

**COURSE CURRICULUM FOR SECOND
PROFESSIONAL BSRMS
(PRESCRIBED BY NCISM)**

Subject/Course:

ngosbungrtags-II

(Subject Code: SRUG-NT-II)

Sowa-RigpaPathology Part -II

**(Applicable from 2022-23 batch for academic year 2024-25 onwards
for 5 years or until further notification by NCISM, whichever is earlier)**



॥ आयुषे सर्वलोकानाम् ॥

**BOARD OF UNANI, SIDDHA AND SOWA-RIGPA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF
MEDICINE**

NEW DELHI-110026



Index

Preface.....	2
Subject Code: SRUG-NT II.....	3
Summary.....	3
Teaching Hours Distribution.....	3
Examination (Papers & Mark Distribution).....	3
Table 1: -Course Code and Name of Course.....	4
Table 2: -THEORY (CONTENTS, TERM AND DISTRIBUTION OF HOURS).....	4
Table 3A :-THEORY (LECTURE AND NON-LECTURES).....	5
Table 3B - PRACTICAL (NON-LECTURE).....	12
Table 4. Assessment Summary.....	15
A. Number of papers and Marks Distribution.....	15
B. Scheme of Assessment (formative and Summative).....	15
C. Calculation Method for Internal Assessment Marks (20 Marks).....	15
D. Evaluation Methods for Periodical Assessment.....	16
E.Question Paper Pattern.....	16
F. Distribution of theory Exam and Question Paper-Blue print.....	18
G. PRACTICAL EXAM- BLUE PRINT.....	19
REFERENCES:.....	20

Sowa-Rigpa Pathology (Part II)

ngosbzungrtags or Sowa-Rigpa Pathology (Part II) is a subject that emphasizes Sowa Rigpa's diagnostic and pathology principles. "*ngosbzungrtags*" literally means that a sign (རྟུགས་) is the means of discerning the cause of a disorder by indicating a valid rationale. As *Nyepaare* subtle level energy and non-comprehensive by visual inspection, a valid sign and cognition is required to detect the true nature of the disorder, as the disorder and sign are causally connected.

In this Part II of Sowa-Rigpa Pathology, students can explore disease etiology, clinical manifestations, and diagnosis. Through a blend of theoretical and practical learning, students gain a comprehensive understanding of disease causes, progression, and holistic treatment methods.

The curriculum aims to empower students with the skills to address disease complexities using traditional wisdom and modern evidence, preparing them to provide compassionate and effective care to individuals and communities, abiding by a patient centric education. Learning diagnostic and pathology is a key subject that trains students to apply the fundamental principles of Sowa-Rigpa Pathology to understand diseases, draw diagnoses, and predict prognoses.

This curriculum comprises foundational diagnostic and pathology chapters of *bshadrgyud*, deceptive states of signs and disorders, and borderline treatments from *man-ngagrgyud*. Actual diagnosis of pulse examination and urine analysis from *Phyima-rgyud* are included. These chapters cover etiology, diagnostic modalities, morphology, clinical manifestations, differential diagnosis, and prognosis, ensuring that students have a strong applied and practical understanding.

The importance of diagnostic and pathology is remarked in *rgyudzhi* as follow: “any physician ignorant of the basic knowledge on diagnostic technique will not understand the definite symptomology of a disorder and its true manifestation. It is like smoke being mistaken for a steam or like predicting inevitable rainfall whenever clouds gather. Consequently, these uncertain signs could be taken for a real one, resulting in a wrong diagnosis.”

**NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
BOARD OF UNANI, SIDDHA & SOWA-RIGPA**

SOWA-RIGPA COURSE CURRICULUM & SYLLABUS

Session: Second Professional B.S.R.M.S.

Subject/Course: *ngosbungrtags II*

Sowa-Rigpa Pathology Part II

Subject Code: SRUG-NT II

Summary

Teaching Hours Distribution

Papers	Lecture hours	Non-Lecture hours	Total hours
One	100	40	140
Practical	NA	110	110
Grand total			250

Examination (Papers & Mark Distribution)

Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	Internal Assessment
Paper I	100	100	30	--	20
Sub-Total	100	150			
Total marks	250				

SOWA-RIGPA COURSE CURRICULUM & SYLLABUS

Session: Second Professional B.S.R.M.S.

Table 1: -Course Code and Name of Course

Sl. No	Name of the subjects		
	Subject Code	Subjects	Equivalent Terms
1	SRUG-NT-II	<i>Ngosbzungrtags II</i>	Sowa-Rigpa Pathology Part II

Table 2: -THEORY (CONTENTS, TERM AND DISTRIBUTION OF HOURS)

