific needs and challenges	3
19.5	Case studies and counselling sessions to develop nutritional interventions for individuals affected by malnutrition.	6
19.6	Assess the nutritional needs of different sportsmen and conduct consultation sessions to provide dietary recommendations	6
19.7	Develop diet plans for individuals post-cleansing treatments	2
20.1	Develop dietary plans and lifestyle modifications for individuals with Prameha	3
20.2	Conducting sessions to develop dietary plans and lifestyle modifications for individuals with Sthaulya (obesity)	3
20.3	Conduct case studies and counselling sessions to develop dietary plans and lifestyle modifications for individuals with Dyslipidemia and Fatty Liver disorders	3
20.4	Develop dietary plans for individuals with Arsha and Grahani	2

20.5	Develop dietary plans for individuals with Amavata/Sandhi Vikara.	3
20.6	Develop dietary plans for individuals with Jwara	3
20.7	Develop dietary plans for individuals with Atisara (diarrhoea)	3
20.8	Study of Energy Estimation Methods & Application of Energy Values in Diet Planning	3
20.9	Effects of Energy-Deficient and Energy-Rich Diets, Experimenting with Satiety and Energy Regulation, Understanding Energy and Digestive Health via Agni	3
21.1	Awareness Drives on Safe Ayurvedic Dietary Practices	4
21.2	Conducting field visits to Ayurveda food manufacturing units and FSSAI-approved laboratories.	6
21.3	Business model for an Ayurveda Aahara startup which will include sourcing, production, compliance, and marketing.	1
21.4	Interaction with Expert talks with Sports Professionals	3
21.5	Awareness Programs on Safe Supplement Use to Educate Athletes & Coaches	3
21.6	Analyzing Scientific Studies on Supplements	3
21.7	Developing educational materials and conduct workshops to teach individuals about the benefits and challenges of different dietary patterns.	3
21.8	Conducting Field Visits: Nutrition Research Centers and Ayurvedic Food Industry	3
22.1	Organizing workshops and expert talks featuring interactions with agricultural scientists, nutritionists, and Ayurvedic practitioners	2
22.2	Conduct awareness programs on food safety and sustainable eating habits.	3
22.3	Research Projects: Studying the long-term health effects of different food types through biomarker analysis.	2
22.4	Field Visit to Organic Farms for Agricultural Observation	3
22.5	Workshop Development on the Impact of Pesticides on Food Safety and Health	4
22.6	Field Visits: Exposure to nutraceutical industries, genetic research labs, OR Ayurveda-based food production units	2

22.7	Developing initiatives that encourage the integration of nutraceuticals, nutrigenomics, and nutrigenetics in community health and wellness programs."	4
22.8	Survey to evaluate the intake of probiotics and prebiotics	2
22.9	Analysing scientific studies on Ayurveda's role in nutrition.	1
22.10	Preparing meals that align with both modern nutritional programs and Ayurvedic practices.	3
23.1	Case studies on therapeutic fasting applications.	3
23.2	Community-Based Projects – Promoting fasting for health and well-being within local communities.	3
23.3	Case Studies & Research Analysis – Evaluating real-world applications of fasting in clinical settings.	3
23.4	Case Scenario on Consultations, Assessments, and Recommendations for Fasting Interventions	5
23.5	Analyse fasting practices at a Nisargopachar center.	6
23.6	Case Scenario on Consultations, Assessments, and Recommendations for Fasting Interventions	6
24.1	Reviewing case studies on regional diets and their health impact.	6
24.2	Research-backed insights on staple food consumption	3
24.3	Conducting training sessions to establish dietary guidelines for various professions.	3
24.4	Analysis of workplace nutrition programs and dietary interventions.	6
24.5	Conducting review studies on nutrition and occupational health.	3
24.6	Survey of millet-based diet plans in specific health conditions for the target population.	5
25.1	Analysis and interpretation of Samadhi Pada	3
25.2	Analysis and interpretation of Sadhana Pada	3
25.3	Analysis and interpretation of Vibhuti Pada	3

25.4	Analysis and interpretation of Kaivalya Pada	3
25.5	Analysis and interpretation of Karma Yoga	3
25.6	Analysis and interpretation of Jnana Yoga.	2
25.7	Analysis and interpretation of Bhakti Yoga.	3
25.8	Assessment of Koshas among individuals /patients.	3
25.9	Assessment of Adhi-Vyadhi among patients.	3
26.1	Conducting sessions on the Effect of Yama and Niyama to students / patients / individuals	2
26.2	Conducting Yoga sessions on 10 advanced Sittings and Standing Postures to students / patients / public.	3
26.3	Conducting Yoga sessions on 10 advanced Lying and inverted Postures to students / patients / public.	3
26.4	Conducting Yoga sessions on Suryanamaskara to students / patients / public.	2
26.5	Conducting Yoga sessions on Jala Neti, Sutra Neti and Vamana Dhauti to individuals / patients.	3
26.6	Conducting Yoga sessions on Trataka, Nauli and Kapalabhati to individuals / patients.	3
26.7	Conducting Yoga sessions on Bandhas and Mudras to individuals / patients.	2
26.8	Conducting Yoga sessions on Suryabhenana and Ujjayi Pranayama to individuals / patients.	3
26.9	Conducting Yoga sessions on Sitkari and Shitali Pranayama to individuals / patients.	3
26.10	Conducting Yoga sessions on Bhastrika and Bhramari Pranayama to individuals / patients.	2
27.1	Conducting sessions on Pratyahara and Dharana to individuals / patients.	3
27.2	Conducting sessions on Sthula Dhyana and Jyoti Dhyana to individuals / patients.	3
27.3	Conducting sessions on Relaxation Techniques to individuals / patients.	6

