COURSE CURRICULUM FOR THIRD PROFESSIONAL BAMS
(PRESCRIBED BY NCISM)

Panchakarma & Upakarma
(Therapeutic Procedural Management)

(SUBJECT CODE : AyUG-PK)

(Applicable from 2021-22 batch, from the academic year 2024-25 onwards for 5 batches or until further notification by NCISM, whichever is earlier)

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

NCISM

III Professional Ayurvedacharya
(BAMS)
Subject Code : AyUG-PK

Panchakarma & Upakarma
(Therapeutic Procedural Management)

Summary

Total number of Teaching hours: 300			
Lecture (LH) - Theory		**100**	**100(LH)**
Paper I	100		
Non-Lecture (NLHT)		**60**	**200(NLH)**
Paper I	60		
Non-Lecture (NLHP)		**140**	
Paper I	140		

Examination (Papers & Mark Distribution)					
Item	**Theory Component Marks**	**Practical Component Marks**			
		Practical	**Viva**	**Elective**	**IA**
Paper I	100	100	70	-	30
Sub-Total	100	200			
Total marks	300				

Important Note :- The User Manual III BAMS is a valuable resource that provides comprehensive details about the curriculum file. It will help you understand and implement the curriculum. Please read the User Manual III before reading this curriculum file. The curriculum file has been thoroughly reviewed and verified for accuracy. However, if you find any discrepancies, please note that the contents related to the MSE should be considered authentic. In case of difficulty and questions regarding curriculum write to **syllabus24ayu@ncismindia.org**

PREFACE

Panchakarma, a cornerstone of Ayurveda, embodies holistic healing through detoxification, rejuvenation, and restoration of balance in body and mind. This syllabus is designed to provide students with a profound understanding of its principles, therapeutic applications, and integration into modern healthcare.

Structured into ten sections, the curriculum covers foundational and advanced concepts, emphasizing detoxification, rejuvenation, and the clinical implementation of various Panchakarma procedures. Special attention is given to Keraleeya Kriyakrama therapies such as Takradhara, Thalapothichil, Annalepa, and Pizhichil, broadening students' knowledge of region-specific treatments. Additionally, the syllabus explores the selection and application of formulations used in Snehana, Vamana, Virechana, Basti, and Nasya, ensuring students can provide personalized and effective care based on Prakriti, Vikriti, and individual health conditions.

To enhance practical skills, the syllabus incorporates hands-on training, case studies, mannequin-based simulations, and interactive learning methods. These approaches foster competency, teamwork, and communication skills—essential qualities for effective clinical practice. The curriculum also integrates contemporary research and modern technological advancements in Panchakarma, ensuring relevance in today's healthcare landscape. Additionally, the inclusion of physiotherapy principles enhances students' ability to combine Panchakarma with other therapeutic modalities.

This revised syllabus represents a significant advancement, removing outdated content while incorporating contemporary insights. Beyond technical proficiency, it fosters essential qualities such as empathy, patient-centered care, and professional communication. Through this comprehensive and innovative approach, students will emerge as skilled practitioners, capable of promoting and integrating Ayurveda within modern medical practice, contributing to its global acceptance and continued relevance.

Furthermore, the curriculum aims to inspire critical thinking and research-oriented learning, encouraging students to explore evidence-based applications of Panchakarma. By integrating traditional knowledge with scientific advancements, the syllabus prepares students to to make meaningful contributions to the continued relevance and efficacy of Panchakarma in contemporary medical practice.

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Course Code and Name of Course

Course code	Name of Course
AyUG-PK	Panchakarma & Upakarma

Table 1 : Course learning outcomes and mapped PO

SR1 CO No	A1 Course learning Outcomes (CO) AyUG-PK At the end of the course AyUG-PK, the students should be able to-	B1 Course learning Outcomes mapped with program learning outcomes.
CO1	Describe the fundamental concepts of Panchakarma	PO1
CO2	Identify and describe drugs, dose, instruments and their method of application in Panchakarma procedures	PO3
CO3	Analyze the clinical applications of each procedure based on fundamental principles	PO2
CO4	Illustrate comprehensive knowledge of Panchakarma procedures with appropriate and sequential Purva Karma, Pradhana Karma and Paschat Karma	PO2
CO5	Demonstrate skills in performing procedures in various situations	PO4,PO5
CO6	Assess the therapeutic efficiency and manage complications	PO2,PO7
CO7	Utilize technological advancements and allied therapeutic interventions	PO2,PO7
CO8	Possess qualities of a good Communicator and ethical Clinician & Researcher	PO6,PO7,PO8,PO9

Table 2 : Contents of Course

Paper 1 (Panchakarma and Upakarma)						
Sr. No	**A2 List of Topics**	**B2 Term**	**C2 Marks**	**D2 Lecture hours**	**E2 Non-Lecture hours Theory**	**E2 Non-Lecture hours Practical**
1	**Fundamentals of Panchakarma** 1. Introduction to Panchakarma 2. Panchakarma in Swastha and Atura 3. Indications and contraindications of Shodhana 4. Agni and Koshta Pariksha in Panchakarma 5. Principles in Shodhana 6. Requirements of Panchakarma theatre	1	8	6	2	4
2	**Snehana Karma** 1. Introduction 2. Sneha Dravya 3. Lipids 4. Rookshana 5. Abhyantara Snehana 6. Bahya Snehana	1	12	16	12	28
3	**Swedana Karma** 1. Introduction 2. Swedana Dravya 3. Indications and Contraindications of Swedana 4. Sagni Sweda 5. Niragni Sweda 6. Procedure of Saagni Swedana Karma 7. Principles of practice of Swedana Karma in Sandhigata Vata, Vatarakta, Pakshaghata, Ardita, Gridhrasi, Amavata 8. Swedana Karmukata	1	12	9	4	10
4	**Special Procedures: Sankara Sweda, Ksheeradhooma, Pizhichil, Dhanyamladhara, Takradhara, Thalam and Thalapothichil and Annalepa** Definition, Types, Procedure and Benefits of: 1. Sankara Sweda	2	10	7	9	19

	2. Ksheeradhooma 3. Pizhichil 4. Dhanyamladhara 5. Takradhara 6. Thalam and Thalapothichil 7. Annalepa					
5	**Physiotherapy** 1. Introduction 2. Static exercise 3. Isotonic Exercise 4. Deep Heating Modalities 5. Superficial Heating Modalities 6. Electro Therapy 7. Manual Therapy	2	5	6	1	7
6	**Vamana Karma** 1. Introduction 2. Indications and Contraindications of Vamana Karma 3. Purva Karma of Vamana 4. Pradhana Karma of Vamana 5. Paschat Karma of Vamana 6. Sadyo Vamana 7. Vamana Karmukata 8. Principles of practice of Vamana Karma in Shwasa, Amlapitta, Kushta and Yuvanapidaka	2	10	13	7	15
7	**Virechana Karma** 1. Introduction 2. Classification of Virechana 3. Principles of selection of Virechana formulations 4. Indications and Containdications of Virechana Karma 5. Purva Karma of Virechana 6. Pradhana Karma of Virechana 7. Paschat Karma of Virechana 8. Virechana Karmukata 9. Principles of practice of Virechana Karma in Kushta, Vatarakta, Pakshaghata and Prameha	2	10	13	7	15
8	**Basti Karma** 1. Introduction 2. Basti Yantra and Matra	3	18	18	10	25

	3. Anuvasana and Anuvasanopaga, Asthapana and Asthapanopaga Dravya 4. Indications and Contra indications of Anuvasana Basti 5. Purva Karma of Anuvasana Basti 6. Pradhana Karma of Anuvasana Basti 7. Paschat Karma of Anuvasana Basti 8. Indications and Contra indications of Niruha Basti 9. Purva Karma of Niruha Basti 10. Preparation of Basti Dravya 11. Pradhana Karma of Niruha Basti 12. Paschat Karma of Niruha Basti 13. Niruha Basti Karmukata 14. Anuvasana Basti Karmukata 15. Basti Formulations 16. Principles of practice of Basti a) Niruha in Gridhrasi and Amavata b) Anuvasana in Kateegraha					
9	**Nasya Karma** 1. Introduction 2. Shirovirechana Gana 3. Purva Karma of Nasya 4. Pradhana Karma of Nasya 5. Paschat Karma of Nasya 6. Nasya formulations 7. Nasya Karmukata 8. Principles of practice of Nasya in Pakshaghata, Apabahuka, Manyastambha and Ardita	3	10	10	6	12
10	**Emergency management and Research updates in Panchakarma and Upakarma** 1. Emergency management 2. Research updates in Snehana, Swedana, Vamana, Virechana, Basti, Nasya and Upakarma	3	5	2	2	5
Total Marks			**100**	**100**	**60**	**140**

Table 3 : Learning objectives of Course

Paper 1 (Panchakarma and Upakarma)										
A3 Course out come	**B3 Learning Objective (At the end of the session, the students should be able to)**	**C3 Domain/sub**	**D3 MK / DK / NK**	**E3 Level**	**F3 T-L method**	**G3 Assessment**	**H3 Assessment Type**	**I3 Term**	**K3 Integration**	**L3 Type**
Topic 1 Fundamentals of Panchakarma (LH :6 NLHT: 2 NLHP: 4)										
A3	**B3**	**C3**	**D3**	**E3**	**F3**	**G3**	**H3**	**I3**	**K3**	**L3**
CO1	Define Panchakarma, Panchashodhana and describe the importance of Shodhana and its benefits .	CK	MK	K	L&PPT ,CBL	S-LAQ	F&S	I	-	LH
CO1, CO3	Enlist the types of Raktamokshana and explain its utility in diseases like Kushta, Vatarakta, Siragranthi and Gridhrasi .	CC	NK	KH	CBL,L_VC	CBA,QZ	F	I	-	NLHT1.1
CO1, CO3	Explain the concept of Panchakarma in Swastha and Atura.	CC	MK	KH	L_VC,PER	S-LAQ	F&S	I	-	LH
CO1, CO3	Explain Rutu Shodhana.	CC	MK	KH	TPW	M-POS,PRN	F&S	I	-	NLHT1.2
CO1, CO3	Explain the general indications and contraindications of Shodhana Karma	CC	MK	KH	CBL,DIS,L&PPT	CBA,S-LAQ	F&S	I	-	LH
CO1	Explain Agni and Koshta Pariksha in Panchakarma	CC	MK	KH	REC,L&PPT ,PrBL	CL-PR,S-LAQ,SBA	F&S	I	-	LH
CO1, CO3	Apply the assessment of Koshta and Agni Pariksha in Panchakarma clinically	CAP	MK	KH	CBL,BS	PP-Practical,CBA,T-OBT	F&S	I	-	NLHP1.1

CO1, CO3	Explain Doshagati and Upasthitha Dosha in Panchakarma	CC	MK	K	BL,L&PPT	S-LAQ	F&S	I	-	LH
CO1	Describe Prakruthi Praptha Purusha Lakshana and Ashtamahadoshakarabhava.	CK	DK	K	L&PPT,REC	M-POS,VV-Viva	F	I	-	LH
CO1	Reproduce the requirements of Panchakarma theatre.	PSY-GUD	DK	D	RP,L_VC,RLE,SIM,FV	CHK,M-CHT	F&S	I	-	NLHP1.2
CO1, CO7	Demonstrate recent developments in instrumentation in practice of Panchakarma and Upakarma	CAP	DK	KH	L_VC,D,FV	P-ID,M-POS,P-MOD	F	I	-	NLHP1.3

Non Lecture Hour Theory

S.No	Name of Activity	Description of Theory Activity
NLHT 1.1	Utility of Raktamokshana in diseases	Group Discussion Students are divided into groups, each assigned a condition (Kushta, Vatarakta, Siragranthi, or Gridhrasi) with detailed case scenarios. Groups discuss symptoms, diagnostic criteria, Raktamoksha modalities, management challenges, and propose solutions. After 20-30 minutes, each group presents their findings, followed by a class discussion. The session concludes by emphasizing the importance of Raktamokshana, with assessments based on engagement and solution quality.
NLHT 1.2	Project work on Rutu Shodhana	Team Project Work Divide the students into six teams, assigning each team a specific season (Vasanta, Grishma, Varsha, Sharad, Hemanta, and Shishira). Instruct them to create a comprehensive plan for Rutu Shodhana tailored to their assigned season. Each project should include a title, clear objectives, detailed methodology, a timeline for implementation, necessary resources, and a risk management strategy to address potential challenges. Encourage creativity and thoroughness in their presentations to foster a deeper understanding of seasonal Ayurvedic practices.

Non Lecture Hour Practical		
S.No	**Name of Practical**	**Description of Practical Activity**
NLHP 1.1	Koshta and Agni Pariksha in Panchakarma	Case Based Learning Introduce a case that necessitates Agni / Koshta Pariksha , focusing on patient presenting with symptoms of digestive discomfort, like bloating, irregular bowel movements, and fatigue. Provide details about their diet, lifestyle, and medical history. Participants analyze the case in small groups, assessing Agni and Koshta imbalances. Each group presents findings, followed by an instructor-led discussion. The session concludes with key takeaways on the clinical importance of Agni/Koshta Pariksha in Ayurveda.
NLHP 1.2	Panchakarma theatre requirements	Simulation Students simulate a Panchakarma theatre setup, identifying infrastructure needs, organizing equipment, and ensuring sterilization. They role-play as therapists and patients, practicing positioning, draping, and procedures while maintaining hygiene. Emergency scenarios are simulated to enhance crisis management skills. Through hands-on participation, students internalize spatial arrangements, workflow, and safety protocols for practical learning.
NLHP 1.3	Advancement in instrumentation in Panchakarma and Upakarma	Field visit The instructor guides students through a Panchakarma theatre or video demonstrations, explaining equipment and recent advancements. Students engage through observation, questions, and discussions on challenges. They summarize key points, enhancing their practical understanding of Panchakarma procedures and instrumentation.

