Curriculum for MD/ MS Ayurveda (PRESCRIBED BY NCISM)



Semester II Applied Basics of Panchakarma (Procedural and Management) (SUBJECT CODE : AYPG-AB-PK)

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



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

PREFACE

Panchakarma, the cornerstone of Ayurvedic therapeutic interventions, embodies the classical science of detoxification, purification, and rejuvenation. With its holistic approach to health management, it addresses both prevention and cure, making it highly relevant in managing lifestyle disorders, chronic diseases, and promoting long-term wellness. The postgraduate curriculum in Panchakarma is structured to build a strong theoretical and clinical foundation, enabling scholars to deeply understand the philosophy and practical aspects of the five principal karmas—Vamana, Virechana, Basti, Nasya, and Raktamokshana—along with preparatory and post-procedural care.

Through a blend of textual study and clinical immersion, students learn to assess patients, determine therapeutic eligibility, interpret doshic imbalances, and plan individualized treatment protocols. Procedural competence, understanding of drug interactions during therapy, complication management, and critical analysis of classical references are integral to training. Exposure to applied anatomy, physiology, and therapeutic mechanisms further enhances clinical precision and decision-making. Practical sessions focus on mastering traditional procedures with modern instruments, ensuring safe, evidence-based, and effective treatment outcomes.

Recognizing the expanding global interest in Ayurveda, the curriculum also integrates modules on Panchakarma center management, Ayurvedic wellness spa governance, and quality assurance aligned with NABH standards. Scholars are introduced to the essentials of medical tourism, AYUSH visa facilitation, and global patient engagement, preparing them for leadership roles in both clinical and wellness sectors. This comprehensive training not only develops competent Panchakarma clinicians and educators but also encourages innovation, entrepreneurship, and global outreach in the field of Ayurvedic healthcare.

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

-Swami Vivekananda



NCISM

(NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE) Curriculum for MD/ MS Ayurveda

Applied Basics of Panchakarma (AYPG-AB-PK) Summary & Credit Framework Semester II

Module Number & Name	Credits	Notional Learning Hours	Maximum Marks of assessment of modules (Formative assessment)
M1. Panchakarma Siddhanta Parichaya, Equipments and Instruments in Panchakarma. Panchakarma for promotion of health and wellbeing.	3	90	75
M2. Surface anatomy, Applied anatomy and Physiology and its amalgamation with Panchakarma siddhanta.	3	90	75
M3. Clinical examination	3	90	75
M4. Identification and modification of concomitant medications used during Panchakarma procedures.	2	60	50
M5. Panchakarma Aushadha Kalpana & Ahara Kalpana	2	60	50
M6. Administration & Regulatory framework related to Panchakarma.	3	90	75
	16	480	400

Credit frame work

AYPG-AB-PK consists of 6 modules totaling 16 credits, which correspond to 480 Notional Learning Hours. Each credit comprises 30 hours of learner engagement, distributed across teaching, practical, and experiential learning in the ratio of 1:2:3. Accordingly, one credit includes 5 hours of teaching, 10 hours of practical training, 13 hours of experiential learning, and 2 hours allocated for modular assessment, which carries 25 marks.

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

Course code	Name of Course
AYPG-AB-PK	Applied Basics of Panchakarma

Table 1 : Course learning outcomes and mapped Program learning outcomes

CO No	A1 Course learning Outcomes (CO) AYPG-AB-PK At the end of the course AYPG-AB-PK, the students should be able to-	B1 Course learning Outcomes mapped with program learning outcomes.
CO1	Analyze and apply the core principles of Panchakarma and Upakarma in clinical and wellness practices.	PO1,PO2
CO2	Illustrate and customize standard operating procedures for Panchakarma, Upakarma, Marma Chikitsa, and physiotherapy based on individual patient needs.	PO1,PO2,PO3
CO3	Perform Panchakarma and Upakarma procedures, and prepare related formulations with clinical proficiency for both preventive and curative purposes.	PO2,PO3,PO4
CO4	Design protocol-based interventions for Panchakarma and Upakarma and demonstrate procedural expertise in the management of various diseases and emerging clinical conditions.	PO1,PO2,PO7
CO5	Identify, diagnose, and manage emergencies associated with Panchakarma and Upakarma procedures.	PO2,PO6,PO8
CO6	Communicate effectively with all stakeholders, exhibiting leadership qualities, ethical conduct, and compassion in professional practice.	PO3,PO5,PO6,PO8
CO7	Integrate recent advances and evidence-based approaches into Panchakarma practice through continuous research and scholarly engagement.	PO4,PO5,PO8
CO8	Practice and advocate Panchakarma therapy by blending traditional knowledge with modern technology and innovation for global outreach and recognition.	PO3,PO5,PO8

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

2A Modu le Nu mber	2B	2C	Notional Learning hours					
	Module & units	Num ber of Credi ts	2D Lectures	2E Practical Training	2F Experiential Learning including modular assessment	2G Total		
1	 M-1 Panchakarma Siddhanta Parichaya, Equipments and Instruments in Panchakarma. Panchakarma for promotion of health and wellbeing. Analysis and application of Panchakarma Siddhanta, Equipments and Instruments used in Panchakarma and role of Panchakarma in promotion of health and wellbeing. M1U1 Panchakarma Siddhanta Parichaya Interpretation of Dosha Gati Kriyakala Dvividha-Shadvidha Upakrama Kleda Utklesha Padamshika krama Srotas 	3	15	30	45	90		
	 9. Koshtha 10. Bahudoshavastha • M1U2 Equipments and Instruments in Panchakarma 1. Analysis, research and development & modifications of the 							

	instruments and equipments used in Panchakarma. • M1U3 Panchakarma for promotion of health and wellbeing. 1. Role and importance of Panchakarma in the promotion of health. 2. Role and importance of Panchakarma for promotion of wellbeing.					
2	 M-2 Surface anatomy, Applied anatomy and Physiology and its amalgamation with Panchakarma siddhanta. To enhance students' understanding of therapeutic procedures and its working mechanism, foster critical thinking and promote research skills, thereby equipping them to provide evidence-based information by means of applied anatomy and physiology that can positively impact the global community. • M2U1 Analysis, interpretation and application of Surface Anatomy, Applied Anatomy and Applied Physiology of systems vis a vis Panchakarma Siddhanta Integumentary Musculo-skeletal Nervous Endocrine Cardiovascular Lymphatic Respiratory Digestive/Abdomen Excretory Reproductive. • M2U2 Analysis, interpretation and application of Applied Physiology vis a vis Panchakarma Siddhanta 	3	15	30	45	90

	 Metabolism Cellular Basis of Physiology, Genetics & Enzymes Biophysical Principles and Chemistry of Biomolecules Cell Signalling & Nerve-muscle Physiology Blood and Body Fluids. Molecular Biology Nutrition and Dietetics Special Senses Developmental biology 					
3	M-3 Clinical examination To develop the ability to conduct thorough patient examinations, accurately diagnose conditions, identify the indications and contraindications for panchakarma procedures and effectively analyze procedural options for optimal patient care.	3	15	30	45	90
	• M3U1 Roga and Rogi Pareeksha.					
	1. Analysis, interpretation and application of Roga and Rogi Pareeksha.					
	M3U2 Systemic examination					
	Examination, application, analysis and interpretation of,					
	 Respiratory system Cardiovascular system Gastro-intestinal system Neurological system Musculo-skeletal system Genito-urinary system 					

	 • M3U3 Interpretation of findings of various laboratory investigations. Analysis and interpretation of following laboratory findings 1. Haematological 2. Biochemical 3. Pathological 4. Microbiological 5. Urine and stool • M3U4 Interpretation of diagnostic and imaging findings 1. Interpretation and analysis of ECG, EEG, EMG, NCV, X-ray, USG, CT, MRI, PET, Spirometry findings. 					
4	 M-4 Identification and modification of concomitant medications used during Panchakarma procedures. To understand the actions and counteractions of concomittant medications during Panchakarma procedures and to effectively schedule and manage patient conditions throughout the treatment process. M4U1 Identification and analysis of concomitant medications used during Panchakarma procedures. Identification and analysis of concomitant medications in use during Panchakarma procedures 1. Antihypertensive medications 2. Thyroid Medications 3. Immunosuppressants medications 	2	10	20	30	60

	 4. Anticonvulsants medications 5. Antidiabetics medications 6. Antidepressants medications 7. Antipsychotics medications 8. Antispasmodics medications 9. Anticoagulants medications 10. Antitubercular medications 11. Disease-Modifying Antirheumatic Drugs (DMARDs) 					
5	 M-5 Panchakarma Aushadha Kalpana & Ahara Kalpana Instils indepth knowledge, analytical acumen and application of various medicinal and dietary preparations used in Panchakama. M5U1 Panchakarma Aushadha Kalpana Clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of the Aushadha Kalpana used in Panchakarma. M5U2 Panchakarma Ahara Kalpana Clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of the Aushadha Kalpana used in Panchakarma. 	2	10	20	30	60
6	M-6 Administration & Regulatory framework related to Panchakarma. Inculcating quality and safety by proper governance of Panchakarma establishments by indepth knowledge and application of regulations, administrative aspects of	3	15	30	45	90

Panchakarma treatment facility and quality standards.

• M6U1 Regulatory Framework related to Panchakarma establishment

1. The Clinical Establishments (Registration and Regulation) Act, 2010 2. The "Consumer Protection Act, 2019"

• M6U2 NABH standards in Panchakarma

1. Standards of NABH in Panchakarma theatre/ centre/ hospital.

• M6U3 Role of Panchakarma in wellness industry, Hospitality sector and Medical Value Travel

- 1. Relevance and scope of Panchakarma in hospitality and wellness sector
- 2. Operational requirements of a wellness center
- 3. Precautions while promoting Panchakarma in hospitality, wellness and tourism sector
- 4. Medico-legal aspects related to Panchakarma in hospitality, wellness and tourism sector
- 5. Medical Value Travel regulations (MVT) and Ayush Visa.

• M6U4 Administration of Panchakarma theatre/hospital

- 1. Panchakarma theatre/hospital Architecture, Planning and Maintenance.
- 2. Panchakarma theatre/hospital Operation Management.
- 3. Inventory management & Procurement in Panchakarma theatre/hospital.
- 4. Human Resource Management of Panchakarma theatre/hospital.
- 5. Hospital Information System of Panchakarma theatre/hospital.

 6. Total Quality Management in Panchakarma theatre/hospital. 7. Hospital Equipment Management in Panchakarma theatre/hospital. 8. Communication skills. 					
	16	80	160	240	480

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

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (D oes/Show s how/K nows ho w/Know)	3G Teaching Learning Methods			
Module 1 : Pa	Module 1 : Panchakarma Siddhanta Parichaya, Equipments and Instruments in Panchakarma. Panchakarma for promotion of health and wellbeing.								
Module Learn (At the end of 0] 0] 0]	ing Objectives the module, the students should be able to) Apply the fundamental principles of Panchakarma. Demonstrate the essential skills required to excel as a Panchakarma expert. Demonstrate, Utilize and modify various equipment and instruments used in Panchakarma ef Apply Panchakarma techniques in promotion of health and wellbeing.	fectively.							
Unit I Panchal	karma Siddhanta Parichaya								
1.1 2.1 3.1 4.1 5.0 6.1 7.5 8.4 9.1	anon or Dosha Gati Kriyakala Dvividha-Shadvidha Upakrama Kleda Utklesha Padamshika krama Srotas Agni Koshtha								

10. Bahudoshavastha

References: 40,41,43,44,45

3 A	3B	3C	3D	3 E	3F	3G
CO1	Discuss the principles of Srotas, Agni and Koshtha.	2	Lecture	CC	Knows- how	DIS,L&P PT ,PER
CO1,CO4	Evaluate and explain the clinical significance of Srotas, Agni, and Koshtha in formulate Panchakarma .	5	Practical Training 1.1	PSY- GUD	Shows- how	CBL,D-B ED,PBL,S IM
CO1,CO4	Examine, analyze, and interpret the roles of Srotas, Agni, and Koshtha in selecting Panchakarma.	5	Experiential- Learning 1.1	PSY- MEC	Does	CBL,IBL, PBL,RP,S DL,TBL
CO1,CO4	Discuss the concept of Kleda and Utklesa	2	Lecture	CAN	Knows- how	BS,DIS,L &GD,L& PPT
CO1,CO4	Demonstrate, interprete and analyse the role of Kleda and Utklesha in patients selected for panchakarma procedures	5	Practical Training 1.2	PSY- GUD	Shows- how	BS,CBL,P BL
CO1,CO4	Evaluate, analyze, and interpret Kleda and Utklesha for the appropriate selection of Panchakarma therapies.	5	Experiential- Learning 1.2	PSY- MEC	Does	CBL,D-B ED,PBL, RP,SDL,T BL
CO1,CO4	Analyse Doshagati and Kriyakala.	2	Lecture	CC	Knows- how	BS,DIS,L &GD,PL
CO1,CO4	Demonstrate, interpret and analyze the Doshagati and Kriyakala for Panchakarma.	5	Practical Training 1.3	PSY- GUD	Shows- how	CBL,D-B ED,DIS,J C,PBL,PS

						M,SDL,T BL
CO1,CO4	Examine, evaluate and interpret the role of Doshagati and Kriyakala in the patients.	6	Experiential- Learning 1.3	PSY- MEC	Does	CBL,D-B ED,PBL,S DL
CO1,CO4	Discuss Dwividha and Shadvidha Upakrama in relation to Panchakarma.	2	Lecture	CAN	Knows- how	BS,DIS,L &PPT ,L_VC
CO1,CO4	Interpret and evaluate the practical relevance of Dwividha and Shadvidha Upakramas.	10	Experiential- Learning 1.4	PSY- MEC	Does	BL,JC,PE R,PBL,S DL,TBL
CO1,CO4	Analyze Padamshika Krama	1	Lecture	CC	Knows- how	L&PPT ,PAL,PER
C01,C04	Demonstrate Padamshika Krama.	4	Practical Training 1.4	PSY- GUD	Shows- how	CBL,D-B ED,KL,P BL
CO1,CO4	Demonstrate ,analyze Bahudoshavastha and formulate Chikitsa Sootra.	6	Practical Training 1.5	PSY- GUD	Shows- how	CBL,D- BED,PBL
CO1,CO4	Examine, evaluate and interpret the Bahudoshalakshanas in patients.	3	Experiential- Learning 1.5	PSY- MEC	Does	CD,CBL, D-BED,K L,PBL,SD L,TBL
Unit 2 Equipn	nents and Instruments in Panchakarma			-		-