27.4	Conducting sessions on different types of Meditation to individuals / patients.	8
27.5	Conducting sessions Satvik diet preparation to individuals / patients	6
28.1	Therapeutic advise Yoga for Obesity, Dyslipidemia, Diabetes and Hypertension to patients	6
28.2	Therapeutic Yoga advise for Hyperacidity, GERD, Constipation and Irritable Bowel Syndrome to patients.	5
28.3	Therapeutic Yoga advise for Bronchial Asthma and other respiratory disorders to patients	5
28.4	Therapeutic Yoga aadvise for Thyroid Disorders, Migraine and Tension Headache to patients.	5
28.5	Therapeutic Yoga advise for Low Back Pain, Cervical Spondylosis and other Joint disorders to patients.	5
29.1	AdvisIng Therapeutic Yoga for sedentary workers.	6
29.2	Advising Therapeutic Yoga for hard workers.	5
29.3	Advising Therapeutic Yoga for medical professionals.	5
29.4	Therapeutic Yoga advise for Working Women / Homemakers.	5
29.5	Advising Therapeutic Yoga for night shift workers.	5
30.1	Advising Therapeutic Yoga for children with Hyperactivity and Autism spectrum disorders.	6
30.2	Advising Therapeutic Yoga as an Add-on effect of Yoga to pregnant women and lactating mothers.	5
30.3	Advising Therapeutic Yoga for children with Hyperactivity and Autism spectrum disorders.	5
30.4	Advising Therapeutic Yoga for Physical and Mental Health Problems in Adolescent Boys and Girls.	5
30.5	Recommending therapeutic yoga for school children to enhance their physical health and academic performance.	5
31.1	Advising principles on Adhi-Vyadhi concept in Mental Health problems.	6
31.2	Advising therapeutic Yoga schedule for common mental disorders.	5
31.3	Advising patients on the principles of Yogic Counseling and Satvavajaya Chikitsa.	5

31.4	Advising Principles of Karmayoga and Bhaktiyoga applicable in Geriatric Health care to patients.	5
31.5	Advising how to select and use Yoga Props suitable for Geriatric Yoga practice to patients.	5
32.1	Advising Therapeutic Application of Hip Bath, Spinal Bath and Steam Bath.	6
32.2	Advising Therapeutic Application of Sun Bath and Mud Bath.	5
32.3	Advising Therapeutic Application of Indian Massage to patients.	5
32.4	Providing Guidance on the Therapeutic Use of Swedish Massage.	5
32.5	Advising on the therapeutic application of trigger point massage to patients.	5

Table 6 : Assessment Summary: Assessment is subdivided in A to H points**6 A : Number of Papers and Marks Distribution**

Subject Code	Paper	Theory	Practical	Total
AYPG-SW	4	100 x 4 Papers = 400	400	800

6 B : Scheme of Assessment (Formative and Summative Assessment)**Credit frame work**

AYPG-SW consists of 32 modules totaling 64 credits, which correspond to 1920 Notional Learning Hours. Each credit comprises 30 Hours of learner engagement, distributed across teaching, practical, and experiential learning in the ratio of 1:2:3. Accordingly, one credit includes 5 hours of teaching, 10 hours of practical training, 13 hours of experiential learning, and 2 hours allocated for modular assessment, which carries 25 marks.

Formative Assessment :Module wise Assessment:will be done at the end of each module. Evaluation includes 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 VI.

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 = $d \times \frac{f}{c \times e} \times 100$
Semester No : 3						
Paper No : 1 (Ayurvedic Lifestyle management)						
M1 Swasthya (Health) Assessment, Health Education, Communication Skills and Counselling in Life style Management	2	60		50		
M2 Vyadhikshamatva, Urjaskara Rasayana-Vajeekarana, Brahmacharya for health promotion	2	60		50		
Paper No : 2 (Public Health)						
M9 Advanced Epidemiology	2	60		50		
M10 Synergizing Health Systems: Ayush, National Frameworks, and Global Health Policies	2	60		50		
Paper No : 3 (Ayurvedic Dietetics)						