Chapter No.	Name of the Chapters (རྒྱུད་བཞིའི་སློབ་ཚན།)	Term (I/II/III)	Distribution of Hours
1	བཤད་རྒྱུད་ལེའུ་ འཕེལ་པ་དངོས་སུ་རྟོག་པ་བརྟག་པ། The Actual modes of Diagnosis	I	20
2	བཤད་རྒྱུད་ལེའུ་ འཕའན་གཡེ་སྟོན་གྱི་སྟོན་པ་བརྟག་པ། The diagnosis through Indirect Skilful Means	I	10
3	བཤད་རྒྱུད་ལེའུ་ འཕེལ་ཐང་སྤྲུལ་བཞིའི་བརྟག་པ། The Four diagnostic Criteria of a Patient	I	10
4	མན་རྒྱུད་ལེའུ་ ཀུ་མཚ་གང་གལ་མདོ། Clarification of Deceptive states of Hot & Cold disorders	II	25
5	མན་རྒྱུད་ལེའུ་ ཀུ་མཚ་མཚམས། Boderline of Hot disorders	II	25
6	ཕྱི་རྒྱུད་ལེའུ་ ཀུ་མཚ་ལ་རྟོག་པ་བརྟག་པ། Detailed explanation on Pulse Diagnosis	III	25
7	ཕྱི་རྒྱུད་ལེའུ་ འཕེལ་པ་མེ་ལོང་རྒྱ་ལ་དོས་བརྟག་པ། Detailed explanation on Urine Analysis	III	25
Total hours			140

Table 3A:-THEORY (LECTURE AND NON-LECTURES)

Chapter/Sub-headings	Lecture (L)/Non-Lecture (NL)	Teaching-Learning (TL) Methods	Distribution of hours	
			LH	NLH
Chapter 1: ཉེས་བཤེད་མཁུ་སྒྲིལ་བློ་རྒྱུ་ལ་བརྟེན་ནས་བཞག་པ། 20 The Acutal modes of Diagnosis				
1.1. རྒྱུ་རྐྱེན་ལྟོག་པའི་མཁུ་སྒྲིལ་བློ་རྒྱུ་ལ་བརྟེན་ནས་བཞག་པ། Diagnostic method for identifying the cause of a disorder <ul style="list-style-type: none"> • K-Explain the interrogative methods to determine the actual cause and condition of a disorder • S-Perform the interrogative methods for diagnosing actual cause of a disorder • A-Value the significance of identifying different causes of disorders 	L/NL	Lecture with PPT/Group Discussion	1	1
1.2. མཚན་ཉིད་རྟོག་པའི་མཁུ་སྒྲིལ་བློ་རྒྱུ་ལ་བརྟེན་ནས་བཞག་པ། Clinical diagnosis on the basis of signs and symptoms <ul style="list-style-type: none"> • K-Discuss various methods to identify signs and symptoms of a disorder • S-Identify a disorder on basis of signs and symptoms • A-Realize the importance of identifying a disorder based on the signs and symptoms in the clinical practice 	L/NL	Lecture with PPT/Role Play/Stimulation/Project based learning/Clinical Exposure	10	5
1.3. ཕན་གཞི་དང་བརྟེན་པའི་མཁུ་སྒྲིལ་བློ་རྒྱུ་ལ་བརྟེན་ནས་བཞག་པ། Diagnosis of disorder on the basis of outcome of diet and behavior trial methods <ul style="list-style-type: none"> • K-Explain the diagnostic method of diet and behaviour for discovering the nature of disorder • S-Perform the diet and behaviour method to determine the nature of disorder • A-Recognize the crucial role of diet and behavior method in discovering the nature of disorder in a clinical practice 	L/NL	Lecture with PPT/Real life experience/Peer Assisted Learning (PAL)	1	2
Chapter 2: རྒྱུ་རྐྱེན་ལྟོག་པའི་མཁུ་སྒྲིལ་བློ་རྒྱུ་ལ་བརྟེན་ནས་བཞག་པ། 10 The diagnosis through Indirect Skilful Means				
2.1. མཚན་ཉིད་ཤེས་པར་བྱ་བ། Clinical significance of knowing symptomology of diseases <ul style="list-style-type: none"> • K-Describe the clinical significance of knowing symptomology of diseases 	L	Lecture with PPT	1	X

2.2. མཚང་འབྲུ་བ། Indirect methods of diagnosis to unearth the patient's condition <ul style="list-style-type: none"> • K- Explain the Indirect methods of investigation via patient's relatives or attendants in finding out the patient's condition 	L	Lecture with PPT	1	X
2.3. དུས་བཞིང་བ། Listening and observing carefully to the patient while taking a bit of rest prior to examining the patient's condition <ul style="list-style-type: none"> • K-Discuss what doctor should do while taking a bit of rest before examining the patient's condition 	L	Lecture with PPT	1	X
2.4. ཐུར་རྗེས་བཅད་བ། Investigation of the medical history or past treatment process of a patient <ul style="list-style-type: none"> • K-Describe methods to investigate medical history or past treatment process prior to employ any treatment • S-Demonstrate the investigation methods applied to the medical history or past treatment process of a patient • A-Recognize the importance of patient's medical history or past treatment process in developing the treatment plan of a patient 	L/NL	Lecture with PPT/Clinical Exposure	1	1
2.5. བརྩུད་ལ་བོར་བ། Skillful methods to disclose signs and symptoms by the patient voluntarily <ul style="list-style-type: none"> • K-Describe what method to be applied in order to disclose patient's signs and symptoms voluntarily 	L	Lecture with PPT	1	X
2.6. ཁ་བཞིང་བ། Skillful methods to restrict patients from speaking on their disorder without being asked by a doctor <ul style="list-style-type: none"> • K-Discuss the techniques to restrict patient from speaking about their disorder without being asked by a doctor 	L	Lecture with PPT	1	X
2.7. སློབ་གཞན་ལ་བཤད་བ། Declaration of patient's condition accurately at once through adopting only one diagnostic technique <ul style="list-style-type: none"> • K-Explain the method to declare patient's condition accurately at once just by employing only one diagnostic technique by a doctor 	L	Lecture with PPT	1	X

