Curriculum for MD/ MS Ayurveda
(PRESCRIBED BY NCISM)

अभ्यासात्प्राप्यते दृष्टिः कर्मसिद्धिप्रकाशिनी।

Semester II
Applied Basics of Swasthavritta and Yoga
(Public Health, Lifestyle Management and Yoga)
(SUBJECT CODE : AYPG-AB-SW)

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

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NEW DELHI-110026

PREFACE

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

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

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

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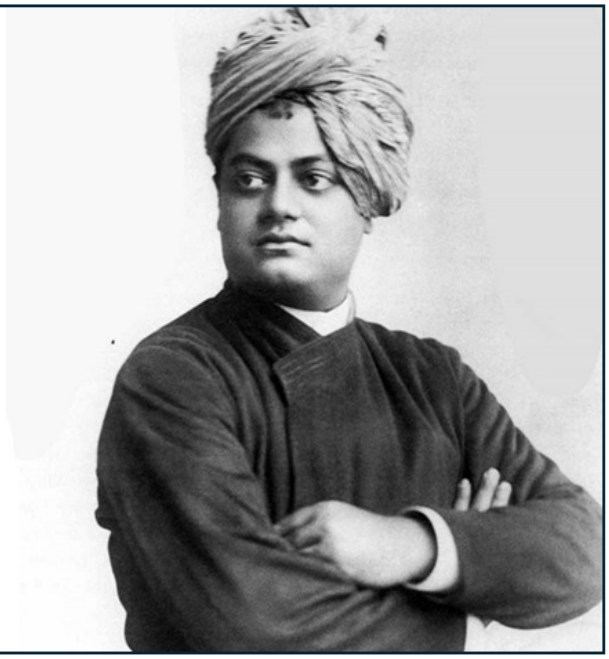
We want that education by which **character** is formed, **strength of mind** is increased, the **intellect** is expanded, and by which one can **stand on one's own feet.**

-Swami Vivekananda



NCISM

(NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE)

Curriculum for MD/ MS Ayurveda

Applied Basics of Swasthavritta and Yoga (AYPG-AB-SW)

Summary & Credit Framework

Semester II

Module Number & Name	Credits	Notional Learning Hours	Maximum Marks of assessment of modules (Formative assessment)
M1. Health & Lifestyle Part-1	2	60	50
M2. Health & Lifestyle Part-2	2	60	50
M3. Principles of Dietetics	2	60	50
M4. Dynamics of disease transmission, disinfection & Health Education	2	60	50
M5. Janapadodhwamsa -- epidemiological perspective	2	60	50
M6. Environment & Health	2	60	50
M7. Introduction to Public health	2	60	50
M8. Scientific basis of Yoga	2	60	50
	16	**480**	**400**

Credit frame work

AYPG-AB-SW consists of 8 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 and Name of Course

Course code	Name of Course
AYPG-AB-SW	Applied Basics of Swasthavritta and Yoga

Table 1 : Course learning outcomes and mapped Program learning outcomes

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

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

2A Module Number	2B Module & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including modular assessment	2G Total
1	**M-1 Health & Lifestyle Part-1** This module provides a comprehensive understanding of Swastha, Swasthya and health definition with its dimensions. It focuses on evaluation of health of individual. It provides guidelines to assess lifestyle of individual and advises lifestyle for the needy in aspects of physical activity, stress management and strategies to cultivate positive relationships and social connections. • **M1U1 Swastha & Swasthya** 1.Swastha, Swasthya & health 2.Dimensions of health 3.Parameters of health • **M1U2 Lifestyle** 1.Different dimensions of lifestyle 2.Lifestyle and identification of factors that need correction/modification 3.Lifestyle modifications as per individualised requirement 4.Lifestyle prescription, counselling and monitoring	2	10	20	30	60