M17 Principles of Ayurvedic Dietetics	2	60		50		
M18 Principles of Modern dietetics	2	60		50		
Paper No : 4 (Philosophy of Yoga & Therapeutic Yoga)						
M25 Philosophy and Principles of Therapeutic Yoga	2	60		50		
M26 Bahiranga Yoga	2	60		50		
	16	480		400		
Semester No : 4						
Paper No : 1 (Ayurvedic Lifestyle management)						
M3 Health promotive and protective practices in Ayurveda	2	60		50		
M4 Exercise, Physical Fitness and Physiotherapy	2	60		50		
Paper No : 2 (Public Health)						
M11 Management of Epidemics & Pandemics and other pertinent areas of public health concern	2	60		50		
M12 Sustainable Health and Systems Integration: Health Paradigms, Environmental Wellness and Ayurveda	2	60		50		
Paper No : 3 (Ayurvedic Dietetics)						
M19 Nutrition in Public health - Ayurvedic and Contemporary Dietetic	2	60		50		
M20 Nutritional interventions	2	60		50		
Paper No : 4 (Philosophy of Yoga & Therapeutic Yoga)						
M27 Antaranga Yoga	2	60		50		
M28 Therapeutic Yoga for specific diseases	2	60		50		
	16	480		400		
Semester No : 5						
Paper No : 1 (Ayurvedic Lifestyle management)						
M5 Principles of Ritucharya	2	60		50		
M6 Applied aspect of Vegadharana - Vegoudirana and Behavioral practices of Individual / Community	2	60		50		

Paper No : 2 (Public Health)						
M13 Health approaches for target population sub-groups	2	60		50		
M14 Health Management Information Systems and Demographic statistics	2	60		50		
Paper No : 3 (Ayurvedic Dietetics)						
M21 Dietary Regulations, and Newer Dietary Patterns	2	60		50		
M22 Dietary Programmes and newer dietary aspects	2	60		50		
Paper No : 4 (Philosophy of Yoga & Therapeutic Yoga)						
M29 Therapeutic Yoga for specific conditions / professions	2	60		50		
M30 Therapeutic application of Yoga in Women and Child Health	2	60		50		
	16	480		400		
Semester No : 6						
Paper No : 1 (Ayurvedic Lifestyle management)						
M7 Lifestyle module for various life conditions	3	90		75		
M8 Health Tourism, Wellness centre and Entrepreneurship	1	30		25		
Paper No : 2 (Public Health)						
M15 Strategic Communication for Health Promotion and Global Promotion of Ayurveda	2	60		50		
M16 Health Economics	2	60		50		
Paper No : 3 (Ayurvedic Dietetics)						
M23 Fasting – Upavasa and various types of fasting	2	60		50		
M24 Diversity of staple Diet	2	60		50		
Paper No : 4 (Philosophy of Yoga & Therapeutic Yoga)						
M31 Therapeutic application of Yoga in Mental Health and Geriatric Health Care.	2	60		50		
M32 Therapeutic Application of Natural Remedies	2	60		50		

	16	480		400		
$\text{MGP} = \frac{(\text{Number of Notional learning hours attended in a module}) \times (\text{Marks obtained in the modular assessment})}{(\text{Total number of Notional learning hours in the module}) \times (\text{Maximum marks of the module})} \times 100$						

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

SGPA will be calculated at the end of the semester as an average of all Module MGPs. Average of MGPs of the Semester For becoming eligible for Summative assessment of the semester, student should get minimum of 60% of SGPA

SGPA = Average of MGP of all modules of all papers = add all MGPs in the semester/ no. of modules in the semester
Evaluation Methods for Modular Assessment

Semester No : 3		
Paper No : 1 Ayurvedic Lifestyle management		
A S.No	B Module number and Name	C MGP
1	M1.Swasthya (Health) Assessment, Health Education, Communication Skills and Counselling in Life style Management	C1
2	M2.Vyadhikshamatva, Urjaskara Rasayana-Vajeekarana, Brahmacharya for health promotion	C2
Paper No : 2 Public Health		
A S.No	B Module number and Name	C MGP
3	M9.Advanced Epidemiology	C3
4	M10.Synergizing Health Systems: Ayush, National Frameworks, and Global Health Policies	C4
Paper No : 3 Ayurvedic Dietetics		
A S.No	B Module number and Name	C MGP
5	M17.Principles of Ayurvedic Dietetics	C5
6	M18.Principles of Modern dietetics	C6
Paper No : 4 Philosophy of Yoga & Therapeutic Yoga		
A S.No	B Module number and Name	C MGP
7	M25. Philosophy and Principles of Therapeutic Yoga	C7
8	M26. Bahiranga Yoga	C8
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8) / Number of modules(8)
Semester No : 4		
Paper No : 1 Ayurvedic Lifestyle management		

A S.No	B Module number and Name	C MGP
1	M3.Health promotive and protective practices in Ayurveda	C1
2	M4.Exercise, Physical Fitness and Physiotherapy	C2
Paper No : 2 Public Health		
A S.No	B Module number and Name	C MGP
3	M11.Management of Epidemics & Pandemics and other pertinent areas of public health concern	C3
4	M12.Sustainable Health and Systems Integration: Health Paradigms, Environmental Wellness and Ayurveda	C4
Paper No : 3 Ayurvedic Dietetics		
A S.No	B Module number and Name	C MGP
5	M19.Nutrition in Public health - Ayurvedic and Contemporary Dietetic	C5
6	M20.Nutritional interventions	C6
Paper No : 4 Philosophy of Yoga & Therapeutic Yoga		
A S.No	B Module number and Name	C MGP
7	M27. Antaranga Yoga	C7
8	M28.Therapeutic Yoga for specific diseases	C8
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8) / Number of modules(8)
Semester No : 5		
Paper No : 1 Ayurvedic Lifestyle management		
A S.No	B Module number and Name	C MGP
1	M5.Principles of Ritucharya	C1
2	M6.Applied aspect of Vegadharana - Vegoudirana and Behavioral practices of Individual / Community	C2
Paper No : 2 Public Health		

