

**COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS  
(PRESCRIBED BY NCISM)**



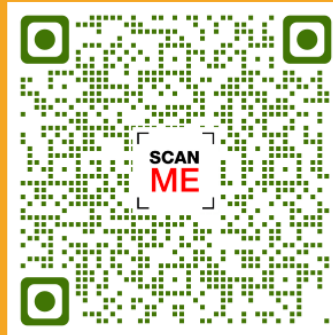
**PADARTHA VIJNANAM  
(SUBJECT CODE- AyUG-PV)  
FUNDAMENTAL PRINCIPLES OF AYURVEDA AND QUANTUM  
MECHANICS**

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



प्राणाभिसरः प्राणायतनानाम्

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



**Padartha**

# NCISM

## I professional Ayurvedacharya (BAMS)

Subject Code: AyUG-PV

### Padartha Vijnanam

#### FUNDAMENTAL PRINCIPLES OF AYURVEDA AND QUANTUM MECHANICS

| Total number of Teaching hours: 230        |          |                  |                        |
|--|----------|------------------|------------------------|
| <b>Lecture hours (LH) - Theory</b>         |          | <b>90 Hours</b>  | <b>90 Hours (LH)</b>   |
| Paper I                                    | 45 Hours |                  |                        |
| Paper II                                   | 45 Hours |                  |                        |
| <b>Non-Lecture hours (NLH) – Theory</b>    |          | <b>140 Hours</b> | <b>140 Hours (NLH)</b> |
| Paper I                                    | 70 Hours |                  |                        |
| Paper II                                   | 70 Hours |                  |                        |
| <b>Non-Lecture hours (NLH) - Practical</b> |          | <b>Hours</b>     |                        |

| Examination (Papers & Mark Distribution) |                        |                           |      |          |    |
|--|------------------------|---------------------------|------|----------|----|
| Item                                     | Theory Component Marks | Practical Component Marks |      |          |    |
|  |                        | Practical                 | Viva | Elective | IA |
| Paper I                                  | 100                    | 100                       | 60   | 10       | 30 |
| Paper II                                 | 100                    |                           |      | (Set-FB) |    |
| Sub-Total                                | 200                    | 200                       |      |          |    |
| Total marks                              | 400                    |                           |      |          |    |

## PREFACE

All Medical sciences whether ancient or modern, needs frequent updating. Acharya Vagbhata stresses upon reform of Ayurveda according to the present time (yuganurupasandarbhā). The syllabus of Ayurveda also needs reformation for effective dissemination of principles of Ayurveda which is strongly based on Padarthavijnanam. Acharya Vagbhata says one who seeks long life should respect Ayurveda by four strategies that are knowledge (Adhiti), comprehension (Bodha), skill (Acharana) and Attitude (pracharana). These teaching methodologies are evolved from the ancient upanishadic way of teaching (Adhyapanavidhi). The new principles of teaching strategies of blooms taxonomy correlate with the ancient way of teaching and the syllabus of Padarthavijnanam has been revamped according to the need of hour.

Padartha Vijnanam is a unique and mandatory subject needed for learning the stream of Ayurveda. It is the combination of science and philosophy. One can say that the science and philosophy are the two sides of the same coin. The search behind “existence of world/self” when progresses outward it travels the path of science and when this search is inwards it becomes philosophy. Thus, Padartha Vijnanam is an essential base of Ayurveda education. When the foundation becomes strong building also becomes strong.

Padartha Vijnanam not only provides the platform to understand Ayurveda better but it also helps the students to appreciate the moral values benefiting them in developing the personality. As mentioned in graduate attributes this subject helps the student to become eloquent communicator and self-directed learner who constantly endeavors to advance knowledge and skills to improve healthcare and social well-being.

This syllabus reform of Padartha Vijnanam has taken care of adopting the modern teaching-learning methodology well-merging with the ancient one. This will definitely enhance the understanding of the subject in a better way.

Introduction of practicals is the zest for the subject. As we all know- “I hear, and I forget. I see and I remember. I do, and I understand”. The teaching learning process must be joyful along with lecture methods like group discussions, debate, roleplay and PBL. They are also mentioned and the flexibility is kept. Here in this syllabus, the activity book is introduced to induce activity-based learning. This will definitely create the interest in the subject. There are some self-learning activities also which will induce the thirst for the knowledge in the student. This will help the student to understand theoretical concepts in a lucid way and also provides hands on experience

## Index

|   |    |
|---|----|
| Course Code and Name of Course .....                                    | 5  |
| Table 1- Course learning outcomes and matched PO. ....                  | 5  |
| Table 2 : Contents of Course AyUG-PV.....                               | 6  |
| Paper I .....   | 6  |
| Paper II.....   | 8  |
| Table 3: Learning objectives (Theory) of Course AyUG-PV .....           | 10 |
| Paper I .....   | 10 |
| Paper II.....   | 27 |
| List of Practicals.....   | 41 |
| Table 4: Learning objectives (Practical) of AyUG-PV .....               | 46 |
| Table 5: Non Lecture Activities Course AyUG-PV.....                     | 58 |
| Table 6: Assessment Summary AyUG-PV .....                               | 58 |
| 6 A - Number of Papers and Marks Distribution .....                     | 58 |
| 6 B - Scheme of Assessment (formative and Summative).....               | 58 |
| 6 C - Calculation Method for Internal assessment Marks (30 Marks) ..... | 59 |
| 6 D -Evaluation Methods for Periodical Assessment.....                  | 59 |
| 6 E- Paper Layout .....   | 60 |
| Paper-I.....  | 60 |
| Paper-II.....   | 60 |
| 6 F- Disribution of Theory Exam.....                                    | 61 |
| Paper I .....   | 61 |
| Paper II.....   | 61 |
| 6 G- Question paper blue print.....                                     | 62 |
| Paper I – .....   | 62 |
| Paper II.....   | 63 |
| 6 H Distribution of Practical Exam .....                                | 64 |
| 7. References /Resourses.....   | 65 |

## Course Code and Name of Course

|  | Course code | Name of Course   |
|--|-------------|--|
|  |             |  |
|  | AyUG-PV     | Padartha Vijnanam (Fundamental Principles of Ayurveda and Quantum Mechanics) |
|  |             |  |

## AyUG-PV Course

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

| CO   | Course learning Outcomes (CO) AyUG-PV  | Course learning Outcome matched with program learning outcomes. |
|------|--|---|
|      | At the end of the course AyUG-PV, the student should be able to-   |   |
| CO 1 | Illustrate the scope and utility of Ayurveda   | PO1   |
| CO 2 | Explain Philosophical foundation of Ayurveda, Principles (Siddhantha) of Darshana along with their similarities and relevance in Ayurveda and contemporary sciences. | PO1, PO2, PO6   |
| CO 3 | Analyse and interpret Padartha (Prameya) in Darshana and Ayurveda. Recognize their applications in Ayurveda.   | PO1, PO2, PO9   |
| CO 4 | Distinguish, analyse and apply concept of Pramana shastra (Epistemology) in Darshana and Ayurveda. Demonstrate their applications in Ayurveda.                       | PO1, PO2, PO9   |
| CO 5 | Analyse and apply concept of Karya Karana Bhava in Ayurveda.   | PO1, PO2, PO9   |

**Table 2 : Contents of Course AyUG-PV**

| <b>Sr No</b> | <b>A2 List of Topics AyUG-PV</b>   | <b>B2 Term</b> | <b>C2 Marks</b> | <b>D2 Lecture hours</b> | <b>E2 Non-Lecture hours</b> |
|--------------|--|----------------|-----------------|-------------------------|-----------------------------|
|              | <b>Paper I</b>   |                |                 |                         |                             |
| <b>1</b>     | <p>Ayurveda Nirupana</p> <p>1.1 Lakshana of Ayu, composition of Ayu.</p> <p>1.2 Lakshana of Ayurveda. Swaroopaa and Prayojana of Ayurveda</p> <p>1.3 Lakshana and classification of Siddhanta.</p> <p>1.4 Introduction to Basic Principles of Ayurveda and their significance.</p>   | <b>I</b>       |                 | <b>5</b>                | <b>6</b>                    |
| <b>2</b>     | <p>Padartha and Darshana Nirupana</p> <p>2.1 Padartha Lakshana, Enumeration and classification of Padartha, Bhava and Abhava Padartha, Padartha according to Acharya Charaka (Karana-Padartha).</p> <p>2.2 Etymological derivation of the word “Darshana”. Classification and general introduction to 9 Schools of Indian Philosophy with an emphasis on: Nyaya, Vaisheshika, Sankhya ,Yoga, Meemamsa and Vedanta darshana.</p> <p>2.3 Ayurveda as unique and independent school of thought (philosophical individuality of Ayurveda).</p> <p>2.4 Principles and examples in contemporary sciences which will enhance understanding concept of Padartha.</p> <p>2.5 Relevance of Study of Darshana and Padartha Vignana in Ayurveda</p>  | <b>I</b>       | <b>25</b>       | <b>10</b>               | <b>14</b>                   |
| <b>3.</b>    | <p>Dravya vijnaneeyam</p> <p>3.1 Dravya: Lakshana, Classification and Enumeration</p> <p>3.2 Panchabhuta: Various theories regarding the creation (theories of Taittiriyaopanishad, Nyaya-Vaisheshika, Sankhya-Yoga, Sankaracharya, Charaka and Sushruta), Lakshana and qualities of each Mahabhoota.</p> <p>3.3 Kala: Etymological derivation, Lakshana , division / units and significance.</p> <p>3.4 Dik: Lakshana ,division and significance.</p> <p>3.5 Atma: Lakshana, classification, seat, Gunas, Linga according to Charaka, the method / process of knowledge formation (atmanah jnasya pravrittih).</p> <p>3.6 Purusha: According to Ayurveda - Ativahikapurusha/ Sukshmarsharira/ Rashipurusha/ Chikitsapurusha/ Karmapurusha/ Shaddhatvatmakapurusha.</p> <p>3.7 Manas: Lakshana, Synonyms, Qualities, Objects, Functions, dual nature of mind (ubhayaatmakatvam), as a substratum of diseases,Influence of Panchabhoutika aahara and aushadha (penta-elemental diet)on manas.</p> <p>3.8 Role of Panchamahabhuta and Triguna in Dehaprakriti and Manasaprakriti respectively.</p> <p>3.9 Tamas as the tenth Dravya.</p> <p>3.10 Practical study/Application and Importance of each Kaarana dravya in Ayurveda.</p> <p>3.11 Principles and examples in contemporary sciences</p> | <b>II</b>      | <b>48</b>       | <b>14</b>               | <b>20</b>                   |

|    |  |     |    |   |   |
|----|--|-----|----|---|---|
|    | which will enhance understanding concept of Kaarana dravya.  |     |    |   |   |
| 4. | Guna vijnaneeyam<br>4.1 Etymological Derivation, Classification and Enumeration according to various Darshana and Charaka,<br>4.2 Lakshana and Classification of Sartha Guna, Gurvadiguna, Paradiguna, Adhyatmaguna (41 Guna)<br>4.3 Gunapradhanyata (Importance of Guna)<br>4.4 Practical / clinical application of each Guna in Ayurveda<br>4.5 Principles and examples in contemporary sciences which will enhance understanding concept of Guna. | II  |    | 4 | 6 |
| 5. | Karma vijnaneeyam<br>5.1 – Introduction of concept of Karma According to Darshanaand Ayurveda<br>– Classification of Karma<br>5.3 - Practical application of karma<br>5.4 - Principles and examples in contemporary sciences which will enhance understanding concept  | II  |    | 2 | 4 |
| 6. | Samanya vijnaneeyam<br>6.1 – Introduction of concept of Saamaanya According to Darshana and Ayurveda.<br>– Classification of Saamaanya<br>6.3 - Practical application of saamaanya<br>6.4 - Principle and examples in contemporary sciences which will enhance understanding theconcept of Saamanya.   | III |    | 3 | 6 |
| 7. | Vishesha vijnaneeyam<br>7.1 – Introduction of concept of Vishesha according to Darshana and Ayurveda<br>7.2 - Classification of Vishesha<br>7.3 - Practical Application of vishesha<br>7.4- Principles and examples in contemporary sciences which will enhance understanding the concept of Vishesha  | III | 27 | 3 | 6 |
| 8. | Samavaya vijnaneeyam<br>8.1 – Introduction of concept of Samavaaya According toDarshana and Ayurveda.<br>8.2 – Practical application of Samavaaya<br>8.3- Principles and examples in contemporary sciences which will enhanceunderstanding theconcept of Samavaya  | III |    | 2 | 4 |
| 9  | Abhava vijnaneeyam<br>9.1 – Introduction of concept of Abhaava According to Darshana and Ayurveda.<br>9.2 – Classification of Abhaava.<br>9.3 – Practical application of Abhaava<br>9.4- Principles and examples in contemporary sciences which will enhance understanding the concept of Abhava.  | III |    | 2 | 4 |

| <b>Paper II</b> |  |                |                 |                         |                             |
|-----------------|--|----------------|-----------------|-------------------------|-----------------------------|
|                 | <b>A2 List of Topics – AyUG-PV</b>   | <b>B2 Term</b> | <b>C2 Marks</b> | <b>D2 Lecture hours</b> | <b>E2 Non-Lecture hours</b> |
| <b>1</b>        | <p>Pariksha</p> <p>1.1. Definition, Significance, Necessity and Use of Pariksha.</p> <p>1.2. Definition of Prama, Aprama, Prameya, Pramata, Pramana.</p> <p>1.3. Significance and importance of Pramana, Enumeration of Pramana according to different schools of Philosophy.</p> <p>1.4. Four types of methods for examination in Ayurveda (Chaturvidha-Parikshavidhi), Pramana in Ayurveda.</p> <p>1.5. Subdivision of different Pramanas under three Pariksha.</p> <p>1.6. Practical application of methods of examination (Parikshavidhi) in Nidan and Chikitsa.</p>   | <b>I</b>       | 26              | 6                       | 12                          |
| <b>2</b>        | <p><b>2. Aptopadesha Pariksha/Pramana</b></p> <p>2.1. Lakshana of Aptopadesha, Lakshana of Apta.</p> <p>2.2. Lakshana of Shabda, and its types.</p> <p>2.3. Shabdavritti-Abhidha, Lakshana, Vyanjana and Tatparyakhya. Shaktigrahahetu.</p> <p>2.4. Vaakya: Characteristics, Vaakyarthajnanahetu- Aakanksha, Yogyata, Sannidhi.</p> <p>2.5. Importance of Aptopadesha in maintaining Health, Prevention of Diseases, Diagnostics, Therapeutics and Research.</p>   | <b>I</b>       |                 | 6                       | 10                          |
| <b>3.</b>       | <p><b>3. Pratyaksha Pariksha/Pramana</b></p> <p>3.1. Lakshana of Pratyaksha, types of Pratyaksha- Nirvikalpaka- Savikalpaka with description, description of Laukika and Alaukika types and their further classification.</p> <p>3.2. Indriya-prapyakaritvam, six types of Sannikarsha.</p> <p>3.3. Indriyanam lakshanam, classification and enumeration of Indriya. Description of Panchapanchaka, Penta-elemental nature of Indriya (<i>Panchabhautikatwa</i> of Indriya) and similarity in sources (<i>Tulyayonitva</i>) of Indriya.</p> <p>3.4. Trayodasha Karana, dominance of Antahkarana.</p> <p>3.5. Hindrances in direct perception (<i>pratyaksha-anupalabdihikaarana</i>), enhancement of direct perception (Pratyaksha) by various</p> | <b>II</b>      | 42              | 8                       | 14                          |



|           |  |     |    |    |    |
|-----------|--|-----|----|----|----|
|           | instruments/ equipments, necessity of other Pramanas in addition to Pratyaksha.<br>3.6. Practical study/ application of Pratyaksha in Sharir, Nidan (Diagnosis), Chikitsa (Treatment) and Anusandhan (Research).   |     |    |    |    |
| <b>4.</b> | <b>4. Anumanapariksha/Pramana</b><br>4.1. Lakshana of Anumana. Introduction of Anumiti, Paramarsha, Vyapti, Hetu, Sadhya, Paksha, Drishtanta. Types of Anumana mentioned by Charaka and Nyayadarshana.<br>4.2. Characteristics and types of Vyapti.<br>4.3. Lakshana and types of Hetu, Description of Ahetu and Hetwabhasa.<br>4.4. Characteristics and significance of Tarka (logic).<br>4.5. Practical study/ application of Anumanapramana in Sharir, Nidan, Chikitsa and Anusandhan.  | II  |    | 10 | 15 |
| <b>5.</b> | <b>5. Yuktipariksha/Pramana</b><br>5.1. Lakshana and description.<br>5.2. Importance in Ayurveda.<br>5.3. Practical study and utility in diagnostics, therapeutics and research.   | III |    | 2  | 2  |
| <b>6.</b> | <b>6. UpamanaPramana</b><br>6.1. Lakshana.<br>6.2. Application in Sharir, diagnostics, therapeutics and research.  | III |    | 2  | 4  |
| <b>7.</b> | <b>Karya- Karana Siddhanta</b><br>7.1. Lakshana of Karya and Kaarana. Types of Kaarana.<br>7.2. Significance of Karya and Kaarana in Ayurveda.<br>7.3. Different opinions regarding the manifestation of Karya from Kaarana: Satkaryavada, Parinamavada, Vivartavada, Asatkaryavada, Arambhavada, Paramanuvada, Kshanabhanguravada, Pilupaka, Pitharpaka, Anekantavada, Swabhavavada, Swabhavoparamavada. Importance/ Utility of each of these in Ayurveda<br>7.4 Study of cause effect relationship, causality, causation in Contemporary sciences. | III | 32 | 11 | 13 |