<p>2.8. ཐབས་འདོག་གཞུག་པ། Covering up the failure of identifying disease by a doctor despite employing all diagnostic methods</p> <ul style="list-style-type: none"> • K-Describe the various methods to cover up the failure of identifying disorder by the doctor • S-Identify the various techniques that could be employed for covering up the failure of identifying disorder by the doctor • A-Value the reasons of covering up the failure of identifying disorder by the doctor despite employing all diagnostic skills in the clinical practice 	L/NL	Lecture with PPT/Role Play	1	1
<p>Chapter 3: མྱེང་སྐབས་སྲིབ་བཞིན་བརྟག་པ། 10 The Four diagnostic Criteria of a Patient</p>				
<p>3.1. གསོ་སྐབས་བཞི་སྟེ། Essential features of the easily curable disorder</p> <ul style="list-style-type: none"> • K-Specify the 12 features of easily curable disorder; (i) 04 features associated with doctor (ii) 04 features associated with medicinal drugs (iii) 04 features associated patient • S-Identify the 12 features of easily curable disorder • A-Realize the importance of 12 features of easily curable disorder to determine the treatment plan or prognosis of a disease 	L/NL	Lecture with PPT/Assignment/Quiz	2	2
<p>3.2. གསོ་དཀའ་བཞི་སྟེ། Features of the hard or difficult to cure disorder</p> <ul style="list-style-type: none"> • K-Describe the features of hard or difficult to cure disorder • S-Identify the features of hard or difficult to treat disorder • A-Recognize the importance of knowing the features of hard or difficult to determine treatment plan or prognosis of a disease 	L/NL	Lecture with PPT/Group Discussion/Assignment	1	1
<p>3.3. གསོ་བཅའ་ཉེ་སྟེ། Features for the barely curable disorder</p> <ul style="list-style-type: none"> • K-Describe the features of barely curable disorder 	L	Lecture with Charts	1	X

<p>4.4. ལྷུང་འབྲས་མ་ཙོར་བར་ཇི་བཞིན་རྟོགས་པའི་ཚུལ། Five diagnostic approaches that help to avoid misdiagnosis of the nature of hot and cold disorders</p> <ul style="list-style-type: none"> • K-Describe the five diagnostic approaches that help to avoid misdiagnosis nature of hot and cold disorders • S-Identify the diagnostic methods that help to avoid misdiagnosis nature of hot and cold disorders • A-Recognize the significances of knowing diagnostic methods that avoids misdiagnosis nature of hot and cold disorders in the clinical practice 	L/NL	Lecture with Charts /Assignment/ Small Group Teaching/Debate	1	4
<p>Chapter 5: རི་ཐང་མཚན་མཁུ། 25 Boderline of Hot disorders</p>				
<p>5.1. ལྷུང་གི་རི་ཐང་མཚན་མཁུ། Borderline of <i>rlung</i> disorders</p> <ul style="list-style-type: none"> • K-Describe the cause and conditions that aggravates <i>rlung</i> disorder during the treatment of hot disorders • S-Identify the clinical presentations that indicates borderline of <i>rlung</i> disorder • A-Recognize the significance of monitoring the borderline of <i>rlung</i> disorder while treating a hot disorder 	L/NL	Lecture with PPT/ Seminar/Assignment	7	2
<p>5.2. མཁྲིས་པའི་རི་ཐང་མཚན་མཁུ། Borderline of <i>mkhris pa</i> disorders</p> <ul style="list-style-type: none"> • K-Explain the cause and conditions that aggravates <i>mkhris pa</i> disorder during the treatment of hot disorders • S-Identify the clinical presentations that indicates borderline of <i>mkhris pa</i> disorder • A-Recognize the significance of monitoring the borderline of <i>mkhris pa</i> disorder while treating a hot disorder 	L/NL	Lecture with PPT/Quiz/Inquiry based learning	6	2