2	**M-2 Health & Lifestyle Part-2** This module provides lifestyle advises based on Ritucharya. It provides guidelines for advising customized lifestyle modification based on Swastha Panchakarma as well as rejuvenation therapies. It covers importance of Urjaskara Rasayana in maintenance of health and its application in lifestyle modification • **M2U1 Ritucharya** 1. Characteristics of Ritu 2. Physiological changes in different Ritus 3. Lifestyle modification as per Ritu • **M2U2 Swastha Panchakarma .** 1. Swastha Panchakarma in relation to health 2. Lifestyle modification based on Swastha Panchakarma and rejuvenation therapies • **M2U3 Urjaskara Rasayana** 1. Urjaskara Rasayana in lifestyle 2. Nutraceutical & immunomodulatory action of Rasayana.	2	10	20	30	60
3	**M-3 Principles of Dietetics** This module describes principles of Dietetics in Ayurveda- Relevance of food classifications and its dietetic importance and concept of a balanced diet. It provides Dietary Guidelines/RDA. It deals with Pathya Kalpanas- preparations and nutritional	2	10	20	30	60

analysis. It provides guidelines for assessment of nutrition and eating habits for Individual. It introduces Ahara regulations 2022. It explains factors affecting energy requirements; factors affecting BMR, SDA, RDA. It provides guidelines for assessment of the nutritional status of an individual based on anthropometric / biochemical parameters. It introduces Basics of food technology & Basics of nutritional laboratory

- **M3U1 Principles of Dietetics -I**

  1. Ahara vidhividhana, Ahara sevanakala and concept of balanced diet
  2. Different food items according to Prakriti, Karana, Samyoga , Rashi, Desha and Kala in the present era.

- **M3U2 Principles of Dietetics -II**

  1. Principles of dietetics - dietary guidelines/ Recommended Daily Allowance (RDA)
  2. Components of a healthy diet & Ahara regulations 2022.
  3. Preparation of Pathyakalpana and assessment of nutritional status of individuals

- **M3U3 Factors affecting energy requirements**

  1. Thermic Effect of Food (TEF), Factors Affecting Energy Requirements, Basal Metabolic Rate (BMR)
  2. Specific Dynamic Action (SDA) of Food & Nutrients, Factors Affecting SDA.
  3. Anthropometric measurements, Biochemical parameters, Nutritional status indicators
  4. Ayurveda way of nutritional status assessment

	• **M3U4 Basics of Food Technology & Basics of Nutritional Laboratory** 1. Food technology and recent advances in food technology 2. Basics of a nutritional lab					
4	**M-4 Dynamics of disease transmission, disinfection & Health Education** This module describe the concept of disease transmission and Sankramaka Vyadhi , Comprehend the various concepts of disease causation. It also describes the principles of disinfection, its types along with applied aspects of disinfection. Additionally it describes principles of health education and it's role in community health maintenance and promotion. It deals with the Health behaviour theories (Health Belief Model (HBM),Theory of Planned Behavior (TPB), Social Cognitive Theory. • **M4U1 Dynamics of Disease Transmission** 1. Various concepts of disease causation. 2. Health education program for a case-based scenario 3. Various personal protective measures for prevention of transmission of communicable diseases in a particular locality • **M4U2 Principles of Disinfection (Visankramana)and its Applied aspects** 1. Principles of disinfection (Visankramana), its types along with applied aspects of disinfection	2	10	20	30	60

	2. Methods of disinfection 3. Residual chlorine in different samples of potable water • **M4U3 Health Education and Health behavioural Theories** 1. Principles of health education 2. Health behaviour theories (Health Belief Model (HBM),Theory of Planned Behavior (TPB), Social Cognitive Theory (SCT), Transtheoretical Model (Stages of Change), models and frameworks					
5	**M-5 Janapadodhwamsa -- epidemiological perspective** This module explains Janapadodhwamsa and measures of its prevention. Additionally it describes the types, causes, and impacts of various natural calamities. It covers policies and legislation related to disastemanagement. And strategies for disaster preparedness and risk reduction. It also describes the Application of various levels of prevention in Communicable diseases .It also describes the Maraka Vyadhi, its classification, symptoms and common examples. • **M5U1 Janapadodhwamsa and relevance in today's era** 1. Janapadodhwamsa and measures of its prevention 2. Application of principles of Janapadodhwamsa in real cases/Scenarios • **M5U2 Natural calamities and Disaster management** 1. Types, causes, and impacts of various natural calamities. 2. Public health principles in disaster management.	2	10	20	30	60