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

| <b>Paper I</b>   |   |                          |  |  |  |                          |  |                         |                                |
|--|---|--------------------------|--|--|--|--------------------------|--|-------------------------|--------------------------------|
| <b>A3<br/>Course<br/>outcome</b>   | <b>B3<br/>Learning Objective<br/><br/>(At the end of the<br/>session, the students<br/>should be able to)</b> | <b>C3<br/>Domain/sub</b> | <b>D3<br/>Must to<br/>know/<br/>desirable to<br/>know/Nice<br/>to know</b> | <b>E3<br/>Level<br/>Does/<br/>Shows<br/>how/<br/>Knows<br/>how/<br/>Know</b> | <b>F3<br/>T-L method</b>                         | <b>G3<br/>Assessment</b> | <b>H3<br/>Format<br/>ive<br/>/summ<br/>ative</b> | <b>I3<br/>Te<br/>rm</b> | <b>J3<br/>Integ<br/>ration</b> |
| <b>Topic 1- Ayurveda Nirupana Time</b> (Lecture: - _5 hours Non lecture 6 hours) |   |                          |  |  |  |                          |  |                         |                                |
| CO1  | Describe the Nirukti (etymology) and Definition of Ayu  | Cognitive/ Recall        | Must Know  | Knows  | Lecture Group discussion                         | Written and Viva         | F and S  | I                       |                                |
| CO1  | Describe the components of Ayu  | Cognitive/ Recall        | Must Know  | Knows  | Lecture Group Discussion Enquiry Based learning  | Written and Viva         | F and S  | I                       |                                |
| CO1  | Explain Synonyms of Ayu with their meaning and importance   | Cognitive Recall         | Must Know  | Knows  | Lecture Group Discussion                         | Written and Viva         | F and S  | I                       |                                |
| CO1  | Distinguish between 4 types Ayu namely Sukhayu, Dukhayu, Hitayu, Ahitayu                                      | Cognitive Comprehension  | Must Know  | Knows  | Lecture Group Discussion/ Problem Based Learning | Written and Viva, Quiz   | F and S  | I                       |                                |
| CO1  | Realises that the balance between hitayu  | Affective                | Must know  | Knows  | Group Discussion/                                | viva                     | F  | I                       |                                |

|              |   |                         |           |       |   |                                      |         |   |  |
|--------------|---|-------------------------|-----------|-------|---|--------------------------------------|---------|---|--|
|              | and Sukhayu will offer better living  |                         |           |       | Debate  |                                      |         |   |  |
| CO1          | Describe Lakshana of Ayurveda and Enlist Synonyms of Ayurveda   | Cognitive Recall        | Must Know | Knows | Lecture<br>Group<br>Discussion  | Written and Viva                     | F and S | I |  |
| CO1          | Explain different Swarupa of Ayurveda and Discuss Ayurveda Prayojana  | Cognitive Comprehension | Must Know | Knows | Lecture<br>Group<br>Discussion/Problem Based Learning                               | Written and Viva<br>Open Book Test   | F and S | I |  |
| CO1          | Explain Trisutra of Ayurveda and discuss Nityatva (eternity) of Ayurveda  | Cognitive Comprehension | Must Know | Knows | Lecture<br>Group<br>Discussion/<br>Debate   | Written and Viva                     | F and S | I |  |
| CO1,<br>CO 2 | Define Siddhanta  | Cognitive Recall        | Must Know | Knows | Lecture<br>Presentation<br>Discussion   | Written and Viva                     | F and S | I |  |
| CO1,<br>CO 2 | Distinguish the types of Siddhanta  | Cognitive Comprehension | Must Know | Knows | Lecture<br>Group<br>Discussion/<br>Enquiry Based Learning                           | Written and Viva,<br>Puzzle          | F and S | I |  |
| CO1,<br>CO 2 | Elaborate the Basic Principles of Ayurveda like<br>Lokapurusha Samya Siddhanta<br>Panchamahabhoota Siddhanta<br>Tridosha Siddhanta<br>Samanya Vishesha Siddhanta<br>Karya Karana Siddhant | Cognitive Comprehension | Must Know | Knows | Lecture/<br>Group<br>Discussion<br>/Problem Based Learning/<br>Flipped<br>Classroom | Written and Viva, quiz<br>PBA<br>CBA | F and S | I |  |

|   |   |                         |                   |           |  |                              |         |   |  |
|---|---|-------------------------|-------------------|-----------|--|------------------------------|---------|---|--|
| CO1,<br>CO 2  | Justify the Application of Basic Principles in Ayurveda   | Affective               | Must know         | Knows     | Lecture Demonstration/<br>Group Discussion             | Written and Viva             | F and S | I |  |
| CO1,<br>CO 2  | Recite the concern verses from Tarkasangraha and Charak Samhita   | Cognitive Recall        | Desirable to know | Knows     | Audio clips, classroom recitation                      | Viva, recitation competition | F and S | I |  |
| <b>Topic 2-</b> Padartha and Darshana Nirupana <b>Time</b> (Lecture:- _10_ hours Non lecture __14_ hours) |   |                         |                   |           |  |                              |         |   |  |
| CO1,<br>CO 2  | Classify padartha, differentiate bhava, abhava padartha and Appreciate Shat karana of Acharya Charaka.      | Cognitive Recall        | Must Know         | Knows     | Lecture/<br>Discussions<br>PBL                         | Written and Viva, puzzle     | F & S   | I |  |
| CO1,<br>CO 2  | Discuss similarity and dissimilarity of padartha  | Cognitive Comprehension | Desirable to Know | Knows     | Lecture/<br>Discussions/<br>Activity based learning    | Written and Viva             | F & S   | I |  |
| CO2   | Explain nirukti and vyakhya (definition) of darshana  | Cognitive Recall        | Must Know         | Knows     | Lecture  | Written and Viva             | F & S   | I |  |
| CO2   | Describe Origin of darshana and Explain Importance of darshana (prayojana)                                  | Cognitive Comprehension | Must know         | Knows how | Lecture / Group Discussion                             | Written and Viva, Quiz       | F & S   | I |  |
| CO1,<br>CO 2  | Analyse terms viz - philosophy, metaphysics, aesthetics, epistemology, psychology in relation with darshana | Cognitive Comprehension | Nice to know      | Knows     | Lecture / Group Discussion/<br>Activity Based learning | Written and Viva             | F & S   | I |  |
| CO2   | Classify darshana and differentiate between asthika, nasthika, asthikanasthika                              | Cognitive Recall        | Must Know         | Knows     | Lecture / Enquiry Based Learning                       | Written and Viva             | F & S   | I |  |

|              |  |                         |                   |           |  |                                  |       |   |  |
|--------------|--|-------------------------|-------------------|-----------|--|----------------------------------|-------|---|--|
|              | darshana   |                         |                   |           |  |                                  |       |   |  |
| CO1,<br>CO 2 | Enumerate darshana relevant for Ayurveda study and mention the pioneers of each darshana                 | Cognitive Recall        | Must Know         | Knows     | Lecture/ Role play/Group Discussion                        | Written and Viva, Puzzle         | F & S | I |  |
| CO1,<br>CO 2 | Outline the reason for study of darshana in Ayurveda and Comprehend Philosophical foundation of Ayurveda | Cognitive Comprehension | Must Know         | Knows how | Lecture/ Problem Based Learning/ Group discussion/Tutorial | Written and Viva, Open Book Test | F & S | I |  |
| CO2          | Explain meaning of nyaya and synonyms of nyayadarshana   | Cognitive Recall        | Must Know         | Knows     | Lecture Group discussion                                   | Written and Viva                 | F & S | I |  |
| CO2          | Enumerate nyayoktha 16 padarthas, 12 prameyas  | Cognitive Recall        | Desirable to Know | Knows     | Lecture /Enquiry Based Learning                            | Written and Viva                 | F & S | I |  |
| CO2          | Recall the content of nyaya sutra  | Cognitive Recall        | Nice to know      | Knows     | Lecture  | Written and Viva                 | F & S | I |  |
| CO2          | Outline salient features of nyayadarshana viz- chaturvida pramana, pitharapaka, arambhavada.             | Cognitive comprehension | Must Know         | Knows     | Lecture/ Group discussion / Activity Based Learning        | Written and Viva , Quiz          | F & S | I |  |
| CO2          | Explain meanings of vaisheshika and synonyms   | Cognitive Recall        | Must Know         | Knows     | Lecture/   | Written and Viva                 | F & S | I |  |
| CO2          | Recall the content of vaisheshika sutra  | Cognitive Recall        | Nice to Know      | Knows     | Lecture  | Written and Viva                 | F & S | I |  |

|           |   |                         |              |       |  |                                  |       |   |  |
|-----------|---|-------------------------|--------------|-------|--|----------------------------------|-------|---|--|
| CO2       | Identify salient features of vaisheshika darshana viz-shatpadartha, paramanuvada, peelupakavada                       | Cognitive comprehension | Must Know    | Knows | Lecture group discussion/Activity based learning       | Written and Viva, quiz, puzzle   | F & S | I |  |
| CO2       | Explain the meaning of sankhya  | Cognitive Recall        | Must Know    | Knows | Lecture  | Written and Viva                 |       | I |  |
| CO2       | Enumerate, define and categorise 25 tatvas  | Cognitive Recall        | Must Know    | Knows | Lecture discussion                                     | Written and Viva puzzle          | F & S | I |  |
| CO2       | Recall the trividhadukha, triguna, satkaryavada   | Cognitive Recall        | Must Know    | Knows | Lecture/ Inquiry based learning                        | Written and Viva                 | F & S | I |  |
| CO2       | Define yoga and explain ashtangayoga  | Cognitive comprehension | Must Know    | Knows | Lecture Group discussion/demonstration                 | Written and Viva, quiz           | F & S | I |  |
| CO2       | Recall content of yoga sutra  | Cognitive Recall        | Nice to know | Knows | Lecture  | Written and Viva                 | F & S | I |  |
| CO2       | Enumerate chittavrutti, panchaklesha, ashtasiddhi   | Cognitive Recall        | Must Know    | Knows | Lecture Debate /Group Discussion                       | Written and Viva, quiz           | F & S | I |  |
| CO2       | Recall different type of yoga   | Cognitive Recall        | Nice to know | Knows | Lecture Self-Directed learning/Activity based learning | Written and Viva, open book test | F & S | I |  |
| CO1, CO 2 | Outline the salient features of meemamsa darshana and Vedanta darshana Viz. karma siddhanta, atma, maya, vivartavada, | Cognitive comprehension | Must Know    | Knows | Lecture Group Discussion/ Debate                       | Written and Viva, Quiz           | F & S | I |  |

|              |   |                                      |                   |            |  |                          |       |   |  |
|--------------|---|--------------------------------------|-------------------|------------|--|--------------------------|-------|---|--|
| CO1,<br>CO 2 | Explain similarity between Nyaya, vaisheshika, Sankyha, yoga, meemamsa and Vedanta darshana with Ayurveda   | Cognitive comprehension              | Must Know         | Knows how  | Lecture discussion<br>PBL/ Flip classroom            | Written and Viva         | F & S | I |  |
| CO1,<br>CO 2 | Explain Charvaka, Jaina and Bouddha darshana and their influence in Ayurveda  | Cognitive comprehension              | Must Know         | Knows      | Lecture Group Discussion                             | Written and Viva         | F & S | I |  |
| CO1,<br>CO 2 | Demonstrate Ayurveda as unique and independent school of thought (philosophical individuality of Ayurveda).   | Cognitive Comprehension<br>Affective | Must Know         | Knows how/ | Lecture/ Group Discussions<br>PBL                    | Written and Viva         | F & S | I |  |
| CO 1<br>CO 2 | Compare the the Srishtiutpatti krama by different darshanas with contemporary theories like- Big Bang, The multiverse, brane world, the hylographic universe, Simulation theory etc | Cognitive Comprehension              | Nice to Know      | Knows      | Lecture with Videos, Group discussion/ self learning | Puzzle, viva             | F     | I |  |
| CO 1         | Respect ancient philosophy and Ayurveda   | Affective                            | Must know         | Know       | Discussion   | Discussion Debate        | F     | I |  |
| CO1,<br>CO 2 | Enumerate padartha according to different schools of thought  | Cognitive Recall                     | Desirable to Know | Knows      | Lecture Group Discussion                             | Written and Viva, Puzzle | F & S | I |  |
| CO1,<br>CO 2 | Find principles and examples in contemporary sciences   | Cognitive/ Comprehension             | Nice to know      | knows      | Lecture/ Discussions/ Self-learning,                 | -                        | F     | I |  |

|   |  |                           |                   |           |  |                                  |         |    |  |
|---|--|---------------------------|-------------------|-----------|--|----------------------------------|---------|----|--|
|   | which will enhance understanding concept of Padartha. For ex-matter and energy.                              |                           |                   |           |  |                                  |         |    |  |
| CO1, CO 2   | Analyse role of padartha in darshana and in Ayurveda and Demonstrate the role of Padarthavijnana in Ayurveda | Cognitive / Comprehension | Must Know         | Knows how | Lecture/ Seminars /PBL                           | Written and Viva, Open Book Test | F & S   | I  |  |
| CO2   | Recite concern verses  | Cognitive Recall          | Desirable to know | knows     | Edutainment Audio clips, classroom recitation    | Viva, recitation competition     | F&S     | I  |  |
| <b>Topic-3 Dravya vijnaneeyam Time</b> (Lecture:- __14_ hours Non lecture _20__hours) |  |                           |                   |           |  |                                  |         |    |  |
| CO3   | Explain Nirukti and Paribhasha (definition) of Dravya  | Cognitive Recall          | Must Know         | Knows     | Lecture  | Written and Viva                 | F and S | II |  |
| CO3   | Classify Dravya and Differentiate between Karana and Karya dravya  | Cognitive Recall          | Must Know         | Knows     | Lecture Group Discussion/ Enquiry Based Learning | Written and Viva, Puzzle         | F and S | II |  |
| CO3   | Enumerate Darvyas as per different schools of thoughts   | Cognitive Recall          | Must Know         | Knows     | Lecture Group Discussion                         | Written and Viva, puzzle         | F and S | II |  |
| CO3, CO1  | Value Practical application of study of Dravya in Ayurveda   | Affective                 | Desirable to know | Knows how | Lecture Group Discussion                         | Written and Viva                 | F and S | II |  |
| CO3   | Explain the various theories (theories of Taittiriyanopanishad, Nyaya-Vaisheshika,                           | Cognitive/ Comprehension  | Must Know         | Knows     | Lecture Group Discussion /Activity Based         | Written and Viva, Quiz           | F and S | II |  |