<p>5.3. བད་ཀན་གྱི་རི་ཐང་མཚོ་མཁུ་ Borderline of <i>bad kan</i> disorders</p> <ul style="list-style-type: none"> • K-Explain the cause and conditions that aggravates <i>bad kan</i> disorder during the treatment of hot disorders • S-Identify the clinical presentations that indicates borderline of <i>bad kan</i> disorder • A-Recognize the significance of monitoring the borderline of <i>bad kan</i> disorder while treating a hot disorder 	L/NL	Lecture with PPT/Assignment/Group Discussion	6	2
<p>Chapter 6: རིག་པ་རྩལ་ནད་རྩིས་བཟང་བ། 25 Detailed explanation on Pulse Diagnosis</p>				
<p>6.1. རྩལ་བཟང་བ་ལེ་མཚོན་ལོ་ལྟོ་ལྟོ། Five preliminary procedures of Pulse diagnosis</p> <ul style="list-style-type: none"> • K-Describe: <ul style="list-style-type: none"> (i) Diet & behaviour observances for a patient/Doctor prior to pulse diagnosis (ii) Appropriate time (iii) Proper placement of six fingertips on both radial wrist crease of the patient's hand (iv) Appropriate pressure applies by six fingertips on both radial wrist crease of the patient's hand (v) Proper method of pulse diagnosis • S-Demonstrate all the five preliminary procedures of pulse diagnosis • A-Value the importance of indulging preliminary procedures of pulse diagnosis for correct disease identification 	L/NL	Lecture with PPT/Edutainment/Role play	8	2

<p>6.2. རྩ་བརྟུན་པའི་དངོས་གཞི་བརྒྱད།</p> <p>Eight actual modes of Pulse diagnosis</p> <ul style="list-style-type: none"> • K-Specify the pulse characteristics of: <ul style="list-style-type: none"> (i) Healthy state (ii) Different seasons (iii) Seven wondrous pulses in a health state (iv) Health and diseases through pulse beats (v) General and Specific diseases (vi) Impending death (vii) <i>gdondisorder</i> (viii) <i>bla</i> (Life-force) • S-Observe the eight actual modes of pulse diagnosis • A-Recognize the significance of employing eight different modes of pulse diagnosis in order to discover the state of one's overall health 	L/NL	Lecture with PPT/Edutainment/Clinical Exposure/Role play/Peer Exam/Problem based Learning	10	3
<p>6.3. མཐུག་བསྟུན་པ།</p> <p>Conclusion on the Pulse diagnosis</p> <ul style="list-style-type: none"> • K-Discuss the summary of the Pulse diagnosis 	L	Lecture with PPT	2	X
<p>Chapter 7: མཐོང་བ་མེ་ལོང་རྩ་ལ་ངོས་བཟུང་བ། 25</p> <p>Detailed explanation on Urine analysis</p>				
<p>7.1. རྩ་བརྟུན་པའི་ཕྱོད་འགྲོ་བཞི།</p> <p>Four preliminaries of Urine Analysis</p> <ul style="list-style-type: none"> • K-Discuss the four preliminaries of urine analysis: <ul style="list-style-type: none"> (i) Observances of diet and behaviour prior to urine analysis (ii) Appropriate time (iii) Quality of urine container for collection of urine specimen (iv) Transformation of urine in the body • S-Identify the four preliminaries of urine analysis • A-Value the significance of performing the four preliminaries of urine analysis for correct diagnosis and state of overall health 	L/NL	Lecture with PPT/Edutainment/Clinical Exposure/Role Play	8	2

7.2. ལྷ་བརྟན་པའི་དངོས་གཞི་བཞི། Four actual modes of Urine Analysis	L/NL	Lecture with Charts/Edutainment/ Clinical Exposure/ Seminar/Role play	10	3
<ul style="list-style-type: none"> • K-Describe the urine characteristics of: <ul style="list-style-type: none"> (i) Urine of a healthy state (ii) Urine of diseased state (iii) Urine indicating impending death (iv) Urine indicating <i>gdondisorders</i> • S-Demonstrate the four actual modes of urine analysis • A-Realize the importance of performing the four actual modes of urine analysis for correct diagnosis and state of overall health 				
7.3. མཐུག་བསྐྱབས། Conclusion on the Urine Analysis	L	Lecture with Charts & AVs	2	X
Total hours			100	40
Grand total of hours			140	

Table 3B - PRACTICAL (NON-LECTURE)

Sl. No	Name of the Practical	Term (I/II/III)	Distribution of Hours
1	མིག་དང་། རྩ་བཅའི་བརྟན་ཐབས། Eyes, Nose and Ear examinations and practical skills: 1) Examinations of the Eye 1.1 Characteristics of <i>rlung</i> disorders 1.2 Characteristics of <i>mkhris pa</i> disorders 1.3 Characteristics of <i>bad kan</i> disorders 1.4 Characteristics of <i>mdang snyams</i> (Anemia) 1.5 Characteristics of Kidney and <i>skyabab</i> (General Edema) 1.6 Characteristics of Liver disorders 2) Examinations of the Ear 2.1 Characteristics of <i>rlung</i> disorders 2.2 Characteristics of kidney disorders 2.3 Characteristics of <i>mkhrispa</i> disorders 2.4 Characteristics of <i>bad kan</i> disorders 3) Examination of the Nose 3.1 Characteristics of <i>rlung</i> disorders 3.2 Characteristics of <i>rim cham</i> 3.3 Characteristics of Lung infections 3.4 Characteristics of <i>snga shul</i> (Nasal polyp)/ <i>ya sin</i> (Sinusitis)	I	(10) 6 2 2