	3. Policies and legislation related to disaster management. 4. Strategies for disaster preparedness and risk reduction. • **M5U3 Scope of Ayurveda in community-based outbreaks** 1. Maraka vyadhi, its classification, symptoms and common examples 2. Various levels of prevention in Communicable diseases as per Ayurveda					
6	**M-6 Environment & Health** This module provides information regarding external environmental factors- air, water, soil, noise and their impact on human health. It explains the external environmental factors- radiation, temperature & ventilation and their impact on human health. It also covers the external environmental factors- solid waste, excreta and sewage – its impact on human health. It explains the health issues related to housing and their corrective measures. Additionally it also explains the globally adopted prevention and control measures of the newer environmental threats It describes the vectors of medical importance with life cycle and their control measures. It elaborates the components of meteorological environment, its effects on heath and management strategies . • **M6U1 External environment** 1. External environment -air, water, soil, noise, radiation, temperature, ventilation, solid waste, excreta and sewage and its impact on human health 2. Assessment of water quality standards 3. Testing of air quality, noise measurement and soil testing methods	2	10	20	30	60

	• **M6U2 Housing and health** 1.Health issues related to housing and corrective measures 2.Assessment of housing standards in Urban and Rural areas. • **M6U3 Contemporary and emerging threats to Environment** 1. Newer threats to Environment- including plastic, e-waste, radiation 2. Global warming 3. Globally adopted prevention and control measures of the newer environmental threats • **M6U4 Vectors of medical importance** 1. Vectors of medical importance 2. Integrated control measures against Vectors • **M6U5 Meteorological environment** 1. Components of meteorological environment 2. Effects of meteorological environment on health and management strategies					
7	**M-7 Introduction to Public health**	2	10	20	30	60

This module provides public health initiatives through Ayurveda to promote Ayurveda in public health and describes current trends and future prospects, limitations, challenges. It also describes National Health Policy 2017 and demonstrates the analysis of SWOC (strengths, weaknesses, opportunities, and Challenges) of National/State Health Policies. It covers central sector scheme for Ayurswasthya Yojana and Ayushman Bharat . It also demonstrates the creation of integrative guidelines for health conditions. It describes Immunity and Vyadhikshamatva including immunization programmes. It also covers Ministry of Ayush, Ministry of Health and Family welfare with respect to their administration, divisions and functions.

- **M7U1 Public health initiatives through Ayurveda**

    1. Public health initiatives through Ayurveda
    2. Initiatives to promote Ayurveda in public health
    3. Current trends and future prospects, Limitations, Challenges in public health initiatives

- **M7U2 National Health Policy 2017**

    1. National Health Policy 2017
    2. Analysis of SWOC(strengths, weaknesses, opportunities and Challenges)of National/State Health Policies

- **M7U3 Central Sector Scheme for Ayurswasthya Yojana and Ayushman Bharat Scheme**

    1. Central Sector Scheme for Ayurswasthya Yojana and Ayushman Bharat
    2. Creation of integrative guidelines for health conditions

	• **M7U4 Immunization** 1. Immunity 2. Vyadhikshamatva. 3. Immunization Programmes 4. Planning for an immunization programme • **M7U5 Ministries and Health Administration, Ministry of Ayush, Ministry of Health and Family Welfare, Ministry of Medical Education, International Health** 1. Ministry of Ayush 2. Ministry of Health and Family welfare 3. Illustration of a potential areas of collaborative work between both the Ministry of Ayush and Health and Family Welfare					
8	**M-8 Scientific basis of Yoga** This module describes the anatomy of Standing postures, Sitting postures, Kneeling postures, Supine postures, Prone postures and Arm support postures. It explains the importance of spine, dynamics of breathing and physiological effects of pranayama. It also explains physiological effects of Pratyahara, Dharana and Dhyana. It provides Bio Mechanics of Yoga. It describes basics of human psychology- types of human behavior, Psychological tests and effect of Yoga on human psychology. Yoga and self regulation. It also reveals evidence based Yoga and research findings • **M8U1 Anatomy and Physiology of Yogic procedures**	2	10	20	30	60

	1. Anatomy and Physiology of Yogic procedures 2. Anatomy of Standing postures, Sitting postures, Kneeling postures, Supine postures, Prone postures and Arm support postures. 3. Importance of spine, Dynamics of breathing and Physiological effects of Pranayama. • **M8U2 Bio Mechanics of Yoga** 1. Bio Mechanics of Yoga 2. Anatomical directions and planes, Movement in different planes, stretching and types of Yoga Postures. • **M8U3 Yoga and Human Psychology** 1. Basics of human psychology, Types of human behavior, Psychological tests 2. Effect of Yoga on human psychology 3. Yoga and self regulation. • **M8U4 Evidence based Yoga – Research findings** 1. Evidence based Yoga – Research findings					
		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 (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
Module 1 : Health & Lifestyle Part-1						
Module Learning Objectives **(At the end of the module, the students should be able to)** 1.Describe the Swastha, Swasthya and definition and dimensions of health 2.Assess and analyze the health status of the individuals 3.Advise lifestyle modification						
Unit 1 Swastha & Swasthya 1.Swastha, Swasthya & health 2.Dimensions of health 3.Parameters of health **References:** 1,2,3,4,5,6,71,75						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO1,CO3	Discuss the definitions of Swastha & Swasthya, health and dimensions of health.	2	Lecture	CC	Knows-how	L&GD