1. Analysis, research and development & modifications of the instruments and equipments used in Panchakarma.

		20	20	a E		20
<u>3A</u>	38	30	3D	3E	3F	3G
CO1,CO3,CO7 ,CO8	Discuss the principles of bio-instrumentation in Panchakarma.	1	Lecture	СС	Knows- how	BS,IBL,L &GD,TB L
CO1,CO3,CO7 ,CO8	Identify and demonstrate the use of Panchakarma equipment	5	Practical Training 1.6	PSY- GUD	Shows- how	BS,D,PT, PBL,SDL
CO1,CO3,CO7 ,CO8	Analyze the adaptations and modifications of instruments used in Panchakarma.	1	Lecture	CC	Knows- how	BS,L&G D,L&PPT
CO1,CO3,CO7 ,CO8	Identify and describe the characteristics, specifications, mechanisms, safety aspects, applicability, utility of instruments and equipment used in Panchakarma.	1	Lecture	CC	Knows- how	BS,L&PP T ,L_VC
1.1 2.1 References: 26,	Role and importance of Panchakarma in the promotion of health. Role and importance of Panchakarma for promotion of wellbeing. 34,37,39,40,41,42,43,44,45		_			
3A	3B	3 C	3D	3 E	3F	3G
CO1,CO3,CO6	Discuss and analyze the role and importance of Panchakarma in the promotion of health and well-being.	3	Lecture	CC	Knows- how	BS,DIS,L &GD,PA L
CO1,CO3,CO6	Analyze, evaluate, and illustrate the role and significance of Panchakarma in promoting health and well-being.	10	Experiential- Learning 1.6	PSY- MEC	Does	PER,PSM ,RP,SDL, TBL

Practical Trai	Practical Training Activity				
Practical No	Name	Activity details			
Practical Training 1.1	Demonstration on Assessment of Srotas, Agni, and Koshtha in panchakarma.	 Demonstration by Faculty The faculty will demonstrate the assessment of Srotas, Agni, and Koshtha in Panchakarma through clinical charts, diagrams, or recorded case presentations. Students will observe the assessment process and learn how these factors influence the selection of appropriate Panchakarma therapies. Students will be divided into small groups and assigned a real or hypothetical clinical case. Each group will assess the patient's Srotas, determine the Agni type, and evaluate the Koshtha type. Based on their findings, they will propose suitable Panchakarma therapies. Each group will present their findings, explaining the clinical reasoning behind their assessment of Srotas, Agni, and Koshta. The faculty will facilitate a discussion, provide feedback on their assessments, and guide the students on practical problem-solving in clinical settings. Students will be presented with a complex or ambiguous clinical case. They will work together to identify clinical questions, assess the case, and propose Panchakarma therapies. 			
Practical Training 1.2	Demonstration of the role of Kleda and Utklesha in patients selected for panchakarma procedures.	 Demonstration by Faculty: The faculty will begin by demonstrating how Kleda and Utklesha affect the effectiveness of all Panchakarma therapies. The faculty will explain how these factors impact the therapy before, during, and after the procedure. Using clinical charts, diagrams, and real or recorded patient cases, the students will observe the role of Kleda and Utklesha in optimizing therapeutic outcomes. Students will engage in a brainstorming session to discuss how Kleda and Utklesha might alter the duration, intensity, or type of therapy used The goal is for students to recognize the need for personalized therapy based on these underlying conditions. Students will be divided into small groups and assigned real or hypothetical cases. Each group will assess the patient's 			

		 condition in terms of Kleda and Utklesha. They will determine how these factors influence the choice of Panchakarma therapies, the sequence of treatments, and the modifications needed for optimal results. After analyzing the case, students will discuss the appropriate approach for Panchakarma therapy based on their findings. Each student will take part in a practical case-taking session, where they will assess a patient for Kleda and Utklesha. Using Ayurvedic diagnostic tools, students will evaluate the condition of Kleda and Utklesha and suggest modifications for the Panchakarma therapy. They will then design a personalized treatment plan that appropriately addresses the issues.
Practical Training 1.3	Exploration of Doshagati and Kriyakala in disease progression and treatment	• The faculty should demonstrate the concepts of Doshagati and Krivakala in various disease conditions using clinical charts
		diagrams, and live or recorded case presentations. During the demonstration, students should carefully observe the doshic involvement, the stage of Kriyakala, and the appropriate Panchakarma treatment options applicable at each stage.
		• Group activity: Divide into small groups and assigned real or hypothetical clinical cases. Each group will analyze the case by identifying the predominant dosha, mapping the Doshagati, determining the Kriyakala stage, and proposing the most suitable Panchakarma therapy based on their observations and reasoning.
		• Discussion and interpretation: Each group will present their findings and explain their clinical reasoning. The faculty will facilitate the discussion, guide the interpretation of doshic dynamics and kriyakala staging, and provide feedback to enhance students' clinical application skills in Panchakarma.
Practical Training 1.4	Demonstration of Padamshika Krama.	Demonstration by the faculty.
		• Demonstration of patient assessment focusing on apathya(unwholesome food) lifestyle habits, or medication dependencies—commonly encountered in individuals indicated for Panchakarma therapies. The faculty showcases how to identify and document these factors using real or simulated cases, highlighting how they influence the choice, intensity,

		 and timing of Panchakarma therapies.Students observe how the presence of apathya may necessitate a preparatory withdrawal phase to optimize treatment success. Students are provided with clinical cases (real or simulated) where apathya is a critical factor in the patient's presentation. In small groups, they assess the type and extent of apathya, determine its impact on disease progression and Panchakarma readiness, and interpret how it modifies therapeutic planning. Each group documents their findings, draws correlations with classical principles, and presents their clinical reasoning. Students are tasked with designing a Padamshika Krama—a gradual withdrawal strategy—for the apathya identified in their cases. They propose a stepwise reduction plan, suggest pathya (wholesome substitutes), and align these changes with the patient's prakriti and disease condition. The plan also includes a personalized follow-up and monitoring protocol.
Practical Training 1.5	Demonstration, analysis of Bahudoshavastha, and formulation of Chikitsa Sootra.	 Demonstration by faculty: Faculty will give live or simulated patient exhibiting signs and symptoms that suggest different doshic avasthas (Vruddha, Kshaya, Leena, and Prakupita). The faculty will guide students through recognizing signs of Bahudoshavastha, such as Avipaka (indigestion), Aruchi (loss of appetite), Panduta (paleness), Gourava (heaviness), Klama (exhaustion), and other key symptoms. Students will be required to document these signs, assess their severity, and determine the doshic imbalances. Divide students into small groups and assigned the task of analyzing real or simulated case studies. They will use structured observation tools to identify the predominant dosha(s), record symptoms, and analyze how factors like Agni, Koshtha, Srotas, and Dushyas are involved in the patient's condition. Students will be encouraged to assess and interpret the relationship between the patient's symptoms and the doshic imbalances, focusing on differentiating between various avasthas and conditions such as Samsarga or Sannipata. Each group will formulate a treatment plan based on their assessment. Students will identify the appropriate Upakrama (interventions) based on doshic predominance, disease strength, and the patient's overall condition. The faculty will facilitate a discussion where each group presents their findings and treatment approach. Emphasis will be placed on how Shodhana, Shamana, or Langhana therapies may be applied based on the stage of the doshas and the symptoms observed.
Practical	Identification and	Demonstration by Faculty:

Training 1.6	Demonstration of Panchakarma Equipments.	The faculty will identify and demonstrate the various tools, instruments, and equipment used in Panchakarma therapies. This includes both traditional and modern devices such as Droni, Pariseka Yantra, Avagaha Tub, Deluxe Sauna Cabin, Infrared Bath Cabinet, Infrared Lamp, Insulated Drava Swedana Yantra, Insulated Portable Steam Cabinet, Swiss Shower, Sitz Bath Tub, Vamana Peetha, Dhooma Yantra, Virechana Peetha, Basti Yantra, Basti Putaka, Enema Can, Glycerine Syringe, Enema Bulb, Catheters, Colon Irrigation Machine, Gokarna, Nasya Peetha, Dhm?pana Yantra, Rakta Mokshana Upakaranas, Sirodhara Yantra, Automated Sirodhara Yantra, Shirobasti Yantra, Sarvangadhara Yantra, and Sth?nika Basti Yantra. Each piece of equipment will be explained in terms of its dimensions, materials, and functionality, helping students understand its purpose in different Panchakarma therapies. In simulated therapy sessions, the practical use of various equipments and procedures in a controlled environment will be observed by students, where the focus will be on understanding the precise application and techniques involved. Students will participate in external visits to other institutes specializing in Panchakarma therapies. They will observe the use of these advanced tools and equipment in clinical settings, providing them an opportunity to compare different approaches and specifications. They will document their observations, including equipment specifications and their role in different procedures 				
Experiential le	Experiential learning Activity					
Experiential learning No	Name	Activity details				
Experiential- Learning 1.1	Examination, analysis, and interpretation of the roles of Srotas, Agni, and Koshtha in selecting Panchakarma.	 Divide the students into small groups and provide each group with a real or simulated patient case, including details about symptoms, lifestyle habits, and health conditions. Students use diagnostic tools like Srotas, Agni, and Koshtha to assess the patient, recording signs and symptoms that may signal imbalances in these areas. In their small groups, students share their findings and discuss how Srotas, Agni, and Koshtha are interconnected and how these factors influence the patient's overall health. Based on the analysis of Srotas, Agni, and Koshtha, students develop a personalized treatment plan, selecting the most suitable Panchakarma therapies depending on the patient's specific imbalances. One student in the group plays the role of the practitioner, while the other plays the role of the patient. The practitioner explains the diagnosis, imbalances, and treatment plan to the patient, providing an opportunity to practice communication skills and explain the rationale behind the treatment plan. 				

		• After the role-play, faculty provide constructive feedback on the diagnostic process, communication skills, and treatment planning.
Experiential- Learning 1.2	Evaluation, analysis, and interpretation of Kleda and Utklesha for the appropriate selection of Panchakarma therapies.	 Divide the students into small groups. Each group is assigned a real or simulated patient case with symptoms indicating Kleda and Utklesha as primary concerns. In their pairs, students will perform a detailed assessment of their assigned case, focusing on key symptoms that indicate Kleda and Utklesha. Students will evaluate the condition of Srotas , Agni, and Koshtha to understand how these factors interact with Kleda and Utklesha Each pair will share their findings within their group, discussing the interrelationship between Kleda, Utklesha, Srotas, Agni, and Koshtha. They will identify the root causes of the imbalances and propose a diagnosis. Faculty members will guide the students to refine their diagnostic reasoning and understand the physiological mechanisms involved in Kleda and Utklesha.Based on their analysis, students will formulate a personalized treatment plan. They will select appropriate Panchakarma therapies depending on the severity and location of Kleda and Utklesha. Students will engage in role-play, with one student acting as the practitioner and the other as the patient. The practitioner will explain the diagnosis, the underlying pathophysiology of Kleda and Utklesha, and the proposed treatment plan. After the role-play, faculty will provide constructive feedback on the diagnostic process, the appropriateness of the treatment plan, and communication skills. Each student will write a detailed report summarizing their diagnostic process, the evaluation of Kleda and Utklesha, and the reasoning behind their treatment plan. The faculty will conduct a final evaluation of the students' diagnostic and treatment planning skills.
Experiential- Learning 1.3	Assessment of Doshavastha, Srotas, Agni, and Koshta for planning panchakarma procedures.	 Select 10 patients for individual study and therapy planning. Assess Doshavastha through detailed history taking and observation; record findings in case sheets.

		 Analyze Srotas, Agni, and Koshta using standardized tools to identify and classify Doshagati. Select appropriate Panchakarma therapies based on doshic imbalances. Administer selected therapies under supervision while monitoring patient responses. Collect and incorporate patient feedback to refine therapy protocols. Maintain theraugh documentation of assassments, procedures, and outcomes.
		 Analyze treatment effectiveness and prepare individual case reports based on Doshagati outcomes
Experiential- Learning 1.4	Interpretation and evaluation of Dwividha and Shadvidha Upakramas.	 Students should go through foundational reading materials, articles, or classical Ayurvedic texts that detail the concepts, indications, and procedures for Dwiwidha and Shadvidha Upakrama. They should also explore the historical significance and how these therapies have evolved in modern clinical practice. Present real or simulated patient cases. Analyze them using the knowledge gained from readings, and apply an understanding to design a treatment protocol. Identify which Panchakarma therapy would be best suited for the condition, justifying the choices. Discuss treatment plans with peers and faculty, explaining the rationale behind selecting specific Upakramas. Evaluate the strengths and limitations of the therapies chosen for the cases. Faculty will facilitate the journal club session by providing feedback on each case analysis and treatment plan. Write a short reflective journal entry discussing how the learned principles of Dwividha and Shadvidha Upakrama could be applied to real-life clinical practice.

Experiential- Learning 1.5	Examination, evaluation, and Interpretation of Bahudoshalakshanas in Patients.	 Students will engage with a real or simulated patient exhibiting signs of Bahudoshalakshanas. The faculty will guide students in taking a detailed patient history and conducting a clinical examination, includes the use of diagnostic tools to assess the severity of symptoms and identify doshic imbalances. Students will then analyze these clinical signs to determine the doshic avasthas (Vruddha, Kshaya, Leena, and Prakupita). Following the diagnostic process, students will be divided into small groups to formulate personalized treatment plans based on their findings. They will focus on selecting the appropriate Panchakarma therapies such as Shodhana, Shamana, or Langhana, according to the doshic predominance and stage of imbalance. The treatment plans will incorporate Ayurvedic pharmacological considerations, dietary modifications, and lifestyle interventions tailored to the patient's condition. After preparing the treatment plan, each group will present their diagnosis and therapeutic approach to the class.
Experiential- Learning 1.6	Analysis, evaluation, and illustration of the role and significance of Panchakarma in promoting health and well-being.	 Role Assignment and Orientation: Students are divided into Practitioners, Patients, and Observers. Each group is briefed on their roles—Practitioners assess and plan Panchakarma therapies, Patients enact assigned case histories, and Observers evaluate communication and clinical decisions. This structure fosters clinical empathy and real-time application of Panchakarma concepts in lifestyle disorders. Case-Based Role-Play: Practitioner groups receive lifestyle disorder cases (e.g., obesity, PCOS, psoriasis) and simulate consultations, identify doshic imbalances, and suggest relevant Panchakarma interventions. Patients respond as per their case profiles, while Observers assess clarity, empathy, and diagnostic reasoning using checklists.