2	<p>ཕྱི་བརྟག་ཐབས།</p> <p>Clinical examination of the Tongue:</p> <ol style="list-style-type: none"> 1. Characteristics of healthy body 2. Characteristics of various <i>rlung</i> disorders 3. Characteristics of <i>mkhris pa</i> disorders 4. Characteristics of <i>bad kan</i> disorders 5. Characteristics of <i>mdang snyams</i> (Anemia) 6. Characteristics of <i>tsawa</i> (Pyrexia) disorders 	I	(10)
3	<p>ལྷན་གྱི་དུའི་བཅའ་དང་། བཅའ་པའི་མདོག་སྐོས་ཀྱི་བརྟག་ཐབས།</p> <p>General examination of the Physical body & Skin:</p> <p>1) Examination of Structure of the Physical body</p> <ol style="list-style-type: none"> 1.1 <i>rlung</i> body structure 1.2 <i>mkrispa</i> body structure 1.3 <i>bad kan</i> body structure <p>2) Examination of the Skin</p> <ol style="list-style-type: none"> 2.1 Characteristics of <i>rlung</i> disorder 2.2 Characteristics of <i>mkris pa</i> disorder 2.3 Characteristics of <i>bad kan</i> disorder 2.4 Characteristics of <i>skyarbab</i> (General Edema) 2.5 Characteristics of Spleen disorders 	I	(10) 3 7
4	<p>འགོ་སྐོར་གྱི་ཐབས་ལུགས་ལ་འཇུག་པའི་ལྷན་གྱི་བརྟག་ཐབས།</p> <p>Effective Communication Skills for Healthcare professional:</p> <ol style="list-style-type: none"> 1. Fundamentals of healthcare communication 2. Importance of listening skills 3. Body Language 4. Patient-centered communication 5. Cross-cultural communication, etc. 	I	(10)
5	<p>རྩིས་པའི་ཕྱི་བརྟག་ཐབས་དང་། བརྟག་ཐབས་ལུགས་ལ་འཇུག་པའི་ལྷན་གྱི་བརྟག་ཐབས།</p> <p>Practical skills on Pulse Examination Procedures:</p> <p>1) Proper placement of fingertips</p> <ol style="list-style-type: none"> 1.1 Proper placement of six fingertips on both radial wrist crease of the patient's hand 1.2 Appropriate pressure applies by six fingertips on both radial wrist crease of the patient's hand <p>2) Proper method of Pulse diagnosis</p> <ol style="list-style-type: none"> 2.1 Reading the pulse on the patient's left hand 2.2 Reading the pulse on the patient's right hand 	II	(10) 5 5

6	<p>མ་མལ་རྟེན་གྱི་ཚ་དང་། བད་མེད་གྱི་ཚ་འཕམ་ཚུལ་ལྟ་བུ་ཚ་བརྟག་ཐབས།</p> <p>Identification of three nature/constitutional Pulses, Pulse of a healthy state and bla(life-force energy)Pulse:</p> <ol style="list-style-type: none"> 1. Characteristics of <i>pho rtsa</i> (Male pulse) 2. Characteristics of <i>ofmorsta</i> (Female pulse) 3. Characteristics of <i>byangjupsemrtsa</i> (Neutral pulse) 4. Characteristics of healthy body or homeostatic state 5. <i>blartsa</i> (Life-force energy) 	II	10
7	<p>བད་མེད་གྱི་དྲི་ཚུ་བརྟག་ཐབས།</p> <p>Urine analysis procedures and Identification of the urine characteristics of a healthy state:</p> <ol style="list-style-type: none"> 1. Time of Urine specimen collection 2. Suitable urine container 3. Proper procedure of Urine examination 4. Characteristics of Urine of Healthy body 	II	10
8	<p>བད་མེད་གྱི་ཚ་དང་། རྩུ་ཚ་བརྟག་ཐབས།</p> <p>Clinical skills on the critical identification of Pulse characteristics of Hot and Cold disorders:</p> <p>1) General Pulse Examination of Hot disorders</p> <ol style="list-style-type: none"> 1.1 Six characteristics of pulse of Hot Disorders 1.2 Three modes of differentiating the stages of Hot disorder Pulse: Elevation, Pulse rate & Length of Pulse beats <p>2) General Pulse Examination of Cold disorders</p> <ol style="list-style-type: none"> 2.1 Six characteristics of pulse of Cold Disorders 2.2 Three modes of differentiating the stages of Cold disorder Pulse; Elevation, Pulse rate & Length of Pulse beats <p>3) Pulse examination of Specific disorders</p> <ol style="list-style-type: none"> 3.1 Characteristics of <i>rlung</i> disorder 3.2 Characteristics of <i>mkris pa</i> disorder 3.3 Characteristics of <i>bad ka</i> disorder 3.4 Characteristics of <i>mukpo</i> disorder 	III	(15) 5 5 5