|          |   |                           |           |       |  |                                  |         |    |  |
|----------|---|---------------------------|-----------|-------|--|----------------------------------|---------|----|--|
|          | Sankhya-Yoga, Sankaracharya, Charaka and Sushruta) regarding creation of Panchamahabhoota |                           |           |       | Learning   |                                  |         |    |  |
| CO3      | Describe Prithvi Mahabhoota<br>Explain qualities of Prithvi Mahabhoota                    | Cognitive / Comprehension | Must Know | Knows | Lecture<br>Seminar/ Group<br>Discussion          | Written and Viva                 | F and S | II |  |
| CO3      | Describe Aap Mahabhoota<br>Explain qualities of Ap Mahabhoota                             | Cognitive, Comprehension  | Must Know | Knows | Lecture<br>Seminar/ Group<br>Discussion          | Written and Viva                 | F and S | II |  |
| CO3      | Describe Teja Mahabhoota<br>Explain qualities of Teja Mahabhoota                          | Cognitive, Comprehension  | Must Know | Knows | Lecture<br>Seminar/ Group<br>Discussion          | Written and Viva                 | F and S | II |  |
| CO3      | Describe Vayu Mahabhoota<br>Explain qualities of Vayu Mahabhoota                          | Cognitive, comprehension  | Must Know | Knows | Lecture<br>Seminar/ Group<br>Discussion          | Written and Viva                 | F and S | II |  |
| CO3      | Describe Aakash Mahabhoota.<br>Explain qualities of Aakash Mahabhoota                     | Cognitive, Comprehension  | Must Know | Knows | Lecture<br>Seminar/ Group<br>Discussion          | Written and Viva                 | F and S | II |  |
| CO3, CO1 | Value Practical application of Panchamahabhoota in Ayurveda                               | Affective                 | Must know | Knows | Lecture<br>Group<br>Discussion,<br>Demonstration | Written and Viva, Open Book Test | F and S | II |  |

|                    |   |                          |           |           |  |                                  |       |    |  |
|--------------------|---|--------------------------|-----------|-----------|--|----------------------------------|-------|----|--|
| CO2                | Compare elementary particles/subatomic particles with Tanmatra/triguna.               | Cognitive/ Recall        | NK        | Know      | Video clips, discussions<br>SDL          | Quiz                             | F     | II |  |
| CO3,<br>CO1        | Define the term <i>Kala</i> from various <i>darshanas</i> and <i>Ayurveda</i> .       | Cognitive/ Recall        | Must know | Knows     | Lecture                                  | Written and Viva                 | F & S | II |  |
| CO3                | Explain classification/types of <i>Kala</i>   | Cognitive/ Recall        | Must know | Knows     | Lecture                                  | Written and Viva                 | F & S | II |  |
| CO3,<br>CO1        | Find illustrations of kala explained in Ashtang Hridaya.                              | Cognitive/ Comprehension | Must know | Knows     | Lecture /Activity Based Learning         | Written and Viva                 | F & S | II |  |
| CO3,<br>CO2<br>CO1 | Give examples of importance of Kala in Ayurveda and time as per contemporary sciences | Cognitive/ Recall        | Must know | Knows how | Problem Based Learning/ Group Discussion | Written and Viva, Quiz           | F & S | II |  |
| CO3                | Define <i>the term Dik</i> . Explain classification/ division of <i>Dik</i> .         | Cognitive/ Recall        | Must know | Knows     | Lecture /Activity Based Learning         | Written and Viva, puzzle         | F & S | II |  |
| CO3,<br>CO1        | Illustrate significance of <i>Dishas</i> in Ayurveda with examples.                   | Cognitive/ Comprehension | Must know | Knows how | Lecture /Seminar                         | Written and Viva                 | F & S | II |  |
| CO3                | Find illustrations of <i>Dik</i> explained in Ashtangahridaya.                        | Cognitive/ Comprehension | Must know | Knows how | Group Discussion                         | Written and Viva, Open book test | F & S | II |  |
| CO3                | Define the term Atma,   | Cognitive/ Recall        | Must know | Knows     | Lecture                                  | Written and Viva                 | F & S | II |  |
| CO3                | Explain atma at different levels, seat, Gunas of Atma,                                | Cognitive/ Recall        | Must know | Knows     | Lecture                                  | Written and Viva                 | F & S | II |  |

|            |   |                                     |                   |           |   |                                  |       |    |  |
|------------|---|-------------------------------------|-------------------|-----------|---|----------------------------------|-------|----|--|
| CO1<br>CO3 | Explain Atma Linga according to Charaka Samhita.  | Cognitive/ comprehension            | Must know         | Knows     | Lecture / Flipped Classroom               | Written and Viva                 | F & S | II |  |
| CO3        | Describe the method / process of knowledge formation ( <i>atmanah jnasya pravrittih</i> ).                                      | Cognitive/ Comprehension            | Must know         | Knows how | Lecture/ Demonstration/                   | Written and Viva                 | F & S | II |  |
| CO3        | Describe Purusha as mentioned in Ayurveda   | Cognitive/ Recall                   | Must know         | Knows     | Lecture                                   | Written and Viva                 | F & S | II |  |
| CO3        | Differentiate Ativahikapurusha/ Sukshmasharira/ Rashipurusha/ Chikitsapurusha/ Karmapurusha/ Shad-dhatvatmaka-purusha.          | Cognitive/ Comprehension            | Must know         | Knows how | Lecture / Group discussions               | Written and Viva                 | F & S | II |  |
| CO3        | Recognize and state significance of Atmavijnanam  | Affective                           | Desirable to know | Knows     | Group Discussions/ Problem Based Learning | viva                             | F     | II |  |
| CO3        | Define term Manas, Enlist synonyms, Explain it's Guna. Karma, Vishay. Explain dual nature of mind. ( <i>ubhayaatmakatvam</i> ), | Cognitive/ Recall and Comprehension | Must know         | Knows     | Lecture / Activity Based Learning/Debate  | Written and Viva. Puzzle         | F & S | II |  |
| CO3        | Explain influence of Panchabhoutika aahara and aushadha (penta-elemental diet) on manas   | Cognitive/ Recall                   | Must know         | Knows how | Lecture/ discussions/ PBL                 | Written and Viva. Open Book Test | F & S | II |  |

|  |   |                          |                   |           |   |                              |       |    |  |
|--|---|--------------------------|-------------------|-----------|---|------------------------------|-------|----|--|
| CO3  | Recognizes the utility of Knowledge of Mana   | Affective                | Must Know         | Knows     | Case Based learning                                   | viva                         | F & S | II |  |
| CO3, CO1   | Explain Concept of mind in other sciences.  | Cognitive/ Recall        | Nice to know      | Knows     | Discussions/ Videos                                   | Written and Viva             | F     | II |  |
| CO1  | Explain Role of Panchamahabhuta and Triguna in Dehaprakriti and Manasaprakriti respectively.  | Cognitive/ Comprehension | Must know         | Knows how | Lecture / discussions/ C B L                          | Written and Viva             | F & S | II |  |
| CO3  | Discuss the role of Tamas as the tenth Dravya   | Cognitive/Comprehension  | Desirable to know | Know      | Lecture Edutainment Role Play                         | Written and Viva             | F & S | II |  |
| CO3  | Realize Practical application of study of dravya in Ayurveda  | Affective                | Desirable to know | Know      | Group Discussions/ Case Base Learning/ Demonstration. | Written and Viva, quiz       | F & S | II |  |
| CO3  | Recite Dravya Granth of Tarka Sangrah & defn from Charak  | Cognitive Recall         | Desirable to know | knows     | Audio clips/ classroom recitation                     | Viva, Recitation Competetion | F&S   |    |  |
| CO3. CO2   | Discuss principles and examples in contemporary sciences which will enhance understanding the concept of Karana dravya. For ex- Quantum Physics | Cognitive/Comprehension  | Nice to know      | Know      | Lecture/ Discussions/ Self-learning activity          | Open book testh              | F     | II |  |
| <b>Topic -4 Guna vijñaneeyam Time</b> (Lecture:-4 hours Non lecture 6 hours) |   |                          |                   |           |   |                              |       |    |  |
| CO3  | Define Guna and classify Guna according to various Darshanas and Charaka Samhita  | Cognitive Recall         | Must know         | knows how | Lecture /Demonstration                                | Written and Viva             | F&S   | II |  |

|     |   |                         |           |           |  |                          |     |    |  |
|-----|---|-------------------------|-----------|-----------|--|--------------------------|-----|----|--|
| CO3 | Explain the Lakshana of indriyartha Gunas with examples.                                      | Cognitive Comprehension | Must know | Knows how | Lecture / Group Discussion                       | Written and Viva         | F&S | II |  |
| CO3 | Discuss the Lakshana of Gurvadi Guna with examples.   | Cognitive Comprehension | Must know | Knows how | Lecture /Seminar/ Group Discussion               | Written and Viva, puzzle | F&S | II |  |
| CO3 | Explain the Lakshana of Paradi Guna with examples.  | Cognitive Comprehension | Must know | Knows how | Lecture /Seminar/ Group Discussion               | Written and Viva, Puzzle | F&S | II |  |
| CO3 | Describe the Lakshana of Adhyatma Guna with examples.   | Cognitive Comprehension | Must know | Knows how | Lecture /Seminar/ Group Discussion               | Written And Viva         | F&S | II |  |
| CO3 | Appreciate the importance of Guna (Gunapradhanyata)   | Affective               | Must know | Knows     | Discussion                                       | Written Discussion viva  | F&S | II |  |
| CO3 | Describe the practical application of Indriyartha Gunas in diagnosis of disease and Treatment | Cognitive Comprehension | Must know | Knows how | Lecture / Demonstration/ Case based learning     | Written And Viva         | F&S | II |  |
| CO3 | Describe the practical application of Gurvadi Guna in diagnosis of disease and Treatment      | Cognitive Comprehension | Must know | Knows how | Lecture / Demonstration/ Case based learning     | Written And Viva         | F&S | II |  |
| CO3 | Describe the practical application of Paraadi Gunas.  | Cognitive Comprehension | Must know | Knows how | Lecture / Demonstration/ Activity based learning | Written And Viva         | F&S | II |  |

|  |  |                         |                   |           |   |                  |                            |    |  |
|--|--|-------------------------|-------------------|-----------|---|------------------|----------------------------|----|--|
|  |  |                         |                   |           |   |                  |                            |    |  |
| CO3  | Describe the practical application of Adhyatma Guna .  | Cognitive Comprehension | Must know         | knows how | Lecture / Demonstration/ Problem Based Learning | Written And Viva | F&S                        | II |  |
| CO3  | Recite the concern verses from TarkaSangrah and Charak Samhita   | Cognitive Recall        | Desirable to know | knows     | Audio clip/ classroom recitation                | viva             | F&S Recitation competition | II |  |
| CO1<br>CO2   | Discuss Principles and examples in contemporary sciences which will enhance understanding the concept of Guna. | Cognitive Comprehension | Nice to know      | Knows     | Lecture/ Discussions/ Self-learning activity    | -                | F                          | II |  |
| <b>Topic - 5. Karma vijñaneeyam Time</b> (Lecture:- __2__ hours Non lecture _4__hours) |  |                         |                   |           |   |                  |                            |    |  |
| CO3  | Define <i>Karma</i> acco. to various <i>Darshana</i> and <i>Ayurveda</i> .                                     | Cognitive Recall        | Must know         | Knows     | Lecture   | Written And Viva | F&S                        | II |  |
| CO3  | Compare the <i>Karma Lakshana</i> (characteristics) from <i>Charaka Samhita</i> and <i>Darshana</i>            | Cognitive Comprehension | Must know         | Knows     | Lecture/ Group discussion/ Flipped Classroom    | Written And Viva | F&S                        | II |  |
| CO3  | Explain the types of <i>Karma</i>  | Cognitive Comprehension | Must know         | Knows     | Lecture and discussion, demonstration           | Written And Viva | F&S                        | II |  |
| CO3  | Describe the process of production and destruction of <i>Laukika Karma</i> with one                            | Cognitive Comprehension | Desirable to know | Knows how | Lecture and demonstration                       | Written And Viva | F&S                        | II |  |

|   |   |                         |                   |           |  |                  |                            |     |  |
|---|---|-------------------------|-------------------|-----------|--|------------------|----------------------------|-----|--|
|   | example.  |                         |                   |           |  |                  |                            |     |  |
| CO3   | Describe the <i>Adhyaatmika</i> karma and its causal relationship with health and disease.  | Cognitive Comprehension | Must know         | Knows how | Lecture and discussion                         | Written And Viva | F&S                        | II  |  |
| CO3   | Enlist the other types of processes or pharmacological actions which came under the title of <i>Karma</i> in <i>Ayurveda</i> . Viz: <i>Panchakarma</i> , <i>Shastrakarma</i> , <i>Lekhana</i> , <i>Bruhana</i> etc. | Cognitive Recall        | Must know         | Knows how | Lecture and discussion/ Self Directed Learning | Written And Viva | S                          | II  |  |
| CO3   | Recite the concern verses from TarkaSangrah and Charak Samhita  | Cognitive Recall        | Desirable to know | knows     | Audio clip/ classroom recitation/ Edutainment  | viva             | F&S Recitation competition | II  |  |
| CO1<br>CO2  | Discuss principles and examples in contemporary sciences which will enhance understanding the concept of Karma.   | Cognitive Recall        | Nice to know      | Knows     | Lecture/ Discussions/ Self-learning            | -                | F                          | II  |  |
| <b>Topic - 6 . Samanya vijnaneeyam</b>                            |   |                         |                   |           |  |                  |                            |     |  |
| <b>Time</b> (Lecture:- <u>3</u> hours Non lecture <u>6</u> hours) |   |                         |                   |           |  |                  |                            |     |  |
| CO3   | Explain the Samanya(According to <i>Ayurveda</i> & <i>Darshana</i> )  | Cognitive Comprehension | Must know         | Knows     | Lecture  | Written And Viva | F&S                        | III |  |
| CO3   | Distinguish the <i>Samanya</i> concept of <i>Ayurveda</i> from  | Cognitive Comprehension | Must know         | Knows     | Lecture and discussion                         | Written And Viva | F&S                        | III |  |

|   |  |                         |                   |           |  |                                      |                                  |     |  |
|---|--|-------------------------|-------------------|-----------|--|--------------------------------------|----------------------------------|-----|--|
|   | <i>Darshana.</i>   |                         |                   |           |  |                                      |                                  |     |  |
| CO3   | Describe the <i>Anuvrutti Buddhi</i>   | Cognitive Recall        | Desirable to know | knows     | Lecture and discussion                         | Written                              | F & S                            | III |  |
| CO3   | Explain the types of <i>Samanya</i> (Acc. To <i>Ayurveda</i> and <i>Darshana</i> )   | Cognitive Recall        | Must know         | Knows     | Lecture and discussion/<br>Flipped Classroom   | Written And Viva                     | F & S                            | III |  |
| CO3   | Explain the importance of <i>samanya</i> in diagnosis and treatment  | Cognitive Comprehension | Must know         | Knows     | Lecture and discussion/Case Based Learning     | Written And Viva ,Quiz               | S                                | III |  |
| CO3   | Identify the examples of <i>Dravya-guna-karma Samanya</i> with each <i>DOSHA-DHATU-MALA</i>  | Cognitive Comprehension | Must know         | Knows how | Lecture and Demonstration/<br>Group Discussion | Written And Viva ,<br>Open Book Test | S                                | III |  |
| CO3   | Recite the concern verses from <i>TarkaSangrah</i> and <i>Charak Samhita</i>   | Cognitive Recall        | Desirable to know | knows     | Audio clip/<br>classroom recitation            | viva                                 | F&S<br>Recitation<br>competition |     |  |
| CO1   | Discuss principle and examples in contemporary sciences which will enhance understanding the concept of <i>Samanya</i> . For ex-system biology | Cognitive Comprehension | Nice to know      | knows     | Self -Directed learning                        | -                                    | F                                | III |  |
| <b>Topic - 7 . Vishesh vijñaneeyam</b>                      |  |                         |                   |           |  |                                      |                                  |     |  |
| <b>Time</b> (Lecture:- __3__ hours Non lecture __6__ hours) |  |                         |                   |           |  |                                      |                                  |     |  |
| CO3   | Explain <i>Vishesha</i> According to <i>Ayurveda</i> & <i>Darshana</i>   | Cognitive Comprehension | Must know         | Knows     | Lecture and Group Discussion                   | Written And Viva                     | F&S                              | III |  |