 Group Analysis and Reflection: Observers share feedback, highlighting clinical communication and decision-making quality. A guided discussion follows, where all groups reflect on diagnostic accuracy, patient interaction, and individualized Panchakarma application. Faculty helps integrate theoretical understanding with practical insights. Feedback and Wrap-Up A short quiz or written reflection consolidates learning. Faculty and peer feedback highlight key strengths and areas for improvement. The session concludes with a summary of core takeaways, emphasizing critical thinking, communication, and Panchakarma's holistic role in lifestyle disorder management. 					
Modular Asses	sment				
Assessment me	thod		Hour		
Assessment method Hor Instructions—Conduct a structured modular assessment. The assessment will be for 75 marks. Keep a structured marking pattern. Use different assessment Instructions—Conduct a structured modular assessment will be for 75 marks. Keep a structured marking pattern. Use different assessment Instructions—Conduct a structured modular assessment Instructions—Conduct a structured modular assessment. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6C. • Presentation of a long case evaluating the appropriateness of Panchakarma procedures based on the fundamental principles of Panchakarma. (25 marks) • Presentation of a small project regarding innovative modifications in the Panchakarma instruments. (25 marks) • Present a long write up on the utility of various Panchkarma procedures in maintenance of health and well-being. (25 marks) • Including Viva-voce Or Or Any practical in converted form can be taken for assessment. (40 Marks) and Any experiential as portfolio/reflections/presentations, can be taken as an assessment. (35 Marks) Instructions/presentations, can be taken as an assessment. (35 Marks)					

Module 2 : Surface anatomy, Applied anatomy and Physiology and its amalgamation with Panchakarma siddhanta.

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

- Apply knowledge of surface anatomy, applied anatomy and physiology in Panchakarma.
- Evaluate clinical applications of surface anatomy, applied anatomy and physiology.
- Assess principles of applied anatomy and physiology to efficiently and safely apply Panchakarma procedures.
- Integrate Ayurvedic concepts with contemporary anatomical and physiological knowledge to develop a holistic understanding of the mechanism of action of Panchakarma procedures.

Unit 1 Analysis, interpretation and application of Surface Anatomy, Applied Anatomy and Applied Physiology of systems vis a vis Panchakarma Siddhanta

- 1. Integumentary
- 2. Musculo-skeletal
- 3. Nervous
- 4. Endocrine
- 5. Cardiovascular
- 6. Lymphatic
- 7. Respiratory
- 8. Digestive/Abdomen
- 9. Excretory
- 10. Reproductive.

References: 27,28,29,30,31,32,33,40,41,42,43,44,45

3A	38	3 C	3D	3 E	3 F	3 G
CO5,CO7,CO8	Discuss and analyze the surface applied anatomy and applied physiology of the	5	Lecture	CE	Knows-	L&GD,L

	integumentary, musculoskeletal, nervous, endocrine, and cardiovascular systems.				how	&PPT ,L_VC
CO5,CO7,CO8	Discuss and analyze the surface and applied anatomy, applied physiology, of the lymphatic, respiratory, digestive, excretory, and reproductive systems	5	Lecture	СС	Knows- how	L&PPT ,L_VC
CO5,CO7,CO8	Analyze, and interpret the surface and applied anatomy and applied physiology of the Digestive ,Excretory and Reproductive systems.	10	Practical Training 2.1	PSY- GUD	Shows- how	CBL,D-B ED,D-M, KL,PBL,S IM
CO5,CO7,CO8	Analyze, and interpret the surface and applied anatomy ,applied physiologyof the Cardiovascular, Lymphatic, Respiratory systems.	10	Practical Training 2.2	PSY- MEC	Shows- how	CBL,D-B ED,D-M, KL,PBL,S IM
CO5,CO7,CO8	Perform procedures by analyzing and interpreting the surface anatomy ,applied anatomy and applied physiology of the Digestive,Excretory and Reproductive system.	6	Experiential- Learning 2.1	PSY- MEC	Does	PL,PBL,R P,SDL,SI M,TBL
CO5,CO7,CO8	Perform procedures by analyzing and interpreting the surface and applied anatomy of the Cardiovascular, Lymphatic and Respiratory systems.	5	Experiential- Learning 2.2	PSY- GUD	Does	PAL,PL,P rBL,RP,S DL,SIM,T BL
CO5,CO7,CO8	Perform procedures by analyzing and interpreting the surface applied anatomy and applied physiology of the Nervous and Endocrine system.	10	Experiential- Learning 2.3	PSY- MEC	Does	CBL,D-B ED,PL,SI M,TBL
CO5,CO7,CO8	Perform procedures by analyzing and interpreting the surfaceanatomy ,applied anatomy	10	Experiential-	PSY-	Does	PL,PBL,S

	and applied physiology, of the Integumentary and Musculoskeletal system.		Learning 2.4	MEC		DL,SIM,T BL
CO4,CO5,CO7 ,CO8	Analyze and interpret the surface anatomy, applied anatomy and applied physiology of the Integumentary, Musculoskeletal, Nervous, Endocrine systems.	10	Practical Training 2.3	PSY- GUD	Shows- how	CBL,D,D- M,KL,PB L,SIM
Unit 2 Analysi 1.7 2.0 3.7 4.0 5.7	s, interpretation and application of Applied Physiology vis a vis Panchakarma Sid Metabolism Cellular Basis of Physiology,Genetics &Enzymes Biophysical Principles and Chemistry of Biomolecules Cell Signalling & Nerve-muscle Physiology Blood and Body Fluids	ldhanta				
6. 7. 8. 9.	Molecular Biology Nutrition and Dietetics Special Senses Developmental biology 28 29 30 31 32 33 40 41 42 43 44 45					
3A	3B	3C	3D	3 E	3F	3G
CO5,CO7,CO8	Discuss Metabolism,Cellular Basis of Physiology, Genetics & Enzymes,Biophysical Principles and Chemistry of Biomolecules, Cell Signalling & Nerve-muscle Physiology, Blood and Body Fluids, Molecular Biology, Nutrition and Dietetics, Special Senses, Developmental biology in Panchakarma.	5	Lecture	СС	Knows- how	L,L&GD, L_VC
CO5,CO6,CO8	Evaluate, analyze, and document Panchakarma procedures while assessing metabolism, cellular physiology, genetics, biochemistry, cell signaling, related physiological systems.	8	Experiential- Learning 2.5	PSY- MEC	Does	BL,JC,LR I,PL,SDL, TBL

Practical Training Activity						
Practical No	Name	Activity details				
Practical Training 2.1	Analysis and interpretation of the surface and applied anatomy and applied physiology of the Digestive ,Excretory and Reproductive systems.	 Demonstration by the faculty: The surface and applied anatomy of the Digestive ,Excretory and Reproductive systems will be introduced and demonstrated using anatomical models, charts, and clinical tools. Key anatomical structures will be highlighted, with a focus on understanding the functional dynamics of these systems and how they interact with doshas, srotas, and marma points during therapeutic interventions. Emphasis will be placed on applying this physiological knowledge to select and tailor Panchakarma therapies effectively. Following this, Panchakarma treatments specific to these systems will be demonstrated. For instance, in cases of digestive disorders, the application of Virechana will be shown to cleanse the digestive tract, with attention given to the anatomical and physiological changes that occur during the therapy. Throughout each demonstration, the role of surface ,applied anatomy and applied physiology will be emphasized to ensure a comprehensive understanding of the therapeutic process. The session will conclude with a student Q&A, where they can ask questions about specific therapeutic interventions and their relationship to the anatomical structures discussed. This session provides an opportunity for students to deepen their understanding and bridge the gap between theoretical knowledge and practical clinical applications. 				
Practical Training 2.2	Analysis, and interpretation of surface applied anatomy applied physiology of the of the Cardiovascular, Lymphatic, Respiratory systems.	 Demonstration by faculty Faculty introduces the anatomical landmarks of the cardiovascular, lymphatic, and respiratory systems through models and live demonstrations. Students identify surface structures such as the precordium, major blood vessels, lymph node clusters, and respiratory landmarks like trachea, clavicles, and costal margins. The demonstration includes palpation techniques, auscultation areas, and mapping of marmas related to these systems. Faculty should explains how applied physiology, like circulation, lymph drainage, and respirators related with above system. Each group analyzes the case to identify the doshic involvement, srotas affected, and anatomical implications. They map the relevant anatomical regions and correlate with the physiological derangements. Faculty guides students in identifying appropriate Panchakarma 				

		interventions highlighting how anatomical and physiological insights enhance therapeutic precision.
Practical Training 2.3	Analysis and interpretation of surfaceanatomy ,applied anatomy and applied physiology of Integumentary, Musculoskeletal, Nervous, Endocrine systems.	 Demonstration by faculty: Present a structured demonstration of surface and applied anatomical landmarks related to the iIntegumentary, Musculoskeletal, Nervous, Endocrine systems.Using anatomical models and human volunteers, key marks of the systems are identified. The applied physiological should be correlated with the procedures involving Poorvakarma, Pradhana Karma, and Pashchat Karma of Panchakarma. Students observe how anatomy and physiological understanding are crucial in determining technique, direction, and pressure during therapies. In the next segment, real or simulated patient cases involving disease conditions related to the integumentary, musculoskeletal, nervous and endocrine systems, are discussed. Students analyze the case from both Ayurvedic (dosha- dushya-mala-marga), surface .applied anatomy and applied physiology perspectives. Through group discussions, they identify relevant anatomical regions, physiological implications, and choose appropriate Panchakarma modalities linking them. Guided activity involves students working in groups to design a Panchakarma protocol for a selected clinical problem involving the above systems. They integrate concepts of Koshta, Srotas, Avastha of Doshas, and relevant anatomy and physiology to justify the selection of therapies. Each group presents their findings, followed by faculty-led feedback and discussion. Students document the anatomical landmarks, procedure selection rationale, and physiological considerations in their reflective learning journals, reinforcing self-learning and clinical application.
Experiential le	arning Activity	
Experiential	Name	Activity details

learning No		
Experiential- Learning 2.1	Performance of procedures by analyzing and interpreting the surface applied anatomy and applied physiology of Digestive,Excretory and Reproductive system.	 Present anatomical charts or models to mark key surface structures such as the abdominal area for digestive organs (stomach, liver, intestines), excretory structures (kidneys, bladder), and reproductive organs (uterus, testes, ovaries). In patients practice palpating relevant anatomical landmarks related to the digestive, excretory, and reproductive systems. Observe surface movements, such as peristalsis (digestive), urinary tract function, and reproductive system (pelvic area) during physical examination. Document findings and correlate them with anatomical references. Discuss how physiological mechanisms like digestion, absorption, elimination, and reproductive functions are crucial for understanding these systems and their role in therapy. Under supervision, perform relevant Panchakarma procedures on peers or mannequins. Ensure that anatomical landmarks of the digestive, excretory, and reproductive systems are identified, respected, and that physiological principles of these systems are applied. Simulate patient cases related to digestive disorders, excretory issues, or reproductive concerns. Propose appropriate Panchakarma treatments based on the anatomy and physiology of the affected systems. Conduct a mock consultation with one participant acting as the physician and another as the patient. In this role-play, explain the diagnosis, involved anatomy, and the rationale behind the selected procedure. Faculty gives real-time feedback on the anatomical accuracy and therapeutic reasoning applied. Each participant writes a short reflection on how understanding surface anatomy and applied physiology of the digestive, excretory, and reproductive systems influenced their procedural performance and clinical decision-making.
Experiential- Learning 2.2	Performance of procedures by analyzing	

	and interpreting the surface applied anatomy and applied physiology of Cardiovascular, Lymphatic and Respiratory systems.	 Use anatomical charts or peer models to locate and mark key surface structures of cardiovascular, lymphatic and respiratory systems. In pairs, practice palpation of landmarks and observe apply anatomy patterns. Record findings and correlate them with anatomical references. Discuss the relevance of these structures in therapeutic applications. Emphasize the physiological functions of cardiovascular, lymphatic and respiratory systems by correlating theoretical concepts with practical observations. Perform Panchakarma procedures under supervision on mannequins or peers, ensuring that anatomical landmarks are respected and physiological principles are integrated. Analyze a clinical scenario involving a cardiovascular, lymphatic and respiratory systems issue and formulate appropriate Panchakarma interventions. Discuss how anatomical and physiological knowledge informs procedural choices. Conduct a role-play where one participant acts as the physician and another as the patient. Explain the condition, related anatomy, and procedure rationale. Faculty provides immediate feedback and correction. Reflect individually through a written summary on how understanding surface anatomy and physiology influenced the confidence and accuracy in performing procedures.
Experiential- Learning 2.3	Analysis and interpretation of surfaceanatomy ,applied anatomy and applied physiology of Nervous and Endocrine systems.	 Present anatomical charts or peer models to mark key surface structures nervous and endocrine systems Practice palpating landmarks and observing respiratory movements. Document the findings and correlate them with anatomical references. Discuss how these anatomical features are important in therapies. Emphasize physiological mechanisms like lymphatic drainage and respiratory function.

		 Perform a Panchakarma procedure under supervision, on peers or mannequins, ensuring anatomical landmarks are respected and physiological principles are applied. Role-play consultation: Conduct a mock consultation where one plays the physician and another the patient. Explain the condition, anatomy involved, and the rationale behind the procedure. Faculty observes, corrects, and enhances the learning by giving real-time feedback on anatomical interpretation and procedural skills. Each participant writes a short reflection on how anatomical and physiological insights influenced their procedural performance and understanding.
Experiential- Learning 2.4	Performance of procedures by analyzing and interpreting the surfaceanatomy ,applied anatomy and applied physiology of the	 Student should do a live or video-based demonstration on the surface and applied anatomy of the integumentary and musculoskeletal systems, highlighting key anatomical landmarks and physiological functions relevant to Panchakarma procedures.
	Integumentary and Musculoskeletal	• Students are divided into small groups and provided with anatomical charts, 3D models, or body mapping tools to identify and trace major structures on peers or mannequins.
	575101115.	• Each group is assigned a relevant Panchakarma procedure and asked to explain the rationale behind its use based on the anatomical and physiological understanding of the involved systems.
		• Under faculty guidance, groups practice simulated procedures focusing on patient positioning, identifying anatomical reference points, and adapting techniques according to integumentary and musculoskeletal considerations.
		• Each group presents a case scenario (real/simulated), interprets the patient's anatomical and physiological condition, and justifies the choice and modification of procedures accordingly. Faculty offers feedback and promotes discussion on the effectiveness and precision of clinical application.