9	ཚ་བའི་རྩུ་དང་མྲུང་བའི་སྐྱུག་དོན་རྩུར་བརྟུག་ཐབས། Clinical skills on urine analysis of the critical identification of Hot and Cold disorders: 1) General Urine Analysis of Hot disorders in three stages 1.1 Analysing the Fresh warm urine 1.2 Analysing the Luke warm urine 1.3 Analysing the Completely cold urine 2) General Urine Analysis of Cold disorders in three stages 2.1 Analysing the Fresh warm urine 2.2 Analysing the Luke warm urine 2.3 Analysing the Completely cold urine 3) Urine Analysis of Specific disorders 3.1 Characteristics of <i>rlung</i> disorder 3.2 Characteristics of <i>mkris pa</i> disorder 3.3 Characteristics of <i>bad ka</i> disorder 3.4 Characteristics of <i>mukpo</i> disorder 3.5 Characteristics of <i>za khugcinsnyi'inad</i> (Diabetes mellitus)	III	(15)
			5
			5
			5
10	བོད་ལྷན་པས་གསོ་རིག་གི་ནད་དེབ་འཛིན་སྒྲུང་སྒྲུབ། Writing Sowa-Rigpa Medical Case-Sheet 1. History Taking 2. Chief complaints 3. Differential diagnosis 4. Treatment Procedures 5. Diet/Behavior plan	III	10
Total (Practical Hours)			110

Table 4. Assessment Summary

A. Number of papers and Marks Distribution

Sl. No.	Subject	Papers	Theory	Practical or Clinical Assessment					Grand Total
				Practical or clinical	Viva	Electives	IA	Total	
1.	<i>Ngosbzungrtags- II</i> Sowa-Rigpa Pathology-II	1	100	100	30	-	20	150	250

B. Scheme of Assessment (formative and Summative)

Sl. No.	Professional Course	Duration			UE
		First Term (1-6Months)	Second Term (7-12 Months)	Third Term (13-18 Months)	
1	Second	3PA & First TT	3PA & Second TT	3PA.	UE

PA: Periodical Assessment; TT: Term Test; UE: University Examinations. University exam should be on entire syllabus.

C. Calculation Method for Internal Assessment Marks (20 Marks)

	Periodical Assessment	Term Test	Term Assessment
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Term	A	B	C	D	E	F	G
	1 (20)	2 (20)	3 (20)	Average(A +B+C/3) (20)	Theory(MCQ+SA Q +LAQ)& Practical (Convertedto20)	Sub Total (40 marks)	TermAssessm ent (20 marks)
First						D+E	D+E/2
Second						D+E	D+E/2
Third					Nil	D	D
FinalIA	FinalInternalAssessment:AverageofthreeTermAssessmentmarksasshownin 'G' column						

D. Evaluation Methods for Periodical Assessment

Sl. No.	EvaluationMethod
1.	Practical/ClinicalPerformance
2.	VivaVoce/MultipleChoiceQuestion(MCQ)/ModifiedEssayQuestion(MEQ)/StructuredQuestions
3.	OpenBookTest(ProblemBased)
4.	SummaryWriting(Researchpapers)
5.	ClassPresentations
6.	WorkBookMaintenance
7.	ProblemBased Assignment
8.	ObjectiveStructuredClinicalExamination(OSCE),ObjectiveStructuredPracticalExamination(OSPE),Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation Procedures (DOP), Case BasedDiscussion (CBD)
9.	Extra-curricularactivities(Socialwork,Publicawareness,Surveillanceactivities,Sportsorotheractivitieswhich maybe decidedbythedepartment).
10.	SmallProject (Individual or Group)
11.	Oral Test, etc.

E. Question Paper Pattern

II PROFESSIONAL BSRMS EXAMINATIONS

<SRUG-NT-II>

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

	Pattern	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

F. Distribution of theory Exam and Question Paper-Blue print

Sl. No	Chapters	Marks	Types of Questions		
			“Yes”-can be asked “No”- should not be asked		
			MCQ (1 mark)	SAQ (5 marks)	LAQ (10 marks)
1	བཤད་རྒྱུ་ལེན་པ་ལྟེན་པ་དངོས་སུ་རྟོག་པ་བརྟག་པ། The Actual modes of Diagnosis	13	Yes (3 Nos.)	Yes (2 Nos.)	No
2	བཤད་རྒྱུ་ལེན་པ་ རྣམ་པར་གྱི་རྟོག་པ་བརྟག་པ། The diagnosis through Indirect Skilful Means	09	Yes (4 Nos.)	Yes (1 No.)	No
3	བཤད་རྒྱུ་ལེན་པ་ རྣམ་པར་གྱི་བཞུགས་པ་བརྟག་པ། The Four diagnostic Criteria of a Patient	14	Yes (4 Nos.)	No	Yes (1 No.)
4	མན་རྒྱུ་ལེན་པ་ གཞན་གྱི་གཞན་གྱི་མན་རྒྱུ་ལེན་པ་ Clarification of Deceptive states of Hot & Cold disorders	17	Yes (2 Nos.)	Yes (1 No.)	Yes (1 No.)
5	མན་རྒྱུ་ལེན་པ་ གཞན་གྱི་མན་རྒྱུ་ལེན་པ་ Boderline of Hot disorders	13	Yes (3 Nos.)	Yes (2 Nos.)	No
6	ཕྱི་རྒྱུ་ལེན་པ་ གཞན་གྱི་ཕྱི་རྒྱུ་ལེན་པ་ Detailed explanation on Pulse Diagnosis	17	Yes (2 Nos.)	Yes (1 No.)	Yes (1 No.)
7	ཕྱི་རྒྱུ་ལེན་པ་ གཞན་གྱི་ཕྱི་རྒྱུ་ལེན་པ་ Detailed explanation on Urine Analysis	17	Yes (2 Nos.)	Yes (1 No.)	Yes (1 No.)
Total Marks		100	20	40	40