A S.No	B Module number and Name	C MGP
3	M13.Health approaches for target population sub-groups	C3
4	M14.Health Management Information Systems and Demographic statistics	C4
Paper No : 3 Ayurvedic Dietetics		
A S.No	B Module number and Name	C MGP
5	M21.Dietary Regulations, and Newer Dietary Patterns	C5
6	M22.Dietary Programmes and newer dietary aspects	C6
Paper No : 4 Philosophy of Yoga & Therapeutic Yoga		
A S.No	B Module number and Name	C MGP
7	M29.Therapeutic Yoga for specific conditions / professions	C7
8	M30.Therapeutic application of Yoga in Women and Child Health	C8
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8) / Number of modules(8)
Semester No : 6		
Paper No : 1 Ayurvedic Lifestyle management		
A S.No	B Module number and Name	C MGP
1	M7.Lifestyle module for various life conditions	C1
2	M8.Health Tourism, Wellness centre and Entrepreneurship	C2
Paper No : 2 Public Health		
A S.No	B Module number and Name	C MGP
3	M15.Strategic Communication for Health Promotion and Global Promotion of Ayurveda	C3
4	M16.Health Economics	C4
Paper No : 3 Ayurvedic Dietetics		
A S.No	B Module number and Name	C MGP

5	M23.Fasting – Upavasa and various types of fasting	C5
6	M24.Diversity of staple Diet	C6
Paper No : 4 Philosophy of Yoga & Therapeutic Yoga		
A S.No	B Module number and Name	C MGP
7	M31.Therapeutic application of Yoga in Mental Health and Geriatric Health Care.	C7
8	M32.Therapeutic Application of Natural Remedies	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-SW Sem VI

Time: 3 Hours ,**Maximum Marks:** 100
INSTRUCTIONS: All questions compulsory

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

6 F : Distribution for summative assessment (University examination)

S.No	List of Module/Unit	ABQ	SAQ	LAQ
Paper No : 1 (Ayurvedic Lifestyle management)				
(M-1)Swasthya (Health) Assessment, Health Education, Communication Skills and Counselling in Life style Management (Marks: Range 5-20)				
1	(U-1) Holistic health, well-being and lifestyle management	No	Yes	No
2	(U-2) Modes of Intervention in Ayurveda	Yes	No	No
3	(U-3) Health and Prakriti assessment of individual & community by various tools & health counselling	Yes	Yes	No
4	(U-4) Health appraisal of school going children	Yes	Yes	No
5	(U-5) Principles and Practices of Health education	Yes	No	No
6	(U-6) Communication skills in health education	Yes	Yes	No
(M-2)Vyadhikshamatva, Urjaskara Rasayana-Vajeekarana, Brahmacharya for health promotion (Marks: Range 5-15)				
1	(U-1) Vyadhikshamatva/ Bala in Ayurveda	No	Yes	Yes
2	(U-2) Applied aspect of Urjaskar Rasayana and Vajeekarana	No	Yes	Yes
3	(U-3) Brahmacharya/ Abrahmacharya and its impact on Society	No	Yes	Yes
4	(U-4) Reproductive and Sexual health in Ayurveda	No	Yes	Yes
(M-3)Health promotive and protective practices in Ayurveda (Marks: Range 5-20)				
1	(U-1) Dinacharya practices & Cicardian rythm	Yes	Yes	Yes
2	(U-2) Practical application of Dinacharya in today's era	Yes	Yes	Yes
3	(U-3) Cosmetic aspect of Dinacharya practices	No	Yes	Yes
4	(U-4) Ratricharya(Sleep culture in present era) and effect of artificial light on human health.	No	Yes	Yes
5	(U-5) Life style remedies and counselling for good Sleep	No	Yes	Yes
(M-4)Exercise, Physical Fitness and Physiotherapy (Marks: Range 5-20)				
1	(U-1) Vyayama / Exercise and Physical Fitness	Yes	Yes	Yes
2	(U-2) Gym environment and Training in Gymnasium	Yes	Yes	Yes
3	(U-3) Physiotherapy practices	No	Yes	Yes
(M-5)Principles of Ritucharya (Marks: Range 5-20)				
1	(U-1) Ritucharya in Present Scenario	Yes	Yes	No
2	(U-2) Ritus prevalent in various Indian states and countries of the world	No	Yes	Yes

3	(U-3) Unit 3: Meteorology with reference to Ritu viparyaya	No	No	Yes
4	(U-4) Ritu wise prevalence of disease and Ritu shodhan in Swastha	No	Yes	Yes
(M-6)Applied aspect of Vegadharana - Vegoudirana and Behavioral practices of Individual / Community (Marks: Range 5-20)				
1	(U-1) Vegadharana & Vegaudirana	Yes	Yes	Yes
2	(U-2) Analysis of dharaniyavega and Mental health	Yes	Yes	Yes
3	(U-3) Utility of Sadvritta and Achara Rasayana	No	Yes	Yes
4	(U-4) Understanding of human sociology and their behavioral pattern	No	Yes	Yes
5	(U-5) Applied aspects Prajnaparadha	No	Yes	Yes
(M-7)Lifestyle module for various life conditions (Marks: Range 5-15)				
1	(U-1) Lifestyle modules for different individuals	No	Yes	Yes
2	(U-2) Modules for lifestyle disorders	No	Yes	Yes
(M-8)Health Tourism, Wellness centre and Entrepreneurship (Marks: Range 5-15)				
1	(U-1) Health Tourism in India	No	Yes	Yes
2	(U-2) Life style management	No	Yes	Yes
3	(U-3) Wellness center/Health Resort /Spa	No	Yes	No
4	(U-4) Digital health and teleconsultation/ telemedicine	No	Yes	No