Experiential- Learning 2.5	 eriential- rning 2.5 Perform procedures with evaluation and interpretation of Metabolism,Cellular Basis of Physiology, Genetics & Enzymes,Biophysical Principles and Students will be divided into small groups, and each group will be assigned a lab report focused on one of the core such as metabolism (blood glucose, lipid profile, or thyroid panels), nerve-muscle physiology (muscle conduction v or nerve impulse testing), genetics (DNA reports or genetic predisposition charts), or biochemical estimations (seru enzymes, vitamins, or electrolyte profiles). They may also analyze nutritional assessments (dietary recalls or RDA analysis), special senses reports (visual/auditory testing), or embryological screenings (amniotic fluid analysis or developmental screening). Each group will analyze the findings, identify any abnormalities, interpret them using m 				
	Chemistry of Biomolecules, Cell Signalling & Nerve- muscle Physiology, Blood and Body Fluids, Molecular Biology, Nutrition and Dietetics, Special Senses and Developmental biology .	 developmental screening). Each group will analyze the findings, identify any abnormalities, interpret them using modern physiological knowledge, and correlate them with Ayurvedic principles such as dosha, dhatu, srotas involvement, and prakriti-based predispositions. The groups will then design a treatment and lifestyle recommendation plan based on their analysis. This will include suggestions involving Ahara (diet), Vihara (lifestyle), appropriate Panchakarma therapies, and Rasayana interventions, if needed. Students will also be encouraged to use classical Ayurvedic references and supportive modern research to validate their interpretation and treatment approach Each group will present their findings to the class, followed by discussion and faculty feedback. Faculty members will assess students based on their depth of interpretation, clarity in linking physiological data with Ayurvedic concepts, and their ability to propose feasible therapeutic strategies. The activity will be documented in student logbooks with notes on their clinical reasoning, observational accuracy, and Ayurvedic correlation. 			
Modular Asse	ssment				
Assessment m	ethod		Hour		
Instructions—C	onduct a structured modular as	ssessment. The assessment will be for 75 marks. Keep a structured marking pattern. Use different assessment	6		

methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6C.
Direct observation (DOPS) of Panchakarma procedures being done and observe for the application of knowledge of surface anatomy and applied physiology. (25 marks)

Identifying the importance of surface anatomy and applied physiology in various Panchakarma procedures and record/present it. (25 marks)
Viva-voce. (25 marks)

Or

Any practical in converted form can be taken for assessment. (45 Marks)

and

Any experiential as portfolio/reflections/presentations, can be taken as an assessment. (30 Marks)

Module 3 : Clinical examination

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

- Demonstrate Roga Rogi Pareeksha
- Perform Systemic Examination:
- Interpret findings of laboratory Investigations, diagnostic and imaging readings.

Unit 1 Roga and Rogi Pareeksha.

1. Analysis, interpretation and application of Roga and Rogi Pareeksha.

References: 1,29,30,31,32,33,40,41,42,43,44,45

3A	3B	3 C	3D	3 E	3 F	3G
CO1,CO2,CO5 ,CO6,CO7,CO 8	Discuss Roga and Rogi Pareeksha.	5	Lecture	CC	Knows- how	CD,CBL, D,D- BED,DIS
CO1,CO2,CO5 ,CO6,CO7	Demonstration of Roga Rogi Pareeksha.	5	Practical Training 3.1	PSY- GUD	Shows- how	CD,CBL, D- BED,PBL
CO1,CO2,CO5 ,CO6,CO7	Apply and interpret Roga rogi Pareeksha	10	Experiential- Learning 3.1	PSY- MEC	Does	CBL,D-B ED,LRI,S DL,TBL

Unit 2 Systemic examination

Examination, application, analysis and interpretation of,

1. Respiratory system

2. Cardiovascular system

3. Gastro-intestinal system

4. Neurological system

5. Musculo-skeletal system

6. Genito-urinary system

References: 27,28,29,30,31,32,33,40,41,42,43,44,45

3A	3B	3 C	3D	3 E	3F	3 G
CO4,CO5,CO7 ,CO8	Examine, apply, analyze, and interpret the Respiratory, Cardiovascular, Gastrointestinal, Neurological, Musculoskeletal, and Genitourinary systems.	10	Experiential- Learning 3.2	PSY- GUD	Does	CBL,D-B ED,PBL,S DL,TBL
Unit 3 Interpre	etation of findings of various laboratory investigations.					
Analysis	and interpretation of following laboratory findings					
1.1	Haematological					
2.1	Biochemical					
3.1	Pathological					
4.1	Vicrobiological					
5.1	Jrine and stool					
References: 57						
3A	3B	3 C	3D	3 E	3F	3G
CO4,CO5,CO7	Interpret Haematological, Biochemical, and Pathological investigations.	5	Practical	PSY-	Shows-	D,D-BED
,CO8			Training 3.2	MEC	how	,LRI,PER,
						, , ,
						PBL
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CO4,CO5,CO7 ,CO8	Interpret Microbiological, Urine, and Stool examinations .	5	Practical Training 3.3	PSY- GUD	Shows- how	D,LRI,PT, PER,PBL
CO4,CO5,CO7 ,CO8	Discuss laboratory investigations in Microbiological, Urine, and Stool analysis.	5	Lecture	СС	Knows- how	CD,LRI,L &GD,L_ VC
CO4,CO5,CO7 ,CO8	Discuss laboratory findings in Hematological, Biochemical, and Pathological contexts.	5	Lecture	СС	Knows- how	CD,L&G D,L_VC
Image: Control of the image: C	Interpretation and analysis of ECG, EEG, EMG, NCV, X-ray, USG, CT, MRI, PET, Spiron 29,30,31,32,33,40,41,42,43,44,45	netry findings.				
3A	3B	3 C	3D	3 E	3 F	3 G
CO4,CO5,CO7 ,CO8	Analyze findings from ECG, EEG, EMG, NCV, and X-ray reports.	5	Practical Training 3.4	PSY- GUD	Shows- how	BL,LRI,P ER,PBL,P SM,X- Ray
CO4,CO5,CO7 ,CO8	Analyze and interpret USG, MRI, PET, and Spirometry.	10	Practical Training 3.5	CS	Shows- how	BL,LRI,P ER.PBL.P
CO4,CO5,CO7						SM

							BL,TBL, X-Ray
CO4,CO5,CO7 ,CO8	Apply and interpret imag	Apply and interpret imaging findings of USG, CT, MRI, PET, Spirometry		Experiential- Learning 3.4	CS	Knows- how	CBL,D-B ED,LRI,P SM
Practical Trair	ning Activity					·	
Practical No	Name	Activity details					
Practical Training 3.1	Demonstration and practice of Roga-Rogi Pareeksha .	 Demonstration by the Faculty: Brief explanation of the concept of Roga–Rogi Pareeksha individualized treatment planning in Panchakarma. Overview of classical Ayurvedic examination frameworks: Dvi Vidha (Two-fold): Pratyaksha, Anumana Trividha (Three-fold): Darshana, Sparshana, Prashna Chaturvidha (Four-fold): Aptopadesha, Pratyaksha, Anum 	a as fundamer nana, Yukti	ntal to accurate d	liagnosis, pro	ognosis, and	
		• Shadvidha (Six-fold)					
		Ashtavidha (Eight-fold)					
		Dashavidha (Ten-fold)					
		Dvadasha (Twelve-fold) Pareeksha					

		 Live patient or standardized case is used for demonstrating the examination system. Students are divided into small groups and provided with clinical cases. Each group identifies relevant findings using all Pareeksha models and performs assessment of Roga and Rogi. Students are presented with patient cases that include classical findings from Dvi to Dvadasha Pareeksha. Based on the comprehensive clinical evaluation, they are guided to interpret the findings and design a Panchakarma protocol.
Practical Training 3.2	Examination of Haematological, Biochemical, and Pathological Reports.	 Demonstration by the Faculty: Introduction is focused on interpreting hematological, biochemical, and pathological laboratory reports, emphasizing their relevance in Panchakarma treatment planning. Students will be introduced to key diagnostic markers such as WBC count, hemoglobin, liver enzymes, creatinine, CRP, and autoimmune markers. Each parameter will be analyzed from both a modern biomedical and Ayurvedic perspective, helping students understand the doshic imbalances—Vata, Pitta, or Kapha—underlying these findings. Students will be divided into small groups and provided with different types of lab reports. Each group will analyze their assigned report, identify clinical abnormalities, correlate them with doshic imbalances, and propose suitable Panchakarma therapies. The activity is designed to strengthen students' ability to integrate Ayurvedic diagnostic tools with modern investigations. They will be guided to discuss and document their clinical reasoning, observations, and proposed therapies in logbooks, with the support of faculty mentors for clarifying doubts and refining their interpretations. Presentations by each group will showcase their understanding of the condition, diagnostic interpretation, and treatment planning. Emphasis will be placed on evidence-based Ayurveda, where students' diagnostic reasoning and provide constructive feedback to enhance their skills in patient assessment and individualized Panchakarma protocol development. This integrated learning approach ensures that students are equipped to make informed, clinically sound decisions in real-world therapeutic settings.
Practical Training 3.3	Interpretation of Microbiological	Demonstration by the faculty:

	specimens, Urine analysis, and Stool examination.	 Conduct a practical session on microbiological investigations, urine analysis, and stool examination, where students are provided with laboratory reports. Educate students on various diagnostic tests and how to accurately interpret the results. Guide students to correlate findings with clinical conditions and suggest appropriate Panchakarma treatment recommendations. Assess students' understanding of the clinical significance of laboratory findings in relation to patient care. Record individual assessments and provide constructive feedback to enhance diagnostic and treatment planning skills.
Practical Training 3.4	Analysis and discussion of ECG, EEG, EMG, NCV, and X-ray reports.	 Demonstration by the Faculty: Explain the purpose and scope of each diagnostic test, specifically focusing on how modern diagnostic tools like ECG, EEG, EMG, NCV, and X-ray can be integrated with Ayurvedic diagnostic principles. Students will be divided into small groups, each receiving one diagnostic report (ECG, EEG, EMG, NCV, or X-ray). Each group is tasked with thoroughly analyzing the findings of the assigned diagnostic report, identifying any abnormalities, and discussing their clinical relevance. Students will assess whether the reported condition is indicated or contraindicated for specific Panchakarma procedures based on Ayurvedic principles. After analyzing the reports, each group will be tasked with collecting relevant research articles that discuss the integration of modern diagnostic tools and Panchakarma therapies. They will focus on identifying studies that highlight the efficacy of specific Panchakarma treatments for the conditions reflected in their assigned diagnostic report. The students will compile their findings and present them as a journal presentation to the class, discussing the indications, contraindications, and research-backed benefits of Panchakarma therapies. They will also share any challenges in the practical application of these therapies for their assigned condition. Based on the analysis and research findings, each group will develop a treatment protocol, selecting appropriate Purva Karma, Pradhana Karma, and Paschat Karma interventions. The protocol will be tailored to the individual patient's

		condition, using a holistic approach that integrates both modern diagnostic insights and Ayurvedic principles.
		• Students will present their protocol to the class, explaining their rationale behind the selection of therapies and how they correspond to the diagnostic findings. The faculty will assist in refining the protocols.
Practical Training 3.5	Analysis and interpretation of diagnostic reports from USG, MRI, PET, and Spirometry.	 Demonstration by the faculty: Explain the purpose and scope of each diagnostic test, specifically focusing on how modern diagnostic tools like USG, MRI, PET, and spirometry can be integrated with Ayurvedic diagnostic principles. Students will be divided into small groups, each receiving one diagnostic report USG, MRI, PET, and spirometry. Each group is tasked with thoroughly analyzing the findings of the assigned diagnostic report, identifying any abnormalities, and discussing their clinical relevance. Students will assess whether the reported condition is indicated or contraindicated for specific Panchakarma procedures based on Ayurvedic principles. Each group will be tasked with collecting relevant research articles that discuss the integration of modern diagnostic tools and Panchakarma therapies. They will focus on identifying studies that highlight the efficacy of specific Panchakarma treatments for the conditions reflected in their assigned diagnostic report. The students will compile their findings and present them as a journal presentation to the class, discussing the indications, contraindications, and research-backed benefits of Panchakarma therapies. They will also share any challenges in the practical application of these therapies for their assigned condition. Based on the analysis and research findings, each group will develop a treatment protocol, selecting appropriate Purva Karma, Pradhana Karma, and Paschat Karma interventions. The protocol will be tailored to the individual patient's condition, using a holistic approach that integrates both modern diagnostic insights and Ayurvedic principles. Students will present their protocol to the class, explaining their rationale behind the selection of therapies and how they correspond to the diagnostic. The faculty will assist in refining the protocols.