G. PRACTICAL EXAM- BLUE PRINT

Sl. No	List of the Practical	Marks
1	General Examination of the Physical body (Approx.30 mins) Examine (Any of two of the below): a) Structure of the body b) Colour of the skin c) Eye d) Ear e) Nose	10
2	Clinical Examinations (Approx. 30 mins) Examine (Both): a) Tongue b) Urine	20
3	Identify: The Nature/Constitutional of pulse of a healthy subject through Pulse diagnosis (Approx. 30 mins)	10
4	Spotting/Identification: Identify the Nature (Hot or Cold) of disorders of all five given urine samples (Approx. 30 mins)	20
5	Demonstration: Students will be given a subject and asked to perform a pulse diagnosis of a particular organ condition and History taking (Including communication skills) (Approx. 50) History taking includes: a) Demographic patient details b) Past illness c) Treatment history d) Chief complaints	30
6	Practical/Record/Log book a) Question may ask as per the practical book b) Practical book maintenance	10
Total (Marks)		100

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བདུད་རྩི་སྒྲིང་པོ་ཡན་ལག་བརྒྱུད་པ་གསང་བ་མན་ངག་གི་རྒྱུད་ཞེས་བྱ་བ་བཞུགས་སོ། གཡུ་ཐོག་ཡོན་ཏན་མགོན་པོ། ལྷན་རྒྱུ་ཁང་།
2. *bum nag gsalsgron, sum ston ye shesgzungs, a rura deb phreng 017, mi rigs dpebskrunkhang, 2005*
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3. *grel pa bai sngon, sdesridsangsrngyasrgyamtsho, Mentsee-Khang, 2007*
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4. *mespo'izhal lung, zumkharblogrosrgyal po, MenTsee-Khang, 2019*
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5. *skyempa'irgyudbzh'i 'grel pa, skyem pa tshedbang, MenTsee-Khang, 2019*
སྐྱེས་པའི་རྒྱུད་བཞིའི་འགྲེལ་བཤད། ལྷུ་མ་པ་ཚེ་དབང། ལྷན་རྒྱུ་ཁང་།
6. *drangsrongzhal lung, mkhasdbangkhrorutshernam, Mentsee-Khang, 2019*
དང་སོང་ཞལ་ལུང། མཁས་དབང་ཁོ་ཏུ་ཚེ་རྒྱལ། ལྷན་རྒྱུ་ཁང་།
7. *bshadrgyudkyi 'grelchendri med kungsal, bsodnams ye shesrgyalmtshan, a rura deb phreng 039, mi rigs dpebskrunkhang, 2005*
བཤད་རྒྱུད་གྱི་འགྲེལ་ཚེན་དྲི་མེད་ཀུན་གསལ། བསོད་ནམས་ཡེ་ཤེས་རྒྱལ་མཚན། ཨ་ཏུ་ར་དེབ་ཤེང་༠༣༩། མི་རིགས་དཔེ་བསྐྱར་ཁང་། ༢༠༠༥
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སྐར་དབྱང་ལྷ་པོའི་རྒྱལ་པོའི་འགྲེལ་ཚེན་རྒྱལ་བསམ་ལྷ་བ་དཀར་པོའི་ཟེར་མདངས་ཞེས་བྱ་བ་བཞུགས་སོ། བོད་དང་པོ། ལྷན་པ་ཏིང་འཛིན། ཀན་སུ་མི་རིགས་དཔེ་བསྐྱར་ཁང་།
15. *'ju mi phamgyismanyiggcesbtus, ju mi phamnamrgyalrgyamtsho, a rura deb phreng 023, mi rigs dpebskrunkhang, 2005*
འཇུ་མི་ཕམ་གྱི་སྐར་ཡིག་གཅེས་བཏུས། འཇུ་མི་ཕམ་རྣམ་རྒྱལ་བྱ་མཚོ། ཨ་ཏུ་ར་དེབ་ཤེང་༠༢༣། མི་རིགས་དཔེ་བསྐྱར་ཁང་། (ཤོག་གངས། ༢༣-༢༤)
16. *slob dponklusgrubkyismanyig, klusgrub, a rura deb phreng 073, mi rigs dpebskrunkhang, 2005*