|          |  |                         |                   |           |  |                               |       |     |  |
|----------|--|-------------------------|-------------------|-----------|--|-------------------------------|-------|-----|--|
| CO3      | Distinguish <i>Vishesha</i> concept of <i>Ayurveda</i> from <i>Darshana</i> .  | Cognitive Comprehension | Must know         | Knows     | Lecture and Group Discussion                   | Written and Viva              | F&S   | III |  |
| CO3      | Describe the <i>Vyavrutti Buddhi</i>   | Cognitive Recall        | Desirable to know | knows     | Lecture and discussion                         | Written                       | F & S | III |  |
| CO3      | Explain <i>Vishesha</i> in the context of <i>Mahabhoota Paramanu</i>   | Cognitive Recall        | Nice to know      | knows     | Lecture  | Written                       | F & S | III |  |
| CO3      | Discuss the <i>Viruddha Vishesha</i> and <i>Aviruddha Vishesha</i> and other types of <i>Vishesha</i>  | Cognitive Comprehension | Must know         | Knows how | Lecture and discussion, demonstration          | Written And Viva              | F&S   | III |  |
| CO3      | Explain the statement “ <i>Pravruttirubhayasyatu</i> ”   | Cognitive Comprehension | Must know         | Knows how | Lecture, Problem Based Learning                | Written Viva                  | F&S   | III |  |
| CO3      | Provide different classifications of <i>vishesha</i> and their utility in Diagnosis and Treatment.   | Cognitive recall        | Must know         | Knows how | Lecture/ Activity Based Learning               | Written, Viva, Open Book Test | F&S   | III |  |
| CO3      | Identify the examples of <i>Dravya-guna-karma Vishesha</i> with each <i>DOSHA-DHATU-MALA</i>   | Cognitive Comprehension | Must know         | Knows how | Lecture and demonstration/ Game Based Learning | Written And Viva Quiz         | S     | III |  |
| CO1, CO2 | Describe principles and examples in contemporary sciences which will enhance understanding the concept of <i>Vishesha</i> For ex- System Biology | Cognitive Comprehension | Nice to know      | knows     | Lecture/ Discussions/ Self-learning activity   | viva-                         | F     | III |  |

|   |   |                         |                   |           |  |                              |                               |     |  |
|---|---|-------------------------|-------------------|-----------|--|------------------------------|-------------------------------|-----|--|
| CO3   | Recite the concern verses from TarkaSangrah and Charak Samhita  | Cognitive Recall        | Desirable to know | knows     | Audio clip/ classroom recitation             | viva                         | F&S Recitation on competition | III |  |
| <b>Topic - 8. Samavay vijnaneeyam</b>                                     |   |                         |                   |           |  |                              |                               |     |  |
| <b>Time</b> (Lecture:- <u>  2  </u> hours Non lecture <u>  4  </u> hours) |   |                         |                   |           |  |                              |                               |     |  |
| CO3   | Explain Samavaya (Acc. To <i>Ayurveda</i> and <i>Darshana</i> )   | Cognitive Recall        | Must know         | Knows     | Lecture                                      | Written And Viva             | F&S                           | III |  |
| CO3   | Describe the eternal relation between ayutasiddhavritti   | Cognitive Comprehension | Must know         | Knows how | Lecture and demonstration                    | Written And Viva             | F&S                           | III |  |
| CO1<br>CO2  | Discuss principles and examples in contemporary sciences which will enhance understanding the concept of Samavaya | Cognitive Recall        | Nice to know      | knows     | Lecture/ Discussions/ Self-learning activity | -                            | F                             | III |  |
| CO3   | Recite the concern verses from TarkaSangrah and Charak Samhita  | Cognitive Recall        | Desirable to know | knows     | Audio clip/ classroom recitation             | Viva, Recitation competition | F&S                           |     |  |
| <b>Topic - 9. Abhav vijnaneeyam</b>                                       |   |                         |                   |           |  |                              |                               |     |  |
| <b>Time</b> (Lecture:- <u>  2  </u> hours Non lecture <u>  4  </u> hours) |   |                         |                   |           |  |                              |                               |     |  |
| CO3   | Define <i>Abhava</i>  | Cognitive Recall        | Must know         | Knows     | Lecture and discussion                       | Written And Viva             | F&S                           | III |  |
| CO3   | Discuss the supportive and contradictory views for the acceptance of <i>Abhava</i> as a <i>Padartha</i>           | Cognitive comprehension | Must know         | Knows How | Lecture Group Discussion/ debate             | Written And Viva             | F&S                           | III |  |
| CO3   | Explain the view of <i>Ayurveda</i> about <i>Abhava</i>   | Cognitive Recall        | Must know         | Knows     | Lecture demonstration                        | Written And Viva             | F&S                           | III |  |

|  |  |                         |                   |           |   |                                  |                            |     |  |
|--|--|-------------------------|-------------------|-----------|---|----------------------------------|----------------------------|-----|--|
| CO3  | Explain the four types of <i>Abhava</i>  | Cognitive Recall        | Must know         | Knows     | Lecture ,Activity Based Learning                  | Written And Viva , Puzzle        | F&S                        | III |  |
| CO3  | Demonstrate the utility of the knowledge of <i>Abhava</i> in Ayurveda  | Cognitive Comprehension | Must know         | Knows how | Lecture, Group discussions Problem Based Learning | Written And Viva                 | F&S                        | III |  |
| CO1<br>CO2   | Discuss principles and examples in contemporary sciences which will enhance understanding the concept of <i>Abhava</i> | Cognitive Recall        | Nice to know      | knows     | Lecture/ Discussions/ Self-learning activity      | -                                | F                          | III |  |
| CO3  | Recite the concern verses from <i>TarkaSangrah</i> and <i>Charak Samhita</i>   | Cognitive Recall        | Desirable to know | knows     | Audio clip/ classroom recitation                  | viva                             | F&S Recitation competition |     |  |
| <b>Paper II</b>  |  |                         |                   |           |   |                                  |                            |     |  |
| <b>Topic 1- (Pariksha) Time</b> (Lecture:- 6 hours Non lecture 12 hours) |  |                         |                   |           |   |                                  |                            |     |  |
| CO4  | Describe Pariksha  | Cognitive/ Recall       | Must know         | Knows     | Lecture/Group Discussion                          | Written And Viva                 | F&S                        | I   |  |
| CO4  | Explain the necessity & significance of pariksha   | Cognitive Comprehension | Must know         | Knows how | Lecture/Problem Based Learning/Debate             | Written And Viva                 | F&S                        | I   |  |
| CO4  | Describe Buddhi and its classification   | Cognitive / Recall      | Must know         | Knows     | Lecture/Activity based learning                   | Written And Viva                 | F&S                        | I   |  |
| CO4  | Describe Prama, Prameya, Pramata, Pramana and differentiate Prama and Aprama   | Cognitive / Recall      | Must know         | Knows     | Lecture/ Activity based learning                  | Written And Viva, open book test | F&S                        | I   |  |

|     |   |                           |                   |           |  |                                  |     |   |  |
|-----|---|---------------------------|-------------------|-----------|--|----------------------------------|-----|---|--|
| CO4 | Describe the Significance of Pramana  | Cognitive / comprehension | Must know         | Knows how | Problem based learning                       | Written And Viva                 | F&S | I |  |
| CO4 | Enumerate Pramana according to different schools of philosophy.                         | Cognitive / Recall        | Must know         | Knows     | Lecture                                      | Written And Viva, puzzle         | F&S | I |  |
| CO4 | Enumerate Pariksha as per Ayurveda.   | Cognitive / Recall        | Must know         | Knows     | Lecture/ Enquiry based learning              | Written And Viva                 | F&S | I |  |
| CO4 | Describe the Pramana accepted by different schools of Philosophy with one example each. | Cognitive / Recall        | Must know         | Knows     | Lecture/ group discussion                    | Written And Viva, quiz           | F&S | I |  |
| CO4 | Describe 4 Pariksha explained by Ayurveda with one example each                         | Cognitive / Recall        | Must know         | Knows     | Lecture/ activity based learning             | Written And Viva, puzzle         | F&S | I |  |
| CO4 | Justify the inclusion of Pramanas under three Pariksha                                  | Cognitive / Comprehension | Must know         | Knows how | Problem based learning and flipped classroom | Written And Viva                 | F&S | I |  |
| CO4 | Describe the practical application of Pariksha Vidhi in Diagnosis and Treatment.        | Cognitive / Recall        | Must know         | Knows     | Case based learning/ Group discussion        | Written, open book test And Viva | F&S | I |  |
| CO4 | Establish that the Pramanas are tool to gain the knowledge                              | Affective                 | Must know         | knows     | Group discussion                             | Viva                             | F&S | I |  |
| CO4 | Recite the concern Verses from Tarkasangrah & CharakSamhita                             | Cognitive Recall          | Desirable to know | kmows     | Audio clips, classroom Recitation            | Viva, Recitation competetion     | F&S | I |  |

| 7. Topic 2- (Aptopdesha Pariksha/Pramana) Time (Lecture:- __6_ hours Non lecture _10__hours)I |  |                    |           |       |                                       |                        |     |   |  |
|---|--|--------------------|-----------|-------|---------------------------------------|------------------------|-----|---|--|
| CO 4  | Describe Apta and Aptopadesh   | Cognitive / Recall | Must know | Knows | Lecture                               | Written And Viva       | F&S | I |  |
| CO 4  | Describe the significance of Aptopadesha in Chikitsa                       | Cognitive / Recall | Must know | Knows | Case based learning/ Group discussion | Written And Viva       | F&S | I |  |
| CO 4  | Define the term Shabda   | Cognitive / Recall | Must know | Knows | Lecture                               | Written And Viva       | F&S | I |  |
| CO 4  | Describe types of Shabda   | Cognitive / Recall | Must know | Knows | Lecture/ Activity based learning      | Written And Viva       | F&S | I |  |
| CO 4  | Define the term Shaba artha bodhaka Vrutti                                 | Cognitive / Recall | Must know | Knows | Lecture/ group discussion             | Written And Viva       | F&S | I |  |
| CO 4  | Enumerate Shabaartha bodhaka vrutti  | Cognitive / Recall | Must know | Knows | Lecture/ Activity based learning      | Written And Viva, quiz | F&S | I |  |
| CO 4  | Define Abhidha Vrutti with illustration                                    | Cognitive / Recall | Must know | Knows | Lecture/ Activity based learning      | Written And Viva       | F&S | I |  |
| CO 4  | Define Lakshana Vrutti with examples                                       | Cognitive / Recall | Must know | Knows | Lecture/ Activity based learning      | Written And Viva       | F&S | I |  |
| CO 4  | Enumerate the types of Lakshanavrutti and define each of them with example | Cognitive / Recall | Must know | Knows | Lecture/ Activity based learning      | Written And Viva       | F&S | I |  |
| CO 4  | Define Vyanjana vrutti with example  | Cognitive / Recall | Must know | Knows | Lecture/ Activity based learning      | Written And Viva       | F&S | I |  |
| CO 4  | Define Tatparyakhya vrutti with  | Cognitive / Recall | Must know | Knows | Lecture/ Activity based               | Written And Viva       | F&S | I |  |

|      |   |                    |           |       |  |                          |     |   |  |
|------|---|--------------------|-----------|-------|--|--------------------------|-----|---|--|
|      | example   |                    |           |       | learning   |                          |     |   |  |
| CO 4 | Define the term Pada with specification to Shakti and enumerate the types of Pada | Cognitive / Recall | Must know | Knows | enquiry based learning                                   | Written And Viva         | F&S | I |  |
| CO 4 | Enumerate Shaktigraha hetu  | Cognitive / Recall | Must know | Knows | Lecture/ group discussion/ Problem based learning        | Written And Viva, puzzle | F&S | I |  |
| CO 4 | Describe Shakti graha hetu  | Cognitive / Recall | Must know | Knows | Lecture/ Tutorial/ Problem based learning                | Written And Viva         | F&S | I |  |
| CO 4 | Enumerate Vaakyarthajnana hetu  | Cognitive / Recall | Must know | Knows | Lecture/ group discussion/ Problem based learning        | Written And Viva, quiz   | F&S | I |  |
| CO 4 | Define Akanksha with example  | Cognitive / Recall | Must know | Knows | Lecture/ Activity based learning/ Problem based learning | Written And Viva         | F&S | I |  |
| CO 4 | Define Yogyata with example   | Cognitive / Recall | Must know | Knows | Lecture/ Activity based learning/ Problem based learning | Written And Viva         | F&S | I |  |
| CO 4 | Define Sannidhi with example  | Cognitive / Recall | Must know | Knows | Lecture/ Activity based learning/ Problem based learning | Written And Viva         | F&S | I |  |

|      |   |                          |                   |       |  |                                  |     |   |  |
|------|---|--------------------------|-------------------|-------|--|----------------------------------|-----|---|--|
| CO 4 | Describe importance of Aptopadesha in maintaining Health, Prevention of diseases, diagnostics, therapeutics and research. | Cognitive/ Comprehension | Must know         | knows | Lecture/ Activity based learning/ Problem based learning | Written And Viva, open book test | F&S | I |  |
| CO4  | Recite the concern Verses from Tarkasangrah & CharakSamhita   | Cognitive Recall         | Desirable to know | knows | Audio clips, classroom Recitation                        | Viva, Recitation competetion     | F&S | I |  |
|      |   |                          |                   |       |  |                                  |     |   |  |