Topic 2 Snehana Karma (LH :16 NLHT: 12 NLHP: 28)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Define Sneha and Snehana and describe the classification of	CK	MK	K	ML,L&	S-LAQ	F&S	I	-	LH

	Snehana Karma				PPT					
CO1	Explain the importance of Snehana Karma	CC	MK	KH	DIS,BS	T-OBT,PRN	F&S	I	-	NLHT2.1
CO1	Describe Guna of Sneha Dravya.	CK	MK	K	EDU,BL,L&PPT	T-OBT,M-CHT,QZ	F&S	I	-	LH
CO2	Describe the Indications of Ghrita.	CK	MK	K	TUT,REC,L&PPT	WP	F&S	I	V-RS,V-RS	LH
CO2	Describe the Indications of Taila.	CK	MK	K	L&PPT,PrBL,DA	T-OBT,QZ	F&S	I	V-RS,V-RS	LH
CO2	Demonstrate principles of selection of Sneha in Bahya Snehana according to Dosha, Satmya, Avastha and Vyadhi.	CAP	MK	KH	CBL,TUT	SBA,CBA	F&S	I	V-RS,V-RS	NLHT2.2
CO2	Demonstrate principles of selection of Sneha in Abhyantara Snehana according to Dosha, Satmya, Vyadhi and Avastha.	CAP	MK	KH	RP,CBL	CL-PR,P-EXAM	F&S	I	-	NLHT2.3
CO7	Describe classification of Lipids, Digestion, Absorption and Metabolism of Fat	CK	MK	K	L_VC,PER,L&GD,CBL	PRN,O-QZ	F	I	V-KS	LH
CO7	Comprehend metabolism of fat in the context of Abhyantara Snehana	CC	DK	KH	L&GD,TPW	CL-PR,QZ,SBA,CR-W	F	I	-	NLHT2.4
CO7	Distinguish Pharmacodynamics of Snehana through Oral, Rectal and Topical methods	CC	DK	KH	L&GD,CBL,BS	CL-PR,M-CHT,M-POS	F	I	-	NLHT2.5

CO1, CO2	Describe the importance and method of Deepana, Pachana and Rookshana in Snehana	CK	MK	K	PER,RLE,L&PPT	COM,CL-PR	F&S	I	-	LH
CO1, CO2	Describe the Guna of Rookshana dravya- Ushnodaka,Dhanyamla, Takra and Samyak Rookshana Lakshana	CK	MK	K	L&PPT ,TPW,L &GD	QZ ,PRN	F&S	I	V-DG	LH
CO3, CO4	Explain Udwartana, types and its benefits .	CC	MK	KH	FC	PP-Practical,DOAP,P-REC,CL-PR	F&S	I	-	NLHT2.6
CO3, CO4, CO5	Demonstrate the procedure of Udwartana	PSY-GUD	MK	SH	KL,PT, D-M,D	P-PRF,DOPS	F&S	I	-	NLHP2.1
CO3, CO4, CO5	Demonstrate the procedure of Udgharshana and Utsadana.	PSY-GUD	MK	SH	CBL,D-M	DOPS	F&S	I	-	NLHP2.2
CO3, CO4	Describe Indications and contra indications of Abhyantara Snehana	CK	MK	K	L,L&PPT ,PER	CL-PR,P-REC	F&S	I	-	LH
CO3, CO4	Explain Shodhanartha Snehapana, time of administration, Matra, Kala and Anupana.	CC	MK	KH	L&PPT ,L	S-LAQ,P-REC	F&S	I	-	LH
CO3, CO4	Explain Shamanartha Snehapana, Kala, Matra and Anupana.	CC	MK	KH	L&PPT	S-LAQ,PRN	F&S	I	-	LH
CO3, CO4	Comprehend Brumhana Sneha Kala, Matra and Anupana.	CC	MK	KH	L&PPT	S-LAQ	F&S	I	-	LH
CO3, CO4	Explain the Diet and Parihara Vishaya during Snehapana.	CC	MK	KH	L&GD, BL,TP	CL-PR	F&S	I	-	NLHT2.7

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CO3, CO4	Distinguish Accha Sneha and Pravicharana Sneha.	CC	MK	KH	PER,BL ,L&GD	CBA,PRN, P-PRF	F&S	I	-	NLHT2.8
CO3, CO4	Demonstrate the procedure of Shodhanartha Snehapana.	CAP	MK	KH	CBL,D-BED	CBA,SP	F&S	I	-	NLHP2.3
CO3, CO4	Demonstrate Shodhanartha Snehapana in Kushta and Vatarakta	CAP	MK	KH	CBL,RP ,DIS	CBA	F&S	I	-	NLHP2.4
CO3, CO4	Demonstrate the procedure of Shamanartha Snehapana.	CAP	MK	SH	DIS,CBL	PM,CBA	F&S	I	-	NLHP2.5
CO3, CO4	Outline Shamanartha Snehapana in Kushta and Vatarakta	CAN	MK	KH	DIS,CBL,PBL	CBA,SBA	F&S	I	-	NLHP2.6
CO3, CO4	Identify Sneha Vyapat and discuss the Chikitsa	CAP	MK	KH	SY,PBL ,CBL	CBA,P-CASE	F&S	I	-	NLHP2.7
CO3, CO4	Distinguish Brumhana Snehapana and Sadyasnehana.	CAP	MK	KH	PBL,CBL	SBA	F&S	I	-	NLHP2.8
CO3, CO4	Describe definition, indications, contra indications and the benefits of Abhyanga.	CK	MK	KH	FC,L&PPT ,PL	CL-PR,P-REC	F&S	I	-	LH
CO3, CO4	Explain types of Massage and various Massage Techniques.	CC	MK	KH	L&PPT ,L_VC,IBL	COM,QZ	F&S	I	-	LH
CO3, CO4	Comprehend the concept of Murdha Taila and specific Indications.	CC	MK	KH	BS,L_VC,PER	M-POS,CL-PR,S-LAQ	F&S	I	-	LH
CO3, CO4	Interpret Shiropichu and Shirobasti.	CC	MK	KH	TBL,L &PPT ,DIS	S-LAQ,PRN	F&S	I	-	LH

CO3, CO4, CO5	Compare Abhyanga in Swastha and Atura.	CAN	MK	SH	BS,DIS	CL-PR	F&S	I	-	NLHT2.9
CO3, CO4, CO5	Demonstrate different Massaging Techniques	PSY-GUD	MK	SH	D-M,L_VC,D	P-RP,DOPS	F	I	-	NLHT2.10
CO2, CO3, CO5	Identify the clinical application of Murdhni Taila in Vatavyadhi .	CAN	DK	KH	CBL,BS,PBL	T-OBT,CL-PR	F&S	I	-	NLHT2.11
CO3, CO4, CO5	Demonstrate the procedure of Shiro Abhyanga	PSY-GUD	MK	SH	D-M	OSPE,DOPS	F&S	I	-	NLHP2.9
CO3, CO4, CO5	Demonstrate the procedure of Shirodhara with Taila	PSY-GUD	MK	SH	D-M	OSPE,P-PRF,DOPS	F&S	I	-	NLHP2.10
CO3, CO4	Demonstrate the procedure of Shiropichu .	PSY-GUD	MK	SH	D,D-M	DOPS	F&S	I	-	NLHP2.11
CO3, CO4	Demonstrate the procedure of Shirobasti.	PSY-GUD	MK	SH	D-M	DOPS,P-PRF	F&S	I	-	NLHP2.12
CO3, CO4	Demonstrate Kati Basti , Greeva Basti and Janu Basti.	PSY-GUD	MK	SH	D-M	DOPS,P-PRF,OSPE	F&S	I	-	NLHP2.13
CO3, CO4	Demonstrate Abhyanga .	PSY-GUD	MK	SH	D-M	OSPE,DOPS,P-PRF	F&S	I	-	NLHP2.14

Non Lecture Hour Theory

S.No	Name of Activity	Description of Theory Activity

NLHT 2.1	Importance of Snehana Karma	Brainstorming Students are divided into groups to explore the utility of different types of Snehana in Ayurveda, with a particular focus on the roles of both Bahya Snehana and Abhyantara Snehana. Each group discusses the contribution of Snehana to the effectiveness of Panchakarma therapies, emphasizing how proper oleation enhances detoxification, improves circulation, and prepares the body for subsequent procedures. By brainstorming these key aspects, students deepen their understanding of how Snehana plays a critical role in achieving optimal therapeutic outcomes during Panchakarma treatments, ensuring a holistic approach to healing and rejuvenation.
NLHT 2.2	Selection of Bahya Sneha	Case Based Learning In this activity, students are divided into groups and presented with 3-4 patient scenarios, such as a Vata-dominant disorder, a Pitta-related skin condition, and Kapha-related obesity. Each scenario includes details on the patient's prakriti, vikriti, and clinical symptoms. Groups discuss and select an appropriate Taila for each case, justifying their choices based on the involved dosha, the disease nature, and the properties of the selected Taila. This approach aims to deepen understanding of Bahya Sneha and its applications in Ayurveda. Focus discussion on Dhanvantara Taila, Sahacharadi Taila, Pinda Taila, Ksheerabala Taila, Kottamchukkadi Taila,Mahanarayana Taila & Murivenna
NLHT 2.3	Selection of Abhyantara Sneha	CBL / Role play In this activity, students analyze 3-4 patient scenarios: a Vata-predominant patient with arthritis, a Pitta-predominant patient with acidity, and a Kapha-predominant patient with obesity. They determine the appropriate type of Sneha (e.g., Ghrita or Taila), dose, Anupana, and administration schedule for each case. A role play follows, where one student acts as the physician explaining Snehapana, another as the patient asking questions, and observers evaluate communication and content accuracy. The discussion also focuses on specific types of Ghrita and Taila, such as Dadimadi Ghrita, Indukanta Ghrita, Kalyanaka Ghrita, Guggulutiktaka Ghrita, Moorchita Tila Taila, and Moorchita Ghrita, to deepen understanding of Abhyantara Snehana in Ayurvedic practice.

NLHT 2.4	Fat metabolism	Group Discussion In this group discussion, participants explore changes in fat metabolism under conditions like fasting, exercise, hyperlipidemia, a ketogenic diet, and Chatussneha practices. Afterward, groups present their findings, with feedback and additional insights from the facilitator. Students also engage in a concept mapping activity, linking key aspects of fat metabolism, including digestion, transport mechanisms, storage, utilization, and hormonal regulation. This approach enhances understanding of the complex processes in fat metabolism.
NLHT 2.5	Snehana Pharmacodynamics	PBL In this activity, groups analyze clinical scenarios involving different applications of Snehana in Ayurveda. One group examines a patient with chronic constipation prescribed Sneha Basti, focusing on absorption and systemic effects. Another group discusses oral Snehapana for a patient with osteoarthritis, exploring how medicated ghee promotes joint lubrication. The third group evaluates a patient with dry skin conditions treated with topical Snehana, assessing local effects. Each group presents their findings, enhancing understanding therapeutic roles of Snehana in various conditions.
NLHT 2.6	Udwartana and its benefits.	Flipped Class room Students review learning materials on Udwartana, including textbook chapters, videos, and infographics before class. Guided questions prompt exploration of its types, benefits, indications, contraindications, and effects on conditions like obesity and skin health. In-class, a quick recap allows students to share insights before breaking into groups to discuss specific Udwartana types, key ingredients, dosha imbalances, and present their findings. This approach deepens understanding of Udwartana's applications in Ayurvedic practice
NLHT 2.7	Diet and Parihara Vishaya during Snehapana	Group Discussion In this group discussion activity, the class is divided into smaller groups, each assigned specific topics related to Snehapana. Topics include foods to avoid during Snehapana, such as heavy, cold, or spicy

		foods, along with the rationale behind each restriction. Another group focus on lifestyle modifications during Snehapana, discussing the importance of avoiding exertion, emotional stress, and exposure to extreme temperatures. Each group engages in thoughtful discussions and share their insights with the class. The activity concludes with a summary of key points and concluding remarks, reinforcing the significance of dietary and lifestyle considerations in optimizing the benefits of Snehapana therapy in Ayurvedic practice.
NLHT 2.8	Discussion on Accha sneha and Pravicharana sneha.	CBL / Group Discussion In this activity, students analyze case scenarios involving the use of different types of Sneha. For instance, one scenario features a patient requiring Accha Sneha for detoxification, while another involves a patient needing Pravicharana Sneha to address arthritis . Students identify the appropriate type of Sneha for each case, justifying their choices based on therapeutic principles, and outlining the method of administration. This exercise aims to deepen their understanding of the clinical applications and benefits of Sneha therapies in promoting health and wellness.
NLHT 2.9	Abhyanga in Swastha and Atura	Group Discussion Students are to be divided into teams to discuss the practice of Abhyanga as part of Dinacharya, focusing on its benefits for both healthy individuals and those with specific health concerns. Each group analyzes two case studies: one involving a healthy individual seeking Abhyanga for general well-being and the other involving a patient experiencing joint stiffness, fatigue, and pain. Students determine the appropriate oil for each case, considering factors such as dosha imbalances and therapeutic goals. They also discuss suitable techniques and strokes tailored to each individual's needs, along with the indications and contraindications for Abhyanga in these scenarios. After thorough analysis, groups present their conclusions, detailing the treatment approach for each case.
NLHT 2.10	Massaging Techniques	Video Demonstration Students watch video demonstrations or practice on mannequins, covering various massage techniques. These include Swedish Massage for relaxation, Deep Tissue Massage for muscle tension, Shiatsu for acupressure and energy flow, Hot Stone Massage for warmth and muscle relaxation, Aromatherapy Massage for emotional well-being, Sports Massage for injury prevention, Myofascial

		Release for fascia tension, and Reflexology for pressure points on the feet and hands. This exposure enhances students' understanding of diverse massage techniques and their benefits.
NLHT 2.11	Clinical application of Murdhni Taila	Case Based Learning Students are to be divided into small groups to discuss clinical cases where Murdhni Taila could be beneficial, such as chronic headaches, insomnia, or hair loss. Each group assesses the specific condition, evaluate the patient's Avastha ,and select the most suitable Murdhni Taila for their case. During their presentations, groups explain why Murdhni Taila is an effective treatment for the discussed condition, highlighting its therapeutic benefits such as enhancing brain function, promoting relaxation, and managing stress.
Non Lecture Hour Practical		
S.No	**Name of Practical**	**Description of Practical Activity**
NLHP 2.1	Procedure of Udwartana.	Demonstration The instructor demonstrates Udwartana, covering preparation, herbal powder selection, and application techniques. Emphasizing strokes, pressure, and direction, students observe its effects on circulation and lymphatic drainage. Post-procedure care, including skin cleaning, follow-ups, and lifestyle advice, is explained. Students take notes to refine their understanding for future practice.
NLHP 2.2	Procedure of Udgharshana and Utsadana.	Demonstration (Same as Udwartana) • The instructor demonstrates the procedure, including: ◦ Preparation of medicated pastes. ◦ Patient positioning and sequence of application. ◦ Duration of paste retention and removal techniques

NLHP 2.3	Shodhanartha Snehapana procedure.	Case Based Learning Students present real or hypothetical cases of Shodhanartha Snehapana, analyzing the procedure, including Sneha selection, dosage, and observed outcomes. They evaluate Purva Karma, Sambhara Sangraha, and Atura Pariksha, focusing on Snehapana Matra Nirnaya, Snehapana Kala, and Sneha Anupana. The analysis includes Jeeryamana, Jeerna, and Ajeerna Lakshana, and oleation characteristics (Samyak, Asnigdha, and Ati Snigdha). Students discuss treatment for Asnigdha and Atisnigdha conditions and dietary considerations. The session concludes with a discussion on effectiveness and challenges in Snehapana.
NLHP 2.4	Shodhanartha Snehapana in Kushta and Vatarakta	Roleplay Students simulate consultations for Kushta or Vatarakta patients, focusing on dietary restrictions, lifestyle modifications, and Agni/Koshta assessment to determine the appropriate Sneha dose. They practice Sneha administration in pairs and design diet plans tailored to these conditions. A discussion on Samyak Snigdha Lakshana enhances their understanding of effective Ayurvedic treatment strategies. This activity equips students with the skills to manage these conditions effectively.
NLHP 2.5	Shamanartha Snehapana procedure.	CBL Students explore Shamanartha Snehapana through a clinical scenario, focusing on conditions like Vatarakta or Kushta. They begin with Purva Karma and Sambhara Sangraha, selecting appropriate medicated oils. During Atura Pariksha, they assess readiness with Atura Sidhata, determine Snehapana Matra , Snehapana Kala. Students practice administering the Sneha, observing oleation signs and potential adverse reactions. Post-procedure care includes dietary guidelines, lifestyle modifications, and identifying avoidances (Parihara Vishaya) to ensure effective treatment..