Experiential le	Experiential learning Activity					
Experiential learning No	Name	Activity details				
Experiential- Learning 3.1	Application and interpretation of Roga Rogi Pareeksha .	 Students will take 10 cases and take histories, focusing on the onset, progression, and intensity of symptoms. Clinical examination can be done with Roga Rogi Pareeksha. The clinical examination will allow students to evaluate the physiological and pathological conditions of the patient.Students will learn to interpret the diagnostic findings by recognizing various stages of the disease, such as Prakupita (exacerbated), Kshaya (depleted), and Vruddha (advanced/aged) states. Based on the findings from the history-taking and clinical examination, students will formulate an individualized treatment plan that incorporates Panchakarma therapies, herbal formulations, and dietary modifications tailored to the patient's specific doshic imbalances and stage of the disease. Under faculty supervision, students will apply the treatment plan through practical sessions. They will administer Panchakarma therapies, students will participate in group discussions and faculty feedback sessions. They will reflect on their treatment approach, identifying strengths and areas for improvement. Faculty will provide guidance on refining diagnostic skills, treatment application, and overall patient care. 				
Experiential- Learning 3.2	Examination, application, analysis, and interpretation of the Respiratory, Cardiovascular, Gastrointestinal, Neurological,	 Students will conduct a detailed history-taking and clinical examination for patients exhibiting signs and symptoms related to the Respiratory, Cardiovascular, Gastrointestinal, Neurological, Musculoskeletal, and Genitourinary systems. They will use Ayurvedic diagnostic tools to assess the symptoms and identify any doshic imbalances. students will critically interpret the diagnostic findings in the context of Panchakarma therapy and develop individualized treatment plans. They will also be required to differentiate between disease stages such as Prakupita, Kshaya, and Vruddha, 				

	Musculoskeletal, and Genitourinary systems.	 applying the most suitable therapies accordingly Under faculty supervision, students will then administer the selected Panchakarma therapies to patients and observe their responses. Recording patient reactions after each therapy Following therapy administration, students will participate in group discussions to review treatment outcomes and effectiveness. Additionally, faculty feedback will be provided to help students refine their diagnoses, therapy choices, and therapeutic application. Students will also prepare detailed clinical reports summarizing patient history, therapy administered, and post-treatment outcomes, with final reports submitted for further feedback and learning improvement.
Experiential- Learning 3.3	Application and interpretation of ECG, EEG, EMG, NCV, and X-ray findings.	 Each student should collect and analyze 10 cases of ECG, EEG, EMG, NCV, and X-ray findings under expert guidance. Facilitate hands-on sessions where students learn to correlate the findings with patient symptoms and clinical conditions. Organize group discussions where students share their interpretations and challenges encountered while analyzing CT, MRI, PET, and spirometry results. Encourage students to identify patterns or anomalies in diagnostic reports and discuss their significance in relation to Panchakarma interventions. Conduct supervised exercises where students formulate Panchakarma protocols based on imaging and test results. Include real-world case studies to allow students to refine their diagnostic and decision-making skills. Require students to document their observations, analyses, and treatment suggestions in a logbook for ongoing evaluation. Use the logbook entries as a basis for feedback sessions to improve diagnostic accuracy and therapeutic planning.

Experiential- Learning 3.4	Application and interpretation of imaging findings of USG, CT, MRI, PET, Spirometry.	 Each student will independently analyze 10 patient cases, gathering diagnostic data from imaging modalit USG, CT, MRI, PET, and spirometry. Students will interpret imaging results in relation to clinical signs and symptoms, mapping correlations wi imbalances and identifying potential Panchakarma interventions. Facilitate small group discussions where students present selected cases, share insights, and collectively in data from an Ayurvedic and modern clinical perspective. Encourage students to identify patterns and deviations across cases, enhancing their ability to recognize di progression and systemic involvement through imaging. Introduce real-time challenges faced in clinical diagnosis using imaging and guide students to formulate in treatment approaches grounded in both evidence-based and Ayurvedic principles. Students will maintain a detailed logbook capturing imaging interpretations, correlated symptoms, Pancha applicability, and personal reflections to reinforce learning. Conduct a concluding debrief session to evaluate key takeaways, discuss uncertainties, and emphasize the imaging in therapeutic planning. 	ies including th doshic hterpret imaging sease htegrative karma clinical utility of
Modular Ass	essment		
Assessment n	nethod		Hour

Instructions—Conduct a structured modular assessment. The assessment will be for 75 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6C. • OSCE of long case presentation with special reference to systemic examination and Roga rogi pareeksha. (25 marks) • Practical on interpretation of various imaging techniques. (25 marks) • Viva-voce on laboratory investigations (25 marks)	6
Or	
Any practical in converted form can be taken for assessment. (40 Marks)	
and	
Any experiential as portfolio/reflections/presentations, can be taken as an assessment. (35 Marks)	

Module 4 : Identification and modification of concomitant medications used during Panchakarma procedures.

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

- Analyze the pharmacological actions of concomitant medications and interpret their role in effective patient care.
- Analyze and modify medication regimens for patients, to optimize therapeutic outcomes.
- Assess the impact of concomitant medications on Panchakarma treatments, identifying potential interactions and contraindications.

Unit 1 Identification and analysis of concomitant medications used during Panchakarma procedures.

Identification and analysis of concomitant medications in use during Panchakarma procedures

1. Antihypertensive medications

2. Thyroid Medications

3. Immunosuppressants medications

- 4. Anticonvulsants medications
- 5. Antidiabetics medications
- 6. Antidepressants medications

7. Antipsychotics medications

8. Antispasmodics medications

9. Anticoagulants medications

10. Antitubercular medications

11. Disease-Modifying Antirheumatic Drugs (DMARDs)

References: 1,27,28,29,30,31,32,33

3A	3B	3 C	3D	3 E	3 F	3 G
CO2,CO5,CO7	Discuss the role of concomitant medications especially Antihypertensive, Thyroid	5	Lecture	CAN	Knows-	DA,L&G
,CO8	Medications, Immunosuppressants, Anticonvulsants, Antidiabetics, Antidepressants and				how	D,L&PPT

	Antipsychotics during Pa	nchakarma procedures with reference to its pharmacology.					
CO4,CO5,CO7 ,CO8	Discuss the role of conco Antitubercular, Disease-P Panchakarma procedures	mitant medications especially Antispasmodics, Anticoagulants, Modifying Antirheumatic Drugs (DMARDs) during with reference to its pharmacology.	5	Lecture	CAN	Knows- how	BS,L&G D,L&PPT
CO4,CO7,CO8	Demonstrate the role of c Medications, Immunosur Antipsychotics during Pa	Demonstrate the role of concomitant medications especially Antihypertensive, Thyroid Medications, Immunosuppressants, Anticonvulsants, Antidiabetics, Antidepressants and Antipsychotics during Panchakarma procedures with reference to its pharmacology.				Shows- how	CD,CBL, DIS,DA,S IM
CO4,CO7,CO8	Demonstrate the role of c Antitubercular, Disease- Panchakarma procedures	10	Practical Training 4.2	PSY- GUD	Shows- how	CBL,DIS, DA,PER	
CO4,CO7,CO8	Examine and evaluate the role of concomitant medications esp. Antihypertensive, Thyroid Medications, Immunosuppressants, Anticonvulsants, Antidiabetics, Antidepressants and Antipsychotics during Panchakarma procedures with reference to its pharmacology.			Experiential- Learning 4.1	PSY- MEC	Does	CBL,PER ,PBL,RLE ,SDL,TB L
CO4,CO6,CO7 ,CO8	Assess the role of concomitant medications esp. Antispasmodics, Anticoagulants, Antitubercular during Panchakarma procedures with reference to its pharmacology.		10	Experiential- Learning 4.2	PSY- MEC	Does	CBL,PER ,PBL,RLE ,SDL,TB L
CO4,CO6,CO7 ,CO8	Assess the role of concom (DMARDs) during Panch	6	Experiential- Learning 4.3	PSY- MEC	Does	CBL,PER ,PBL,RLE ,SDL,TB L	
Practical Train	ning Activity		<u>.</u>	·			
Practical No	Name	Activity details					
Practical Training 4.1	Demonstration of the role of concomitant	Instructions: Demonstration by the faculty,					

	medications esp. Antihypertensive, Thyroid Medications, Immunosuppressants, Anticonvulsants, Antidiabetics, Antidepressants and Antipsychotics during Panchakarma procedures with reference to its pharmacology.	 Give brief introduction to the significance of concomitant medication management during Panchakarma procedures. Take in detail, the history (esp. previous and current treatment as well as drug history) of patient. Go through the contents of each medication and study in detail the pharmacology of the content drugs. Evaluate the possible interactions/ interference of each and every ongoing medications in relation to the specific Panchakarma prescribed. Chart out the modifications in the ongoing medications which may be required to perform the Panchakarma procedure without any untoward interactions or complications. Follow up the case until the prescribed procedure is completed. Make necessary observations in the case paper of the patient and/or in the log book. Scholars should present the case reports in the department reflecting potential challenges, decisions taken and the rationale behind adjustments. Note: In case of unavailability of the patients with specific drugs or class of drugs, simulated patient scenarios for each medication type and their related Panchakarma procedure may be prepared. Discussion shall be carried out regarding the clinical decision-making process for allowing, adjusting or discontinuing the medication based on patient history, physiological conditions and pharmacological properties. Any modifications of the concomitant drugs should be done under the supervision of concerned specialist
Practical Training 4.2	Demonstration of the role of concomitant medications esp. Antispasmodics, Anticoagulants, Antitubercular, Disease- Modifying Antirheumatic Drugs (DMARDs) during Panchakarma	 Instructions - Demonstration by the faculty Give brief introduction to the significance of concomitant medication management during Panchakarma procedures. Take in detail, the history (esp. previous and current treatment as well as drug history) of patient. Go through the contents of each medication and study in detail the pharmacology of the content drugs. Evaluate the possible interactions/ interference of each and every ongoing medications in relation to the specific Panchakarma prescribed. Chart out the modifications in the ongoing medications which may be required to perform the Panchakarma procedure

	procedures with reference to its pharmacology.	 without any untoward interactions or complications. Follow up the case until the prescribed procedure is completed. Make necessary observations in the case paper of the patient and/or in the log book. Scholars should present the case reports in the department reflecting potential challenges, decisions taken and the rationale behind adjustments. Note: In case of unavailability of the patients with specific drugs or class of drugs, simulated patient scenarios for each medication type and their related Panchakarma procedure may be prepared. Discussion shall be carried out regarding the clinical decision-making process for allowing, adjusting or discontinuing the medication based on patient history, physiological conditions and pharmacological properties. Any modifications of the concomitant drugs should be done under the supervision of concerned specialist
Experiential le	earning Activity	
Experiential learning No	Name	Activity details
Experiential- Learning 4.1	Examination and evaluation of the role of concomitant medications esp. Antihypertensive, Thyroid Medications, Immunosuppressants, Anticonvulsants, Antidiabetics, Antidepressants and Antipsychotics during	 Instructions: Divide Participants into Groups: Assign each group a specific category of medication (e.g., Group 1: Antihypertensives, Group 2: Thyroid medications, etc.). Case Studies: Take detailed history of the patient or distribute detailed case sheets that include patient profiles, current medications, health status and planned Panchakarma therapy. Task: Each group analyzes their assigned case based on: Medication impact on Panchakarma procedures. Potential interactions, contraindications and necessary adjustments. Monitoring parameters and safety precautions.

	Panchakarma procedures with reference to its pharmacology.	 Each group presents their analysis of the assigned case. Emphasize on practical decision-making, explaining why medications should be adjusted, continued or temporarily discontinued. Present and discuss in the department observed effects, patient outcomes and proposed modifications. Highlight the importance of integrating pharmacological principles with Panchakarma practice. Note: Interchange the concomitant medication categories among the groups for the next session so as to cover EL (Experiential Learning) of all the drugs/ drug categories by all the scholars. Minimum 03 patients should be evaluated and documented for the exercise. Any modifications of the concomitant drugs should be done under the supervision of concerned specialist
Experiential- Learning 4.2	Role of concomitant medications esp. Antispasmodics, Anticoagulants, Antitubercular during Panchakarma procedures with reference to its pharmacology.	 Instructions: Divide Participants into Groups: Assign each group a specific category of medication (e.g., Group 1: Antihypertensives, Group 2: Thyroid medications, etc.) Case Studies: Take detailed history of the patient or distribute detailed case sheets that include patient profiles, current medications, health status and planned Panchakarma therapy Task: Each group analyzes their assigned case based on: Medication impact on Panchakarma procedures. Potential interactions, contraindications and necessary adjustments. Monitoring parameters and safety precautions. Each group presents their analysis of the assigned case. Emphasize on practical decision-making, explaining why medications should be adjusted, continued or temporarily discontinued. Present and discuss in the department observed effects, patient outcomes and proposed modifications. Highlight the importance of integrating pharmacological principles with Panchakarma practice. Note: Interchange the concomitant medication categories among the groups for the next session so as to cover EL (Experiential Learning) of all the drugs/ drug categories by all the scholars. Minimum 03 patients should be

		 evaluated and documented for the exercise. Any modifications of the concomitant drugs should be done under the supervision of concerned space. 	pecialist
Experiential- Learning 4.3	Role of concomitant medications esp. Disease-Modifying Antirheumatic Drugs (DMARDs) during Panchakarma procedures with reference to its pharmacology.	 Instructions: Divide Participants into Groups: Assign each group a specific category of medication (e.g., Group 1: Anti Group 2: Thyroid medications, etc.). Case Studies: Take detailed history of the patient or distribute detailed case sheets that include patient pro medications, health status and planned Panchakarma therapy. Task: Each group analyzes their assigned case based on: Medication impact on Panchakarma procedures. Potential interactions, contraindications and necessary adjustments. Monitoring parameters and safety precautions. Each group presents their analysis of the assigned case. Emphasize on practical decision-making, explaining why medications should be adjusted, continued or ter discontinued. Present and discuss in the department observed effects, patient outcomes and proposed modifications. Highlight the importance of integrating pharmacological principles with Panchakarma practice. Note: Interchange the concomitant medication categories among the groups for the next session so as to (Experiential Learning) of all the drugs/ drug categories by all the scholars. Minimum 03 patients evaluated and documented for the exercise. Any modifications of the concomitant drugs should be done under the supervision of concerned spectrum. 	hypertensives, files, current mporarily cover EL should be pecialist.
Modular Ass	essment		
Assessment n	nethod		Hour

Instructions—Conduct a structured modular assessment. The assessment will be for 50 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6C. • Practical problem solving - real world problems of concomitant medications and its optmization towards Panchakarma procedures. (25 marks) • Class presentation on various pharmacological groups regarding its actions, side effects, potential interactions and contraindications. (25 marks)	4
Or Any practical in converted form can be taken for assessment. (25 Marks) and Any experiential as portfolio/reflections/presentations, can be taken as an assessment. (25 Marks)	

Module 5 : Panchakarma Aushadha Kalpana & Ahara Kalpana

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

• Describe, analyze and demonstrate Aushadha and Ahara Kalpana used in Panchakarma.