**Topic 3- Pratyaksha Pariksha/Pramana Time** (Lecture:- \_\_8\_ hours Non lecture \_14\_\_hours)

|     |   |                           |           |       |  |                        |     |    |  |
|-----|---|---------------------------|-----------|-------|--|------------------------|-----|----|--|
| CO4 | Define Pratyaksha   | Cognitive / Recall        | Must know | Knows | Lecture/ Tutorial/Activity based learning                | Written And Viva       | F&S | II |  |
| CO4 | Enumerate the types of Pratyaksha                               | Cognitive / Recall        | Must know | Knows | Lecture/ Activity based learning                         | Written And Viva       | F&S | II |  |
| CO4 | Describe types of Pratyaksha                                    | Cognitive / Recall        | Must know | Knows | Lecture/ Activity based learning/ Problem based learning | Written And Viva, quiz | F&S | II |  |
| CO4 | Describe Indriya Prapyakaritva Mechanism of sensory perception) | Cognitive / comprehension | Must know | Knows | Lecture/ Flip classroom/ Problem based learning          | Written And Viva,      | F&S | II |  |
| CO4 | Define Sannikarsha  | Cognitive / Recall        | Must know | Knows | Lecture/ Activity based learning                         | Written And Viva       | F&S | II |  |

|     |   |                           |           |           |  |                                  |     |    |  |
|-----|---|---------------------------|-----------|-----------|--|----------------------------------|-----|----|--|
| CO4 | Describe the types of Sannikarsha   | Cognitive / comprehension | Must know | Knows how | Lecture/ Problem based learning                    | Written And Viva, puzzle         | F&S | II |  |
| CO4 | Define Indriya  | Cognitive / Recall        | Must know | Knows     | Lecture/ Activity based learning                   | Written And Viva                 | F&S | II |  |
| CO4 | Enumerate the types of Indriya  | Cognitive / Recall        | Must know | Knows     | Lecture/ role play                                 | Written And Viva                 | F&S | II |  |
| CO4 | Define Jnanendriya  | Cognitive / Recall        | Must know | Knows     | Lecture/ Activity based learning                   | Written And Viva                 | F&S | II |  |
| CO4 | Enlist the functions of Karmendriya   | Cognitive / Recall        | Must know | Knows     | Problem based learning                             | Written And Viva                 | F&S | II |  |
| CO4 | Describe the function of Manas in relation to Jnanotpatti   | Cognitive / Recall        | Must know | Knows     | Lecture/ Problem based learning                    | Written And Viva                 | F&S | II |  |
| CO4 | Justify the role of Manas as ubhayendriya in relation with Jnanotpatti and Karma.   | Cognitive / Comprehension | Must know | Knows how | Problem based learning / Group discussion/Debate   | Written And Viva, open book test | F&S | II |  |
| CO4 | Enumerate Panchapanchaka and describe its significance with respect to Pratyaksha Jnana                                   | Cognitive / Recall        | Must know | Knows     | Lecture/ Problem based learning / Group discussion | Written And Viva, quiz           | F&S | II |  |
| CO4 | Enumerate and describe briefly the various theories of Darshana and Ayurveda, which highlight the relationship of Indriya | Cognitive / Comprehension | Must know | Knows     | Group discussion/ role play/debate                 | Written And Viva, open book test | F&S | II |  |



|     |   |                           |           |           |  |                                  |     |    |  |
|-----|---|---------------------------|-----------|-----------|--|----------------------------------|-----|----|--|
|     | and Panchamahabhuta.  |                           |           |           |  |                                  |     |    |  |
| CO4 | Justify the specificity of Indriya for perceiving specific Artha  | Cognitive / Comprehension | Must know | Knows how | Activity based learning/ Problem based learning / Group discussion | Written And Viva                 | F&S | II |  |
| CO4 | Enumerate Trayodasha Karana   | Cognitive / Recall        | Must know | Knows     | Lecture/Tutorial / Activity based learning                         | Written And Viva, puzzle         | F&S | II |  |
| CO4 | Enumerate Antahkarana   | Cognitive / Recall        | Must know | Knows     | Lecture/ Activity based learning                                   | Written And Viva                 | F&S | II |  |
| CO4 | Enumerate the functions of Antahkarana  | Cognitive / Recall        | Must know | Knows     | Lecture/ Activity based learning                                   | Written And Viva                 | F&S | II |  |
| CO4 | Illustrate the role Antahkarana in Jnanotpatti with example to highlight the significance                       | Cognitive / Comprehension | Must know | Knows how | Lecture/ Problem based learning / Group discussion                 | Written And Viva, open book test | F&S | II |  |
| CO4 | Describe the factors which create hindrance for perception with an illustration (pratyaksha-anupalabdhihaarana) | Cognitive / Comprehension | Must know | Knows     | Activity based learning/ Problem based learning / Group discussion | Written And Viva, puzzle         | F&S | II |  |
| CO4 | Enumerate a few equipments or aids which help in enhancing the direct perception                                | Cognitive / Recall        | Must know | Knows     | demonstrations/ Problem based learning / Group discussion          | Written And Viva, quiz           | F&S | II |  |
| CO4 | Justify the necessity of other pramana with textual references and  | Cognitive / Application   | Must know | Knows how | Lecture/ Activity based learning/                                  | Written And Viva, open book      | F&S | II |  |

|     |   |                           |                   |           |   |                              |     |    |  |
|-----|---|---------------------------|-------------------|-----------|---|------------------------------|-----|----|--|
|     | illustrations   |                           |                   |           | Problem based learning / Group discussion                                   | test                         |     |    |  |
| CO4 | Describe the practical application of Pratyaksha in Sharir, Nidan, Chikitsa and Anusandhan (research).        | Cognitive / comprehension | Must know         | Knows     | Lecture/ case-based learning / Group discussion                             | Written And Viva             | F&S | II |  |
| CO4 | Justify the role Pratyaksha (Observation and interpretation skills for generalization of results) in research | Cognitive / Application   | Must know         | Knows how | Lecture/ Activity based learning/ Problem based learning / Group discussion | Written And Viva             | F&S | II |  |
| CO4 | Realizes importance as well as limitation of Pratyaksha   | Affective                 | Must know         | Knows     | Group discussion  | Viva                         | F&S | II |  |
| CO4 | Recite the concern Verses from Tarkasangrah & CharakSamhita   | Cognitive Recall          | Desirable to know | knows     | Audio clips, classroom Recitation   | Viva, Recitation competetion | F&S | II |  |

**Topic 4 - Anumana pariksha/Pramana Time** (Lecture:- \_10\_ hours Non lecture \_15\_ hours)

|     |  |                    |           |       |  |                        |     |    |  |
|-----|--|--------------------|-----------|-------|--|------------------------|-----|----|--|
| CO4 | Describe Anumana   | Cognitive / Recall | Must know | Knows | Lecture  | Written And Viva       | F&S | II |  |
| CO4 | Define the terms with an example (Anumiti, Paramarsha, Vyapti, Hetu, Sadhya, Paksha, Drishtanta) | Cognitive / Recall | Must know | Knows | Lecture/ enquiry based learning                    | Written And Viva, quiz | F&S | II |  |
| CO4 | Describe the types of anumana  | Cognitive / Recall | Must know | Knows | Lecture/ Activity based learning/ group discussion | Written And Viva,      | F&S | II |  |

|          |  |                           |                   |           |   |                                  |     |    |  |
|----------|--|---------------------------|-------------------|-----------|---|----------------------------------|-----|----|--|
| CO4      | Describe Pancha Avayava Vakya  | Cognitive / Recall        | Must know         | Knows     | Lecture/ gamification/ Problem based learning / Group discussion    | Written And Viva                 | F&S | II |  |
| CO4, CO2 | Associate Contemporary method of carrying out research with Pancha Avayava Vakya | Cognitive / Comprehension | Desirable to know | Knows how | Self directed learning, / Problem based learning / Group discussion | Written And Viva, open book test | F&S | II |  |
| CO4      | Define vyapti  | Cognitive / Recall        | Must know         | Knows     | Lecture/ Activity based learning                                    | Written And Viva                 | F&S | II |  |
| CO4      | Describe the types of vyapti   | Cognitive / Recall        | Must know         | Knows     | Lecture/ Problem based learning                                     | Written And Viva                 | F&S | II |  |
| CO4      | Define hetu  | Cognitive / Recall        | Must know         | Knows     | Lecture/ Activity based learning                                    | Written And Viva                 | F&S | II |  |
| CO4      | Describe the types of hetu   | Cognitive / Recall        | Must know         | Knows     | group discussion  | Written And Viva                 | F&S | II |  |
| CO4      | Enlist Sad-hetu Lakshana   | Cognitive / Recall        | Must know         | Knows     | Lecture/ Problem based learning                                     | Written And Viva, quiz           | F&S | II |  |
| CO4      | Define Hetwabhasa  | Cognitive / Recall        | Must know         | Knows     | Lecture/ Problem based learning                                     | Written And Viva                 | F&S | II |  |
| CO4      | Explain the types of Hetwabhasa  | Cognitive / Comprehension | Must know         | Knows     | Lecture/Tutorial group discussion                                   | Written And Viva, puzzle, quiz   | F&S | II |  |
| CO4      | Describe Ahetu   | Cognitive / Recall        | Must know         | Knows     | Lecture/ Activity based learning                                    | Written And Viva                 | F&S | II |  |

|  |  |                           |                   |           |  |                                  |     |     |  |
|--|--|---------------------------|-------------------|-----------|--|----------------------------------|-----|-----|--|
| CO4  | Describe Tarkaas per Nyaya Sutra and Tarka Sangraha  | Cognitive / Recall        | Must know         | Knows     | Lecture Tutorial/ Problem based learning                           | Written And Viva, quiz           | F&S | II  |  |
| CO4  | Distinguish between Tarka as Aprama and tool in Anumana  | Cognitive / Comprehension | Must know         | Knows how | Enquiry based learning/ group discussion/debate                    | Written And Viva                 | F&S | II  |  |
| CO4  | Justify the role of Tarka in Anumana   | Cognitive / Comprehension | Must know         | Knows how | Activity based learning/ Problem based learning / Group discussion | Written And Viva, open book test | F&S | II  |  |
| CO4  | Demonstrate the practical applications of Anumana Pariksha (with few examples) in Sharir, Nidan, Chikitsa and Anusandhan (research). | Cognitive / Application   | Must know         | Knows how | Role play/ Game based learning / Group discussion                  | Written And Viva, open book test | F&S | II  |  |
| CO4  | Recite the concern Verses from Tarkasangrah & CharakSamhita  | Cognitive Recall          | Desirable to know | knows     | Audio clips, classroom Recitation                                  | Viva, Recitation competetion     | F&S | I   |  |
| <b>Topic 5 - Yukti pariksha/Pramana Time</b> (Lecture:- _2_ hours Non lecture _2_ hours) |  |                           |                   |           |  |                                  |     |     |  |
| CO4  | Describe Yukti   | Cognitive / Recall        | Must know         | Knows     | Lecture/ Activity based learning/ Group discussion                 | Written And Viva                 | F&S | III |  |
| CO4  | Compare Yukti as an independent Pariksha and as a part of Anumana  | Cognitive / Comprehension | Must know         | Knows how | Lecture/ Activity based learning/ Problem based                    | Written And Viva, open book test | F&S | III |  |

|   |   |                           |                   |           |   |                              |     |     |  |
|---|---|---------------------------|-------------------|-----------|---|------------------------------|-----|-----|--|
|   |   |                           |                   |           | learning / Group discussion   |                              |     |     |  |
| CO4   | Describe the Importance of Yukti in Ayurveda  | Cognitive / Recall        | Must know         | Knows how | Lecture / Activity based learning / Problem based learning / Group discussion | Written And Viva             | F&S | III |  |
| CO4   | Describe the practical application of Yukti in Sharir, Nidan, Chikitsa and Anusandhan (research). | Cognitive Recall          | Must know         | Knows how | Lecture / Activity based learning / Problem based learning / Group discussion | Written And Viva             | F&S | III |  |
| CO4   | Recite the concern Verses from CharakSamhita  | Cognitive Recall          | Desirable to know | knows     | Audio clips, classroom Recitation   | Viva, Recitation competition | F&S | III |  |
| <b>8. Topic 6 – Upamana Pramana Time</b> (Lecture:- __2_ hours Non lecture _4_ hours) |   |                           |                   |           |   |                              |     |     |  |
| CO4   | Define Upamana..Enlist the types of Upaman  | Cognitive / Recall        | Must know         | Knows     | Lecture / Activity based learning   | Written And Viva             | F&S | III |  |
| CO4   | Describe the Importance of Upamana in Ayurveda  | Cognitive / Recall        | Must know         | Knows     | Lecture / Problem based learning / Group discussion                           | Written And Viva             | F&S | III |  |
| CO4   | Describe the practical applications of Upamana in Sharir, Nidan, Chikitsa and Anusandhan.         | Cognitive / Comprehension | Must know         | Knows     | Lecture / Game based learning / Problem based learning / Group discussion     | Written And Viva, quiz       | F&S | III |  |
| CO4   | Recite the concern Verses from Tarkasangrah & Charak  | Cognitive Recall          | Desirable to know | knows     | Audio clips, classroom Recitation   | Viva, Recitation competition | F&S | III |  |

| <b>Topic 7 - Karya- Karana Siddhanta Time</b> (Lecture:- _11_ hours Non lecture _13_ hours) |  |                                 |           |              |  |                           |       |     |  |
|---|--|---------------------------------|-----------|--------------|--|---------------------------|-------|-----|--|
| CO5<br>CO2  | Define Karya and Karana.<br>List types of Karana.<br>Charakokta Dashvidha Parikshya Bhava.                   | Cognitive/<br>Recall            | Must know | Knows        | Lecture<br>Tutorial  | Written and<br>Viva       | F & S | III |  |
| CO5   | Explain Charakokta Dashvidha Parikshya Bhava.  | Cognitive/Co<br>mprehension     | Must know | Knows        | Lecture/Problem<br>Based learning                                  | Written and<br>Viva       | F & S | III |  |
| CO5<br>CO2  | Describe the significance of Karya and Kaarana in Ayurveda   | Cognitive/<br>Comprehensi<br>on | Must know | Knows<br>how | Lecture/problem<br>based activity                                  | Written and<br>Viva       | F & S | III |  |
| CO5<br>CO2  | Realises the utility of Charakokta Dashvidha Parikshya Bhav in understanding situations and taking decisions | Affective                       | Must know | Knows        | Group<br>discussion/ Role<br>play/ Debate                          |                           | F     | III |  |
| CO5<br>CO2  | Distinguish different opinions regarding the manifestation of Karya from Karana                              | Cognitive /<br>Application      | Must know | Knows<br>how | Edutainment<br>Role play/<br>Debate group<br>discussion/debat<br>e | Written and<br>Viva, quiz | F & S | III |  |
| CO5<br>CO2  | Analyse Satkaryavada and relate it with Ayurveda Siddhanta   | Cognitive /<br>Application      | Must know | Knows<br>how | Lecture &<br>Group<br>Discussion/deba<br>te                        | Written and<br>Viva       | F & S | III |  |
| CO5<br>CO2  | Analyse Asatkaryavada & relate it with Ayurveda Siddhanta  | Cognitive /<br>Application      | Must know | Knows<br>how | Lecture &<br>Group<br>Discussion/deba<br>te                        | Written and<br>Viva       | F & S | III |  |

|            |   |                          |           |           |                                   |                  |       |     |  |
|------------|---|--------------------------|-----------|-----------|-----------------------------------|------------------|-------|-----|--|
| CO5<br>CO2 | Analyse Parinamavada & relate it with Ayurveda Siddhanta        | Cognitive / Application  | Must know | Knows how | Lecture & Group Discussion        | Written and Viva | F & S | III |  |
| CO5<br>CO2 | Analyse Arambhavada & relate it with Ayurveda Siddhanta         | Cognitive / Application  | Must know | Knows how | Lecture & Group Discussion        | Written and Viva | F & S | III |  |
| CO5<br>CO2 | Analyse Paramanuvada and relate it with Ayurveda Siddhanta      | Cognitive / Application  | Must know | Knows how | Lecture & Group Discussion        | Written and Viva | F & S | III |  |
| CO5<br>CO2 | Explain Vivartavada and relate it with Ayurveda Siddhanta       | Cognitive/ Comprehension | Must know | Knows how | Lecture & Group Discussion        | Written and Viva | F & S | III |  |
| CO5<br>CO2 | Explain Kshanabhangurvada and relate it with Ayurveda Siddhanta | Cognitive/ Comprehension | Must know | Knows how | Lecture & Group Discussion        | Written and Viva | F & S | III |  |
| CO5<br>CO2 | Explain Swabhavavada and relate it with Ayurveda Siddhanta      | Cognitive/ Comprehension | Must know | Knows how | Lecture & Group Discussion        | Written and Viva | F & S | III |  |
| CO5<br>CO2 | Explain Peelupakavada and relate it with Ayurveda Siddhanta     | Cognitive/ Comprehension | Must know | Knows how | Lecture & Group Discussion/debate | Written and Viva | F & S | III |  |
| CO5        | Explain Pitharapakavada and relate it with Ayurveda Siddhanta   | Cognitive/ Comprehension | Must know | Knows how | Lecture & Group Discussion/debate | Written and Viva | F & S | III |  |
| CO5        | Explain Anekantavada and relate it with Ayurveda Siddhanta      | Cognitive/ Comprehension | Must know | Knows how | Lecture & Group Discussion        | Written and Viva | F & S | III |  |
| CO5<br>CO2 | Explain Swabhavoparamavada.                                     | Cognitive/ Comprehension | Must know | Knows how | Lecture & Group Discussion        | Written and Viva | F & S | III |  |

|              |   |                                  |                      |       |   |                                    |     |     |  |
|--------------|---|----------------------------------|----------------------|-------|---|------------------------------------|-----|-----|--|
| CO5<br>CO2   | Recite the concern<br>Verses from<br>Tarkasangrah &<br>CharakSamhita                      | Cognitive<br>Recall              | Desirable to<br>know | knows | Audio clips,<br>classroom<br>Recitation                                       | Viva,<br>Recitation<br>competition | F&S | III |  |
| CO5,<br>CO2  | Value cause and effect<br>theory  | Affective                        | Must know            | Knows | Debate/Group<br>Discussion  | Viva                               | F   | III |  |
| CO 5,<br>CO2 | Analyse cause effect<br>relationship, causality,<br>causation in<br>contemporary sciences | Cognitive /<br>Comprehensi<br>on | Nice to<br>know      | Knows | Self directed<br>learning ,<br>Flipped<br>classroom,<br>Group<br>Discussions. | -                                  | -   | III |  |