NLHP 2.6	Shamanartha Snehapana in Kushta and Vatarakta.	Debate Students are divided into two teams to debate whether Ghrita or Taila is more effective in treating Vatarakta. One team supports Ghrita for its nourishing properties and suitability for Pitta-dominant individuals, while the other favours Taila for its lubricating qualities and better absorption for Vata imbalances. The discussion covers properties, Dosha specificity, and patient tolerance. Similarly, the effectiveness of Shamanartha Snehapana in Kushta is also discussed.
NLHP 2.7	Sneha Vyapat and Chikitsa.	Symposium In this symposium on Sneha Vyapat, students analyze clinical case studies, such as nausea from excess Shamanartha Snehapana dosage and diarrhoea after Ghrita administration. Speakers highlight symptoms, errors in dosage, Sneha selection, and pre-procedure assessments. An interactive discussion follows, with students proposing treatment adjustments, dietary modifications, and corrective measures. Other Sneha Vyapat scenarios are also discussed, fostering critical thinking and emphasizing individualized treatment in Ayurveda
NLHP 2.8	Brumhana Snehapana and Sadya Snehana	Problem Based Learning Students are divided into groups to discuss Brumhana Snehapana with Ghrita or Taila, focusing on key steps like Purvakarma, Sambhara Sangraha, and Atura Pariksha to assess suitability. They determine appropriate dosage (Snehapana Matra Nirnaya), timing (Snehapana Kala), and Sneha Anupana for absorption. The Pradhanakarma involves careful administration, followed by Paschat Karma and dietary recommendations. Students also explore Sadya Snehana, discussing its types, dose, duration, and dietary guidelines, while assessing Samyak Snigdha Lakshana.
NLHP 2.9	Shiro Abhyanga Procedure	Demonstration Using illustrated charts and flipbooks, the instructor demonstrates Shiro Abhyanga without a live patient. Visual aids show step-by-step oil application, massage techniques, pressure points, and procedure duration. Labeled diagrams on a whiteboard or screen help students visualize the movements, while flipbooks guide them through each stage. Interactive discussions encourage students to analyze and explain key steps. This method enhances concept retention and understanding of Shiro

		Abhyanga fundamentals.
NLHP 2.10	Procedure of Shirodhara with Taila.	Demonstration The instructor guides students through the Taila Shirodhara procedure on a volunteer or mannequin. The session begins with Purva Karma, preparing the patient, recording vital signs, and performing a brief Abhyanga on the head, neck, and shoulders. During Pradhana Karma, the instructor demonstrates setting up the dhara pot and pouring warm medicated oil in a continuous stream over the forehead. In Paschat Karma, students learn to remove excess oil, apply Rasnadichurna, and advise the patient to rest post-treatment. This demonstration enhances understanding of Taila Shirodhara's therapeutic techniques.
NLHP 2.11	Shiropichu demonstration.	Demonstration The instructor guides students through the Shiropichu procedure on a volunteer or mannequin. The session begins with Purva Karma, preparing the patient, explaining the procedure, obtaining consent, and gathering materials like medicated oil and sterile cotton pads. During Pradhana Karma, the instructor demonstrates soaking the cotton pad in warm oil and placing it securely on the crown of the head. In Paschat Karma, students learn to remove the Pichu after 30-60 minutes and gently clean the scalp, providing post-treatment care instructions. The procedure may also be demonstrated using a pre-recorded video or 3D animation.
NLHP 2.12	Shirobasti demonstration	Demonstration The instructor guide students through the step-by-step procedure of Shirobasti. The session begins with Purva Karma, which involves patient preparation. During Pradhana Karma, the instructor demonstrates how to securely fit a leather cap on the patient's head, fill it with warm medicated oil, and maintain the temperature throughout the treatment. Finally, in the Paschat Karma phase, students observe how to properly remove the oil, conduct a gentle massage on the neck and shoulders, and advise the patient on post-treatment care.
NLHP 2.13	Sthanika Basti demonstration.	Demonstration

		The instructor illustrate the step-by-step procedure of Sthanika Basti on a volunteer or mannequin. The session begins with Purva Karma, which involves preparing the patient and the environment, including preparation of moulds and warming the medicated oil. During the Pradhana Karma, the instructor demonstrates the application of the warm medicated oil ensuring proper placement and duration for optimal therapeutic effects. Finally, in the Paschat Karma phase, students learn about post-procedure care, including observing the patient for any reactions and ensuring proper removal of any residual oil.
NLHP 2.14	Procedure of Abhyanga	Demonstration The instructor guides students through the Abhyanga procedure using a volunteer or mannequin. The session begins with Purva Karma, preparing the environment and warming the oil. During Pradhana Karma, the instructor demonstrates the massage technique, emphasizing long strokes on limbs and circular motions on joints. In Paschat Karma, students learn post-massage care, allowing the oil to absorb before taking a warm shower. This approach enhances students' practical skills and understanding of therapeutic effects of Abhyanga

Topic 3 Swedana Karma (LH :9 NLHT: 4 NLHP: 10)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Describe definition of Sweda,Swedana karma and classsification of Swedana karma with its Guna.	CK	MK	K	TBL,L &PPT	CL-PR,S-LAQ	F&S	I	-	LH
CO1	Describe Guna and Karma of Sweda and Swedopaga Dravya.	CK	MK	K	L&PPT ,ML	CL-PR,QZ ,S-LAQ	F&S	I	-	LH
CO2, CO3	Explain indications and contraindications of Swedana Karma.	CC	MK	KH	CBL,BL ,BS,L& PPT	CL-PR,S-LAQ	F&S	I	-	LH

CO3	Explain indications, contraindications and method of application of Chaturvidha Sweda.	CC	MK	KH	L&PPT,PER,DIS	COM,S-LAQ,CL-PR,QZ	F&S	I	-	LH
CO3	Distinguish the method of application of Sankara Sweda and Nadi Sweda procedure.	CC	MK	KH	PER,L_VC,TBL	COM,CL-PR	F&S	I	-	LH
CO2	Interpret the Samyak Swedana Lakshana, Ayoga Lakshana and Atiyoga Lakshana.	CC	MK	KH	L&PPT,PBL,TBL,PER	CL-PR,S-LAQ	F&S	I	-	LH
CO3	Analyze the principles of practice of Swedana Karma in the clinical conditions of Sandhigata Vata, Vatarakta, Pakshaghata, Ardita, Gridhrasi and Amavata.	CAN	MK	KH	PER,TBL,CBL	S-LAQ,M-POS,QZ	F&S	I	-	LH
CO2, CO3, CO4	Analyze the fitness of Sweda in a patient posted for the procedure.	CAN	MK	KH	D-BED,PER,L&GD,RP	CHK,CL-PR	F&S	I	-	LH
CO1, CO4	Explain Swedana Karmukata.	CC	MK	KH	L&PPT,PER,FC	S-LAQ	F&S	I	-	LH
CO4, CO7	Explain the Mechanism of Sweating and Thermoregulation in the context of Swedana	CC	MK	KH	L_VC,DIS,FC	CL-PR,S-LAQ	F	I	-	NLHT3.1
CO1, CO3	Discuss the indications of Sweda Karma .	CC	MK	KH	DIS,CBL	CL-PR	F&S	I	-	NLHT3.2
CO1, CO3	Discuss the contraindications of Sweda Karma	CC	MK	KH	BS,CBL	CBA,PRN	F&S	I	-	NLHT3.3
CO3, CO4,	Demonstrate Tapa Sweda.	PSY-GUD	MK	SH	KL,SIM,D-	DOPS,DOPS,CBA	F&S	I	-	NLHP3.1

CO5					M,TBL					
CO3, CO4, CO5	Demonstrate Upanaha Sweda.	PSY-GUD	MK	KH	D-M,SIM,KL	DOPS,PP-Practical	F&S	I	-	NLHP3.2
CO3, CO4, CO5	Demonstrate Parisheka Sweda.	PSY-GUD	MK	SH	D,D-M,KL	DOAP,DOPS,CBA	F&S	I	-	NLHP3.3
CO3, CO4, CO5	Demonstrate Avagaha Sweda.	PSY-GUD	MK	SH	D,PT	P-PRF,DOAP,DOPS	F&S	I	-	NLHP3.4
CO3, CO4, CO5	Demonstrate Nadi Sweda.	PSY-GUD	MK	SH	PT,D,KL	DOPS,OSPE	F&S	I	-	NLHP3.5
CO3, CO4, CO5	Demonstrate practice of Swedana Karma in Sandhigata Vata, Pakshaghata, Ardita,Gridhrasi and Amavata.	PSY-GUD	MK	SH	TBL,D,CBL,PER,KL	P-CASE,CBA,DOPS	F&S	I	-	NLHP3.6

Non Lecture Hour Theory

S.No	Name of Activity	Description of Theory Activity
NLHT 3.1	Mechanism of sweating	Discussion (Concept Mapping) In this activity, students create a concept map on sweating and thermoregulation in small groups. They discuss key concepts like the role of sweat glands, neurotransmitters in thermoregulation, and the relationship between sweating and dosha balance in Ayurveda. Students explore how Swedana affects Kapha by generating heat and Vata by mobilizing toxins. After completing their maps, groups present their findings, fostering a collaborative learning environment that enhances understanding of both physiological and Ayurvedic perspectives.

NLHT 3.2	Indications of Sweda Karma	Case Based Learning Students engage in a collaborative activity where they are presented with clinical case scenarios, such as patients with obesity, joint pain, or skin disorders like eczema. In pairs or small groups, they discuss whether Sweda Karma would be appropriate for these conditions and the rationale behind their decisions. Students link each condition to specific dosha imbalances, exploring how Swedana can promote detoxification and balance the doshas. This discussion fosters critical thinking about applying Ayurvedic principles in clinical practice. By the end of the session, students gain a deeper understanding of how Sweda Karma can be effectively integrated into treatment plans for various health issues.
NLHT 3.3	Contraindications of Sweda Karma	Brainstorming Students are divided into small groups to brainstorm the contraindications for Swedana based on prior knowledge. Each group discusses conditions or situations where Swedana would be inappropriate, such as fever, dehydration, pregnancy, weakness, acute infections, skin disorders, and heart conditions. Afterward, each group shares their findings with the class, fostering collaboration and exploring the reasons behind these contraindications. This activity aims to enhance understanding of patient safety in Ayurvedic practices and the importance of careful assessment before administering therapeutic interventions.
Non Lecture Hour Practical		
S.No	**Name of Practical**	**Description of Practical Activity**
NLHP 3.1	Tapa Sweda procedure.	Team Based Learning Students work in groups to practice the procedure with a volunteer, mannequin, or patient under the instructor's guidance. In the Purva Karma phase, teams prepare the patient and gather materials, discussing pre-treatment assessments. During Pradhana Karma, they apply heated materials like hot sand or stones to induce sweating, explaining how it alleviates conditions like Ama Vata. In Paschat Karma, teams discuss post-treatment care, including hydration and dietary recommendations. This activity promotes teamwork and practical understanding therapeutic applications of Tapa Sweda.

NLHP 3.2	Upanaha Sweda procedure	Simulation Students simulate the procedure using a volunteer, mannequin, or model limb under the instructor's guidance. They prepare a Vatahara herbal paste and ensure the skin is clean during Purva Karma. In Pradhana Karma, students apply the paste to the affected area, cover it with leaves, and secure it with a bandage to retain heat. During Paschat Karma, they remove the paste after the recommended duration, clean the area with lukewarm water, and discuss post-treatment care. This simulation enhances procedural skills and clinical understanding for real-world application.
NLHP 3.3	Parisheka Sweda procedure.	Kinaesthetic learning In the Parisheka Sweda activity, students participate in the procedure under the instructor's guidance. They assist in the Purva Karma phase by preparing the patient with Abhyanga. During Pradhana Karma, students take turns pouring warm medicated liquids to induce sweating, ensuring proper technique and temperature. In the Paschat Karma phase, they practice post-treatment care, including advice for bathing, hydration, and rest. This hands-on experience enhances students' understanding of Parisheka Sweda's therapeutic applications in Ayurveda.
NLHP 3.4	Avagaha Sweda procedure.	Demonstration The instructor demonstrates the Avagaha Sweda procedure using a volunteer, mannequin, or patient. In the Purva Karma phase, the patient undergoes Abhyanga to relax and warm the body. During Pradhana Karma, the patient is immersed in a tub filled with warm medicated liquid, ensuring comfort and effective sweating. The instructor monitors the temperature to maintain optimal conditions. In the Paschat Karma phase, the instructor guides post-treatment care, including skin cleansing and recommendations for hydration and rest. This demonstration provides students with practical insights into therapeutic applications of Avagaha Sweda.
NLHP 3.5	Nadi Sweda procedure.	Demonstration The instructor demonstrates the Nadi Sweda procedure using a volunteer, mannequin, or patient. In the

		Purva Karma phase, the patient undergoes Abhyanga to warm and relax the body. During Pradhana Karma, steam infused with therapeutic herbs is directed towards the affected body part using the Nadi Sweda Yantra, promoting sweating. In the Paschat Karma phase, the instructor guides the patient through post-treatment care, focusing on hydration and rest for recovery
NLHP 3.6	Clinical application of Sweda	Case Based Learning Students engage in an interactive session on Swedana Karma for conditions like Sandhigata Vata, Pakshaghata, Ardita, Gridhrasi, and Amavata. Divided into small groups, they discuss the pathophysiology of assigned conditions. The instructor then delivers a brief lecture on Swedana Karma's mechanism and therapeutic effects. Case studies provide practical context, followed by a live demonstration where the instructor explains procedural modifications for each condition. The session concludes with feedback emphasizing the importance of personalized Ayurvedic therapies.

Topic 4 Special Procedures: Sankara Sweda, Ksheeradhooma, Pizhichil, Dhanyamladhara, Takradhara, Thalam and Thalapothichil and Annalepa (LH :7 NLHT: 9 NLHP: 19)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO2, CO3	Explain the definition, types, procedure and benefits of Sankara Sweda	CC	MK	KH	L&PPT	S-LAQ,COM,QZ	F	II	-	LH
CO2, CO3	Explain the definition, types, procedure and benefits of Ksheeradhooma	CC	MK	KH	L&PPT ,CBL	QZ ,S-LAQ	F	II	-	LH
CO2, CO3	Explain the definition, types, procedure and benefits of Pizhichil	CC	MK	KH	L_VC,L &PPT	CL-PR,S-LAQ	F	II	-	LH
CO2, CO3	Comprehend the definition, types, procedure and benefits of Dhanyamladhara	CC	MK	KH	L_VC,L &PPT	PRN	F	II	-	LH

CO2, CO3	Explain the definition, types, procedure and benefits of Takradhara	CC	MK	KH	L&PPT ,L_VC	CL-PR	F	II	-	LH
CO2, CO3	Explain the definition, types, procedure and benefits of Thalam and Thalapothichil	CC	MK	KH	L&PPT	CBA	F	II	-	LH
CO2, CO3	Interpret the definition, types, procedure and benefits of Annalepa	CC	MK	KH	L&PPT	DOPS,S-LAQ,DOPS	F	II	-	LH
CO3	Demonstrate the preparation, procedure of various Sankara Sweda with their therapeutic indications .	PSY-GUD	MK	SH	W,D-M, TPW,KL	DOPS,OSPE,P-PRF	F&S	II	-	NLHP4.1
CO3	Demonstrate the procedure of Ksheeradhooma with therapeutic indications .	PSY-GUD	MK	SH	D,SIM, PT,KL	DOPS,P-PRF	F&S	II	-	NLHP4.2
CO3	Demonstrate the procedure of Pizhichil with therapeutic indications	PSY-GUD	MK	SH	KL,D	P-PRF,OSPE,DOPS	F&S	II	-	NLHP4.3
CO3	Demonstrate the procedure and preparation of Dhanyamladhara with its therapeutic indications.	PSY-GUD	MK	SH	D	OSPE,DOPS,P-PRF	F&S	II	-	NLHP4.4
CO3, CO5	Demonstrate the procedure and preparation of Takradhara with its therapeutic indications.	PSY-GUD	MK	SH	D	DOPS,OSPE,P-PRF	F&S	II	-	NLHP4.5
CO3, CO5	Demonstrate the procedure and preparation of Thalam and Thalapothichil with their therapeutic indications .	PSY-GUD	MK	SH	D,KL,SIM	OSPE,DOPS	F&S	II	-	NLHP4.6
CO3, CO4, CO5	Demonstrate the procedure and preparation of Annalepa with its therapeutic indications .	PSY-GUD	MK	SH	KL,D-M	RK,DOPS, OSPE	F&S	II	-	NLHP4.7
CO1	Discriminate regional variations in practice of Pizhichil	CAN	MK	KH	LS,PL,IBL,PER	DEB,COM	F	II	-	NLHT4.1
CO1	Comprehend the concept of Sankara Sweda	CC	MK	KH	PL,TBL	CL-PR,INT	F	II	-	NLHT4.2

					,DIS	,COM				
CO1	Identify and categorise various drugs used for Thalam and Thalapothichil	CAN	MK	KH	PrBL,DIS,LS	COM,T-OBT,QZ	F	II	-	NLHT4.3
CO1, CO3	Comprehend the utility of Thalapothichil	CC	MK	KH	PBL,CBL	SP,P-PS	F	II	-	NLHT4.4
CO1, CO4	Comprehend the procedure of Takradhara	CC	MK	KH	PL,TBL,BL	M-POS,COM,PRN	F	II	-	NLHT4.5
CO1, CO3	Identify variations in practice of Takradhara	CAP	MK	KH	DIS,LS,TBL	CL-PR,COM	F	II	-	NLHT4.6
CO1, CO3	Infer the clinical utility of Dhanyamla	CAP	MK	KH	IBL,CBL,DIS	COM,DEB,CL-PR	F	II	-	NLHT4.7