Unit 1 Panchakarma Aushadha Kalpana

1. Clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of the Aushadha Kalpana used in Panchakarma.

References: 18,20,26,34,35,36,37,38,40,41,42,43,44,45,46,47,48

3A	3B	3C	3D	3 E	3 F	3G
CO3,CO7	Discuss and analyze the clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of the Aushadha Kalpanas used in Panchakarma -Panchavidha Kashaya Kalpana.	1	Lecture	CAN	Knows- how	BS,L&PP T ,L_VC, PBL
CO3,CO7	Demonstrate and illustrate clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of Panchavidha Kashaya Kalpana and its Upakalpanas, Ksheera Kalpana, Takra Kalpana, Navaneeta Kalpana, Sneha Kalpana, Sandhana Kalpana and other Aushadha Kalpanas like Dhanyamla, Mamsa Rasa, Varti.	10	Practical Training 5.1	PSY- GUD	Shows- how	CBL,D,IB L,PBL
CO3,CO7	Perform and evaluate clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of Panchavidha Kashaya Kalpana and its Upakalpanas.	10	Experiential- Learning 5.1	PSY- MEC	Does	BL,CBL, KL,SDL
CO3,CO7	Perform and evaluate clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of Ksheera Kalpana,	3	Experiential- Learning 5.2	PSY- MEC	Does	BL,CBL, KL,SDL

	Takra Kalpana, Navaneeta Kalpana, Sneha Kalpana, Sandhana Kalpana and other Aushadha Kalpanas like Dhanyamla, Mamsa Rasa, Varti.					
CO3,CO7	Analyze the clinical modifications, properties, indications, contraindications, and preparation methods of Aushadha Kalpanas used in Panchakarma, with emphasis on the Upakalpanas of Panchavidha Kashaya Kalpana.	1	Lecture	CAN	Knows- how	BL,BS,L &GD,L& PPT
CO3,CO7	Analyze and elaborate on the clinical modifications, properties, indications, contraindications, and preparation methods of Aushadha Kalpanas used in Panchakarma—Ksheera Kalpana, Takra Kalpana, and Navaneeta Kalpana.	1	Lecture	CAN	Knows- how	BS,L&PP T ,L_VC
CO3,CO7	Describe and analyze the clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of the Aushadha Kalpanas used in Panchakarma - Sneha Kalpana.	1	Lecture	CAN	Knows- how	BS,L&G D,L&PPT
CO3,CO7	Discuss and analyze the clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of the Aushadha Kalpanas used in Panchakarma - Sandhana Kalpana and other Aushadha Kalpanas like Dhanyamla, Mamsa Rasa, Varti.	1	Lecture	CAN	Knows- how	BS,L&PP T ,L_VC
Unit 2 Pancha 1 References: 18 3A	Akarma Ahara Kalpana Clinical modifications (as per the condition of the patient), properties, indications and contrat 3,19,20,26,34,35,36,37,40,41,42,43,44,45,46,47,48 3B	indications,	method of prep	aration of the	Ahara Kalpa	na used in Pan
CO3,CO7	Analyze the clinical modifications, properties, indications, contraindications, and preparation methods of Ahara Kalpanas used in Panchakarma, including Manda, Peya, Vilepi, Yavagu, and Anna.	1	Lecture	CAN	Knows- how	BS,L&PP T ,L_VC
CO3,CO7	Analyze the clinical modifications, properties, indications, contraindications, and preparation methods of Ahara Kalpanas used in Panchakarma, including Yusha, Krishara,	1	Lecture	CAN	Knows- how	BS,L&PP T ,L_VC

	Mamsarasa, Veshavara, a	nd Saktu.					
CO3,CO7	Describe and analyze the properties, indications an Ahara Kalpana used in Pa	clinical modifications (as per the condition of the patient), d contraindications, method of preparation of the below listed anchakarma-Khada, Kambalika, Raaga, Shashkuli, Apoopa.	1	Lecture	CAN	Knows- how	BS,L&PP T ,L_VC
CO3,CO7	Discuss and analyze the c properties, indications an Ahara Kalpana used in Pa	clinical modifications (as per the condition of the patient), d contraindications, method of preparation of the below listed anchakarma-Dadhi, Takra, Ksheera, Payasa.	1	Lecture	CAN	Knows- how	BS,L&PP T ,L_VC
CO3,CO7	Describe and analyze the clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of the below listed Ahara Kalpana used in Panchakarma-Mantha, Panaka, Tushodaka, Tandulodaka, Ushnodaka.		1	Lecture	CAN	Knows- how	BS,L&PP T ,L_VC
CO3,CO7	 Demonstrate and illustrate clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of Manda, Peya, Vilepi, Yavagu, Anna, Yusha, Krishara, Mamsarasa, Veshavara, Khada, Kambalika, Raaga, Dadhi, Takra, Ksheera, Saktu, Payasa, Mantha, Panaka, Tushodaka, Shashkuli, Apoopa, Parpata, Rasala, Shadava, Tandulodaka, Ushnodaka. 		10	Practical Training 5.2	PSY- GUD	Shows- how	CBL,D,IB L,PBL
CO3,CO7	,CO7 Perform and evaluate clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of Manda, Peya, Vilepi, Yavagu, Anna, Yusha, Krishara, Mamsarasa, Veshavara, Khada, Kambalika, Raaga, Dadhi, Takra, Ksheera, Saktu, Payasa, Mantha, Panaka.		10	Experiential- Learning 5.3	PSY- MEC	Does	BL,CBL, KL,SDL
CO3,CO7	Perform and evaluate clir properties, indications an Shashkuli, Apoopa, Parpa	nical modifications (as per the condition of the patient), d contraindications, method of preparation of Tushodaka, ata, Rasala, Shadava,Tandulodaka, Ushnodaka.	3	Experiential- Learning 5.4	PSY- MEC	Does	BL,CBL, KL,SDL
Practical Trai	ning Activity						·
Practical No	Name	Activity details					
Practical	Practical Demonstration and Instructions:						

Training 5.1	 clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of Panchavidha Kashaya Kalpana and its Upakalpanas. Panchavidha Kashaya Kalpana and its Upakalpanas. Panchavidha Kashaya Kalpana and its Upakalpanas, Ksheera Kalpana, Takra Kalpana, Navaneeta Kal Sandhana Kalpana and other Aushadha Kalpanas like Dhanyamla, Mamsa Rasa, Varti. Demonstration by the Faculty, Take the detailed history and clinically evaluate the patient. Identify the Aushadha Kalpana specific and appropriate to the Panchakarma procedure and th Accordingly select the method of preparation. Collect all the necessary equipments, instruments and ingredients in the required quantity. Prepare the Aushadha Kalpana one by one as per the requirement at the Panchakarma lab./kit According to the case specific think of any modifications required in the Kalpana. Observe and assess the prepared Kalpana for its characteristics, compare and check with the a Evaluate clinically the outcome of the Kalpana applied.	
Practical Training 5.2	Demonstration and illustration of the clinical modifications, properties, indications and contraindications, and method of preparation of Aahar Kalpana.	Instructions: Demonstration and illustration of the clinical modifications, properties, indications and contraindications, method of preparation of Manda, Peya, Vilepi, Yavagu, Anna, Yusha, Krishara, Mamsarasa, Veshavara, Khada, Kambalika, Raaga, Dadhi, Takra, Ksheera, Saktu, Payasa, Mantha, Panaka, Tushodaka, Shashkuli, Apoopa, Parpata, Rasala, Shadava, Tandulodaka, Ushnodaka. Demonstration by the Faculty, • Take the detailed history and clinically evaluate the patient. • Identify the Ahara Kalpana specific and appropriate to the Panchakarma procedure and the patient. • Collect all the necessary equipments, instruments and ingredients in the required quantity. • Prepare the Ahara Kalpana one by one as per the requirement at the Panchakarma lab./kitchen/theatre. • According to the case specific think of any modifications required in the Kalpana. • Observe and assess the prepared Kalpana for its characteristics, compare and check with the available standards. • Evaluate clinically the outcome of the Kalpana applied.

Experiential le	earning Activity	
Experiential learning No	Name	Activity details
Learning 5.1evaluation of the clinical modifications (as per the condition of the patient), properties, indications 		 Instructions: Take the detailed history and clinically evaluate the patient. Identify the Aushadha Kalpana specific and appropriate to the Panchakarma procedure and the patient. Accordingly select the method of preparation. Prepare the Aushadha Kalpana one by one as per the requirement at the Panchakarma lab./kitchen/theatre. Compare the final product with the available standards. According to the case specific think of any modifications required in the Kalpana. Evaluate the outcome clinically of the Kalpana applied. Make necessary noting of the specific Kalpana (with or without the modifications) prescribed along with the clinical observations in the case paper of the patient. Minimum 3 patients should be taken with application of 2 Kalpanas in each patient.
Experiential- Learning 5.2	Performance and evaluation of the clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of Aushadha Kalpana.	Instructions: Performance and evaluation of the clinical modifications, properties, indications and contraindications, method of preparation of Ksheera Kalpana, Takra Kalpana, Navaneeta Kalpana, Sneha Kalpana, Sandhana Kalpana and other Aushadha Kalpanas like Dhanyamla, Mamsa Rasa, Varti. • Take the detailed history and clinically evaluate the patient. • Identify the Aushadha Kalpana specific and appropriate to the Panchakarma procedure and the patient. • Accordingly select the method of preparation. • Prepare the Aushadha Kalpana one by one as per the requirement at the Panchakarma lab./kitchen/theatre.

		 Compare the final product with the available standards. According to the case specific think of any modifications required in the Kalpana. Evaluate the outcome clinically of the Kalpana applied. Make necessary noting of the specific Kalpana (with or without the modifications) prescribed along with the clinical observations in the case paper of the patient. Minimum 3 patients should be taken with application of 2 Kalpanas in each patient.
Experiential- Learning 5.3	Performance and evaluation of the clinical modifications (as per the condition of the patient), properties, indications and contraindications, and method of preparation of Aahara Kalpana.	 Instructions: Performance and evaluation of the clinical modifications, properties, indications and contraindications, method of preparation of Manda, Peya, Vilepi, Yavagu, Anna, Yusha, Krishara, Mamsarasa, Veshavara, Khada, Kambalika, Raaga, Dadhi, Takra, Ksheera, Saktu, Payasa, Mantha, Panaka. Take the detailed history and clinically evaluate the patient. Identify the Ahara Kalpana specific and appropriate to the Panchakarma procedure and the patient. Accordingly select the method of preparation. Prepare the Ahara Kalpana one by one as per the requirement at the Panchakarma lab./kitchen/theatre. Compare the final product with the available standards. According to the case specific think of any modifications required in the Kalpana. Evaluate the outcome clinically of the Kalpana applied. Make necessary noting of the specific Kalpana (with or without the modifications) prescribed along with the clinical observations in the case paper of the patient. Minimum 3 patients should be taken with application of 2 Kalpanas in each patient.
Experiential- Learning 5.4	Performance and evaluation of clinical modifications (as per the condition of the patient), properties, indications	Instructions: Performance and evaluation of clinical modifications, properties, indications and contraindications, method of preparation of Tushodaka, Shashkuli, Apoopa, Parpata, Rasala, Shadava, Tandulodaka, Ushnodaka.

 and contraindications, method of preparation of Aahara kalpana. Take the detailed history and clinically evaluate the patient. Identify the Ahara Kalpana specific and appropriate to the Panchakarma procedure and the patient. Accordingly select the method of preparation. Prepare the Ahara Kalpana one by one as per the requirement at the Panchakarma lab./kitchen/theatre. Compare the final product with the available standards. According to the case specific think of any modifications required in the Kalpana. Evaluate the outcome clinically of the Kalpana applied. Make necessary noting of the specific Kalpana (with or without the modifications) prescribed along with the clin observations in the case paper of the patient. Minimum 3 patients should be taken with application of 2 Kalpanas in each patient. 			he clinical	
Aggegement m	athad		Uour	┝
Assessment m			11001	
Instructions—Conduct a structured modular assessment. The assessment will be for 50 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6C. • Preparation of various Ahara kalpana customized towards the clinical requirement. (25 marks) • Preparation of various Aushadha kalpana customized towards the clinical requirement. (25 marks) Or Any practical in converted form can be taken for assessment. (25 Marks) and Any experiential as portfolio/reflections/presentations, can be taken as an assessment. (25 Marks)			4	

Module 6 : .	Administration & Regulatory framework related to Panchakarma.					
Module Lea (At the end o	rning Objectives of the module, the students should be able to)					
	 Describe, explain and demonstrate regulatory framework related to Panchakarma. Illustrate NABH standards in Panchakarma. Discuss role of Panchakarma in wellness industry, hospitality sector and medical tourism. Describe and demonstrate administration of Panchakarma theatre/hospital. 					
Unit 1 Regu	atory Framework related to Panchakarma establishment					
	1. The Clinical Establishments (Registration and Regulation) Act, 2010 2. The "Consumer Protection Act, 2019"					
References: 1	,2					
3A	3B	3 C	3D	3 E	3 F	3 G
CO7	Discuss "The Clinical Establishments (Registration and Regulation) Act, 2010"	2	Lecture	CAN	Knows- how	L&GD,L &PPT
CO7	Describe "Consumer Protection Act, 2019"	2	Lecture	CAN	Knows- how	L&GD,L &PPT ,L_VC
CO7	Demonstrate understanding of the Clinical Establishments (Registration and Regulation) Act, 2010.	3	Practical Training 6.1	CS	Knows- how	BL,BS,RP ,TPW,TB L
CO7	Discuss insight about "Consumer Protection Act, 2019"	3	Practical Training 6.2	CS	Knows- how	BS,RP,TP W,TBL

CO7	Demonstrate "The Clinical Establishments (Registration and Regulation) Act, 2010"	3	Experiential- Learning 6.1	PSY- MEC	Does	IBL,RP,S DL,TBL
CO7	Demonstrate "Consumer Protection Act, 2019"	3	Experiential- Learning 6.2	PSY- MEC	Does	IBL,RP,S DL,TBL
Unit 2 NABH	standards in Panchakarma					
1.,	Standards of NABH in Panchakarma theatre/ centre/ hospital.					
References: 1,2	,3,4,7					
3A	3B	3 C	3D	3 E	3F	3 G
CO2,CO4,CO6 ,CO7,CO8	Analyze the standards of NABH in Panchakarma theatre/ centre/ hospital.	2	Lecture	CAN	Knows- how	L&GD,L &PPT ,PER
CO2,CO4,CO6 ,CO7,CO8	Demonstrate the NABH standards related to AAC, COP, MOM, PRE, HIC in Panchakarma theatre/ centre/ hospital.	8	Practical Training 6.3	PSY- GUD	Shows- how	CBL,D,F V,PBL
CO2,CO4,CO6 ,CO7,CO8	Demonstrate the standards of NABH in Panchakarma theatre/ centre/ hospital.	10	Experiential- Learning 6.3	PSY- MEC	Does	FV,PER,S DL,SY,W
CO2,CO4,CO6 ,CO7,CO8	Counsel/ educate the patients regarding self awareness towards their rights.	5	Experiential- Learning 6.4	AFT-RES	Does	BL,EDU, RLE,SDL
CO2,CO4,CO6 ,CO7,CO8	Demonstrate the NABH standards related to CQI, ROM, FMS, HRM, IMS in Panchakarma theatre/ centre/ hospital.	8	Practical Training 6.4	PSY- GUD	Shows- how	D,EDU,F V,PER,PS M
Unit 3 Role of	Panchakarma in wellness industry, Hospitality sector and Medical Value Travel					