S.No	List of Module/Unit	ABQ	SAQ	LAQ
Paper No : 2 (Public Health)				
(M-9)Advanced Epidemiology (Marks: Range 5-15)				
1	(U-1) Infectious Diseases	No	Yes	Yes
2	(U-2) Non-Communicable Diseases	No	Yes	Yes
3	(U-3) Analytical estimations	No	Yes	Yes
4	(U-4) Statistical applications on Epidemiological datasets	No	Yes	Yes
(M-10)Synergizing Health Systems: Ayush, National Frameworks, and Global Health Policies (Marks: Range 5-15)				
1	(U-1) Health Systems Framework	No	Yes	No
2	(U-2) National Health Programs	No	Yes	Yes
3	(U-3) Public Health Management Cadre	No	Yes	Yes
4	(U-4) Health legislations /Conventions/Policies	No	Yes	Yes
5	(U-5) International Health Regulations (IHR) and Ayurveda	No	Yes	No
6	(U-6) Indian Public Health Standards	No	Yes	Yes
7	(U-7) International and national agencies	No	Yes	Yes
(M-11)Management of Epidemics & Pandemics and other pertinent areas of public health concern (Marks: Range 5-20)				
1	(U-1) Surveillance	Yes	Yes	No
2	(U-2) 5. Control measures adopted in Epidemics/Pandemics	No	Yes	Yes
3	(U-3) Application of Ayurveda in Janapadodhwamsa (Epidemic/pandemic)	No	Yes	Yes
4	(U-4) Anti-Microbial Resistance (AMR)	Yes	Yes	No
(M-12)Sustainable Health and Systems Integration: Health Paradigms, Environmental Wellness and Ayurveda (Marks: Range 5-20)				
1	(U-1) Sustainable Development Goals (SDGs)	No	Yes	Yes
2	(U-2) One Health & Planetary Health	No	Yes	Yes
3	(U-3) Environmental Health	Yes	Yes	Yes
4	(U-4) Occupational Health	Yes	Yes	Yes
5	(U-5) National frameworks on different health paradigms	No	Yes	Yes
(M-13)Health approaches for target population sub-groups (Marks: Range 5-20)				
1	(U-1) Maternal and Child Health	No	Yes	Yes

2	(U-2) Adolescent, Reproductive and Sexual Health	No	Yes	Yes
3	(U-3) Geriatric Health	Yes	Yes	Yes
4	(U-4) Health of Persons with Disability	No	Yes	Yes
5	(U-5) Health of Persons working in the unorganised sector	No	Yes	Yes
6	(U-6) Health of institutional inmate	No	Yes	Yes
(M-14)Health Management Information Systems and Demographic statistics (Marks: Range 5-15)				
1	(U-1) International guidelines for Health Management Information Systems	No	Yes	Yes
2	(U-2) Routine Surveillance for data capturing	No	Yes	Yes
3	(U-3) Coding & standardization of data	No	Yes	Yes
4	(U-4) Health informatics, predictive analytics and role of Artificial Intelligence (AI)	No	Yes	Yes
5	(U-5) Health informatics, predictive analytics and role of Artificial Intelligence (AI)	No	Yes	Yes
(M-15)Strategic Communication for Health Promotion and Global Promotion of Ayurveda (Marks: Range 5-15)				
1	(U-1) Strategic Communication	No	Yes	Yes
2	(U-2) Advocacy and Policy Communication	No	Yes	Yes
3	(U-3) Risk communication in outbreaks and emergencies	No	Yes	Yes
4	(U-4) Effectiveness evaluation of health messaging	No	Yes	Yes
5	(U-5) Global Promotion of Ayurveda	No	Yes	Yes
(M-16)Health Economics (Marks: Range 5-20)				
1	(U-1) Introduction to Health Economics	Yes	No	Yes
2	(U-2) Allocation of resources and Healthcare Financing	Yes	Yes	No
3	(U-3) Economic evaluations employed in healthcare	Yes	Yes	No
4	(U-4) Economic burden of communicable diseases	No	Yes	Yes
5	(U-5) Economic burden of non-communicable diseases	No	Yes	Yes