Non Lecture Hour Theory

S.No	Name of Activity	Description of Theory Activity
NLHT 4.1	Interactive learning on regional variations in practice of Pizhichil	Group Discussion Students discuss regional variations in the practice of Pizhichil. Each group explores differences in oil selection, therapist involvement, oil application methods, patient positioning, duration, and specific conditions treated. They present their findings, comparing how these variations influence the effectiveness of the therapy. A classroom discussion follows, where students analyze the benefits and challenges of each approach. The faculty concludes by summarizing key differences and explaining their clinical significance, helping students appreciate the adaptability of Pizhichil in different regions.
NLHT 4.2	Interactive learning on Sankara Sweda	Jigsaw learning The class divides into four groups, each focusing on a specific aspect of Sankara Sweda: materials and preparation, procedure and techniques, indications and benefits, and precautions and contraindications. Each group discusses their topic and prepares a summary. They then form mixed groups where each student teaches their topic to peers, ensuring collective learning and a comprehensive understanding of

		all aspects.
NLHT 4.3	Compilation of drugs used for Thalam and Thalapothichil	Team Based Learning Students form small groups and classify the drugs used for Thalam and Thalapothichil based on their type (herbs, oils, pastes, liquids, etc.), dosha specificity, and conditions treated (neurological, psychiatric, dermatological, etc.). Each group discusses their classification and prepares a summary. They then present their findings to the class, followed by a faculty-led discussion that clarifies doubts and highlights the clinical significance of different materials.
NLHT 4.4	Utilty of Thalapothichil	Case Based Learning Divide students into small groups.Each group receives a unique patient scenario, such as a patient with insomnia, migraine, or scalp disorders, and engages in a discussion to analyze the condition based on Ayurvedic principles. They identify the predominant dosha imbalance and determine whether Thalam or Thalapothichil is the most suitable therapy. Using their knowledge of medicinal herbs, oils, and pastes, they carefully select the appropriate materials, considering their therapeutic properties and mode of action. Groups then justify their choices by explaining the rationale behind ingredient selection, expected benefits, and potential modifications based on patient-specific factors. This process encourages critical thinking and a deeper understanding of formulation selection in clinical practice.
NLHT 4.5	Interactive discussion on the procedure of Takradhara	Peer learning The class divides into four groups, each focusing on a specific aspect of Takradhara: preparation of Takra , patient preparation and positioning, procedure and technique, and post-procedure care with indications and contraindications. Each group discusses their assigned topic, compiles key points, and prepares a summary. Afterward, the groups reorganize into mixed teams, where each student teaches their assigned aspect to their peers. This process ensures collective learning, allowing every student to gain a comprehensive understanding of the entire procedure through peer interaction and discussion.
NLHT 4.6	Variations in practice of Takradhara	Team Project work Students compare and contrast classical and regional variations of Takradhara, analyzing differences in

		formulations, procedural techniques, and therapeutic applications across Ayurvedic traditions. Keraleeya Panchakarma practices, application in different wings of Ayurveda like Kayachikitsa, Manas Roga, Shalakya Tantra , Koumarabhritya and Prassoti Tantra. By engaging in case-based discussions and analyzing real-world applications, students learn to adapt and apply these variations in clinical practice, ensuring optimal patient care based on individual needs.
NLHT 4.7	Clinical utility of Dhanyamla	Case Based Learning Divide students into small groups.Each group receives a patient case scenario, such as a patient with rheumatoid arthritis, psoriasis, or diabetic neuropathy, and analyzes the condition based on Ayurvedic principles. They determine the appropriateness of Dhanyamla for the given case and discuss the mode of application of Dhanyamla, selecting suitable mode of use based on the patient's dosha imbalance and pathology. The group explores necessary procedure modifications for Dhanyamladhara including temperature adjustments, duration, and method of application, to ensure patient safety and maximize therapeutic effectiveness. They also identify the expected benefits, potential contraindications, and necessary precautions during and after the therapy. Each group then presents their treatment approach to the class, followed by peer feedback and faculty insights, ensuring a deeper understanding of clinical decision-making and personalized patient care.
Non Lecture Hour Practical		
S.No	**Name of Practical**	**Description of Practical Activity**
NLHP 4.1	Procedure of Sankara Sweda	Demonstration The instructor begins the demonstration by providing a brief overview of the Sankara Sweda procedure. The practical session follows a step-by-step approach, starting with material collection, where necessary herbs and ingredients are gathered. Next, the preparation of the patient is essential to ensure comfort and readiness for treatment. The teacher then demonstrates the preparation of materials, showcasing how to create different types of Pottali, including Choorna Pinda Sweda, Jambeera Pinda Sweda, Patrapotala Sweda, and Shahtika Sali Pinda Sweda. Following this, the application of the procedure is illustrated, emphasizing the correct techniques for administering the boluses. Finally, Paschat Karma instructions are provided to guide participants on post-treatment care

		and recommendations, ensuring a comprehensive understanding of the Sankara Sweda process.
NLHP 4.2	Demonstration of procedure of Ksheeradhooma	Kinaesthetic learning The instructor gives a brief overview of the Ksheeradhooma procedure. In the practical session, participants start by gathering the essential ingredients: milk and a suitable herbal decoction. They then prepare the patient, ensuring comfort and readiness. The instructor demonstrates how to make Ksheera, mixing milk with the herbal decoction to create a therapeutic infusion. Participants practice applying the procedure, following standard operating procedures to master the techniques for effective Ksheeradhooma. The session wraps up with Paschat Karma instructions, guiding participants on post-treatment care to enhance the benefits and ensure a complete understanding of the procedure.
NLHP 4.3	Demonstration of the procedure of Pizhichil	Kinaesthetic learning The instructor starts with a brief overview of Pizhichil. In the practical session, participants first collect the materials, including oil for Seka and Thalam, Rasnadi Choorna, muslin cloth, and vessels for heating the oil. They then prepare the patient, ensuring comfort and readiness. The instructor demonstrates how to heat the oil to the right temperature for optimal therapeutic effect. Participants practice applying the procedure according to standard operating procedures, learning the correct techniques for effective Pizhichil application. The session ends with Paschat Karma instructions, guiding participants on post-treatment care to maximize the benefits of this rejuvenating therapy.
NLHP 4.4	Demonstration of Dhanyamladhara procedure	Simulation The instructor begins with a brief introduction to the Dhanyamladhara procedure. In the simulation practical, participants first collect the materials, including Dhanyamla, Varshulika (pots), and Rasnadi Choorna. They then prepare the patient for comfort and readiness. The instructor demonstrates how to heat the Dhanyamla to the correct temperature for effective application. Participants practice applying the procedure following standard operating procedures, ensuring they learn the proper techniques. The session concludes with the instructor providing Paschat Karma instructions, guiding participants on post-treatment care and recommendations to maximize therapeutic benefits.

NLHP 4.5	Demonstration of Takradhara procedure	Demonstration The instructor provides a concise overview of the Takradhara procedure. The practical session begins with material collection, which includes essential items such as Ksheera , herbs for preparing Kashaya, and appropriate Dhara vessels. Following this, the preparation of the patient is emphasized to ensure comfort and readiness for the therapy. The teacher then demonstrates the preparation of Takra. The application of the procedure is conducted ensuring proper technique and effectiveness in delivering the treatment. Finally, the teacher provides Paschat Karma instructions, offering guidance on post-treatment care and recommendations to enhance the benefits of Takradhara, thus ensuring participants gain a comprehensive understanding of this therapeutic practice.
NLHP 4.6	Demonstration of Thalam and Thalapothichil procedure	Kinaesthetic Learning The instructor starts by providing a brief overview of the Thalam and Thalapothichil procedures. In the practical session, participants first collect the materials, including herbal powders, herbal decoction, and oil. They then prepare the patient for comfort and readiness. The instructor demonstrates how to prepare the herbal paste for both procedures. Participants follow along, learning to apply the paste to the scalp using the correct techniques. Finally, the instructor explains Paschat Karma, guiding participants on post-treatment care and recommendations for optimal benefits,
NLHP 4.7	Demonstration of Annalepa procedure	Demonstration The instructor begins with a brief overview of the Annalepa procedure. The practical session commences with material collection, which includes essential ingredients such as Shashtikashali , milk, and a suitable herbal decoction. Following this, the preparation of the patient is to be emphasized to ensure their comfort and readiness for the treatment. The teacher then demonstrates the preparation of the material, illustrating the process of making Annalepa, which involves combining the rice, milk, and herbal decoction to create a paste for application. The application of the procedure is to be conducted according to standard operating procedures , ensuring participants learn the correct techniques for administering Annalepa effectively. Finally, Paschat Karma instructions are to be provided, offering guidance on post-treatment care and recommendations to enhance the therapeutic effects of this nourishing treatment, thus ensuring a comprehensive understanding of the Annalepa procedure.

Topic 5 Physiotherapy (LH :6 NLHT: 1 NLHP: 7)										
A3	**B3**	**C3**	**D3**	**E3**	**F3**	**G3**	**H3**	**I3**	**K3**	**L3**
CO7	Define Physiotherapy and describe the scope and importance of Physiotherapy in practice.	CK	MK	K	L&PPT	S-LAQ	F&S	II	-	LH
CO7	Explain the physiological benefits of Static exercises	CC	MK	KH	L&PPT	S-LAQ	F&S	II	-	LH
CO7	Explain the physiological benefits of Isotonic exercises.	CC	MK	KH	L&PPT	S-LAQ	F&S	II	-	LH
CO7	Distinguish the physiological effects of deep heating modalities & Superficial heating modalities	CC	MK	KH	L&PPT	S-LAQ	F&S	II	-	LH
CO7	Explain the clinical indications & physiological effects of Electrotherapy	CC	MK	KH	L&PPT	S-LAQ	F&S	II	-	LH
CO7	Interpret the specific applications & physiological effects of Manual therapy	CC	MK	KH	L&PPT ,BL	S-LAQ	F&S	II	-	LH
CO7	Demonstrate the Isotonic exercises,benefits and proper techniques to perform.	PSY-GUD	MK	KH	D-M,CBL,KL	OSPE,DOAP,P-PRF,CBA	F&S	II	-	NLHP5.1
CO7	Demonstrate Superficial heating modalities and Deep heating modalities.	PSY-GUD	DK	SH	KL,CBL	DOAP,OSCE,DOPS	F&S	II	-	NLHP5.2
CO7	Demonstrate Interferential Therapy (IFT) , Transcutaneous Electrical Nerve Stimulation (TENS) and Muscle Stimulation Therapy (MST)	PSY-GUD	DK	SH	KL,CBL	OSCE,DOAP	F&S	II	-	NLHP5.3
CO7	Demonstrate Manipulation techniques for Shoulder joint, Knee joint and Spine disorders	PSY-GUD	DK	SH	PT,KL,D	P-PRF,OSCE,DOPS	F&S	II	-	NLHP5.4
CO1, CO7	Relate the integration of Physiotherapy and Ayurvedic approaches	CAP	MK	KH	DIS,BS,CBL	Log book,PM	F&S	II	-	NLHT5.1

Non Lecture Hour Theory		
S.No	**Name of Activity**	**Description of Theory Activity**
NLHT 5.1	Discussion on Integration of Physiotherapy and Ayurvedic approaches	Brainstorming The class divides into small groups, each brainstorming on Ayurvedic and Physiotherapy approaches for musculoskeletal and neurological conditions. They explore common principles shared between the two disciplines, such as Marma therapy and trigger point therapy, or Kati Basti and lumbar traction, while also identifying differences in therapeutic goals and techniques. Each group compiles key insights and presents their findings, followed by a faculty-led discussion to refine understanding and highlight the integrative potential of both systems in patient care.
Non Lecture Hour Practical		
S.No	**Name of Practical**	**Description of Practical Activity**
NLHP 5.1	Procedure of Isometric and Isotonic Exercise	Kinaesthetic learning The instructor chooses a spacious area and assumes the correct stance, ensuring proper alignment. They guide a volunteer through each movement, demonstrating the postures while explaining the benefits and techniques. The volunteer actively follows along, feeling the stretch and engagement of each muscle. After completing the exercises, they take a brief resting period to recover and reflect. The instructor then sets the number of repetitions, encouraging a gradual increase in intensity. This interactive approach allows participants to experience the exercises firsthand, enhancing their understanding through movement.
NLHP 5.2	Procedure of Superficial heating modalities and Deep Heating Modalities.	Simulation In a simulated session, a volunteer performs exercises as the instructor demonstrates movements, explaining posture and benefits. Participants observe, analyze form, provide feedback, and discuss corrections. After a brief rest, the instructor assigns repetitions, encouraging coaching practice. This structured approach integrates observation, analysis, and hands-on learning.

NLHP 5.3	Procedure of Interferential Therapy (IFT) , Transcutaneous Electrical Nerve Stimulation (TENS) and Muscle Stimulation Therapy (MST)	Demonstration The instructor demonstrates IFT, TENS, and MST procedures, beginning with patient assessment and reviewing medical history for safety. Essential materials, including electrodes and respective machines, are gathered before setup. For IFT, electrodes are placed near the pain area, delivering mild electrical currents for 20–30 minutes to stimulate nerves and muscles. In TENS, electrodes target pain distribution, administering impulses for about 20 minutes to relieve discomfort. MST involves electrode placement for muscle contraction, aiding rehabilitation and strength. Each demonstration concludes with post-treatment care instructions, emphasizing recovery, hydration, and follow-up exercises for optimal results.
NLHP 5.4	Procedure of Manual therapy	Demonstration The instructor demonstrates manual therapies on a volunteer, including basic massage techniques for relaxation and circulation, joint mobilization for the shoulder, knee, and spine, and myofascial release to reduce tension. Techniques such as scapular manipulation for shoulder dislocations and mobilization for knee and spinal joints are showcased to enhance flexibility and relieve stiffness. Emphasizing proper technique, patient comfort, and therapeutic benefits, the session provides participants with a practical understanding of effective manual therapy applications.