1. Relevance and scope of Panchakarma in hospitality and wellness sector

2. Operational requirements of a wellness center

3. Precautions while promoting Panchakarma in hospitality, wellness and tourism sector

4. Medico-legal aspects related to Panchakarma in hospitality, wellness and tourism sector

5. Medical Value Travel regulations (MVT) and Ayush Visa.

References: 12,13,14,15,16

3 A	3B	3 C	3D	3 E	3F	3G
CO3,CO8	Describe and analyze, relevance and scope of Panchakarma in hospitality and wellness sector.	1	Lecture	CAN	Knows- how	BS,L&G D,L_VC, PER
CO3,CO8	Discuss precautions while promoting Panchakarma in hospitality, wellness and tourism sector	1	Lecture	CE	Knows- how	BS,L&G D,PER
CO3,CO8	Discuss medico-legal aspects related to Panchakarma in hospitality, wellness and tourism sector.	1	Lecture	CE	Knows- how	BS,L&G D,L&PPT
CO3,CO8	Prepare a project on Medical Value Travel (MVT) regulations and Ayush visa.	3	Practical Training 6.5	PSY-SET	Shows- how	BL,EDU, FV,PER
CO3,CO8	Demonstrate and enumerate operational requirements of a wellness center.	3	Experiential- Learning 6.5	PSY- MEC	Does	FV,JC,PL, SDL

Unit 4 Administration of Panchakarma theatre/hospital

1. Panchakarma theatre/hospital Architecture, Planning and Maintenance.

2. Panchakarma theatre/hospital Operation Management.

3. Inventory management & Procurement in Panchakarma theatre/hospital.

4. Human Resource Management of Panchakarma theatre/hospital.

5. Hospital Information System of Panchakarma theatre/hospital.

6. Total Quality Management in Panchakarma theatre/hospital.

7. Hospital Equipment Management in Panchakarma theatre/hospital.8. Communication skills.

References: 17,24,34,38,40,41,42,43,44,45,46,49,50,51,52,53,54,55,56

3A	3B	3C	3D	3 E	3 F	3 G
CO1,CO8	Describe and explain Panchakarma theatre/hospital Architecture, Planning and Maintenance	1	Lecture	СС	Knows- how	L&GD,L &PPT ,L_ VC,PER
CO1,CO6	Describe Panchakarma theatre/hospital Operation Management	1	Lecture	CAN	Knows- how	L&PPT ,L_VC
CO6,CO8	Discuss Inventory management & Procurement	1	Lecture	CE	Knows- how	L&GD,L &PPT
CO6,CO8	Describe and discuss Human Resource Management	1	Lecture	CAN	Knows- how	L&PPT ,PER
CO8	Elaborate Hospitality Management.	1	Lecture	CAN	Knows- how	L&PPT ,L_VC
CO6,CO8	Discuss Total Quality Management.	1	Lecture	CAN	Knows- how	L&GD,L &PPT ,PER
CO6,CO8	Demonstrate Hospital Equipment Management.	5	Practical Training 6.6	PSY- GUD	Shows- how	FV,PER
CO6	Demonstrate Communication skills.	5	Experiential- Learning 6.6	AFT-REC	Does	PL,RP,SD L,SIM
CO6,CO8	Demonstrate Architecture, Planning and Maintenance of a Panchakarma treatment facility. Perform Inventory management & Procurement, Human Resource Management,	10	Experiential- Learning 6.7	PSY- MEC	Does	FV,PER,P BL,SDL

	Hospital Information Sys Panchakarma treatment fa	tem, Total Quality Management and Operation of a acility, Hospitality management.
Practical Train	ning Activity	
Practical No	Name	Activity details
Practical Training 6.1	Comprehension of "The Clinical Establishments (Registration and Regulation) Act, 2010"	 Instructions: Under the guidance and demonstration by the faculty, Make small teams comprising of 3 students. Assign roles to each group related to the Clinical Establishments Act. Each participant in a group should play a different role eg. patient/relative, staff, healthcare administrator etc. Provide the group(s) with specific scenarios eg. registration of newly established clinic, redressal of patient grievance etc. Give some time to each group to discuss and prepare for their role play. At the end of the role play ask each group to reflect and discuss on the key takeaways from the activity.
Practical	Consumer Protection	Instructions:
Training 6.2	Act, 2019	 Under the guidance and demonstration by the faculty, Make small teams comprising of 3 students. Assign roles to each group related to the Consumer Protection Act. Each participant in a group should play a different role eg. patient/relative, staff, healthcare adminsitrator etc. Provide the group(s) with specific scenarios eg. medical negligence etc. Give some time to each group to discuss and prepare for their role play. At the end of the role play ask each group to reflect and discuss on the key takeaways from the activity.
Practical	Demonstration of the	Instructions:

Training 6.3	NABH standards related to AAC, COP, MOM, PRE, HIC in Panchakarma theatre/ centre/ hospital.	 Demonstration by the faculty He/She should take the scholars to visit the areas of the Panchakarma theatre/ centre/ hospital one by one. Demonstrate and ask the scholars to note the standards related to the chapters of the NABH i.e. AAC, COP, MOM, PRE, HIC by visiting all the relevant and concerned areas of the Panchakarma theatre/ hospital/ centre. Demonstrate on how to prepare a compliance report of the visit.
Practical Training 6.4	Demonstration of the NABH standards related to CQI, ROM, FMS, HRM, IMS in Panchakarma theatre/ centre/ hospital.	 Instructions: Demonstration by the faculty He/She should take the scholars to visit the areas of the Panchakarma theatre/ centre/ hospital one by one. Demonstrate and ask the scholars to note the standards related to the chapters of the NABH i.e. CQI, ROM, FMS, HRM, IMS by visiting all the relevant and concerned areas of the Panchakarma theatre/ hospital/ centre. Demonstrate on how to prepare a compliance report of the visit .
Practical Training 6.5	Preparation of a project on Medical Value Travel (MVT) regulations and Ayush visa.	 Instructions: Under the guidance and demonstration by the faculty, Gather the information related to Medical Value Travel and Ayush visa. Enquire about the requirements and process under the Medical Value Travel and Ayush visa by visiting related websites, portals, journals etc.
Practical Training 6.6	Demonstration of Hospital Equipment	Instructions: Demonstration by the faculty,

	Management	 Explain and demonstrate various aspects of hospital equipment management in terms of its, Procurement: Identifying, selecting and acquiring the right equipment. Inventory Management: Keeping track of all medical equipment within the facility. Maintenance & Calibration: Ensuring equipment is functioning properly and meets regulatory standards. Training & Utilization: Ensuring proper use and handling by staff. Disposal: Safely disposing of or decommissioning outdated or non-functional equipment.
Experiential le	arning Activity	
Experiential learning No	Name	Activity details
Experiential- Learning 6.1	The Clinical Establishments (Registration and Regulation) Act, 2010	 Instructions: Make small teams comprising of 3 students. Assign roles to each group related to the Clinical Establishments Act. Each participant in a group should play a different role eg. patient/relative, staff, healthcare administrator etc. Select specific scenarios eg. registration of newly established clinic, redressal of patient grievance etc. Take time to discuss and prepare for the role play. At the end of the role play each group should conduct cross group interaction and debate over the actions taken in the role play. Reflect and discuss on the key takeaways from the activity.
Experiential- Learning 6.2	Consumer Protection Act, 2019	Instructions:

		 Make small teams comprising of 3 students. Assign roles to each group related to the Consumer Protection Act. Each participant in a group should play a different role eg. patient/relative, staff, healthcare administrator etc. Select specific scenarios eg. medical negligence etc. Take time to discuss and prepare for the role play. At the end of the role play each group should conduct cross group interaction and debate over the actions taken in the role play. Reflect and discuss on the key takeaways from the activity. Compile and discuss similar case studies.
Experiential- Learning 6.3	Demonstration of the standards of NABH in Panchakarma theatre/ centre/ hospital.	 Instructions: He/She should visit the areas of the Panchakarma theatre/ centre/ hospital one by one. Demonstrate and note the standards related to all the chapters of the NABH i.e. AAC, COP, MOM, PRE, HIC, CQI, ROM, FMS, HRM, IMS by visiting all the relevant and concerned areas of the Panchakarma theatre/ centre/ hospital. Prepare a compliance report of the visit and submit it to the department.
Experiential- Learning 6.4	Education of the patients regarding self awareness towards their rights.	 Instructions: By means of short videos and other visual aids or by educating in person inform the patients about their rights, responsibilities and mechanisms available for addressing grievances. Similarly educate the patient and family members about pathya and apathya - ahara and vihara, their healthcare needs in the language in which they can understand. Document all the instructions properly.

Experiential- Learning 6.5	Demonstration of operational requirements of a wellness center.	 Instructions: By means of an educational tour, visit wellness centres and go through the operational requirements like staffing, facility management, client management, financial management, working of the centres etc. Take a tour of the center highlighting waiting rooms, treatment rooms, etc. explaining its purpose and operational significance. Discuss the visit with the peers and the faculty. Log the entry of the visit in logbook.
Experiential- Learning 6.6	Demonstration of Communication skills.	 Instructions: By means of role plays engage in role-playing exercises where scholar plays the doctor and a peer or mentor plays the patient. After patient interactions, seek feedback from mentors or peers on the clarity, empathy and professionalism demonstrated in your communication. Conduct mock family meetings with a peer or mentor to practice explaining a patient's condition and treatment options. Participate in or observe multidisciplinary rounds (e.g. with doctors, nurses, therapists). Practice clear, concise communication when sharing patient updates, diagnoses and treatment plans. Practice writing clear, concise and professional emails or memos to administrators and support staff regarding scheduling, resource needs and policy updates. Engage in simulated emergency situations to practice communication in high pressure situations. Apart from role plays short videos, other visual aids, etc also may be used for the learning.
Experiential- Learning 6.7	Demonstration of Architecture, Planning and Maintenance of a Panchakarma treatment	Instructions: • Visit atleast 3 to 4 Panchakarma treatment facilities and make observations on,

	facility. Performance of Inventory management & Procurement, Human Resource Management, Hospital Information System, Total Quality Management and Operation of a Panchakarma treatment facility, Hospitality management.	 Design, plan and maintenance of a facility that supports the Panchakarma treatment process. Management of the inventory for the facility, focusing on the procurement of materials required for treatments. Effective management of human resources (staff) like leave management, procedure scheduling et Panchakarma facility. Observe and check Hospital Information System of various Panchakarma facilities visited and studin Panchakarma. Application of TQM principles to ensure continuous improvement in the quality of services and part Effective management of the innovative practices, day-to-day operations of a Panchakarma treatment or Understanding hospitality aspect keeping in mind Ayurveda principles and its importance in creative relaxing and holistic environment for patients undergoing Panchakarma treatments. Submit the report prepared. 	or Panchakarma c. for the dy its relevance atient care. ent facility. ng a welcoming,	
Modular Asses	ssment			
Assessment me	ethod		Hour	
Instructions—Conduct a structured modular assessment. The assessment will be for 75 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6C. • Report writing of field visits to wellness industry or hospitality center. (25 marks) • Class presentation of various NABH standards. (25 marks) • Viva-voce. (25 marks)				
Or Any practical in converted form can be taken for assessment. (45 Marks) and Any experiential as portfolio/reflections/presentations, can be taken as an assessment. (30 Marks)				

Table 4 : Practical Training Activity

Practical No	Practical name	Hours
1.1	Demonstration on Assessment of Srotas, Agni, and Koshtha in panchakarma.	5
1.2	Demonstration of the role of Kleda and Utklesha in patients selected for panchakarma procedures.	5
1.3	Exploration of Doshagati and Kriyakala in disease progression and treatment.	5
1.4	Demonstration of Padamshika Krama.	4
1.5	Demonstration, analysis of Bahudoshavastha, and formulation of Chikitsa Sootra.	6
1.6	Identification and Demonstration of Panchakarma Equipments.	5
2.1	Analysis and interpretation of the surface and applied anatomy and applied physiology of the Digestive ,Excretory and Reproductive systems.	10
2.2	Analysis, and interpretation of surface applied anatomy applied physiology of the of the Cardiovascular, Lymphatic, Respiratory systems.	10
2.3	Analysis and interpretation of surfaceanatomy ,applied anatomy and applied physiology of Integumentary, Musculoskeletal, Nervous, Endocrine systems.	10
3.1	Demonstration and practice of Roga-Rogi Pareeksha.	5
3.2	Examination of Haematological, Biochemical, and Pathological Reports.	5
3.3	Interpretation of Microbiological specimens, Urine analysis, and Stool examination.	5
3.4	Analysis and discussion of ECG, EEG, EMG, NCV, and X-ray reports.	5
3.5	Analysis and interpretation of diagnostic reports from USG, MRI, PET, and Spirometry.	10
4.1	Demonstration of the role of concomitant medications esp. Antihypertensive, Thyroid Medications, Immunosuppressants, Anticonvulsants, Antidiabetics, Antidepressants and Antipsychotics during Panchakarma procedures with reference to its pharmacology.	10

4.2	Demonstration of the role of concomitant medications esp. Antispasmodics, Anticoagulants, Antitubercular, Disease-Modifying Antirheumatic Drugs (DMARDs) during Panchakarma procedures with reference to its pharmacology.	10
5.1	Demonstration and illustration of the clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of Panchavidha Kashaya Kalpana and its Upakalpanas.	10
5.2	Demonstration and illustration of the clinical modifications, properties, indications and contraindications, and method of preparation of Aahar Kalpana.	10
6.1	Comprehension of "The Clinical Establishments (Registration and Regulation) Act, 2010"	3
6.2	Consumer Protection Act, 2019	3
6.3	Demonstration of the NABH standards related to AAC, COP, MOM, PRE, HIC in Panchakarma theatre/ centre/ hospital.	8
6.4	Demonstration of the NABH standards related to CQI, ROM, FMS, HRM, IMS in Panchakarma theatre/ centre/ hospital.	8
6.5	Preparation of a project on Medical Value Travel (MVT) regulations and Ayush visa.	3
6.6	Demonstration of Hospital Equipment Management	5