## List of Practicals

### Course AyUG-PV : Practical List

Marks: 100

Hours:- 45 (included in non Lecture hours)

| SN | Name of Topic/ Name of Practical | Term | Activity / Practical   |
|----|----------------------------------|------|--|
| P1 | Ayurved Nirupan                  | I    | Ayurved Perception identification: Ask the meaning of Ayurveda to your parents, friends and family members (min 10) and write it, give your opinion on it.<br>Introduction to communication skills. Conduct of survey.   |
| P2 | Darshana and Padartha            | I    | <ul style="list-style-type: none"><li>• Darshan concept development: Find and write names of different philosophies?</li><li>• Discussions: meanings of philosophy, darshana, spirituality, religion. Are they same or different? Write in Activity Book.</li></ul>  |
| P3 | Hitayu/ Sukhayu lakshanas        | I    | <ul style="list-style-type: none"><li>• Identification of characters of Hitayu, &amp; Sukhayu in Healthy individuals.</li></ul>  |
| P4 | Dravya                           | I    | <ol style="list-style-type: none"><li>1. <b>Identification of Guna and Karma.</b><br/>Make a list of 10 dravyas surrounding you and identify Guna and Karma in it.</li><li>2. <b>Panchbhautik nature identification:</b> Demonstrate the Panchamahabhuta in any five ahara dravya and five sharira dravya/ avayava with a neat labeled diagramme. (ex-cell, blood, vata, pitta, kapha etc).</li><li>3. <b>Determination of Directions:</b> Identify the directions in and enlist the content in each direction in your campus.</li><li>4. <b>Conceptualize Time :</b> Discussion and understanding of Kala as per Ayurved and contemporary sciences.</li><li>5. <b>Categorization</b> of Aushadhi dravya by dominance of Mahabhoot e.g. Parthiv / Jaleeya/ Agney/ Vayaveey/ Akasheey dravya with reasons.</li><li>6. <b>Early Clinical Exposure(ECE):</b> Visit the OPD, find the diseases common for different age groups ( balyavastha/ tarunyavastha/ vrudhdhavastha)</li></ol> |

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| P5 | Guna              | II | <p><b>Identification:</b></p> <p><b>Sartha Guna :</b> Identify concept of Shabda, Sparsha, Rupa, Rasa, Gandha in Dravya.</p> <p><b>Application and demonstration</b> find the different therapies based on 5 Sartha Gunas. e.g. Gandha. Shabda, Sparsha.</p> <p>Observe /Experience/ Study / Read book or article <b>present</b> on (any one)</p> <p>Aromatherapy- Gandha Chikitsa. Music therapy/ Mamtra Chikitsa -Shabda guna.</p> <p>Sparsha- Touch therapy.</p> <p><b>Gurvadi Guna:</b> Identify guna in any five ahara dravya : different vargas.</p> <p>in Sharir dravya: dosha, dhatu mala.</p> <p><b>Comparison</b> Gurvadi gunas and correlate with concepts learned in Physics, Chemistry and Biology.</p> <p>Observation(<b>survey</b>) of the effects of Seasons on Gurvadi gunas in body, nature etc.</p> <p><b>Paradi Guna</b> and their application in five examples.</p> <p><b>Atma Guna identification:</b> Making or Framing their real life situations related to Atma Guna(sukha, dukkha etc)</p> |
| P6 | Karma             | II | <p><b>Conceptualization</b> Karma, its application in branch of Ashtanga Ayurveda.( panchakarma/ Shastrakarma etc</p> <p><b>Illustration:</b> Make a collage of pictures/ photos depicting five types of karma and their similarity with concepts learned in Physics, Chemistry etc.</p>  |
| P7 | Pratyaksha Praman | II | <p><b>Observation:</b> Note down the factors from Prakruti analysis which you can</p>   |

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|     |                               |     | <p>understand through pratyaksh ( like- colour, dry skin)</p> <p><b>Identification:</b> Find few identification marks for identification of herbs/ minerals which need Pratyaksha.</p> <p><b>ECE:</b> Pramans in examination of patient and Diagnosis of disease.</p> <p>Identifies the gunas which can be perceived by one sense (ekendriya) organ and more than one sense organ (Dwiendriya etc).</p> <p>Demonstrate with examples of Shabda,(snigdha/ ruksha etc) Sparsha (snigdha/ ruksha etc), Rupa, Rasa(taste threshold video), Gandha. (5 examples)</p> |
| P8  | Pratyaksha Praman Limitations | II  | <p><b>Observation:</b> Find out how one can overcome limitations of Pratyaksha by advances in equipment. (microscope, telescope etc)</p> <p><b>Justification</b> of use of various equipment in examination of patient and Diagnosis of disease. (X ray, USG etc)</p>   |
| P9  | Anuman Praman                 | II  | <p><b>Application in Real life situation</b></p> <p>Write 3 examples of Vyapti (associations)in real life.</p> <p>Find and explain 5 examples of Anumana pramana as per types.</p> <p>Write 3 examples of panchavayava vakya. Correlate it with practicals that you have conducted.</p> <p>Examples of Hetvabhas.(Any three)</p> <p>Study use of inference in various sciences.</p>   |
| P10 | Samanya Vishesh Siddhant      | III | <p><b>Identification:</b> Visit vanaushadhi udyan of your college. Find samanyatva and visheshatva among plants.</p> <p><b>Illustration :</b> Make a chart of food articles and activities to illustrate the relationship of samanya/vishesha with dosha-dhatu-malas.</p> <p><b>Application:</b> Make a list/ collection of seasonal vegetables and fruits which are</p>  |

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|     |                             |     | Samanya/Vishesha with the dosha.(five examples)   |
| P11 | Samvay                      | III | <b>Conceptualization</b> Mention five real life examples of Nitya and anitya sambandha.   |
| P12 | Abhav                       | III | <b>Application:</b> Write five real life experiences of pragabhava, pradhwamsabhava, atyantabhava and anyonyabhav.  |
| P13 | Upman Praman                | III | <b>Illustration :</b> Upamana in practical life or with your prior learning. (Examples of upamana from Ashtang Hridaya and Charak samhita)and prior learning (Examples in Physics, chemistry etc)   |
| P14 | Yukti Praman                | III | <b>Conceptualization:</b> How various factors influence the process of the decision making?<br><b>Application :</b> Write 5 examples of Yukti in practical life or with your prior learning.<br><b>ECE:</b> Role of Yukti in Sharir, Nidan, Chikitsa and Anusandhan.  |
| P15 | Satkaryavad and other vadas | III | <b>Justification :</b> Parinama vada: Describe 3 real life or with your prior learning examples (Physics, Chemistry etc).<br>Justification of Satkarya vada.: Describe 3 real life or with your prior learning examples.<br>Swabhavoparama vada : Describe 3 real life or with your prior learning examples.<br>Pakajotpatti siddhanta.: Write 3 examples of real life or with your prior learning.<br>Justification of Arambhavada Describe 3 real life or with your prior learning examples |
| P16 | Cause and effect theory     | III | <b>Illustration:</b> Karya Karan Bhav: Write Samavayi, asamavayi and Nimitta Karana of a karya in real life examples (5 examples).<br>Examples learned in Physics, Chemistry, Biology.<br><b>Search</b> Find out use of cause effect theory in other sciences.<br><b>Schematic representation</b> of cause effect in any examples.  |

|    |                                     |                            |  |
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|    |                                     |                            | <p><b>Application:</b> Assess the 10 factors of Charakokta Karyakarana bhava regarding any task consider the task as karya<br/>Remember and write theories of evolution you learned within and other than syllabus.</p>  |
| A1 | <b>Other Activities in Journal.</b> | <b>I,<br/>II,<br/>III.</b> | <ol style="list-style-type: none"> <li>1. <b>Oral presentation:</b> on allotted topic, PPT slides be made and Copy of slides be pasted in activity book</li> <li>2. <b>Quiz:</b> Participation of all students in Quiz on some topic of Padartha vijnana.</li> <li>3. <b>Recitation:</b> Important shloka of padartha vijnana recitation everyday or alternate days by students and written in diary.</li> <li>4. Each student will do Pick and speak on topics of Padartha Vijnana.</li> <li>5. e charts / animations etc.</li> </ol> |

**Table 4: Learning objectives (Practical) of AyUG-PV**

| Practical   |  |                             |   |   |  |                         |                                      |                   |                          |
|---|--|-----------------------------|---|---|--|-------------------------|--------------------------------------|-------------------|--------------------------|
| <b>A4</b><br>Course<br>outcome  | <b>B4</b><br>Learning Objective<br><br>(At the end of the session, the Students should be able to) | <b>C4</b><br>Domain/<br>sub | <b>D4</b><br>Must<br>to<br>know/<br>desirable<br>to<br>know/<br>Nice to<br>know | <b>E4</b><br>Level<br>Does/<br>Shows<br>how/<br>Knows<br>how/<br>Know | <b>F4</b><br>T-L method                        | <b>G4</b><br>Assessment | <b>H4</b><br>Formative<br>/summative | <b>I4</b><br>Term | <b>J4</b><br>Integration |
| <b>Practical1-Ayurved Nirupan Time (practical- 2 hours)</b>               |  |                             |   |   |  |                         |                                      |                   |                          |
| <b>CO1</b>  | Define Ayurved   | Cognitive<br>Recall         | MK  | knows   | discussion                                     | Viva                    | <b>F &amp; S</b>                     | <b>I</b>          |                          |
| <b>CO1</b>  | Conduct the survey to identify the perception about Ayurved in the society                         | Psychomotor                 | MK  | Shows   | Demonstration/<br>discussion                   | Viva                    | <b>F&amp;S</b>                       | <b>I</b>          |                          |
| <b>Practical2-Darshan and Padarth (Practical- 1hour)</b>                  |  |                             |   |   |  |                         |                                      |                   |                          |
| CO2   | Discuss and compare the meanings of philosophy, darshana, spirituality, religion.                  | Cognitive<br>/ Recall       | MK  | Knows<br>how  | Demonstration/<br>discussion/<br>brainstorming | Viva                    | F &S                                 | I                 |                          |
| CO2   | Find and write names of different philosophies?  | Cognitive<br>e/Recall       | MK  | Knows<br>how  | Demonstration/<br>discussion/<br>brainstorming | Viva                    | F&S                                  | I                 |                          |
| <b>Practical - 3(hitayu/Sukhayu) Time (Practical/ Clinical 2 hours) :</b> |  |                             |   |   |  |                         |                                      |                   |                          |

|   |   |                           |    |           |  |                  |      |   |  |
|---|---|---------------------------|----|-----------|--|------------------|------|---|--|
| CO 1  | Discuss characters of hitayu, & Sukhayu   | Cognitive /Recall         | MK | Knows how | Demonstration/ discussion/ brainstorming | Viva             | F&S  | I |  |
| CO 1  | Identifies characters of hitayu, & Sukhayu in healthy individuals   | Cognitive / Comprehension | MK | Knows How | Demo/Practical                           | Viva             | F& S | I |  |
| Practical 4- Dravya <b>Time</b> (Practical/ Clinical 6 hours) |   |                           |    |           |  |                  |      |   |  |
| CO1,3   | Define dravya, discuss nature of dravya   | Cognitive Recall          | MK | Knows how | Demonstration/ discussion/ brainstorming | Viva             | F&S  | I |  |
| CO1,3   | Identify pentaelemental nature of Ahar Dravya Aushadh Dravya in given examples  | Cognitive/ Comprehension  | MK | Shows     | Practical/Demonstration                  | Viva/ Practicals | F& S | I |  |
| CO1,3   | Identify the Guna and Karma in the given dravya   | Cognitive/ Comprehension  | MK | Knows how | Practical/Demonstration                  | Viva/ Practicals | F&S  | I |  |
| CO1,3   | Categorize the Aushadhi dravya by dominance of Mahabhoot e.g. Parthiv /Jaleeya/ Agney/ Vayaveey/ Akasheey dravya with reasons | Cognitive/ Comprehension  | MK | Knows how | Practical/Demonstration                  | Viva/ Practicals | F&S  | I |  |
| CO1,3   | Identify the directions in and enlist the content in each direction in your campus.   | Cognitive/ Comprehension  | MK | Knows how | Practical/Demonstration                  | Viva/ Practicals | F&S  | I |  |
| CO1,3   | Discus the concept of Kala as per Ayurved and   | Cognitive/ Recall         | MK | Knows     | Demonstration/ discussion/               | Viva             | F&S  | I |  |

|   |   |                         |    |           |   |                 |     |    |  |
|---|---|-------------------------|----|-----------|---|-----------------|-----|----|--|
|   | contemporary sciences.  |                         |    |           | brainstorming   |                 |     |    |  |
| CO1,3   | find the diseases common for different age groups (balyavastha/tarunyavastha/vruddhavastha) | Cognitive/Comprehension | MK | Knows how | Early Clinical Exposure.  | Viva/Practicals | F&S | I  |  |
| Practical - 5(Guna) Time (Practical/ Clinical 5 hours ) |   |                         |    |           |   |                 |     |    |  |
| CO 3  | Discuss Guna,   | Cognitive/Recall        | MK | Knows how | Demonstration/discussion/brainstorming  | Viva            | F&S | II |  |
| CO 3  | Identify Gunas in given Ahar dravya.  | Cognitive/Comprehension | MK | Knows How | Demo/Practical  | Viva/Practicals | F&S | II |  |
| CO 3  | Identify Gunas in given Sharir dravya.  | Cognitive/Comprehension | MK | Knows how | Practical/Demonstration   | Viva/Practicals | F&S | II |  |
| CO 3  | Identify the specification of Shabda, Sparsha, Rupa, Rasa, Gandha in Dravy                  | Cognitive/Comprehension | MK | Knows how | Demonstration of Dravyas like-kutki, gojihva, guduchi, yashtimadhu, sariva etc. | Viva/Practicals | F&S | II |  |
| CO 3  | find the different therapies based on 5 Sartha Gunas. e.g.Gandha. Shabda, Sparsha.          | Cognitive/Comprehension | DK | knows     | Demonstration/discussion/brainstorming  | Viva/Practicals | F&S | II |  |