Topic 6 Vamana Karma (LH :13 NLHT: 7 NLHP: 15)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1, CO3	Define Vamana and describe the indications and contraindications of Vamana Karma	CK	MK	K	L&PPT ,REC,D IS	S-LAQ,P-REC	F&S	II	-	LH
CO1, CO3	Explain the indications and contraindications of Vamana Karma	CC	MK	KH	CBL,L &GD	PRN,QZ	F&S	II	-	NLHT6.1
CO2, CO4	Explain the Purva Karma of Vamana with Sambhara Sangraha & Atura Pariksha.	CC	MK	KH	CBL,L_ VC,L&	S-LAQ	F&S	II	-	LH

					PPT					
CO2, CO4	Explain Atura Siddhata including Abhyantara Snehapana, Vishrama Kala procedures and Vamaka Yoga preparation with anupana and dose	CC	MK	KH	L&PPT ,L_VC	S-LAQ,CL-PR	F&S	II	-	LH
CO2, CO4	Explain Pradhana Karma with administration of Vamana Yoga, analysis of Lakshana indicating Doshagati, management during Vamana Karma and observation of Vega	CC	MK	KH	L_VC	CBA,S-LAQ	F&S	II	-	LH
CO2, CO4	Explain the symptoms of Samyak, Ayoga, Atiyoga with Chikitsa of Ayoga and Atiyoga	CC	MK	KH	L_VC	S-LAQ,M-CHT	F&S	II	-	LH
CO2, CO4	Explain Paschat Karma including assessment of Shuddhi, Dhoomapana & Kavala, Samsarjana Krama and Parihara Vishaya of Vamana	CC	MK	KH	CBL,L &PPT ,PBL	CBA,S-LAQ	F&S	II	-	LH
CO4, CO6	Explain Vamana Vyapat and Chikitsa	CC	MK	KH	L&PPT	S-LAQ	F&S	II	-	LH
CO3	Explain the concept of Sadyo Vamana	CC	MK	KH	CBL,L &PPT ,L_VC	S-LAQ	F&S	II	-	LH
CO1, CO3	Explain Vamana Karmukata	CC	MK	KH	L&PPT ,L_VC	S-LAQ	F&S	II	-	LH
CO1, CO3	Analyze the principles of practice of Vamana in Kushta	CAN	MK	KH	CBL,PBL	PRN	F	II	-	LH
CO1, CO3	Analyze the principles of practice of Vamana in Shwasa	CAN	MK	KH	CBL,RP ,PBL	PRN	F	II	-	LH
CO1, CO3	Analyze the principles of practice of Vamana in Yuvanapidaka	CAN	MK	KH	PBL,CBL	PRN	F	II	-	LH

CO1, CO3	Analyze the principles of practice of Vamana in Amlapitta	CAN	MK	KH	CBL,ML,PBL	PRN	F	II	-	LH
CO2	Enlist and Identify Vamana and Vamanopaga dravya and describe the properties of Vamana drugs	CK	MK	KH	L&PPT,DG	P-ID	F&S	II	V-DG	NLHT6.2
CO3	Prepare a disease wise Vamana Purva Karma chart	CAP	MK	KH	CBL	PRN	F	II	-	NLHT6.3
CO4, CO8	Illustrating patient counselling for Vamana karma	CAN	MK	KH	RP,DL	CL-PR	F	II	-	NLHT6.4
CO4	Show comprehensive knowledge of Vamana Paschat Karma	CAP	MK	KH	PL,CBL,RP,DIS	PRN	F	II	-	NLHT6.5
CO3	Comprehend the concept of Sadyo Vamana	CC	MK	KH	PL,DIS	T-OBT,M-CHT	F	II	-	NLHT6.6
CO5	Demonstrate Purva Karma of Vamana	PSY-GUD	MK	SH	D	OSPE,DOPS	F&S	II	-	NLHP6.1
CO5	Demonstrate Pradhana Karma of Vamana	PSY-GUD	MK	SH	D,W,KL	OSPE	F&S	II	-	NLHP6.2
CO5	Demonstrate Paschat Karma of Vamana	PSY-GUD	MK	SH	D	OSPE	F&S	II	-	NLHP6.3
CO5	Demonstrate Sadyo Vamana	PSY-GUD	MK	SH	CBL,D	CBA,OSPE	F&S	II	-	NLHP6.4
CO5	Demonstrate Vamana Karma in Shwasa	PSY-GUD	MK	KH	D,CBL,L&PPT,PBL	DOPS,OSCE,CBA	F&S	II	-	NLHP6.5
CO5	Demonstrate Vamana Karma in Amlapitta	PSY-GUD	MK	SH	TBL,CBL,PBL,D	CBA,DOPS,OSCE	F&S	II	-	NLHP6.6

CO5	Demonstrate Vamana Karma in Kushta	PSY-GUD	MK	SH	D,CBL	DOPS,OSCE,CBA	F&S	II	-	NLHP6.7

Non Lecture Hour Theory

S.No	Name of Activity	Description of Theory Activity
NLHT 6.1	Indications and contraindications of Vamana Karma	Case-Based Learning Students analyze clinical cases involving Kapha disorders and Medoroga, determining whether Vamana is indicated or contraindicated. Each group evaluates symptoms and medical history, justifying their conclusions. The instructor facilitates discussions, encouraging critical thinking. Groups present their findings, reinforcing clinical decision-making and the therapeutic applications of Vamana in practice.
NLHT 6.2	Identification of Vamana and Vamanopaga Dravya	Group Discussion Students work in small groups, each assigned a specific task. One group classifies Vamana Dravya, another explores Vamanopaga Dravya, and a third conducts a detailed study of Madanaphala, analyzing its Rasa, Guna, Veerya, Vipaka, and Prabhava. Groups organize findings using charts or digital tools and present their insights. The session concludes with a guided visit to the herbal garden or Dravyaguna museum for direct observation, reinforcing theoretical concepts through practical exposure.
NLHT 6.3	Preparation of disease wise Vamana Purva Karma chart	Making of Charts The Vamana Purvakarma chart outlines key preparatory steps for effective therapeutic emesis. It begins with Deepana-Pachana to enhance digestion, followed by Abhyantara Snehana with medicated ghee or oil and BahyaSnehana, Swedana and Dietary guidelines during Sneha Sweda and on the day prior to Vamana (Utklesha diet).The chart shall also include psychological preparation which helps patients stay relaxed and informed. This structured approach optimizes Vamana therapy outcomes.
NLHT 6.4	Roleplay on patient communication for Vamana	Roleplay

	Karma	Students role-play as Patient and Practitioner to practice patient counseling. The Practitioner establishes rapport, explains Vamana Karma—its purpose, indications (e.g., Kapha disorders), and Purva Karma preparation. They detail the procedure, expected outcomes, benefits (e.g., improved digestion, detoxification), and possible discomforts. Post-procedure care is outlined, and patient concerns are addressed with reassurance. The session concludes with obtaining written consent, reinforcing collaboration. This exercise enhances communication skills and deepens practical understanding of Vamana therapy.
NLHT 6.5	Interactive discussion on Paschat Karma	Group discussion Participants are divided into groups, each assigned specific topics: diet regimen (Samsarjana Krama), lifestyle modifications, and management of complications such as dehydration and fatigue. Each group will conduct research on their topic and then teach their findings to other participants, fostering a collaborative learning environment.
NLHT 6.6	Peer learning on the concept of Sadyo Vamana	Peer learning Participants will be assigned specific topics to prepare, including the definition and importance of Sadyo Vamana, indications and contraindications, steps of the procedure, complications and their management, and a comparison with classical Vamana. Following this, participants will be divided into small groups to discuss their topics and prepare presentations. The session will conclude with a summary of key takeaways, incorporating insights from all participants to enhance understanding of Vamana.
Non Lecture Hour Practical		
S.No	**Name of Practical**	**Description of Practical Activity**
NLHP 6.1	Demonstration of Vamana Purva Karma in a patient	Kinaesthetic learning Students actively participate in each step of Vamana Purva Karma. They begin by collecting and organizing all necessary tools and herbal preparations. They then assess Agni and Koshta to determine the patient's readiness for Vamana therapy. Students perform Abhyantara Snehana and Swedana,

		applying oil and heat therapy to prepare the body. They engage in selecting an appropriate Vamaka Dravya based on the patient's condition, discussing its properties and effects. Finally, they collaborate in planning dietary guidelines to optimize patient readiness, ensuring hands-on learning and deeper understanding of Vamana Purva Karma.
NLHP 6.2	Pradhana Karma of Vamana in a patient	Kinaesthetic learning Students actively participate in gathering and organizing all necessary tools and medications. They engage in preparing the patient by explaining the procedure and obtaining informed consent. Students then set up and arrange the required medications for easy access. During the application of the procedure, they administer Vamana yoga and assist in Akanta pana to induce vomiting. They observe and assess Vega and Upavega, actively monitoring signs of Samyak, Ayoga, and Atiyoga. Throughout the process, they apply appropriate Chikitsa for any deviations, ensuring hands-on learning and a deeper understanding of the Vamana procedure .
NLHP 6.3	Demonstration of Paschat Karma of Vamana	Kinaesthetic learning Students participate by performing the assessment of Shuddhi to evaluate the purification achieved through Vamana and allied therapies, including monitoring the effectiveness of Dhoomapana and Kavala practices. They collaborate in providing dietary guidelines that support recovery. Students also engage in discussions about Parihara Vishaya, exploring lifestyle modifications to prevent disease recurrence. Finally, they actively discuss Vamana Vyapat and Chikitsa, focusing on the indications and treatment protocols for Vamana therapy, ensuring a hands-on understanding of the procedure and its impact on patient health.
NLHP 6.4	Demonstration of Sadyo Vamana in a patient	Workshop Students actively participate in a hands-on workshop on Sadyo Vamana under instructor supervision. They begin by assessing indications and contraindications, followed by material collection and patient preparation. In small groups, they administer emetic substances, observe vega and upavega, and identify samyak, ayoga, and atiyoga lakshana. Post-procedure, they practice Paschat Karma protocols, including dietary guidelines and recovery care. A debrief session follows, where students analyze outcomes, discuss complications, and refine their approach for real-world application.

NLHP 6.5	Demonstration of Vamana Karma in a Shwasa patient	Demonstration The instructor demonstrates the Vamana procedure by first collecting and sterilizing necessary tools. They explain the procedure to the patient and obtain informed consent. The materials for Vamana are prepared, and the procedure is demonstrated with attention to technique. The instructor observes for Samyak, Ayoga, and Atiyoga lakshana. Afterward, Paschat karma instructions for post-procedure care are provided, followed by an outcome and assessment to evaluate the procedure's success and any improvements needed.
NLHP 6.6	Demonstration of Vamana Karma in an Amlapitta patient	Same as for Shwasa
NLHP 6.7	Demonstration of Vamana Karma in a Kushta patient	Same as for Shwasa

Topic 7 Virechana Karma (LH :13 NLHT: 7 NLHP: 15)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Define Virechana and describe the indications and contraindications	CK	MK	KH	L&PPT	S-LAQ	F&S	II	-	LH
CO1	Describe the types of Virechana	CK	MK	KH	L&PPT	S-LAQ	F&S	II	-	LH
CO2	Apply the principles of selection of Virechana formulations - Trivrut Lehya. Avipathi Choorna, Abhayadi Modaka, Gandharveranda Taila	CAP	MK	KH	L&PPT	S-LAQ	F&S	II	-	LH
CO2, CO4	Describe the Sambhara Sangraha and Atura Pariksha	CK	MK	K	L&PPT	S-LAQ	F&S	II	-	LH
CO2, CO4	Explain Aatura Sidhata including Abhyantara Snehapana ,Vishrama Kala procedures and Virechana Yoga with Anupana and dose	CC	MK	KH	CBL,L &PPT	S-LAQ	F&S	II	-	LH

CO4	Explain the administration of Virechana Yoga and observation of Vega	CC	MK	KH	CBL,L &PPT	S-LAQ	F&S	II	-	LH
CO4, CO6	Infers the symptoms of Samyak, Ayoga, Atiyoga of Virechana with Chikitsa of Ayoga and Atiyoga	CAN	MK	KH	L&PPT ,CBL	S-LAQ	F&S	II	-	LH
CO4, CO6	Explain Paschat Karma of Virechana including assessment of Shuddhi, Samsarjana Krama and Parihara Vishaya of Virechana	CC	MK	KH	L&PPT ,CBL	S-LAQ	F&S	II	-	LH
CO4, CO6	Explain Virechana Vyapat and Chikitsa	CC	MK	KH	L&PPT ,CBL	S-LAQ	F&S	II	-	LH
CO1, CO3	Explain Virechana Karmukata	CC	MK	KH	CBL,L &PPT	S-LAQ	F&S	II	-	LH
CO3	Analyse principles of practice of Virechana Karma in Kushta	CAN	MK	KH	L&PPT ,CBL	PRN,S-LAQ	F	II	-	LH
CO3	Analyse principles of practice of Virechana Karma in Vatarakta	CAN	MK	KH	CBL,L &PPT	PRN	F	II	-	LH
CO3	Analyse principles of practice of Virechana Karma in Pakshaghata	CAN	MK	KH	CBL	PRN	F	II	-	LH
CO3	Analyse principles of practice of Virechana Karma in Prameha	CAN	MK	KH	CBL	PRN	F	II	-	LH
CO1	Explain Indications and contraindications of Virechana Karma	CC	MK	KH	L&GD	S-LAQ	F&S	II	-	NLHT7.1
CO2	Enlist and identify Virechana and Virechanopaga Dravya and describe the properties of Virechana Dravya	CK	MK	KH	L&PPT ,DG	P-ID	F&S	II	V-DG	NLHT7.2
CO3	Prepare a disease wise Virechana Purva Karma chart	CAN	MK	KH	CBL	PRN	F	II	-	NLHT7.3
CO3	Distinguish Nitya Virechana and Koshta Shodhana in patients	CC	MK	KH	CBL,TBL	COM	F	II	-	NLHT7.4

CO1, CO3	Analyze the principles of selection of formulations for Virechana	CAN	MK	KH	PBL,CBL	PRN	F	II	-	NLHT7.5
CO5	Demonstrate Purva Karma of Virechana	PSY-GUD	MK	SH	D	DOPS,OSPE	F&S	II	-	NLHP7.1
CO5	Demonstrate Pradhana Karma of Virechana	PSY-GUD	MK	SH	D	DOPS,OSPE	F&S	II	-	NLHP7.2
CO5	Demonstrate Paschat Karma of Virechana	PSY-GUD	MK	SH	D	CHK,DOPS,OSPE	F&S	II	-	NLHP7.3
CO5	Demonstrate Virechana Karma in Kushta	PSY-GUD	MK	SH	D,CBL	CBA	F&S	II	-	NLHP7.4
CO5	Demonstrate Virechana Karma in Vatarakta	PSY-GUD	MK	SH	CBL,D	CBA	F&S	II	-	NLHP7.5
CO5	Demonstrate Virechana Karma in Pakshaghata	PSY-GUD	MK	SH	CBL,D	CBA	F&S	II	-	NLHP7.6
CO5	Demonstrate Virechana Karma in Prameha	PSY-GUD	MK	SH	CBL,D	CBA	F&S	II	-	NLHP7.7

Non Lecture Hour Theory

S.No	Name of Activity	Description of Theory Activity
NLHT 7.1	Indications and contraindications of Virechana Karma	Group Discussion Students are divided into small groups, each assigned topics like indications, contraindications, and factors influencing patient selection. Using clinical cases representing various doshic imbalances, groups evaluate whether Virechana is indicated and discuss the rationale behind their decisions. They explore potential risks of ignoring contraindications and the importance of patient assessment for safety and therapeutic efficacy. Key takeaways are summarized at the end to reinforce these concepts.

NLHT 7.2	Enlist and identify Virechana and Virechanopaga Dravya	Garden visit Students are divided into groups for an interactive session on Virechana and Virechanopaga Dravya. Each group focuses on classifying Virechana Dravya, Virechanopaga Dravya, and detailed study of Trivrit, including its properties and mode of action. Groups discuss the Rasa, Guna, Virya, Vipaka, and Prabhava of their assigned drugs using charts or digital tools. Students also explore Virechana and Virechanopaga drugs in the herbal garden or Dravyaguna museum. This activity enhances understanding of Ayurvedic pharmacology and its therapeutic applications.
NLHT 7.3	Preparation of a disease wise Virechana Purva Karma chart	Making of Charts Students create a comprehensive chart detailing Virechana Purva Karma, including Deepana and Pachana, Snehana (internal and external), Swedana, dietary guidelines, and psychological preparation. Each section outlines the definition, indications, formulations, procedures, and benefits of these practices. This activity enhances understanding of Ayurvedic principles and the importance of preparatory therapies for promoting health and well-being.
NLHT 7.4	Compilation on Nitya Virechana and Koshta Shodhana	Team-Based Learning Students are divided into groups to compile information on Nitya Virechana and Koshta Shodhana, focusing on their definitions, indications, formulations, procedures, and benefits. They explore formulations like Trivrut for Nitya Virechana and specific herbs for Koshta Shodhana. The discussion compares the two therapies, highlighting Nitya Virechana for routine detoxification and Koshta Shodhana for deeper cleansing, along with differences in intensity, frequency, drug choice, and outcomes.
NLHT 7.5	Analysis of selection of formulations for Virechana	PBL Students analyze the selection of Virechana drugs based on various factors, including the Dosha involved, Rogibala, Agnibala, Vaya, Vyadhi Avastha, and seasonal considerations (Rutu). They evaluate the Guna and Kalpana of each formulation to ensure compatibility with the patient's constitution. The discussion focuses on Trivrut Lehya, Avipathi Choorna, Abhayadi Modaka, and Gandharveranda Taila, tailoring each formulation to the patient’s specific constitution and health

		status for effective detoxification through Virechana therapy.
Non Lecture Hour Practical		
S.No	**Name of Practical**	**Description of Practical Activity**
NLHP 7.1	Demonstration of Virechana Purva Karma	Kinaesthetic Learning In this hands-on demonstration of Virechana Purva Karma, students actively participate in preparing the patient for the procedure. They start by collecting all necessary tools and purgative substances. Next, they assess the patient's overall health and readiness for treatment, including evaluating Agni and Koshta to determine fitness for Virechana. Students then provide specific dietary guidelines, recommending a light diet before the procedure. Once the patient is adequately prepared, students select the appropriate Virechana Dravya based on individual needs. This interactive approach helps students engage with the steps of Virechana Purva Karma, reinforcing their understanding of the preparation required for effective detoxification.
NLHP 7.2	Demonstration of Pradhana karma of Virechana	Kinaesthetic Learning The procedure begins overnight to prepare for purgation. In the morning, students administer Virechana Yoga by giving carefully selected purgative drugs to induce controlled bowel movements. They closely monitor the patient for signs of Vega and Upavega, ensuring the process is proceeding as expected. Throughout the procedure, students make observations for Lakshana of Samyak, Ayoga, and Atiyoga, providing appropriate Chikitsa for any complications arising from Ayoga or Atiyoga. This hands-on approach allows students to engage directly in the detoxification process while prioritizing patient safety and comfort during Virechana.
NLHP 7.3	Demonstration of Paschat Karma of Virechana	Demonstration Paschat Karma instructions guide the patient on post-treatment care, emphasizing recovery. An assessment of Shuddhi evaluates the effectiveness of the purgation process. The instructor outlines dietary guidelines, recommending a light, easily digestible diet to support digestion. Pariharya Vishaya are discussed to prevent symptom recurrence and promote health. Finally, Virechana vyapat and