Table 5 : Experiential learning Activity

Experiential learning No	Experiential name	Hours
1.1	Examination, analysis, and interpretation of the roles of Srotas, Agni, and Koshtha in selecting Panchakarma.	5
1.2	Evaluation, analysis, and interpretation of Kleda and Utklesha for the appropriate selection of Panchakarma therapies.	5
1.3	Assessment of Doshavastha, Srotas, Agni, and Koshta for planning panchakarma procedures.	6
1.4	Interpretation and evaluation of Dwividha and Shadvidha Upakramas.	10
1.5	Examination, evaluation, and Interpretation of Bahudoshalakshanas in Patients.	3
1.6	Analysis, evaluation, and illustration of the role and significance of Panchakarma in promoting health and well-being.	10
2.1	Performance of procedures by analyzing and interpreting the surface applied anatomy and applied physiology of Digestive,Excretory and Reproductive system.	6
2.2	Performance of procedures by analyzing and interpreting the surface applied anatomy and applied physiology of Cardiovascular, Lymphatic and Respiratory systems.	5
2.3	Analysis and interpretation of surfaceanatomy ,applied anatomy and applied physiology of Nervous and Endocrine systems.	10
2.4	Performance of procedures by analyzing and interpreting the surfaceanatomy ,applied anatomy and applied physiology, of the Integumentary and Musculoskeletal systems.	10
2.5	Perform procedures with evaluation and interpretation of Metabolism, Cellular Basis of Physiology, Genetics & Enzymes, Biophysical Principles and Chemistry of Biomolecules, Cell Signalling & Nerve-muscle Physiology, Blood and Body Fluids, Molecular Biology, Nutrition and Dietetics, Special Senses and Developmental biology.	8
3.1	Application and interpretation of Roga Rogi Pareeksha.	10
3.2	Examination, application, analysis, and interpretation of the Respiratory, Cardiovascular, Gastrointestinal, Neurological, Musculoskeletal, and Genitourinary systems.	10
3.3	Application and interpretation of ECG, EEG, EMG, NCV, and X-ray findings.	10
3.4	Application and interpretation of imaging findings of USG, CT, MRI, PET, Spirometry.	9
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4.1	Examination and evaluation of the role of concomitant medications esp. Antihypertensive, Thyroid Medications, Immunosuppressants, Anticonvulsants, Antidiabetics, Antidepressants and Antipsychotics during Panchakarma procedures with reference to its pharmacology.	10
4.2	Role of concomitant medications esp. Antispasmodics, Anticoagulants, Antitubercular during Panchakarma procedures with reference to its pharmacology.	10
4.3	Role of concomitant medications esp. Disease-Modifying Antirheumatic Drugs (DMARDs) during Panchakarma procedures with reference to its pharmacology.	6
5.1	Performance and evaluation of the clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of Panchavidha Kashaya Kalpana and its Upakalpanas.	10
5.2	Performance and evaluation of the clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of Aushadha Kalpana.	3
5.3	Performance and evaluation of the clinical modifications (as per the condition of the patient), properties, indications and contraindications, and method of preparation of Aahara Kalpana.	10
5.4	Performance and evaluation of clinical modifications (as per the condition of the patient), properties, indications and contraindications, method of preparation of Aahara kalpana.	3
6.1	The Clinical Establishments (Registration and Regulation) Act, 2010	3
6.2	Consumer Protection Act, 2019	3
6.3	Demonstration of the standards of NABH in Panchakarma theatre/ centre/ hospital.	10
6.4	Education of the patients regarding self awareness towards their rights.	5
6.5	Demonstration of operational requirements of a wellness center.	3
6.6	Demonstration of Communication skills.	5
6.7	Demonstration of Architecture, Planning and Maintenance of a Panchakarma treatment facility. Performance of Inventory management & Procurement, Human Resource Management, Hospital Information System, Total Quality Management and Operation of a Panchakarma treatment	10

6 A : Number of Papers and Marks Distribution

Subject Code	Paper	Theory	Practical	Total
AYPG-AB-PK	1	100	200	300

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

Credit frame work

AYPG-AB-PK consists of 6 modules totaling 16 credits, which correspond to 480 Notional Learning Hours. Each credit comprises 30 Hours of learner engagement, distributed across teaching, practical, and experiential learning in the ratio of 1:2:3. Accordingly, one credit includes 5 hours of teaching, 10 hours of practical training, 13 hours of experiential learning, and 2 hours allocated for modular assessment, which carries 25 marks.

Formative Assessment :Module wise Assessment:will be done at the end of each module. Evaluation includes learners active participation to get Credits and Marks. Each Module may contain one or more credits.

Summative Assessment: Summative Assessment (University examination) will be carried out at the end of Semester II.

6 C : Calculation Method for Modular Grade Points (MGP)

Module Number & Name (a)	Credits (b)	Actual No. of Notional Learning Hours (c)	Attended Number of notional Learning hours (d)	Maximum Marks of assessmen t of modules (e)	Obtained Marks per module (f)	MGP =d* f/c*e*100
M1. Panchakarma Siddhanta Parichaya, Equipments and Instruments in Panchakarma. Panchakarma for promotion of health and wellbeing.	3	90		75		
M2. Surface anatomy, Applied anatomy and Physiology and its amalgamation with Panchakarma siddhanta.	3	90		75		
M3. Clinical examination	3	90		75		
M4. Identification and modification of concomitant medications used during Panchakarma procedures.	2	60		50		
M5. Panchakarma Aushadha Kalpana & Ahara Kalpana	2	60		50		
M6. Administration & Regulatory framework related to Panchakarma.	3	90		75		

MGP = ((Number of Notional learning hours attended in a module) X (Marks obtained in the modular assessment) / (Total number of Notional learning hours in the module) X (Maximum marks of the module)) X 100

6 D : Semester Evaluation Methods for Semester Grade point Average (SGPA)

SGPA will be calculated at the end of the semester as an average of all Module MGPs. Average of MGPS of the Semester For becoming eligible for Summative assessment of the semester, student should get minimum of 60% of SGPA

SGPA = Average of MGP of all modules of all papers = add all MGPs in the semester/ no. of modules in the semester Evaluation Methods for Modular Assessment

A S.No	B Module number and Name	C MGP
1	M1.Panchakarma Siddhanta Parichaya, Equipments and Instruments in Panchakarma. Panchakarma for promotion of health and wellbeing.	C1
2	M2.Surface anatomy, Applied anatomy and Physiology and its amalgamation with Panchakarma siddhanta.	C2
3	M3.Clinical examination	C3
4	M4.Identification and modification of concomitant medications used during Panchakarma procedures.	C4
5	M5.Panchakarma Aushadha Kalpana & Ahara Kalpana	C5
6	M6.Administration & Regulatory framework related to Panchakarma.	C6
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5 +C6) / Number of modules(6)

S. No	Evaluation Methods
1.	Method explained in the Assessment of the module or similar to the objectives of the module.

6 E : Question Paper Pattern

MD/MS Ayurveda Examination AYPG-AB-PK Sem II

Time: 3 Hours ,Maximum Marks: 100 INSTRUCTIONS: All questions compulsory

		Number of Questions	Marks per question	Total Marks
Q 1	Application-based Questions (ABQ)	1	20	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Analytical based structured Long answer question (LAQ)	4	10	40

		100

6 F : Distribution for summative assessment (University examination)

S.No	List of Module/Unit	ABQ	SAQ	LAQ			
(M-1)Panchakarma Siddhanta Parichaya, Equipments and Instruments in Panchakarma. Panchakarma for promotion of health and wellbeing. (Marks: Range 5-20)							
1	(U-1) Panchakarma Siddhanta Parichaya	Yes	Yes	Yes			
2	(U-2) Equipments and Instruments in Panchakarma	Yes	Yes	Yes			
3	(U-3) Panchakarma for promotion of health and wellbeing.	Yes	Yes	Yes			
(M-2)Su siddhant	rface anatomy, Applied anatomy and Physiology and its amalgame a. (Marks: Range 5-20)	ation with	Panchakaı	rma			
1	(U-1) Analysis, interpretation and application of Surface Anatomy, Applied Anatomy and Applied Physiology of systems vis a vis Panchakarma Siddhanta	No	Yes	Yes			
2	(U-2) Analysis, interpretation and application of Applied Physiology vis a vis Panchakarma Siddhanta	No	Yes	Yes			
(M-3)Cli	nical examination (Marks: Range 5-20)	•	·	·			
1	(U-1) Roga and Rogi Pareeksha.	No	Yes	Yes			
2	(U-2) Systemic examination	No	Yes	Yes			
3	(U-3) Interpretation of findings of various laboratory investigations.	No	Yes	Yes			
4	(U-4) Interpretation of diagnostic and imaging findings	No	Yes	Yes			
(M-4)Id (Marks:	entification and modification of concomitant medications used dur Range 5-20)	ing Panch	akarma pr	ocedures.			
1	(U-1) Identification and analysis of concomitant medications used during Panchakarma procedures.	No	Yes	Yes			
(M-5)Pa	nchakarma Aushadha Kalpana & Ahara Kalpana (Marks: Range	e 5-20)					
1	(U-1) Panchakarma Aushadha Kalpana	Yes	Yes	Yes			
2	(U-2) Panchakarma Ahara Kalpana	Yes	Yes	Yes			
(M-6)Administration & Regulatory framework related to Panchakarma. (Marks: Range 5-20)							
1	(U-1) Regulatory Framework related to Panchakarma establishment	Yes	Yes	Yes			
2	(U-2) NABH standards in Panchakarma	Yes	Yes	Yes			
3	(U-3) Role of Panchakarma in wellness industry, Hospitality sector and Medical Value Travel	Yes	Yes	Yes			
4	(U-4) Administration of Panchakarma theatre/hospital	Yes	Yes	Yes			

Instructions for the paper setting.

1. 100 marks question paper shall contain:-

- Application Based Question: 1 No (carries 20 marks)
- Short Answer Questions: 8 Nos (each question carries 05 marks)
- Long Answer Questions: 4 Nos (each question carries 10 marks)
- 2. Questions should be drawn based on the table 6F.

3. Marks assigned for the module in 6F should be considered as the maximum marks. No question shall be asked beyond the maximum marks.

4. Refer table 6F before setting the questions. Questions should not be framed on the particular unit if indicated "NO".

5. There will be a single application-based question (ABQ) worth 20 marks. No other questions should be asked from the same module where the ABQ is framed.

6. Except the module on which ABQ is framed, at least one Short Answer Question should be framed from each module.

7. Long Answer Question should be analytical based structured questions assessing the higher cognitive ability.

8. Use the Blueprint provided in 6G or similar Blueprint created based on instructions 1 to 7

6 H : Distribution of Practical Exam (University Examination)

S.No	Heads	Marks
1	 Long case Patient profile, chief complaint, Associated complaint, History of present illness, Past medical/surgical history Family and Personal history. Detailed systemic examination and roga-rogi pareeksha, Interpretation of various laboratory investigations, Final daignosis and prognosis. concomitant medications Panchakarmatreatment protocol, fitness for a treatment with justification for selecting various procedures in terms of various fundamentals of Panchakarma. 	80
2	 A) Short case or Procedure/minor practical Patient profile, chief complaint, associated complaint, History of present illness, Past medical/surgical history Family and Personal history Systemic examination and roga-rogi pareeksha Interpretation of various laboratory investigations Final daignosis Panchakarma fitness for treatment, pre and post assessement B) Practical: Preapration of Ahara kalapana/ Aushadha kalapna-10 marks B) Spotters- 10 (2marks each)-20 marks X-ray film interpretation ECG interpretation CT, MRI scanfilm interpretation Panchakarma Instruments spot diagnosis of cases/images/instruments and its utility in treatment aspect 	60
3	Viva-voce (2 Examiners 20 Marks Each)	40
4	Logbook (Activity record)	10

	 Personal and Academic details Panchakarma Postings and Rotations Record of daily activities-OPD,IPD,Panckarma units,Seminars etc 	
5	 Practical/Clinical Record Case record-minimum of 20 cases cases should be related to all the modules i e. atleast one to two cases from each module 	10
Total Mar	rks	200



10_Panchakarma

Click here to access References and Resources

Abbreviations

Domain		T L Met	T L Method		Level	
СК	Cognitive/Knowledge	L	Lecture	К	Know	
СС	Cognitive/Comprehension	L&PPT	Lecture with PowerPoint presentation	КН	Knows how	
САР	Cognitive/Application	L&GD	Lecture & Group Discussion	SH	Shows how	
CAN	Cognitive/Analysis	L_VC	Lecture with Video clips	D	Does	
CS	Cognitive/Synthesis	REC	Recitation			
CE	Cognitive/Evaluation	SY	Symposium			
PSY-SET	Psychomotor/Set	TUT	Tutorial			
PSY-GUD	Psychomotor/Guided response	DIS	Discussions			
PSY-MEC	Psychomotor/Mechanism	BS	Brainstorming			
PSY-ADT	Psychomotor Adaptation	IBL	Inquiry-Based Learning			
PSY-ORG	Psychomotor/Origination	PBL	Problem-Based Learning			
AFT-REC	Affective/ Receiving	CBL	Case-Based Learning			
AFT-RES	Affective/Responding	PrBL	Project-Based Learning			
AFT-VAL	Affective/Valuing	TBL	Team-Based Learning			
AFT-SET	Affective/Organization	TPW	Team Project Work			
AFT-CHR	Affective/ characterization	FC	Flipped Classroom			
		BL	Blended Learning			
		EDU	Edutainment			
		ML	Mobile Learning			
		ECE	Early Clinical Exposure			
		SIM	Simulation			
		RP	Role Plays			
		SDL	Self-directed learning			
		PSM	Problem-Solving Method			
		KL	Kinaesthetic Learning			
		W	Workshops			
		GBL	Game-Based Learning			
		LS	Library Session			
		PL	Peer Learning			
		RLE	Real-Life Experience			
		PER	Presentations			
		D-M	Demonstration on Model			
		РТ	Practical			
		X-Ray	X-ray Identification			
		CD	Case Diagnosis			
		LRI	Lab Report Interpretation			

	DA	Drug Analysis	
	D	Demonstration	
	D-BED	Demonstration Bedside	
	DL	Demonstration Lab	
	DG	Demonstration Garden	
	FV	Field Visit	
	JC	Journal Club	
	Mnt	Mentoring	
	PAL	Peer Assisted Learning	
	C_L	Co Learning	
	DSN	Dissection	
	PSN	Prosection	

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