|  |  |                         |    |                  |  |                 |     |    |  |
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|  |  |                         |    |                  |  |                 |     |    |  |
| CO 3   | Observe and record the effects of Seasons on Gurvadi gunas in body and nature    | Cognitive/analysis      | MK | Knows how        | Practical/Demonstration                | Viva/Practicals | F&S | II |  |
| CO 3   | Correlate Gurvadi gunas with concepts learned in Physics, Chemistry and Biology. | Cognitive/comprehension | MK | Knows how        | Demonstration/discussion/brainstorming | Viva/Practicals | F&S | II |  |
| CO 3   | Identify the paratva-apatva in five examples                                     | Cognitive/Comprehension | MK | Knows how        | Practical/Demonstration                | Viva/Practicals | F&S | II |  |
| CO 3   | Perform the Sanskar (toyasannikarsha/vasan/Bhavana)                              | Psychomotor             | MK | Shows            | Practical/Demonstration                | Viva/Practicals | F&S | II |  |
| CO 3   | Frame the real life situations related to Atma Guna(sukha, dukkha etc)           | Cognitive/Comprehension | MK | Knows how        | Demonstration/discussion/brainstorming | Viva/Practicals | F&S | II |  |
| <b>Practical -6 Karma Time</b> (Practical/ Clinical 3 hours) |  |                         |    |                  |  |                 |     |    |  |
| CO 3   | Discuss Karma  | Cognitive/Recall        | MK | <b>Knows how</b> | Demonstration/discussion/brainstorming | Viva            | F&S | II |  |
| CO 3   | Classify Karma in given  | Cognitive/Comprehe      | MK | Knows how        | Demonstration/Practical                | Viva/Practicals | F&S | II |  |

|   |   |                           |    |                  |  |                  |     |    |  |
|---|---|---------------------------|----|------------------|--|------------------|-----|----|--|
|   | examples ( panchakarma/Shastrakarma)  | nsion                     |    |                  |  |                  |     |    |  |
| CO 3  | Illustrate five types of Karma in collage of pictures/ photos                               | Cognitive/ Comprehe nsion | MK | Knows how        | Practical/Demon stration                                   | Viva/ Practicals | F&S | II |  |
| CO 3  | compare Karma with concepts learned in Physics, Chemistry etc.                              | Cognitive/ Comprehen sion | MK | Knows            | Practical/Demon stration                                   | Viva/ Practicals | F&S | II |  |
| <b>Practical – 7 Pratyaksha Praman Time (Practical/ Clinical 5 hours)</b> |   |                           |    |                  |  |                  |     |    |  |
| CO4   | Discuss Pratyaksha Praman   | Cognitive/ Recall         | MK | <b>Knows how</b> | Demonstration/ discussion/ brainstorming                   | Viva             | F&S | II |  |
| CO4   | Find identification marks for identification of herbs/ minerals which need Pratyaksha.      | Cognitive/ Comprehe nsion | MK | Knows how        | Demonstration/ Practical                                   | Viva/ Practicals | F&S | II |  |
| CO4   | Note down the factors from Prakruti analysis which need pratyaksh ( like- colour, dry skin) | Cognitive/ Comprehe nsion | MK | Knows how        | Practical/Demon stration                                   | Viva/ Practicals | F&S | II |  |
| CO4   | Discuss the use of pratyaksha in examination of patient and Diagnosis of disease.           | Cognitive/ Comprehe nsion | MK | Knows how        | ECE/ discussion  | Viva/ Practicals | F&S | II |  |
| CO4   | identifies with examples of Shabda,(snigdha/ ruksha etc) Sparsha (snigdha/ ruksha etc),     | Cognitive/ Comprehe nsion | MK | Knows how        | Practical/Demon stration/ Shabd from recordings, (snigdha/ | Viva/ Practicals | F&S | II |  |

|   |  |                         |    |           |   |                 |     |    |  |
|---|--|-------------------------|----|-----------|---|-----------------|-----|----|--|
|   | Rupa, Rasa(taste threshold video), Gandha.   |                         |    |           | ruksha etc)<br>Sparsha by touching or instruments. (snigdha/ruksha etc), Rupa, Rasa(taste threshold video), Gandha.(intensity of Smell) |                 |     |    |  |
| CO4   | Identifies the gunas which can be perceived by one sense (ekendriya) organ and more than one sense organ (Dwiendriya etc). | Cognitive/Comprehension | MK | Knows how | Demonstration/discussion/brainstorming  | Viva/Practicals | F&S | II |  |
| <b>Practical -8 Pratyaksha Badhakar Bhav Time (Practical/ Clinical 2 hours)</b> |  |                         |    |           |   |                 |     |    |  |
| CO4   | Discuss Pratyaksha Badhakar Bhav (limitations of pratyaksha.)  | Cognitive/recall        | MK | Knows     | Lecture   | Viva            | F&S | II |  |
| CO4   | Identify and classifies Pratyaksha badhakar Bhav in given examples.  | Cognitive/Comprehension | MK | Knows how | Demonstration/Practical. Ask examples or encourage to identify examples.  | Viva/Practicals | F&S | II |  |

|   |  |                         |    |           |  |                         |     |    |  |
|---|--|-------------------------|----|-----------|--|-------------------------|-----|----|--|
| CO4   | Justify the use of various equipment in examination of patient and Diagnosis of disease. | Cognitive/Comprehension | MK | Knows how | Demonstration/discussion/brainstorming/Video Clips                       | Viva/Practicals         | F&S | II |  |
| <b>Practical -9 Anuman praman Time (Practical/ Clinical 5 hours )</b> |  |                         |    |           |  |                         |     |    |  |
| CO4   | Discuss Anuman praman  | Cognitive/Recall        | MK | Knows     | Demonstration/discussion/brainstorming                                   | Viva                    | F&S | II |  |
| CO4   | Identify and classify Anuman praman with type in given examples.                         | Cognitive/Comprehension | MK | knows     | Demonstration/Practical, Ask examples or encourage to identify examples. | Practical/Demonstration | F&S | II |  |
| CO4   | Find and discuss examples of Vyapti (associations)in real life.                          | Cognitive/Comprehension | MK | Knows how | Practical/Demonstration. Ask examples or encourage to identify examples. | Practical/Demonstration | F&S | II |  |
| CO4   | Apply panchavayava vakya for drawing inference in practicals conducted                   | Cognitive/Comprehension | MK | Knows how | Practical/Demonstration  | Practical/Demonstration | F&S | II |  |
| CO4   | Identify and discuss Hetvabhas in given examples   | Cognitive/Comprehension | MK | Knows how | Practical/Demonstration. Ask examples or encourage to identify           | Practical/Demonstration | F&S | II |  |

|  |   |                                 |    |                      |  |                                      |     |     |  |
|--|---|---------------------------------|----|----------------------|--|--------------------------------------|-----|-----|--|
|  |   |                                 |    |                      | examples.  |                                      |     |     |  |
| CO4  | Draw inference in various sciences on the basis of Vyapti.  | Cognitive/<br>recall            | MK | <b>knows</b>         | Demonstration/<br>discussion/<br>brainstorming   | Practical/De<br>monstration          | F&S | II  |  |
| <b>Practical -10 Samanya Vishesh Siddhant Time</b> (Practical/ Clinical 5 hours) |   |                                 |    |                      |  |                                      |     |     |  |
| CO 3   | Discuss Samanya vishesh Siddhant  | Cognitive/<br>Rcall             | MK | <b>Knows</b>         | Demonstration/<br>discussion/<br>brainstorming   | Viva                                 | F&S | III |  |
| CO 3   | Identify and classifies Samanya vishesh Siddhant with type in given examples.   | Cognitive/<br>Comprehe<br>nsion | MK | <b>Knows<br/>how</b> | Demonstration/<br>Practical/ Ask<br>examples or<br>encourage to<br>identify<br>examples. | Viva/<br>Practical                   | F&S | III |  |
| CO 3   | Identify samanyatva and visheshatva among plants in Vanaushadhi udyan   | Cognitive/<br>Comprehe<br>nsion | MK | Knows<br>how         | Practical/Demon<br>stration.   | Viva/<br>Practicals                  | F&S | III |  |
| CO 3   | Make a chart/ eChart of food articles and activities to illustrate the relationship of samanya/vishesha with dosha-dhatu-malas. | Cognitive/<br>Comprehe<br>nsion | MK | Knows<br>how         | Practical/Demon<br>stration  | Presentation/<br>Viva/<br>Practicals | F&S | III |  |
| CO 3   | Make a poster seasonal vegetables and fruits which are Samanya/Vishesha with the dosha.   | Cognitive/<br>Comprehe<br>nsion | MK | Knows<br>how         | Practical  | Presentation<br>/Viva/<br>Practicals | F&S | III |  |
| <b>Practical -11 Samavay Time</b> (Practical/ Clinical 1 hour)                   |   |                                 |    |                      |  |                                      |     |     |  |

|  |   |                                 |    |                  |  |                     |     |     |  |
|--|---|---------------------------------|----|------------------|--|---------------------|-----|-----|--|
| CO 3   | Discuss Samavay   | Cognitive/<br>Recall            | MK | <b>Knows</b>     | Demonstration/<br>discussion/<br>brainstorming                               | Viva                | F&S | III |  |
| CO 3   | Mention five real life examples of Nitya and anitya sambandha.                            | Cognitive/<br>Comprehe<br>nsion | MK | <b>Knows how</b> | Demonstration/<br>Practical/ Ask examples or encourage to identify examples. | Viva/<br>Practical  | F&S | III |  |
| <b>Practical -12 Abhav Time</b> (Practical/ Clinical 1 )                         |   |                                 |    |                  |  |                     |     |     |  |
| CO 3   | Discuss Abhav   | Cognitive/<br>Recall            | MK | <b>Knows how</b> | Demonstration/<br>discussion/<br>brainstorming                               | Viva                | F&S | III |  |
| CO 3   | Write real life experiences of pragabhava, pradhwamsabhava, atyantabhava and anyonyabhav. | Cognitive/<br>Comprehe<br>nsion | MK | <b>Shows</b>     | Demonstration/<br>Practical/ Ask examples or encourage to identify examples. | Viva                | F&S | III |  |
| <b>Practical - 13 Upman Praman Time</b> (Practical/ (Practical/ Clinical 1 hour) |   |                                 |    |                  |  |                     |     |     |  |
| CO4  | Discuss Upaman Praman   | Cognitive/<br>Recall            | MK | <b>Knows how</b> | Demonstration/<br>discussion/<br>brainstorming                               | Viva/<br>Practical  | F&S | III |  |
| CO4  | Illustrate Upamana in practical examples and real life situation.                         | Cognitive/<br>Comprehe<br>nsion | MK | Knows how        | Demonstration/<br>Practical/ Ask examples or encourage to identify examples. | Viva/<br>Practicals | F&S | III |  |
| CO4  | Identify Examples of upamana from Ashtang   | Cognitive/<br>Comprehe          | MK | Knows how        | Demonstration/<br>discussion/  | Viva/<br>Practicals | F&S | III |  |

|   |   |                          |    |                  |   |                       |     |     |  |
|---|---|--------------------------|----|------------------|---|-----------------------|-----|-----|--|
|   | Hridaya and Charak Samhita  | nsion                    |    |                  | brainstorming.  |                       |     |     |  |
| CO4   | Identify examples in Physics, chemistry biology where Upaman is used        | Cognitive/ Comprehension | MK | Knows how        | Demonstration/ discussion/ brainstorming/ Ask examples or encourage to identify examples. | Viva/ Practicals      | F&S | III |  |
| <b>Practical -14 Yukti Praman Time (Practical/ Clinical 1 hour)</b>   |   |                          |    |                  |   |                       |     |     |  |
| CO4   | Discuss Yukti Praman  | Cognitive/ Recall        | MK | <b>Knows</b>     | Demonstration/ discussion/ brainstorming  | Viva                  | F&S | III |  |
| CO4   | Illustrate examples of Yukti in practical life or with your prior learning. | Cognitive/ Comprehension | MK | Knows how        | Demonstration/ Practical/ Ask examples or encourage to identify examples.                 | Viva/ Practicals Quiz | F&S | III |  |
| CO4   | Identify Role of Yukti in Nidan, Chikitsa and Anusandhan (research).        | Cognitive/ Comprehension | MK | Knows how        | ECE/ Demonstration/   | Viva/ Practicals/ PBL | F&S | III |  |
| <b>Practical -15 Various Vadas Time (Practical/ Clinical 3 hour )</b> |   |                          |    |                  |   |                       |     |     |  |
| CO5<br>CO2  | Discuss Satkaryavad   | Cognitive/ Recall        | MK | <b>Knows how</b> | Demonstration/ discussion/ brainstorming  | Viva                  | F&S | III |  |
| CO5<br>CO2  | Justify Satkaryavad through real life                                       | Cognitive/ comprehension | MK | Knows how        | Demonstration/ Practical/ /Ask examples or  | Viva/ Practicals/ PBL | F&S | III |  |

|   |   |                          |    |                  |  |                  |     |     |  |
|---|---|--------------------------|----|------------------|--|------------------|-----|-----|--|
|   | examples/ examples from prior learning  |                          |    |                  | encourage to identify examples.  |                  |     |     |  |
| CO5<br>CO2  | Justify Parinamvad through real life examples/ examples from prior learning       | Cognitive/ comprehension | MK | Knows how        | Practical/Demonstration/ /Ask examples or encourage to identify examples.                  | Viva/ Practicals | F&S | III |  |
| CO5<br>CO2  | Justify Pakajotpatti through real life examples/ examples from prior learning     | Cognitive/ comprehension | MK | Knows how        | Practical/Demonstration/ /Ask examples or encourage to identify examples.                  | Viva/ Practicals | F&S | III |  |
| CO5<br>CO2  | Justify Swabhavoparamvad through real life examples/ examples from prior learning | Cognitive/ comprehension | MK | <b>Knows how</b> | Demonstration/ discussion/ brainstorming/ /Ask examples or encourage to identify examples. | Viva/ Practicals | F&S | III |  |
| CO5<br>CO2  | Justify Arambhavad through real life examples/ examples from prior learning       | Cognitive/ comprehension | MK | Knows how        | Demonstration/ Practical//Ask examples or encourage to identify examples.                  | Viva/ Practicals | F&S | III |  |
| <b>Practical -16 Cause and Effect theory Time (Practical/ Clinical 2 hours)</b> |   |                          |    |                  |  |                  |     |     |  |
| CO5,<br>CO2   | Discuss Cause and effect theory   | Cognitive/ comprehension | MK | <b>Knows</b>     | Demonstration/ discussion/ brainstorming   | Viva/ Quiz       | F&S | III |  |
| CO5<br>CO2  | Identify Samavayi, Asamavayi and Nimitta  | Cognitive/ Comprehe      | MK | Knows How        | Demonstration/ Practical/Ask   | Viva/ Practicals | F&S | III |  |



|     |   |                          |    |           |   |                          |     |     |  |
|-----|---|--------------------------|----|-----------|---|--------------------------|-----|-----|--|
|     | karan of a Karya in real life examples/ examples with prior learning                                | nsion                    |    |           | examples or encourage to identify examples. |                          |     |     |  |
| CO5 | Find out use of cause effect theory in other sciences.  | Cognitive/ comprehension | MK | Knows how | Practical/Demonstration                     | Viva/ Practicals/ Debate | F&S | III |  |
| CO5 | Represent cause and effect schematically in any examples  | Cognitive/ comprehension | MK | Knows how | Practical/Demonstration                     | Viva/ Practicals         | F&S | III |  |
| CO5 | Assess the 10 factors of Charakokta Karyakarana bhava regarding any task consider the task as karya | Cognitive/ analysis      | MK | Knows how | Practical/Demonstration                     | Viva/ Practicals         | F&S | III |  |
| CO5 | Write theories of evolution you learned within and other than syllabus.                             | Cognitive/ comprehension | MK | Knows how | Practical/Demonstration                     | Viva/ Practicals         | F&S | III |  |

**Table 5: Non Lecture Activities Course AyUG-PV****Table 5- Course AyUG-PV Non Lecture Activities- 140**

|    | List non lecture Teaching-Learning methods * | No of Activities |
|----|--|------------------|
| 1  | GROUP DISCUSSION                             | 20               |
| 2  | <b>PRACTICALS AND DEMONSTRATIONS</b>         | 45               |
| 3  | ACTIVITY BASED LEARNING                      | 10               |
| 4  | PROBLEM BASED LEARNING                       | 10               |
| 5  | ENQUIRY BASED LEARNING                       | 8                |
| 6  | CASE BASED LEARNING                          | 6                |
| 7  | GAME BASED LEARNING                          | 8                |
| 8  | FLIPPED CLASSROOMS                           | 6                |
| 9  | DEBATE                                       | 8                |
| 10 | SEMINARS                                     | 6                |
| 11 | TUTORIALS                                    | 5                |
| 12 | ROLE PLAY                                    | 5                |
| 13 | SELF DIRECTED LEARNING                       | 3                |
|    |  | 140              |