		Chikitsa are addressed, focusing on potential complications and their management . This approach ensures optimal care after Virechana therapy.
NLHP 7.4	Demonstration of Virechana in a Kushta patient	Demonstration Material collection gathers all necessary tools and purgative substances. Patient preparation includes assessing their condition and ensuring readiness. The material preparation involves selecting appropriate purgatives based on the patient's needs. During the procedure, the instructor administers the purgative while monitoring the patient for Samyak, Ayoga, and Atiyoga lakshana. After Virechana, Paschat karma instructions guide post-treatment care, including diet and lifestyle adjustments. Finally, a post-treatment assessment evaluates the patient's response and recovery.
NLHP 7.5	Demonstration of Virechana in a Vatarakta patient	Same as for Kushta
NLHP 7.6	Demonstration of Virechana in a Pakshaghata patient	Same as for Kushta
NLHP 7.7	Demonstration of Virechana in a Prameha patient	Same as for Kushta

Topic 8 Basti Karma (LH :18 NLHT: 10 NLHP: 25)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Describe the definition, synonyms and the classification of Basti according to Matra, Adhishtana and Krama	CK	MK	K	L&PPT	S-LAQ	F&S	III	-	LH
CO2	Describe the traditional and currently used instruments with their specifications for Niruha and Anuvasana Basti	CK	MK	K	L_VC,L &PPT	S-LAQ	F&S	III	-	LH
CO2	Enlist Anuvasana, Asthapana, Anuvasanopaga and Asthapanopaga Dravya	CK	DK	KH	FC	S-LAQ,QZ ,CL-PR	F	III	-	LH

CO1, CO3	Describe the indications and contraindications of Anuvasana Basti	CK	MK	KH	CBL,L &PPT ,EDU	S-LAQ	F&S	III	-	LH
CO3	Explain the Purva Karma of Anuvasana Basti including dose, diet and time of administration of Anuvasana Basti	CC	MK	KH	L_VC,L &PPT ,D	S-LAQ	F&S	III	-	LH
CO4, CO5, CO6	Explain the Pradhana Karma of Anuvasana Basti comprising of steps of administration, retention time,Apratyagamana of Sneha,Samyak Yoga, Ayoga and Atiyoga and Chikitsa of Ayoga and Atiyoga	CC	MK	KH	L&PPT ,CBL	S-LAQ	F&S	III	-	LH
CO4, CO5, CO6	Explain the Paschat karma of Anuvasana Basti comprising of diet and regimen after Anuvasana basti,Vyapat and Chikitsa	CC	MK	KH	L&PPT ,CBL,Pr BL	S-LAQ	F&S	III	-	LH
CO1	Describe the indications and contra indications of Niruha Basti	CK	MK	K	L&PPT ,CBL,P BL	S-LAQ	F&S	III	-	LH
CO4, CO5	Explain the Purva Karma of Niruha basti	CC	MK	KH	KL,L& PPT ,L_VC	S-LAQ	F&S	III	-	LH
CO4, CO5	Explain the Pradhana Karma of Niruha Basti comprising of the steps of administration, retention time, Apratyagamana of Niruha Dravya, Samyak Yoga, Ayoga and Atiyoga and Chikitsa of Ayoga and Atiyoga	CC	MK	KH	L&PPT ,L_VC	S-LAQ	F&S	III	-	LH
CO4, CO5, CO6	Explain the Paschat Karma of Niruha Basti comprising of the diet and regimen after Niruha Basti, Vyapat and Chikitsa	CC	MK	KH	CBL,PB L,L&PP T	S-LAQ	F&S	III	-	LH

CO1, CO3	Explain the mode of action of Niruha Basti and Anuvasana Basti	CC	MK	KH	L_VC,L &PPT	PRN	F&S	III	-	LH
CO2, CO3, CO6	Describe the ingredients, method of preparation and clinical application of Madhutailika Basti, Vaitarana Basti, Mustadi Yapana Basti, Ksheera Basti, Lekhana Basti, Eranda mooladi Basti, Pippalyadi Anuvasana Basti, Madhuyashtyadi Anuvasana Basti	CK	MK	SH	L&PPT ,BL	S-LAQ	F&S	III	-	LH
CO2, CO3, CO6	Analyse the principles of selection of Niruha Basti in Gridhrasi, Amavata and Anuvasana basti in Kateegraha	CAN	MK	KH	CBL,PB L	PRN	F	III	-	LH
CO2, CO7	Identify and compare traditional and conventional Basti Yantra, their components and applications	CAN	MK	SH	KL	RK,PP-Practical	F&S	III	-	NLHP8.1
CO2	Apply to calculate and customize the Matra of Niruha Basti and Anuvasana Basti according to age.	CAP	MK	KH	DIS	M-CHT	F&S	III	-	NLHT8.1
CO2	Enlist and identify Anuvasana and Anuvasanopaga, Asthapana and Asthapanopaga Dravya	CK	MK	KH	DG,L& PPT ,FV	P-ID	F&S	III	V-DG	NLHT8.2
CO3	Identify indications and contraindications of Anuvasana Basti	CK	MK	KH	PBL,CB L	PRN	F&S	III	-	NLHT8.3
CO5, CO8	Demonstrate Purva Karma of Anuvasana Basti	PSY-GUD	MK	SH	D	DOPS,OSP E	F&S	III	-	NLHP8.2
CO4, CO5	Demonstrate Pradhana Karma of Anuvasana Basti	PSY-GUD	MK	SH	D,KL	OSPE,DOP S	F&S	III	-	NLHP8.3
CO4, CO5, CO6	Demonstrate Paschat Karma of Anuvasana Basti	PSY-GUD	MK	KH	D	DOPS,CBA ,OSPE	F&S	III	-	NLHP8.4

CO3	Identify the therapeutic benefits of Niruha Basti	CK	MK	KH	CBL,DIS	PRN	F&S	III	-	NLHT8.4
CO1, CO3	Identify indications and contraindications for Niruha Basti	CK	MK	KH	FC,CBL	CL-PR	F&S	III	-	NLHT8.5
CO5, CO8	Demonstrate Purva Karma of Niruha Basti	PSY-GUD	MK	KH	DIS	OSPE,DOPS	F&S	III	-	NLHP8.5
CO4, CO5	Demonstrate Pradhana Karma of Niruha Basti	PSY-GUD	MK	SH	D	DOPS	F&S	III	-	NLHP8.6
CO4, CO5, CO6	Demonstrate Paschat Karma of Niruha Basti	PSY-GUD	MK	KH	D	OSPE,SBA, DOPS,PP-Practical	F&S	III	-	NLHP8.7
CO1, CO3	Analyse Karmukata of Niruha Basti and Anuvasana Basti	CAN	MK	KH	L_VC,TUT,L&GD	S-LAQ	F&S	III	-	NLHT8.6
CO2	Demonstrate the preparation , indications and application of Basti formulations in clinical scenario	PSY-GUD	MK	SH	D,CBL	P-PRF,DOAP	F&S	III	-	NLHP8.8
CO3	Analyse the role of Basti in Gridhrasi, Amavata and Kateegraha	CAN	MK	KH	CBL,L&GD	P-CASE,CBA	F&S	III	-	NLHT8.7
CO2, CO5	Explain the preparation of Basti Dravya	CC	MK	KH	IBL,L_VC	PRN,S-LAQ	F&S	III	-	LH
CO1	Describe the importance of Basti	CK	MK	K	L&PPT	S-LAQ	F&S	III	-	LH
CO1	Describe Niruha and Anuvasana Basti Matra according to age	CK	MK	K	L&GD	S-LAQ,VV-Viva	F&S	III	-	LH
Non Lecture Hour Theory										

S.No	Name of Activity	Description of Theory Activity
NLHT 8.1	Niruha and Anuvasana Basti Matra	Discussion In this activity, students discuss and prepare a chart outlining standard dosages for Niruha and Anuvasana Basti based on age. The facilitator introduces the importance of dosage customization in Ayurvedic practice. Students are divided into small groups to analyze age-specific dosages, calculating the appropriate Matra for each type of Basti. Each group presents their findings, explaining their reasoning and considerations. After presentations, the class engages in a discussion, allowing for questions and insights. The session concludes with a reflection on the importance of dosage customization in clinical practice.
NLHT 8.2	Anuvasana and Anuvasanopaga, Asthapana and Asthapanopaga Dravya	Field visit In this activity, students visit a herbal garden or museum to identify Anuvasana, Anuvasanopaga, Asthapana, and Asthapanopaga Dravya. A guided tour by an expert provides insights into the dravyas. Students explore and analyze the properties of each Dravya, including Rasa, Guna, Veerya, and Vipaka. They document their observations and complete a worksheet detailing each substance’s characteristics and uses. Groups then present their findings to the class, highlighting one or two (Madanaphala and Satahwa)identified Dravya and discuss their significance in Basti therapy.
NLHT 8.3	Indications and contra indications of Anuvasana Basti	Interactive learning and case discussion Students analyze the indications and contraindications of Anuvasana Basti through case discussions. The session begins with an overview of Anuvasana Basti's purpose and benefits. Students are divided into groups, each receiving a case study with patient details. Groups identify indications and contraindications based on the case, then present their findings to the class. After each presentation, a discussion facilitates further insights. The activity concludes with a reflection session on the clinical applications of Anuvasana Basti and the importance of patient assessment in Ayurvedic practice.
NLHT 8.4	Benefits of Niruha Basti	Case Based Learning In this activity, students discuss cases who have undergone Basti therapy. Each group reviews symptoms before and after treatment, assessing changes and therapeutic benefits. The activity

		promotes critical thinking as students identify patterns and outcomes. The instructor summarizes key findings, addresses common themes, and encourages deeper analysis of Basti's mechanisms and individualized treatment plans.
NLHT 8.5	Indications and contra indications of Niruha Basti	Case Based Learning In this Niruha Basti activity, students engage in case discussions to analyze its indications and contraindications. The instructor explains Niruha Basti's benefits for detoxification and treating Vata-related disorders. Students are divided into small groups, each reviewing a case study card detailing patient symptoms and health history. They identify indications and contraindications for Niruha Basti based on the case. After discussions, each group presents their case, followed by a class discussion to address questions and insights. The session concludes with a reflection on the clinical applications of Niruha Basti and the importance of thorough patient assessment. This activity promotes critical thinking, teamwork, and practical knowledge.
NLHT 8.6	Niruha Basti and Anuvasana Basti Karmukata	Group Discussion The session begins with a brief lecture on Anuvasana Basti and Niruha Basti , explaining their roles in detoxification and nourishment. Students then work in groups to analyze how each type functions and its therapeutic effects. A class discussion follows, comparing their modes of action and addressing practical challenges. The session concludes with a summary of key insights, reinforcing the clinical relevance of Basti therapy in Panchakarma
NLHT 8.7	Principles of practice of Basti	Discussion Students analyze Basti therapy for Gridhrasi, Amavata, and Kateegraha . After a brief discussion on each condition’s pathophysiology, groups explore suitable Basti formulations. Each group presents their findings, explaining how formulation selection aligns with the Sameekshya Bhava.
Non Lecture Hour Practical		
S.No	**Name of Practical**	**Description of Practical Activity**

NLHP 8.1	Demonstration of Basti Yantra	Kinaesthetic learning This demonstration introduces students to the Basti Yantra, covering both traditional and modern versions. Students learn about its components and applications. The activity involves preparing materials, filling the Basti Putaka, lubricating the nozzle, positioning the mannequin, inserting the nozzle, administering the liquid, and ensuring proper aftercare. Students engage with questions throughout to deepen their understanding. The session concludes by emphasizing the evolution of Basti Yantra and its significance in both Ayurvedic therapies and modern healthcare.
NLHP 8.2	Purva Karma of Anuvasana Basti	Demonstration The demonstration of Purva Karma for Anuvasana Basti begins with Sambhara Sangraha. Atura Pariksha is conducted to assess the patient's fitness, followed by an explanation of the Anuvasana Basti kala(time of administration). Abhyanga and Swedana are performed to prepare the body, enhancing absorption. The dose fixation is calculated based on individual needs, and dietary recommendations are provided to optimize the therapeutic effects before administering the Basti.
NLHP 8.3	Pradhana Karma of Anuvasana Basti	Kinaesthetic learning In this activity, students practice administering Anuvasana Basti on a model or simulated patient. They observe and note the patient's response, including any Vega and monitor the evacuation of the Basti Dravya. Students learn to identify Ayoga, Samyakyoga, and Atiyoga Lakshana. They also track the Anuvasana Pratyagamana Kala and apply interventions for Apratyagamana, Ayoga, or Atiyoga as needed. This hands-on experience helps students integrate theoretical knowledge with practical skills for effective Anuvasana Basti administration.
NLHP 8.4	Paschat Karma of Anuvasana Basti	Demonstration In the Paschat Karma demonstration for Anuvasana Basti, the focus is on post-treatment care and dietary recommendations. After treatment, the patient’s buttocks are lightly patted, and they are encouraged to relax in a supine position with a raised foot end and a pillow under the head for comfort. Patients remain in this position for a specified duration and are advised to avoid activities or foods that could hinder recovery. The instructor discusses potential complications and management strategies.

		This demonstration highlights the importance of Paschat Karma in optimizing the therapeutic benefits of Anuvasana Basti.
NLHP 8.5	Purva Karma of Niruha Basti	Demonstration The instructor guides students through the preparatory steps for Niruha . The session starts with a discussion on Sambhara Sangraha, covering required materials, including Kashaya, Kalka and food after Basti. Atura Pariksha is emphasized to assess the patient's fitness. Students learn about Niruha Basti Kala for optimal timing and the preparation of the patient with Abhyanga and Swedana. Dietary considerations highlight the need for an empty stomach. Dose Fixation is covered to determine the correct volume of Basti dravya. Finally, students learn about Basti Samyojana Vidhi and how to prepare the Basti Dravya. This demonstration ensures students understand the Purva Karma process in Niruha Basti.
NLHP 8.6	Pradhana Karma of Niruha Basti	Kinaesthetic learning Students actively participate in the positioning of the patient and administration of the Basti using sterile Basti Yantra. They monitor the Basti Daata Dosha , ensure proper dosage, observe the evacuation process for signs of Vega, and note the Niruha Pratyagamana Kala. In case of Apratyagamana, students apply necessary measures for evacuation of Basti Dravya. They also assess Ayoga, Samyakyoga, and Atiyoga Lakshana, practicing interventions based on the therapy's effectiveness. This hands-on approach ensures students understand the key steps in performing Niruha Basti safely and effectively.
NLHP 8.7	Paschat Karma of Niruha Basti	Group Discussion Students engage in group discussions on post-treatment care, diet, and complications of Niruha. Groups explore: • Dietary Guidelines: Emphasizing light, digestible foods. • Parihara Vishaya: Avoiding strenuous activities, cold exposure, and incompatible foods.