S.No	List of Module/Unit	ABQ	SAQ	LAQ
Paper No : 3 (Ayurvedic Dietetics)				
(M-17)Principles of Ayurvedic Dietetics (Marks: Range 5-20)				
1	(U-1) Ahara sevana Kala, Ahara jirna Lakshanasj and Ahara Prashashti on health	Yes	Yes	Yes
2	(U-2) Ahara Vidhivishesha Ayatanani	Yes	Yes	Yes
3	(U-3) Dwadashashana Pravichar and Aharaparinamkara Bhavas	Yes	Yes	Yes
4	(U-4) Shadrasatmak Ahara	Yes	Yes	Yes
5	(U-5) Adhyashana, anashana, samashana, vishamashana, viruddhashana	Yes	Yes	Yes
(M-18)Principles of Modern dietetics (Marks: Range 5-20)				
1	(U-1) Digestion and metabolism of macro and micro nutrients	No	Yes	Yes
2	(U-2) Balanced diet	Yes	Yes	Yes
3	(U-3) Food service Management	No	Yes	Yes
4	(U-4) Milk Hygiene.	No	Yes	Yes
5	(U-5) Applied Study of Meat Hygiene.	No	Yes	Yes
(M-19)Nutrition in Public health - Ayurvedic and Contemporary Dietetic (Marks: Range 5-15)				
1	(U-1) Family meal and diet planning:	No	Yes	Yes
2	(U-2) Balanced diet Prescription	No	Yes	Yes
3	(U-3) Balanced diet for pregnant ladies and lactating mothers	No	Yes	Yes
4	(U-4) Food intervention in malnutrition, under nutrition and over nutrition	No	Yes	Yes
5	(U-5) Diet and Applied Nutrition for endurance and fitness in sports	No	Yes	Yes
6	(U-6) Samsarjana krama	No	Yes	Yes
(M-20)Nutritional interventions (Marks: Range 5-20)				
1	(U-1) Dietary Planning/ Interventions	Yes	Yes	Yes
2	(U-2) Dietary Planning/ Interventions	Yes	Yes	Yes
3	(U-3) Dietary Planning/ Intervention	Yes	Yes	Yes
4	(U-4) Dietary Planning/ Interventions for All types of Jwara	Yes	Yes	Yes
5	(U-5) Nutritional Care Assessment and Process	No	Yes	Yes
(M-21)Dietary Regulations, and Newer Dietary Patterns (Marks: Range 5-15)				

1	(U-1) Food safety and standards regulation	No	Yes	Yes
2	(U-2) Food safety and standards regulation	No	Yes	Yes
3	(U-3) Dietary Supplements and Ergogenic Aids	No	Yes	Yes
4	(U-4) Different dietary patterns.	No	Yes	Yes
(M-22)Dietary Programmes and newer dietary aspects (Marks: Range 5-20)				
1	(U-1) Organic foods, genetically modified foods, hybrid foods	Yes	Yes	Yes
2	(U-2) Nutraceuticals, Nutrigenomics, Nutrigenetics	No	Yes	Yes
3	(U-3) Pro-biotics and Pre-biotics	No	Yes	No
4	(U-4) Nutritional Programmes in India	No	Yes	Yes
(M-23)Fasting – Upavasa and various types of fasting (Marks: Range 5-20)				
1	(U-1) Upavasa in Ayurveda	Yes	Yes	Yes
2	(U-2) Therapeutic Fasting	Yes	Yes	Yes
3	(U-3) Fasting in various cultures	No	Yes	Yes
4	(U-4) Fasting and Natural remedies	No	Yes	Yes
5	(U-5) Fasting and Research	No	Yes	Yes
(M-24)Diversity of staple Diet (Marks: Range 5-20)				
1	(U-1) Diet and Indian states	No	Yes	Yes
2	(U-2) Geographical variation in staple food	Yes	Yes	Yes
3	(U-3) Staple diet and occupation	No	Yes	Yes
4	(U-4) Food diversification of millets	No	Yes	Yes

S.No	List of Module/Unit	ABQ	SAQ	LAQ
Paper No : 4 (Philosophy of Yoga & Therapeutic Yoga)				
(M-25) Philosophy and Principles of Therapeutic Yoga (Marks: Range 5-20)				
1	(U-1) Philosophy of different schools of Yoga	Yes	Yes	Yes
2	(U-2) Philosophy of Different schools of Yoga	Yes	Yes	Yes
3	(U-3) Principles of Therapeutic Yoga	Yes	Yes	Yes
4	(U-4) Principles and practice of Kundalini Yoga	No	Yes	Yes
(M-26) Bahiranga Yoga (Marks: Range 5-15)				
1	(U-1) Therapeutic Effect of Yama and Niyama	No	Yes	Yes
2	(U-2) Therapeutic Effect of Asanas	No	Yes	Yes
3	(U-3) Therapeutic Effect of Shad Karmas, Bandhas and Mudra	No	Yes	Yes
4	(U-4) Therapeutic Effect of Pranayamas	No	Yes	Yes
(M-27) Antaranga Yoga (Marks: Range 5-20)				
1	(U-1) Antaranga Yoga	Yes	Yes	No
2	(U-2) Clinical application of Relaxation Techniques	No	Yes	Yes
3	(U-3) Therapeutic Effect of Various Types of Meditations	No	Yes	Yes
4	(U-4) Therapeutic effect of Yogic Diet	No	Yes	Yes
(M-28) Therapeutic Yoga for specific diseases (Marks: Range 5-20)				
1	(U-1) Therapeutic Yoga for Obesity, Dyslipidaemia, Diabetes and Hypertension	Yes	Yes	Yes
2	(U-2) Therapeutic Yoga for GIT diseases	Yes	No	Yes
3	(U-3) Therapeutic Yoga for Respiratory disorders	No	Yes	Yes
4	(U-4) Therapeutic Yoga for Thyroid Disorders, Migraine and Tension Headache	No	Yes	Yes
5	(U-5) Therapeutic Yoga for Joint disorders.	Yes	Yes	Yes
(M-29) Therapeutic Yoga for specific conditions / professions (Marks: Range 5-15)				
1	(U-1) Yoga for sedentary workers	No	Yes	Yes
2	(U-2) Yoga for hard workers	No	Yes	Yes
3	(U-3) Yoga for Yoga for medical professionals	No	Yes	Yes
4	(U-4) Yoga for Working Women and Home makers	No	Yes	Yes
5	(U-5) Yoga for night shift workers	No	Yes	Yes