**Table 6: Assessment Summary AyUG-PV****6 A - Number of Papers and Marks Distribution**

| S.No. | Subject Code | Papers | Theory | Practical/Clinical Assessment |      |             |    |           | Grand Total |
|-------|--------------|--------|--------|-------------------------------|------|-------------|----|-----------|-------------|
|       |              |        |        | Practical/<br>Clinical        | Viva | Electives   | IA | Sub Total |             |
| 1.    | AyUG-PV      | 2      | 200    | 100                           | 60   | 10 (Set-FB) | 30 | 200       | 400         |

**6 B - Scheme of Assessment (formative and Summative)**

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

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

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

| TERM            | PERIODICAL ASSESSMENT*   |              |              |                   |                                  | TERM TEST**                       | TERM ASSESSMENT      |                          |
|-----------------|--|--------------|--------------|-------------------|----------------------------------|-----------------------------------|----------------------|--------------------------|
|                 | A  | B            | C            | D                 | E                                | F                                 | G                    | H                        |
|                 | 1 (15 Marks)   | 2 (15 Marks) | 3 (15 Marks) | Average (A+B+C/3) | Converted to 30 Marks (D/15)*30) | Term Test (Marks converted to 30) | Sub Total _/60 Marks | Term Assessment (.../30) |
| FIRST           |  |              |              |                   |                                  |                                   | E+F                  | (E+F)/2                  |
| SECOND          |  |              |              |                   |                                  |                                   | E+F                  | (E+F)/2                  |
| THIRD           |  |              |              |                   |                                  | NIL                               |                      | E                        |
| <b>Final IA</b> | Average of Three Term Assessment Marks as Shown in 'H' Column.   |              |              |                   |                                  |                                   |                      |                          |
|                 | Maximum Marks in Parentheses<br>*Select an Evaluation Method which is appropriate for the objectives of Topics from the Table 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C.<br>** Conduct Theory (100 Marks)(MCQ(20*1 Marks), SAQ(8*5), LAQ(4*10)) and Practical (100 Marks)<br>Then convert to 30 marks. |              |              |                   |                                  |                                   |                      |                          |

### 6 D -Evaluation Methods for Periodical Assessment

| S. No. | Evaluation Methods   |
|--------|--|
| 1.     | Activities Indicated in Table 3 - Column G3 as per Indicated I, II or III term in column I3.   |
| 2.     | Practical / Clinical Performance   |
| 3.     | Viva Voce, MCQs, MEQ (Modified Essay Questions/Structured Questions)   |
| 4.     | Open Book Test (Problem Based)   |
| 5.     | Summary Writing (Research Papers/ Samhitas)  |
| 6.     | Class Presentations; Work Book Maintenance   |
| 7.     | Problem Based Assignment   |
| 8.     | Objective Structured Clinical Examination (OSCE),<br>Objective Structured Practical Examination (OPSE),<br>Mini Clinical Evaluation Exercise (Mini-CEX),<br>Direct Observation of Procedures (DOP),<br>Case Based Discussion (CBD) |
| 9.     | Extra-curricular Activities, (Social Work, Public Awareness, Surveillance Activities, Sports or Other Activities which may be decided by the department).  |
| 10.    | Small Project  |
| 11.    | <b>AyUG-PV Specific</b><br>Test on Topics in list of practicals.   |

## 6 E- Paper Layout

### I PROFESSIONAL BAMS EXAMINATIONS

#### AyUG-PV

##### Paper-I

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

|     |                                 | Number of Questions | Marks per question | Total Marks |
|-----|---------------------------------|---------------------|--------------------|-------------|
| Q 1 | Multiple Choice Questions (MCQ) | 20                  | 1                  | 20          |
| Q 2 | Short answer questions (SAQ)    | 8                   | 5                  | 40          |
| Q 3 | Long answer questions (LAQ)     | 4                   | 10                 | 40          |
|     |                                 |                     |                    | 100         |

### I PROFESSIONAL BAMS EXAMINATIONS

#### AyUG PV

##### Paper-II

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

|     |                                 | Number of Questions | Marks per question | Total Marks |
|-----|---------------------------------|---------------------|--------------------|-------------|
| Q 1 | Multiple Choice Questions (MCQ) | 20                  | 1                  | 20          |
| Q 2 | Short answer questions (SAQ)    | 8                   | 5                  | 40          |
| Q 3 | Long answer questions (LAQ)     | 4                   | 10                 | 40          |
|     |                                 |                     |                    | 100         |

### 6 F- Disribution of Theory Exam

| Paper I             |                                |            |                 | D<br>Type of Questions<br>"Yes" can be asked.<br>"No" should not be asked. |                   |     |
|---------------------|--------------------------------|------------|-----------------|--|-------------------|-----|
| A<br>List of topics | B<br>Term                      | C<br>Marks | MCQ<br>(1 mark) | SAQ<br>(5 marks)   | LAQ<br>(10 marks) |     |
| 1                   | Ayurveda nirupana              | I          | 25              | Yes  | Yes               | Yes |
| 2                   | Padartha and darshana nirupana | I          |                 | Yes  | Yes               | Yes |
| 3.                  | Dravya vijnaneeyam             | II         | 48              | Yes  | Yes               | Yes |
| 4.                  | Guna vijnaneeyam               | II         |                 | Yes  | Yes               | Yes |
| 5.                  | Karma vijnaneeyam              | II         |                 | Yes  | Yes               | Yes |
| 6.                  | Samanya vijnaneeyam            | III        | 27              | Yes  | Yes               | Yes |
| 7.                  | Vishesha vijnaneeyam           | III        |                 | Yes  | Yes               | Yes |
| 8.                  | Samavaya vijnaneeyam           | III        |                 | Yes  | Yes               | No  |
| 9                   | Abhava vijnaneeyam             | III        |                 | Yes  | Yes               | No  |

| Paper II            |                             |            |                 | D<br>Type of Questions<br>"Yes" can be asked.<br>"No" should not be asked. |                   |     |
|---------------------|-----------------------------|------------|-----------------|--|-------------------|-----|
| A<br>List of Topics | B<br>Term                   | C<br>Marks | MCQ<br>(1 Mark) | SAQ<br>(5 Marks)   | LAQ<br>(10 Marks) |     |
| 1                   | Pariksha                    | I          | 26              | YES  | YES               | YES |
| 2                   | Aptopdesha Pariksha/Pramana | I          |                 | YES  | YES               | YES |
| 3.                  | Pratyaksha Pariksha/Pramana | II         | 42              | YES  | YES               | YES |
| 4.                  | Anumanapariksha/Pramana     | II         |                 | YES  | YES               | YES |
| 5.                  | Yuktipariksha/Pramana       | III        | 32              | YES  | YES               | NO  |
| 6.                  | UpamanaPramana              | III        |                 | YES  | YES               | NO  |
| 7.                  | Karya- Karana Siddhanta     | III        |                 | YES  | YES               | YES |
|                     |                             |            |                 |  |                   |     |

**6 G- Question paper blue print**  
**Paper I –**

| <b>A</b><br>Question Sr. No | <b>B</b><br>Type of Question   | <b>C</b><br>Question Paper Format   |
|-----------------------------|--|---|
| .Q1                         | <p><b>Multiple choice Questions (MCQ)</b></p> <p>20 Questions</p> <p>1 mark each</p> <p>All compulsory</p> <p>(Must Know 15 MCQ<br/>Desirable to know 3 MCQ<br/>Nice to know 2 MCQ)</p>                | <ol style="list-style-type: none"> <li>1. Topic number 1</li> <li>2. Topic number 2</li> <li>3. Topic number 3</li> <li>4. Topic number 4</li> <li>5. Topic number 5</li> <li>6. Topic number 6</li> <li>7. Topic number 7</li> <li>8. Topic number 8</li> <li>9. Topic number 9</li> <li>10. Topic number 2</li> <li>11. Topic number 3</li> <li>12. Topic number 4</li> <li>13. Topic number 5</li> <li>14. Topic number 6</li> <li>15. Topic number 7</li> <li>16. Topic number 9</li> <li>17. Topic number 1</li> <li>18. Topic number 2</li> <li>19. Topic number 3</li> <li>20. Topic number 4</li> </ol> |
| Q2                          | <p><b>Short answer Questions (SAQ)</b></p> <p>Eight Questions</p> <p>5 Marks Each</p> <p>All compulsory</p> <p>(Must know 7 .<br/>Desirable to know 1<br/>No Questions on Nice to know.)</p>           | <ol style="list-style-type: none"> <li>1. Topic no.1</li> <li>2. Topic no.2</li> <li>3. Topic no.3</li> <li>4. Topic no.4</li> <li>5. Topic no.5</li> <li>6. Topic no.6/ Topic no.7</li> <li>7. Topic no.8/ Topic no.9</li> <li>8. Topic no.3/ Topic no.4</li> </ol>  |
| Q3                          | <p><b>Long answer Questions (LAQ)</b></p> <p>Four Questions</p> <p>10 marks each</p> <p>All compulsory</p> <p>(All questions on Must to know. No Questions on Nice to know and Desirable to know.)</p> | <ol style="list-style-type: none"> <li>1. Topic no.1/ Topic no.2</li> <li>2. Topic no.3</li> <li>3. Topic no.4/Topic no.5</li> <li>4. Topic no.6/ Topic no.7</li> </ol>   |

## Paper II

| A<br>Question Sr. No | B<br>Type of Question   | C<br>Question Paper Format  |
|----------------------|---|---|
| Q1                   | <p><b>Multiple choice Questions (MCQ)</b></p> <p>20 Questions</p> <p>1 mark each</p> <p>All compulsory</p> <p>(Must know 15 MCQ<br/>Desirable to know 3 MCQ<br/>Nice to know 2 MCQ)</p>                   | <ol style="list-style-type: none"> <li>1. Topic number 1</li> <li>2. Topic number 2</li> <li>3. Topic number 3</li> <li>4. Topic number 4</li> <li>5. Topic number 5</li> <li>6. Topic number 6</li> <li>7. Topic number 7</li> <li>8. Topic number 1</li> <li>9. Topic number 2</li> <li>10. Topic number 3</li> <li>11. Topic number 4</li> <li>12. Topic number 5</li> <li>13. Topic number 6</li> <li>14. Topic number 7</li> <li>15. Topic number 1</li> <li>16. Topic number 2</li> <li>17. Topic number 3</li> <li>18. Topic number 4</li> <li>19. Topic number 7</li> <li>20. Topic number 4</li> </ol> |
| Q2                   | <p><b>Short answer Questions (SAQ)</b></p> <p>Eight Questions</p> <p>5 Marks Each</p> <p>All compulsory</p> <p>(Must know 7 .<br/>Desirable to know 1<br/>No Questions on Nice to know.)</p>              | <ol style="list-style-type: none"> <li>1. Topic no.1</li> <li>2. Topic no.2</li> <li>3. Topic no.3</li> <li>4. Topic no.4</li> <li>5. Topic no.5</li> <li>6. Topic no.6</li> <li>7. Topic no.7</li> <li>8. Topic no.3/ Topic no.4</li> </ol>  |
| Q3                   | <p><b>Long answer Questions (LAQ)</b></p> <p>Four Questions</p> <p>10 marks each</p> <p>All compulsory</p> <p>(All questions on must know<br/>No Questions on Nice to know and<br/>Desirable to know)</p> | <ol style="list-style-type: none"> <li>1. Topic no.1/ Topic no.2</li> <li>2. Topic no.3</li> <li>3. Topic no.4</li> <li>4. Topic no.7</li> </ol>  |

## 6 H Distribution of Practical Exam

Practical – (Practical 100 +Viva 60+Elective 10+ IA 30) =(Total 200 Marks)

| SN        | Heads  | Marks      |
|-----------|--|------------|
| <b>1</b>  | Practical (Total Marks 100)  | <b>100</b> |
| <b>a.</b> | Spotting ( 4 Spots) Problem based on Principles in PV.<br>Topics<br>1. Pratyaksha praman/Pratyaksha Badhakar Bhav<br>2. Vada (Any one)<br>3. Abhav/Samavay<br>4. Upaman/Yukti  | 20         |
| <b>b.</b> | Journal of Activity book/ Projects.<br>(Viva on journal and communication skill)   | 20         |
| <b>c.</b> | Practical I (10 Marks Each)<br>1. Identify panchamahabhoot dominance in the given dravya<br>2. Identify Samanya- Vishesh in the given dravyas<br>3. Identify the Gunas in the given dravyas<br>(Use different dravys for different students.)  | 30         |
| <b>d.</b> | Practical II (Problem based questiones/ Situations)(10 Marks Each)(Any three)<br>1. Identify and explain the Karya Karan with types in given problem<br>2. Frame and Write Panchavayav vakya for the given anumana.<br>3. Identify Vyapti, Paksh, Sadhya, Hetu, Pakshadharmata, Sapaksha, Vipaksha in the give example.<br>4. Identify and explain Hetvabhas in given example.<br>5. Identify the vada applicable in given example.(any one vada.)<br>6. Identify Upama, Sajna- sajni sambhandha in given example. | 30         |
| <b>2</b>  | Viva Voce  | <b>60</b>  |
|           | Recitation of Shloka: 10 marks (sutras in Tarka sangraha, Samhitas, other)   |            |
|           | Questions on Darshan 10 marks  |            |
|           | Question on Dravya/ Guna/ Karma. 10 marks  |            |
|           | Question on Samany/vishesh/samavaya/ Abhav 10 Marks  |            |
|           | Question on one Praman 10 Marks  |            |



|   |  |     |
|---|--|-----|
|   | Question on Karya karan bhav 10 Marks. |     |
| 3 | Internal Assessment                    | 30  |
| 4 | Electives                              | 10  |
|   |  | 200 |

## 7. References /Resources

### Reference Books

#### PadarthaVignana books

|  | Authorus                              |
|--|---------------------------------------|
| 1. Padarthavigyan                                | Acharya Ramraksha Pathak              |
| 2. AyurvediyaPadarthaVigyana                     | Vaidya Ranjit Rai Desai               |
| 3. Ayurved Darshana                              | Acharya Rajkumar Jain                 |
| 4. PadarthaVigyana                               | Kashikar                              |
| 5. PadarthaVigyana                               | Balwant Shastri                       |
| 6. SankhyatantwaKaumadi                          | GajananShastri                        |
| 7. Psycho Pathology in Indian Medicine           | Dr. S.P. Gupta                        |
| 8. CharakEvumSushrutkeDarshanik Vishay           | Prof.Jyotirmitra Acharya              |
| 9. AyurvediyaPadarthaVigyana                     | Dr. Ayodhya Prasad Achal              |
| 10. PadarthaVigyana                              | Dr. Vidyadhar Shukla                  |
| 11. Post graduate text book of Samhitha&Sidhanta | Dr P.P.Kirathamoorthy and Dr Anoop AK |
| 12. Padartha Vigyana                             | Dr. Ravidutta Tripathi                |
| 13. AyurvediyaPadarthaVigyana                    | Vaidya Ramkrishna Sharma Dhand        |
| 14. AyurvediyaPadartha Vignan Parichaya          | Vaidya Banwarilal Gaur                |
| 15. AyurvediyaPadartha Darshan                   | Pandit Shivhare                       |
| 16. Scientific Exposition of Ayurveda            | Dr. Sudhir Kumar                      |
| 17. Padarthavignana and Ayurveda itihasa         | Dr C R Agnives                        |
| 18. Essentials of padarthavignana                | Dr Vinodkumar MV                      |
| 19. Padarthavignanevam Ayurveda Itihas           | Dr RamnihorTapsi Jaiswal              |
| 20. AyurvediyaPadarthavignana                    | Dr C R Agnives                        |
| 21. AyurvediyaMoulikaSiddhanta                   | Dr V J Thakkar                        |