		• Vyapat & Chikitsa: Identifying complications and their management.
NLHP 8.8	Clinical application of Basti formulations	Case Based Learning Students analyze clinical cases of Gridhrasi, Amavata, and Kateegraha to determine the appropriate Basti therapy. Each group receives a patient scenario, assesses Dosha involvement, and selects a suitable Basti formulation. They justify their choices based on pathophysiology, formulation properties, and expected therapeutic effects. After discussion, groups present their treatment plans, including preparation, administration, and post-care protocols. This interactive approach enhances clinical reasoning and practical application of Basti therapy. The discussion should focus on the following basti formulations • Madhutailika Basti • Vaitarana Basti • Mustadi Yapana Basti • Ksheera Basti • Lekhana Basti • Eranda mooladi Basti • Pippalyadi Anuvasana Basti • Madhuyashtyadi Anuvasana Basti

Topic 9 Nasya Karma (LH :10 NLHT: 6 NLHP: 12)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO1	Define Nasya Karma and describe the Indications, contraindications and classification of Nasya based on Karma	CK	MK	K	L&PPT ,REC	S-LAQ,M-CHT	F&S	III	-	LH
CO2	Enlist Shirovirechana Gana and describe currently practiced Shirovirechana Dravya	CK	NK	K	L&PPT ,D	S-LAQ,QZ	F	III	V-DG	LH
CO2, CO4, CO5	Explain Purva Karma of Nasya comprising of Sambhara Sangraha, Atura Pariksha, Oushadha Nirnaya, Nasya Kala and Atura sidhata	CC	MK	KH	L&PPT	S-LAQ	F&S	III	-	LH

CO2, CO4, CO5	Infer Pradhana Karma of Nasya including administration of Nasya Dravya, Samyakyoga, Ayoga and Atiyoga Lakshana and Chikitsa	CC	MK	KH	L&PPT ,REC	S-LAQ	F&S	III	-	LH
CO4	Explain Paschat Karma of Nasya comprising of Padatala Hastadi Mardana, Dhumapana,Kavala, Diet, Parihara Vishaya, Nasya Vyapat and Chikitsa	CC	MK	KH	REC,L &PPT	S-LAQ	F&S	III	-	LH
CO2, CO3	Distinguish the ingredients and clinical application of Nasya formulations - Anutaila, Ksheerabala Taila, Karpasastyadi Taila, Shadbindu Taila, Kumkumadi Taila, Brahmi Ghrita, Rasnadi Churna and Tulasi Swarasa	CC	MK	KH	L&GD, L&PPT	S-LAQ	F&S	III	-	LH
CO1, CO3	Comprehend the mode of action of Nasya Karma	CC	MK	KH	L_VC,L &PPT	PRN,S-LAQ	F&S	III	-	LH
CO1, CO3	Explain and analyze the principles and practice of Nasya Karma in Pakshaghata, Apabahuka, Manyastambha and Ardita.	CAN	MK	KH	L&GD, PBL,CBL,L&PPT	S-LAQ,PRN	F&S	III	-	LH
CO2	Enlist and identify Shirovirechana Gana Dravya and describe their properties	CAP	MK	KH	DG,FV, L&PPT	P-ID	F&S	III	V-DG	NLHT9.1
CO3	Prepare Chart for Purva Karma of Nasya	PSY-GUD	MK	SH	LS,TBL ,DIS	CL-PR,PRN,M-CHT	F	III	-	NLHT9.2
CO4	Illustrate Pradhana Karma of Nasya	CAN	MK	KH	L&GD, FC,PER	PRN,CL-PR	F	III	-	NLHT9.3
CO5	Demonstrate Purva Karma of Nasya	PSY-GUD	MK	SH	D-M,D, KL,PT	OSPE,DOPS	F&S	III	-	NLHP9.1
CO5	Demonstrate Pradhana Karma of Nasya	PSY-GUD	MK	SH	KL,D,PT,SIM	P-RP,OSPE ,DOPS	F&S	III	-	NLHP9.2

CO5	Demonstrate Paschat Karma of Nasya	PSY-GUD	MK	SH	D,KL	DOPS,OSPE,P-PRF	F&S	III	-	NLHP9.3
CO1, CO3	Analyze the principles of selection of formulations for Nasya	CAN	MK	KH	PBL,LS,CBL	PRN,SBA	F&S	III	-	NLHP9.4
CO5	Demonstrate Nasya Karma in Pakshaghata	PSY-GUD	MK	SH	CBL	CBA	F&S	III	-	NLHP9.5
CO5	Demonstrate Nasya Karma in Apabahuka and Manyastambha,	PSY-GUD	MK	SH	D,CBL	CBA	F&S	III	-	NLHP9.6
CO5	Demonstrate Nasya karma in Ardita.	PSY-GUD	MK	SH	CBL,D	CBA	F&S	III	-	NLHP9.7
CO1, CO3	Discuss the pharmacodynamics of Nasya Karma	CC	DK	KH	LS,PER,DIS	O-QZ,T-OBT,M-POS	F	III	-	NLHT9.4

Non Lecture Hour Theory

S.No	Name of Activity	Description of Theory Activity
NLHT 9.1	Identification of Shirovirechana Gana	Field visit Students are divided into teams to explore the classifications of Shirovirechana Gana. Each group analyzes assigned formulations, discussing attributes like Rasa, Guna, Virya, Vipaka, and Prabhava. Using charts or digital tools, they organize their findings for clarity. They also observe Shirovirechana and Shirovirechanopaga drugs in the herbal garden or Dravyaguna museum to enhance practical knowledge.
NLHT 9.2	Preparation of Chart for Purva Karma of Nasya	Team Based Learning Students are divided into groups of 2-4 to create a comprehensive checklist for the Purva Karma phase of Nasya. One group prepares a checklist for Sambhara Sangraha, detailing necessary materials like medicated oils, tools, and supportive items. Another group creates a checklist for Patient Preparation, covering hygiene, positioning, and obtaining consent. This activity enhances understanding of Nasya's

		preparatory processes while fostering teamwork and critical thinking skills.
NLHT 9.3	Discussion on Pradhana Karma of Nasya	Class presentation In this class presentation activity on the Pradhana Karma of Nasya, students are divided into groups, with one student from each group responsible for presenting. Each group focuses on different aspects of the Pradhana Karma phase, including techniques for instilling medication, patient positioning, and therapeutic benefits. After the presentations, the instructor summarizes key points, reinforcing Nasya's significance in Ayurvedic practice and its role in treating head and neck conditions. This collaborative approach enhances understanding and encourages student engagement.
NLHT 9.4	Nasya Karmukata	Discussion Students are introduced to the importance of Nasya Karma. They then break into small groups to discuss how nasal drugs affect doshas by engaging olfactory receptors and influencing brain functions, focusing on conditions above the clavicle like headaches and sinus issues. Each group summarizes key points, emphasizing insights into Nasya Karma's therapeutic potential and its clinical implications. This activity deepens understanding of Nasya Karma in Ayurvedic medicine.
Non Lecture Hour Practical		
S.No	**Name of Practical**	**Description of Practical Activity**
NLHP 9.1	Demonstration of Purva Karma of Nasya	Demonstration The instructor guides students through the essential preparations for Nasya Karma, demonstrating on a volunteer or mannequin. The process begins with Sambhara Sangraha, collecting all necessary materials, including medicated oils and tools. The instructor emphasizes assessing the patient's fitness for Nasya Karma and preparing the patient by performing Mukha Abhyanga and Swedana to enhance therapeutic effectiveness. Students are also instructed on selecting appropriate Nasya Oushadha Dravya based on the patient's Dosha and health conditions. This approach ensures that students

		understand the critical preparatory steps for a successful Nasya therapy session.
NLHP 9.2	Demonstration of Pradhana Karma of Nasya in a patient	Demonstration The instructor guides students through the essential steps of Nasya Karma, focusing on the Pradhana Karma phase. The session begins with proper patient positioning in a supine position with the head tilted back and limbs apart. The instructor demonstrates the administration of Nasya Dravya, instilling it in a continuous stream into each nostril while closing the other. Students learn effective management techniques, including instructing the patient to avoid movements, speech, or disturbances. The instructor covers Samyak, Ayoga, and Atiyoga Lakshana, helping students recognize signs of effective treatment and complications. Strategies for managing Ayoga and Atiyoga are also discussed, equipping students with practical skills for Nasya Karma in clinical practice
NLHP 9.3	Demonstration of Paschat Karma of Nasya	Demonstration The instructor demonstrates the Paschat Karma phase of Nasya in a volunteer or Mannequin . After the administration of Nasya Dravya, gentle massage of head, cheeks, and neck to enhance circulation and relieve tension are shown. Additionally, practices such as Dhumapana and Kavala are demonstrated. Dietary restrictions and lifestyle modifications to be advised are also discussed. This comprehensive approach in Paschat Karma is crucial for optimizing the outcomes of Nasya therapy.
NLHP 9.4	Principles of selection of formulations for Nasya	PBL / Discussion Students analyze the selection criteria for Nasya Karma formulations, focusing on factors like Dosha, Rogibala, Vaidhi Avastha, Vayah, and Agnibala, as well as the Guna and Kalpana of medicinal substances. The session covers adjusting Matra based on patient characteristics and health status. Students examine specific formulations such as Anu Taila, Ksheerabala Taila, Karpasastyadi Taila, Shadbindu Taila, Kumkumadi Taila, Brahmi Ghrita, Rasnadi Churna, and Tulasi Swarasa. The discussion enhances their understanding of personalized Ayurvedic treatments and clinical application.
NLHP 9.5	Demonstration of Nasya in a Pakshaghata patient	Demonstration The instructor outlines a stepwise procedure starting with material collection, including medicated oils

		or powders, cotton pads, and towels. The patient is positioned comfortably, supine with the head tilted back, and informed consent is obtained. The Nasya dravya is warmed to a lukewarm temperature. During application, drops are administered into each nostril, with the patient instructed to inhale gently. In the Paschat Karma phase, post-care instructions are given.
NLHP 9.6	Demonstration of Nasya in Apabahuka and Manyastambha,	Bedside case discussion Same as for Pakshaghata and Ardita
NLHP 9.7	Demonstration of Nasya in an Ardita patient	Bed side case discussion The instructor discusses a case of Ardita at the bedside. First, the patient's condition is assessed, focusing on symptoms and the underlying Samprapti. The discussion then covers the selection of appropriate Nasya, including suitable Nasya dravya and Matra. Participants evaluate which formulations best address the dosha imbalances and symptoms. This approach enhances understanding of Nasya Karma's clinical application, helping formulate effective treatment strategies based on Ayurvedic principles.

Topic 10 Emergency management and Research updates in Panchakarma and Upakarma (LH :2 NLHT: 2 NLHP: 5)

A3	B3	C3	D3	E3	F3	G3	H3	I3	K3	L3
CO6, CO7	Describe common causes and symptoms of Water and Electrolyte imbalance , Hematemesis, Epistaxis and their management.	CK	DK	K	L&PPT	S-LAQ	F&S	III	-	LH
CO7	Explain and Integrate the recent advancements in Panchakarma	CC	DK	KH	L&PPT	QZ ,DEB	F&S	III	-	LH
CO7	Identify the signs and symptoms of Water and Electrolyte imbalance, Haematemesis, and Epistaxis, assess the severity, and select appropriate emergency interventions	CAN	NK	KH	GBL,CBL,RP	SBA, C-VC,QZ	F	III	H-SH	NLHT10.1

CO7	Evaluate recent advancements and scientific evidence supporting Snehana, Swedana and Upakarma	CE	DK	KH	LS,IBL, ML,DIS	M-CHT,CO M,DEB	S	III	-	NLHP10.1
CO3, CO7	Evaluate recent advancements and scientific evidence supporting Vamana Karma	CE	DK	KH	W,LS,D IS	CL-PR,DEB	F	III	-	NLHP10.2
CO3, CO7	Evaluate recent advancements and scientific evidence supporting Virechana Karma	CE	DK	KH	GBL,PL ,LS,PE R,DIS	DEB,CL-PR	S	III	-	NLHP10.3
CO3, CO7	Evaluate recent advancements and scientific evidence supporting Basti Karma	CE	DK	KH	GBL,E DU,TB L,LS	QZ ,CL-PR,DEB	S	III	-	NLHP10.4
CO3, CO7	Evaluate recent advancements and scientific evidence supporting Nasya Karma	CE	DK	KH	BL,LS, PL,DIS	PRN,DEB, M-POS	S	III	-	NLHP10.5

Non Lecture Hour Theory

S.No	Name of Activity	Description of Theory Activity
NLHT 10.1	Emergency Management of Water and Electrolyte imbalance,Haematemesis and Epistaxis	Diagnose and Treat Students identify and manage signs and symptoms of water and electrolyte imbalances, hematemesis, and epistaxis. Each participant matches symptoms from cards to corresponding imbalances and selects appropriate management strategies from provided cards. This hands-on approach improves diagnostic skills and equips students with practical treatment strategies for these critical conditions.

Non Lecture Hour Practical

S.No	Name of Practical	Description of Practical Activity
NLHP 10.1	Review of research updates on Snehana, Swedana and Upakarma	Panchakarma Research Review Participants analyze recent research on Snehana, Swedana and Upakrma in small groups, each assigned a specific paper or article. Groups summarize key findings and discuss their impact on

		clinical practice or future research. This collaborative effort deepens their understanding of Panchakarma, improving their ability to critically evaluate research and apply insights to enhance Snehana, Swedana and Upakarma in clinical settings.
NLHP 10.2	Review of research updates on Vamana Karma	Group Discussion Participants engage in a comprehensive analysis of recent research updates related to Vamana Karma. Divided into small groups, each team is assigned a specific research paper or article that focuses on various aspects of Vamana Karma. Groups review their assigned material, summarize key findings, and discuss how these insights influence clinical practice or guide future research initiatives.
NLHP 10.3	Review of research updates on Virechana Karma	Game based learning Students are divided into teams and assigned a research paper on topics like efficacy, safety, or clinical applications. The game has three rounds: Abstract Scramble, where teams reorder a mixed-up research abstract; Fact vs. Fiction, where they defend or challenge study claims; and Peer Review Panel, where teams act as journal reviewers, identifying flaws and suggesting improvements. Points are awarded for analytical accuracy. This interactive format promotes active learning, teamwork, and real-world research evaluation skills.
NLHP 10.4	Review of research updates on Basti Karma	Library session Students engage in self-directed learning by exploring Ayurvedic texts like Charaka Samhita, Sushruta Samhita, and Ashtanga Hridaya. They focus on the etymology, types, indications, contraindications, and procedural aspects of Basti Karma, while also reviewing modern research. Activities such as guided reading, group discussions, literature reviews, and case analysis enhance engagement. Faculty guide students with references and prompts, encouraging critical evaluation of therapeutic mechanisms, formulations, and clinical applications, fostering independent research and evidence-based practice.
NLHP 10.5	Review of Research updates on Nasya Karma	Peer learning Students analyze recent studies in groups, focusing on aspects like pharmacology, clinical efficacy,

		and safety. They engage in discussions using methods such as journal clubs, jigsaw learning, fishbowl discussions, and case-based approaches to critically evaluate research and compare Ayurvedic concepts with modern findings. Structured frameworks like PICO and CONSORT guide their analysis, while peer feedback and group reflections enhance understanding. Through application tasks and documentation, students synthesize key insights, build a research repository, and strengthen their ability to integrate evidence-based knowledge with traditional wisdom

Table 4 : NLHT Activity

(*Refer table 3 of similar activity number)

Activity No*	CO No	Activity details
1.1	CO1,CO3	Utility of Raktamokshana in diseases
1.2	CO1,CO3	Project work on Rutu Shodhana
2.1	CO1	Importance of Snehana Karma
2.2	CO2	Selection of Bahya Sneha
2.3	CO2	Selection of Abhyantara Sneha
2.4	CO7	Fat metabolism
2.5	CO7	Snehana Pharmacodynamics
2.6	CO3,CO4	Udwartana and its benefits.
2.7	CO3,CO4	Diet and Parihara Vishaya during Snehapana
2.8	CO3,CO4	Discussion on Accha sneha and Pravicharana sneha.
2.9	CO3,CO4,CO5	Abhyanga in Swastha and Atura
2.10	CO3,CO4,CO5	Massaging Techniques
2.11	CO2,CO3,CO5	Clinical application of Murdhni Taila
3.1	CO4,CO7	Mechanism of sweating
3.2	CO1,CO3	Indications of Sweda Karma
3.3	CO1,CO3	Contraindications of Sweda Karma
4.1	CO1	Interactive learning on Sankara Sweda