(M-30)Therapeutic application of Yoga in Women and Child Health (Marks: Range 5-20)				
1	(U-1) Add-on effect of Yoga in menstrual problems	Yes	Yes	Yes
2	(U-2) Add-on effect of Yoga in pregnant women	Yes	Yes	Yes
3	(U-3) Application of Yoga in children with Hyperactivity, Autism	Yes	Yes	Yes
4	(U-4) Physical and mental health problems	Yes	Yes	Yes
5	(U-5) Therapeutic Yoga for school children	Yes	Yes	Yes
(M-31)Therapeutic application of Yoga in Mental Health and Geriatric Health Care. (Marks: Range 5-15)				
1	(U-1) Principles of Adhi-Vyadhi concept	No	Yes	Yes
2	(U-2) Yoga for treating common mental disorders	No	Yes	Yes
3	(U-3) Yogic Counselling and Satvavajaya chikitsa	No	Yes	Yes
4	(U-4) Karmayoga and Bhaktiyoga in Geriatric Health care	No	Yes	Yes
5	(U-5) Yoga Props and Modified Yoga Practices for Geriatric care	No	Yes	Yes
(M-32)Therapeutic Application of Natural Remedies (Marks: Range 5-15)				
1	(U-1) Therapeutic Application of selected Hydrotherapies	No	Yes	Yes
2	(U-2) Therapeutic Application of Sun Bath and Mud Bath	No	Yes	Yes
3	(U-3) Indian massage Therapy	No	Yes	Yes
4	(U-4) Swedish massage Therapy	No	Yes	Yes
5	(U-5) Trigger point massage therapy	No	Yes	Yes

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

Instructions for the paper setting.

1. University examination shall have 4 papers of 100 marks.
Each 100 marks question paper shall contain:-
 - Application Based Question: 1 No (carries 20 marks)
 - Short Answer Questions: 8 Nos (each question carries 05 marks)
 - Long Answer Questions: 4 Nos (each question carries 10 marks)
2. Questions should be drawn based on the table 6F.
3. Marks assigned for the module in 6F should be considered as the maximum marks. No question shall be asked beyond the maximum marks.
4. Refer table 6F before setting the questions. Questions should not be framed on the particular unit if indicated “NO”.
5. There will be a single application-based question (ABQ) worth 20 marks. No other questions should be asked from the same module where the ABQ is framed.
6. Except the module on which ABQ is framed, at least one Short Answer Question should be framed from each module.
7. Long Answer Question should be analytical based structured questions assessing the higher cognitive ability.
8. Create Blueprint based on instructions 1 to 7

6 H : Distribution of Practical Exam (University Examination)

S.No	Heads	Marks
1	Long case or procedure/Major practical (2x 50= 100) Paper 1 Health Assessment Ayurveda Interventions modules Prakriti Assessment Lifestyle Counseling Assess Vyadhikshamatva/ Bala in healthy individuals Preparation of Urjaskara Rasayana and Vajeeekarana food recipes Dinacharya modules according to age and occupation Vyayama /physical activity modules as per Prakruti, Age, and Occupation Equipment of the Physiotherapy Unit Or Paper II Measures of Association employed in Epidemiology Practice on epidemiological analysis using Epi Info Potential integrative pathways for Ayurveda within the major National Health Programs Public Health Management Cadre Epidemiological trends based on surveillance data collected Multiple control strategies in the management of epidemics. Integrative strategies for Ayurveda to enhance planetary health initiatives. Case studies on the role of HMIS during public health crises Major global initiatives by the Ministry of Ayush. .Economic implications of communicable diseases on public health systems. Or Paper III Principles of Ayurvedic Dietetics Principles of Modern Dietetics Nutrition in Public Health - Ayurvedic and Contemporary Dietetics Nutritional interventions Diversity of the staple Diet Or Paper IV Bahiranga Yoga Antaranga Yoga Therapeutic Yoga for specific diseases Therapeutic Yoga for specific conditions/professions Therapeutic Application of Natural Remedies Note: The faculty can ask 2 questions from the practical or experimental components of the above topics as per feasibility /convenience	100
2	Short case or procedure/Minor practical (2 questions x 25 marks = 50 marks) Paper I 1. Ayurved intervention modules for preventing diseases	50