- སྒོ་བ་དཔོན་ལྷ་སྐབ་ཀྱི་སྐྱེན་ཡིག་གཅེས་བཏུས། ལྷ་སྐབ། ཨ་ཏུ་ར་དེ་བ་ཐོང་༠༡༩། མི་རིགས་དཔེ་བསྐྱར་ཁང་། ༢༠༠༥
17. *cha lag bcobrgyad, (rgyudchungbdudrtsisnying po) g.yu thog yon tan mgon po, mi rigs dpebskrunkhang, 2005*
 ཆ་ལག་བཙུག་ལྷན་པུ་བཏུང་ཚེ་སྤོང་པོ། གཡུ་ཐོག་ཡོན་ཏན་མགོན་པོ། མི་རིགས་དཔེ་བསྐྱར་ཁང་། ༢༠༠༥
18. *phan bde'ibsilzersproba'izlagsar, karma nges legs bstan 'dzin, a rura deb phreng 021, mi rigs dpebskrunkhang, 2005*
 ཕན་བདེའི་བསེལ་ཟེར་སྣོད་བའི་རྒྱ་གསལ། ཀམ་ཏེས་ལེགས་བསྟན་འཛིན། ཨ་ཏུ་ར་དེ་བ་ཐོང་༠༢༡། མི་རིགས་དཔེ་བསྐྱར་ཁང་། ༢༠༠༥
19. *snyanbrgyudbe'u bum nag po, b+harophyagrbum, a rura deb phreng 034, mi rigs dpebskrunkhang, 2005*
 སྐྱེན་བརྒྱུད་བེའུ་བུམ་ནག་པོ། ལྷ་རོ་ཕུག་རྒྱམ། ཨ་ཏུ་ར་དེ་བ་ཐོང་༠༣༤། མི་རིགས་དཔེ་བསྐྱར་ཁང་། ༢༠༠༥
20. *bod lugs gso rig gidrichu'ibrtagthabsgsalba'i me long, krung 'go'i bod rig pa dpebskrunkhang*
 བོད་ལུགས་གསོ་རིག་གི་དྲི་རྒྱའི་བརྟག་ཐབས་གསལ་བའི་མེ་ལོང་། ཀྲུང་འགོའི་བོད་རིག་པ་དཔེ་བསྐྱར་ཁང་།
21. *de'udmargso rig gcesbtus, stod cha, (byispa'irnabrbrtagthabsgsalsnangshayi me long g.ya' bral dang zhoprabrtag pa chu yi me long), bstan 'dzinphuntshogs, a rura deb phreng 044, mi rigs dpebskrunkhang, 2005*
 དེའུ་དམར་གསོ་རིག་གཅེས་བཏུས། རྟོང་ཆ། (བྱིས་པའི་ན་པ་བརྟག་ཐབས་གསལ་སྤང་གཡེ་མེ་ལོང་གཡའ་བཟུང་དང་ཞོ་པ་བརྟག་པ་རྒྱ་ཡི་མེ་ལོང་) བསྟན་འཛིན་ཕུན་ཚོགས། ཨ་ཏུ་ར་དེ་བ་ཐོང་༠༤༤། མི་རིགས་དཔེ་བསྐྱར་ཁང་། ༢༠༠༥
22. *khamsgtsang 'brugrgyalgyismanyig, (phyiyulbrtagthabsnyunggsal/bdudrtsi'i thigs pa) khamsgtsang 'brugrgyal, a rura deb phreng 091, mi rigs dpebskrunkhang, 2012*
 ཁམས་གཙང་འབྲུག་རྒྱལ་གྱི་སྐྱེན་ཡིག ། (ཕྱི་ཡུལ་བརྟག་ཐབས་ཉུང་གསལ་དང་། བདུད་རྩིའི་ཐིགས་པ།) ཁམས་གཙང་འབྲུག་རྒྱལ། ཨ་ཏུ་ར་དེ་བ་ཐོང་༠༩༡། མི་རིགས་དཔེ་བསྐྱར་ཁང་། ༢༠༡༢
23. *brtag pa rtsachu'irgyasspros go don reg mthong yid kyi me long, zlabatshe ring, mi rigs dpebskrunkhang, 1997*
 བརྟག་པ་རཱ་རྒྱའི་རྒྱལ་གྱི་དོན་རིག་མཐོང་ཡིད་ཀྱི་མེ་ལོང་། ལྷ་བ་ཚེ་རིང་། མི་རིགས་དཔེ་བསྐྱར་ཁང་། ༡༩༩༧
24. *reg zig ne'u le rkyal pa, kongrongzmanbla don grub, bod kyigso rig kunbtus, pod so gsum pa, mi rigs dpebskrunkhang, 2011*
 རིག་ཟིག་རྟེན་ལེ་རྒྱལ་པ། ཀོང་རོང་སྐྱེན་ལྷ་དོན་གུབ། བོད་ཀྱི་གསོ་རིག་ཀུན་བཏུས། བོད་སོ་གསུམ་པ། མི་རིགས་དཔེ་བསྐྱར་ཁང་། ༢༠༡༡