4.2	CO1	Compilation of drugs used for Thalam and Thalapothichil
4.3	CO1	Interactive learning on regional variations in practice of Pizhichil
4.4	CO1,CO3	Utilty of Thalapothichil
4.5	CO1,CO4	Interactive discussion on the procedure of Takradhara
4.6	CO1,CO3	Variations in practice of Takradhara
4.7	CO1,CO3	Clinical utility of Dhanyamla
5.1	CO1,CO7	Discussion on Integration of Physiotherapy and Ayurvedic approaches
6.1	CO1,CO3	Indications and contraindications of Vamana Karma
6.2	CO2	Identification of Vamana and Vamanopaga Dravya
6.3	CO3	Preparation of disease wise Vamana Purva Karma chart
6.4	CO4	Interactive discussion on Paschat Karma
6.5	CO3	Peer learning on the concept of Sadyo Vamana
6.6	CO4,CO8	Roleplay on patient communication for Vamana Karma
7.1	CO1	Indications and contraindications of Virechana Karma
7.2	CO3	Preparation of a disease wise Virechana Purva Karma chart
7.3	CO2	Enlist and identify Virechana and Virechanopaga Dravya
7.4	CO3	Compilation on Nitya Virechana and Koshta Shodhana
7.5	CO1,CO3	Analysis of selection of formulations for Virechana
8.1	CO3	Benefits of Niruha Basti

8.2	CO2	Niruha and Anuvasana Basti Matra
8.3	CO1,CO3	Niruha Basti and Anuvasana Basti Karmukata
8.4	CO2	Anuvasana and Anuvasanopaga, Asthapana and Asthapanopaga Dravya
8.5	CO3	Indications and contra indications of Anuvasana Basti
8.6	CO1,CO3	Indications and contra indications of Niruha Basti
8.7	CO3	Principles of practice of Basti
9.1	CO2	Identification of Shirovirechana Gana
9.2	CO3	Preparation of Chart for Purva Karma of Nasya
9.3	CO4	Discussion on Pradhana Karma of Nasya
9.4	CO1,CO3	Nasya Karmukata
10.1	CO7	Emergency Management of Water and Electrolyte imbalance,Haematemesis and Epistaxis

Table 5 : List of Practicals

(*Refer table 3 of similar activity number)

Practical No*	CO No	Practical Activity details
1.1	CO1,CO3	Koshta and Agni Pariksha in Panchakarma
1.2	CO1	Panchakarma theatre requirements
1.3	CO1,CO7	Advancement in instrumentation in Panchakarma and Upakarma
2.1	CO3,CO4,CO5	Procedure of Udwartana.
2.2	CO3,CO4,CO5	Procedure of Udgharshana and Utsadana.
2.3	CO3,CO4	Shodhanartha Snehapana in Kushta and Vatarakta
2.4	CO3,CO4	Shodhanartha Snehapana procedure.
2.5	CO3,CO4	Shamanartha Snehapana procedure.
2.6	CO3,CO4	Shamanartha Snehapana in Kushta and Vatarakta.
2.7	CO3,CO4	Sneha Vyapat and Chikitsa.
2.8	CO3,CO4	Brumhana Snehapana and Sadya Snehana
2.9	CO3,CO4,CO5	Shiro Abhyanga Procedure
2.10	CO3,CO4,CO5	Procedure of Shirodhara with Taila.
2.11	CO3,CO4	Shiropichu demonstration.
2.12	CO3,CO4	Procedure of Abhyanga
2.13	CO3,CO4	Shirobasti demonstration
2.14	CO3,CO4	Sthanika Basti demonstration.

3.1	CO3,CO4,CO5	Nadi Sweda procedure.
3.2	CO3,CO4,CO5	Tapa Sweda procedure.
3.3	CO3,CO4,CO5	Upanaha Sweda procedure
3.4	CO3,CO4,CO5	Parisheka Sweda procedure.
3.5	CO3,CO4,CO5	Avagaha Sweda procedure.
3.6	CO3,CO4,CO5	Clinical application of Sweda
4.1	CO3	Procedure of Sankara Sweda
4.2	CO3	Demonstration of procedure of Ksheeradhooma
4.3	CO3	Demonstration of the procedure of Pizhichil
4.4	CO3	Demonstration of Dhanyamladhara procedure
4.5	CO3,CO5	Demonstration of Takradhara procedure
4.6	CO3,CO5	Demonstration of Thalam and Thalapothichil procedure
4.7	CO3,CO4,CO5	Demonstration of Annalepa procedure
5.1	CO7	Procedure of Superficial heating modalities and Deep Heating Modalities.
5.2	CO7	Procedure of Isometric and Isotonic Exercise
5.3	CO7	Procedure of Interferential Therapy (IFT) , Transcutaneous Electrical Nerve Stimulation (TENS) and Muscle Stimulation Therapy (MST)
5.4	CO7	Procedure of Manual therapy
6.1	CO5	Demonstration of Vamana Purva Karma in a patient
6.2	CO5	Pradhana Karma of Vamana in a patient
6.3	CO5	Demonstration of Paschat Karma of Vamana

6.4	CO5	Demonstration of Sadyo Vamana in a patient
6.5	CO5	Demonstration of Vamana Karma in a Shwasa patient
6.6	CO5	Demonstration of Vamana Karma in an Amlapitta patient
6.7	CO5	Demonstration of Vamana Karma in a Kushta patient
7.1	CO5	Demonstration of Paschat Karma of Virechana
7.2	CO5	Demonstration of Virechana in a Vatarakta patient
7.3	CO5	Demonstration of Virechana in a Pakshaghata patient
7.4	CO5	Demonstration of Virechana Purva Karma
7.5	CO5	Demonstration of Pradhana karma of Virechana
7.6	CO5	Demonstration of Virechana in a Prameha patient
7.7	CO5	Demonstration of Virechana in a Kushta patient
8.1	CO2,CO7	Demonstration of Basti Yantra
8.2	CO5,CO8	Purva Karma of Anuvasana Basti
8.3	CO4,CO5	Pradhana Karma of Anuvasana Basti
8.4	CO4,CO5,CO6	Paschat Karma of Anuvasana Basti
8.5	CO5,CO8	Purva Karma of Niruha Basti
8.6	CO4,CO5	Pradhana Karma of Niruha Basti
8.7	CO4,CO5,CO6	Paschat Karma of Niruha Basti
8.8	CO2	Clinical application of Basti formulations
9.1	CO5	Demonstration of Paschat Karma of Nasya

9.2	CO5	Demonstration of Nasya in a Pakshaghata patient
9.3	CO5	Demonstration of Nasya in Apabahuka and Manyastambha,
9.4	CO5	Demonstration of Purva Karma of Nasya
9.5	CO5	Demonstration of Nasya in an Ardita patient
9.6	CO5	Demonstration of Pradhana Karma of Nasya in a patient
9.7	CO1,CO3	Principles of selection of formulations for Nasya
10.1	CO7	Review of research updates on Snehana, Swedana and Upakarma
10.2	CO3,CO7	Review of research updates on Vamana Karma
10.3	CO3,CO7	Review of research updates on Virechana Karma
10.4	CO3,CO7	Review of research updates on Basti Karma
10.5	CO3,CO7	Review of Research updates on Nasya Karma

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

6 A : Number of Papers and Marks Distribution

Subject Code	Papers	Theory	Practical/Clinical Assessment (200)					Grand Total
			Practical	Viva	Elective	IA	Sub Total	
AyUG-PK	1	100	100	70	-	30	200	300

6 B : Scheme of Assessment (Formative and Summative)

PROFESSIONAL COURSE	FORMATIVE ASSESSMENT			SUMMATIVE ASSESSMENT
	First Term (1-6 Months)	Second Term (7-12 Months)	Third Term (13-18 Months)	
Third	3 PA & First TT	3 PA & Second TT	3 PA	**UE****

PA: Periodical Assessment; **TT:** Term Test; **UE:** University Examinations; **NA:** Not Applicable.
******University Examination shall be on entire syllabus

6 C : Calculation Method for Internal assessment Marks

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

6 D : Evaluation Methods for Periodical Assessment

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

Topics for Periodic Assessments

PA	Paper 1
PA 1	Topic 1.1 to 1.6
PA 2	Topic 2.1 to 2.6
PA 3	Topic 3.1 to 3.6
Term Test 1	Entire Syllabus of Term 1
PA 4	Topic 4.1 to 4.7
PA 5	Topic 5.1 to 6.5
PA 6	Topic 6.6 to 7.7
Term Test 2	Entire Syllabus of Term 2
PA 7	Topic 8.1 to 8.12
PA 8	Topic 8.13 to 9.8
PA 9	Topic 8.1 to 10.2

6 E : Question Paper Pattern

III PROFESSIONAL BAMS EXAMINATIONS
AyUG-PK
PAPER-I
Time: 3 Hours Maximum Marks: 100
INSTRUCTIONS: All questions compulsory

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

6 F : Distribution of theory examination

Paper 1 (Panchakarma and Upakarma)					
Sr. No	**A List of Topics**	**B Marks**	**MCQ**	**SAQ**	**LAQ**
1	**Fundamentals of Panchakarma**	8	Yes	Yes	No
2	**Snehana Karma**	12	Yes	Yes	Yes
3	**Swedana Karma**	12	Yes	Yes	Yes
4	**Special Procedures: Sankara Sweda, Ksheeradhooma, Pizhichil, Dhanyamladhara, Takradhara, Thalam and Thalapothichil and Annalepa**	10	Yes	Yes	Yes
5	**Physiotherapy**	5	No	Yes	No
6	**Vamana Karma**	10	Yes	Yes	Yes
7	**Virechana Karma**	10	Yes	Yes	Yes
8	**Basti Karma**	18	Yes	Yes	Yes
9	**Nasya Karma**	10	Yes	Yes	Yes
10	**Emergency management and Research updates in Panchakarma and Upakarma**	5	No	Yes	No
Total Marks		**100**			

6 G : Instructions for UG Paper Setting & Blue print

1. All questions shall be compulsory.
2. Questions shall be drawn based on Table 6F, which provides the topic name, types of questions (MCQ(Multiple Choice Question), SAQ(Short Answer Question), LAQ(Long Answer Question)).
3. The marks assigned in Table 6F for each topic/group of topics shall be considered as the maximum allowable marks for that topic/group of topics.
4. Ensure that the total marks allocated per topic/group of topics do not exceed the limits specified in Table 6F.
5. Refer to Table 6F before setting the questions. Questions shall be framed only from topics where the type is marked as “YES”, and avoided if marked as “NO”.
6. Each 100-mark question paper shall contain:
   - 20 MCQs
   - 8 SAQs
   - 4 LAQs

7. MCQs:
   - Majority shall be drawn from the Must to Know part of the syllabus.
   - Questions from the Desirable to Know part of syllabus shall not exceed 3.
   - Questions from the Nice to Know part of syllabus shall not exceed 2.

8. SAQs:
   - Majority shall be drawn from the Must to Know part of the syllabus.
   - Questions from the Desirable to Know part of syllabus shall not exceed 1.
   - No questions shall be drawn from the Nice to Know part of syllabus.
   - SAQs shall assess understanding, application, and analysis, rather than simple recall.

9. LAQs:
   - All LAQs shall be drawn exclusively from the Must to Know part of the syllabus.
   - No questions shall be taken from the Desirable to Know or Nice to Know part of the syllabus.
   - Number of LAQs should not exceed one per topic unless maximum marks exceed 20 for the topic.

10. Long Answer Questions shall be structured to assess higher cognitive abilities, such as application, analysis, and synthesis.
11. Follow the guidelines in User Manual III for framing MCQs, SAQs, and LAQs.

6 H : Distribution of Practical Exam

S.No	Heads	Marks
1	Short case with Panchakarma protocol writing	30
2	Procedure skill assessment (4 procedures on mannequins or simulated patients in OSPE format)	40
3	Viva (2 examiners: 35marks/each examiner)	70
4	Logbook (Activity record)	10
5	Practical/Clinical Record	20
6	Internal Assesment	30
Total Marks		**200**

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Abbreviations

Domain		T L Method		Level		Assessment		Integration	
CK	Cognitive/Knowledge	L	Lecture	K	Know	T-CS	Theory case study	V-RS	V RS
CC	Cognitive/Comprehension	L&PPT	Lecture with PowerPoint presentation	KH	Knows how	T-OBT	Theory open book test	V-KS	V KS
CAP	Cognitive/Application	L&GD	Lecture & Group Discussion	SH	Shows how	P-VIVA	Practical Viva	H-KC	H KC
CAN	Cognitive/Analysis	L_VC	Lecture with Video clips	D	Does	P-REC	Practical Recitation	H-SH	H SH
CS	Cognitive/Synthesis	REC	Recitation			P-EXAM	Practical exam	H-PK	H PK
CE	Cognitive/Evaluation	SY	Symposium			PRN	Presentation	H-SHL	H SHL
PSY-SET	Psychomotor/Set	TUT	Tutorial			P-PRF	Practical Performance	H-SP	H SP
PSY-GUD	Psychomotor/Guided response	DIS	Discussions			P-SUR	Practical Survey	H-KB	H-KB
PSY-MEC	Psychomotor/Mechanism	BS	Brainstorming			P-EN	Practical enact	H-Samhita	H-Samhita
PSY-ADT	Psychomotor Adaptation	IBL	Inquiry-Based Learning			P-RP	Practical Role play	V-DG	V DG
PSY-ORG	Psychomotor/Origination	PBL	Problem-Based Learning			P-MOD	Practical Model	V-RN	V RN
AFT-REC	Affective/ Receiving	CBL	Case-Based Learning			P-POS	Practical Poster	V-RS	V RS
AFT-RES	Affective/Responding	PrBL	Project-Based Learning			P-CASE	Practical Case taking	V-AT	V AT
AFT-VAL	Affective/Valuing	TBL	Team-Based Learning			P-ID	Practical identification	V-SW	V SW
AFT-SET	Affective/Organization	TPW	Team Project Work			P-PS	Practical Problem solving		
AFT-CHR	Affective/ characterization	FC	Flipped Classroom			QZ	Quiz		
PSY-PER	Psychomotor/perception	BL	Blended Learning			PUZ	Puzzles		
PSY-COR	Psychomotor/ Complex Overt Response	EDU	Edutainment			CL-PR	Class Presentation		
		ML	Mobile Learning			DEB	Debate		
		ECE	Early Clinical Exposure			WP	Word puzzle		
		SIM	Simulation			O-QZ	Online quiz		
		RP	Role Plays			O-GAME	Online game-based assessment		
		SDL	Self-directed learning			M-MOD	Making of Model		
		PSM	Problem-Solving Method			M-CHT	Making of Charts		
		KL	Kinaesthetic Learning			M-POS	Making of Posters		

		W	Workshops			C-INT	Conducting interview		
		GBL	Game-Based Learning			INT	Interactions		
		LS	Library Session			CR-RED	Critical reading papers		
		PL	Peer Learning			CR-W	Creativity Writing		
		RLE	Real-Life Experience			C-VC	Clinical video cases		
		PER	Presentations			SP	Simulated patients		
		D-M	Demonstration on Model			PM	Patient management problems		
		PT	Practical			CHK	Checklists		
		X-Ray	X-ray Identification			Mini-CEX	Mini-CEX		
		CD	Case Diagnosis			DOPS	DOPS		
		LRI	Lab Report Interpretation			CWS	CWS		
		DA	Drug Analysis			RS	Rating scales		
		D	Demonstration			RK	Record keeping		
		D-BED	Demonstration Bedside			COM	Compilations		
		DL	Demonstration Lab			Portfolios	Portfolios		
		DG	Demonstration Garden			Log book	Log book		
		FV	Field Visit			TR	Trainers report		
						SA	Self-assessment		
						PA	Peer assessment		
						360D	360-degree evaluation		
						PP-Practical	Practical		
						VV-Viva	Viva		
						DOAP	Demonstration Observation Assistance Performance		
						SBA	Scenario Based Assessment		
						CBA	Case based Assessment		
						S-LAQ	Structured LAQ		
						OSCE	Observed Structured Clinical Examination		
						OSPE	Observed Structured Practical Examination		
						DOPS	Direct observation of procedural skills		