	2. School health checkup including Ayurved Principles 3. Assessment of behaviour in relation to Sadvritta 4. Lifestyle modules as per prakriti, age, occupation 5. Demonstration of dinacharya procedures Paper II 1. Analysis of global management strategies for epidemics 2. Chronic disease management in the geriatric population Paper III 1. Applied aspect of ahar vidhivishayatanani 2. Demonstration of Effects of Ahara Parinamkara Bhavaa 3. Demo of Viruddha Anna with today's examples 4. Balanced diet for pregnant and lactating mothers 5. Dietary interventions in obesity/prameha, arsha/ jwara/atisar/ aamavat 6. Demo of types of fasting/millet-based diet for specific health conditions Paper IV 1. Demo of asanas/suryanamaskaras/pranayam/sthula /jyoti dhyana 2. Demo of relaxation techniques Note: The faculty can ask 2 questions from the above topics as per feasibility/convenience	
3	Spotters (Psychomotor-Based Assessment) 1. Identify the vial (type), demonstrate correct shaking/handling, state storage temperature, show correct reconstitution (if applicable), and simulate administration site selection.-10 Marks 2. Demonstrate steps of using a simple water testing kit (e.g., H₂S strip/Chloroscope). – 10 Marks 3. Demonstrate correct donning & doffing of PPE in proper sequence.- 10 Marks 4. Prepare the ORS solution correctly and demonstrate the administration explanation. – 10 Marks 5. Identify device (IUD, OCP, condom, etc.) and demonstrate insertion technique/model explanation.- 10 Marks OR 1. Demonstrate measuring mid-upper arm circumference (MUAC) and interpret the result.MUAC in a child using a MUAC tape – 10 Marks 2. Demonstrate how to test milk purity using a lactometer. – 10 Marks 3. Use a diet model/chart to counsel on a balanced diet- 10 Marks	50

	4. Perform 7 steps of handwashing technique using soap & water or alcohol rub.- 10 Marks 5. Identify the food sample and state nutritional value (macro/micro).-10 Marks Or 1. Select and demonstrate correct PPE for hazardous exposure (Protective Gloves/Apron/Goggles)-10 Marks 2. Identify items and perform mock management of injury (First Aid Kit) – 10 Marks 3. Demonstrate correct donning/doffing and seal check (Respirator Mask (N95/Canister type))-10 Marks 4. Identify, explain preparation of 1% chlorine solution, demonstrate usage in disinfection (latrines, Water)-Chlorine Solution (Bleaching Powder)- 10 Marks 5. Demonstrate correct dose, route, and counseling. (IFA/Albendazole/ORS Sachets)--10 Marks Or Faculty can be prepared with psychomotor-based assessment questions for any other equipment/apparatus/specimens available in the department, including the nutritional lab	
4	Assessing Teaching Ability	20
5	Assesing Presentation Skills	20
6	Viva (4 examiners: 20 marks/each examiner)	80
7	Dissertation Viva	40
8	Logbook (Activity record)	20
9	Practical/Clinical Record	20
Total Marks		400

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Abbreviations

Domain		T L Method		Level	
CK	Cognitive/Knowledge	L	Lecture	K	Know
CC	Cognitive/Comprehension	L&PPT	Lecture with PowerPoint presentation	KH	Knows how
CAP	Cognitive/Application	L&GD	Lecture & Group Discussion	SH	Shows how
CAN	Cognitive/Analysis	L_VC	Lecture with Video clips	D	Does
CS	Cognitive/Synthesis	REC	Recitation		
CE	Cognitive/Evaluation	SY	Symposium		
PSY-SET	Psychomotor/Set	TUT	Tutorial		
PSY-GUD	Psychomotor/Guided response	DIS	Discussions		
PSY-MEC	Psychomotor/Mechanism	BS	Brainstorming		
PSY-ADT	Psychomotor Adaptation	IBL	Inquiry-Based Learning		
PSY-ORG	Psychomotor/Origination	PBL	Problem-Based Learning		
AFT-REC	Affective/ Receiving	CBL	Case-Based Learning		
AFT-RES	Affective/Responding	PrBL	Project-Based Learning		
AFT-VAL	Affective/Valuing	TBL	Team-Based Learning		
AFT-SET	Affective/Organization	TPW	Team Project Work		
AFT-CHR	Affective/ characterization	FC	Flipped Classroom		
		BL	Blended Learning		
		EDU	Edutainment		
		ML	Mobile Learning		
		ECE	Early Clinical Exposure		
		SIM	Simulation		
		RP	Role Plays		
		SDL	Self-directed learning		
		PSM	Problem-Solving Method		
		KL	Kinaesthetic Learning		
		W	Workshops		
		GBL	Game-Based Learning		
		LS	Library Session		
		PL	Peer Learning		
		RLE	Real-Life Experience		
		PER	Presentations		
		D-M	Demonstration on Model		
		PT	Practical		
		X-Ray	X-ray Identification		
		CD	Case Diagnosis		

		LRI	Lab Report Interpretation		
		DA	Drug Analysis		
		D	Demonstration		
		D-BED	Demonstration Bedside		
		DL	Demonstration Lab		
		DG	Demonstration Garden		
		FV	Field Visit		
		JC	Journal Club		
		Mnt	Mentoring		
		PAL	Peer Assisted Learning		
		C_L	Co Learning		
		DSN	Dissection		
		PSN	Prosection		

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