CO1,CO3	Evaluate health of individuals using a designed proforma.	4	Practical Training 1.1	CAN	Knows-how	CBL
CO1,CO3	Conduct health status assessment of individuals in the community.	4	Experiential-Learning 1.1	PSY-GUD	Shows-how	CBL,IBL

Unit 2 Lifestyle

1.Different dimensions of lifestyle
2.Lifestyle and identification of factors that need correction/modification
3.Lifestyle modifications as per individualised requirement
4.Lifestyle prescription, counselling and monitoring

References: 7,8,9,10,11,12,13,14,15,16,17,18,19,20,21

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Define lifestyle medicine and explain its core principles.	1	Lecture	CC	Knows-how	L&GD
CO1,CO3	Demonstrate different types of physical activities.	4	Practical Training 1.2	PSY-GUD	Shows-how	D
CO1,CO3	Describe the importance of physical activity in lifestyle.	1	Lecture	CC	Knows-how	BL,L&PPT
CO1,CO3	Prescribe physical activities tailored to the individual’s need.	4	Experiential-Learning 1.2	PSY-ADT	Shows-how	PBL
CO1,CO3	Illustrate the causes and effects of stress and its management strategies.	1	Lecture	CK	Knows-	L&PPT

					how	
CO1,CO3	Demonstrate stress management techniques.	2	Practical Training 1.3	PSY-GUD	Shows-how	D
CO1,CO3	Apply stress management techniques.	4	Experiential-Learning 1.3	PSY-GUD	Shows-how	PBL
CO1,CO3	Elaborate the importance of relationships and social connections in healthy lifestyle.	1	Lecture	CS	Knows-how	L
CO1,CO3	Demonstrate strategies to cultivate positive relationships and social connections	2	Practical Training 1.4	PSY-GUD	Shows-how	D
CO1,CO3	Implement strategies for stress management.	4	Experiential-Learning 1.4	PSY-GUD	Shows-how	PBL
CO1,CO3	Describe the neurobiology of sleep.	2	Lecture	CK	Knows-how	L&PPT
CO1,CO3	Analyze the neurobiological processes involved in sleep.	4	Practical Training 1.5	PSY-GUD	Shows-how	D
CO1,CO3	Apply the understanding of sleep neurobiology in clinical or research settings.	4	Experiential-Learning 1.5	PSY-ADT	Shows-how	CBL
CO1,CO3	Appraise the application of Ayurvedic concept of lifestyle.	2	Lecture	CC	Knows-how	D,L&PPT
CO1,CO3	Assess and advise healthy lifestyle to individuals.	4	Practical Training 1.6	PSY-GUD	Shows-how	PBL
CO1,CO3	Analyze the role of lifestyle in health and disease in real case studies.	6	Experiential-Learning 1.6	CK	Shows-how	CBL,PBL

Practical Training Activity		
Practical No	**Name**	**Activity details**
Practical Training 1.1	Health assessment of an individual	The faculty should demonstrate evaluation of health of individual based on integrated approach.
Practical Training 1.2	Different types of physical activities/exercises are demonstrated, and their effects are discussed.	The teacher will demonstrate the different types of exercises like aerobic exercises, strength training, stretching etc (with the help of videos/direct training involving the students) . Other physical activities such as walking, jogging etc. also can be discussed. A thorough discussion on each physical activity considering its effects, calorie consumption, precautions and application as lifestyle in health and diseases.
Practical Training 1.3	Mindful activities to relieve stress.	Teacher will instruct mindful listening techniques to relieve Similar sessions (approximately 15 minutes duration) may be instructed on mindful walking, sookshma vyayama, mindful eating etc. according to feasibility. Note: Other stress management techniques also can be practiced with the assistance of an expert (optional).
Practical Training 1.4	Group activity of Healthy emotional expression & Group activity of Happiness sharing.	The teacher should Demonstrate strategies to cultivate positive relationships and social connections through short videos. Students should involve in happiness sharing - Explaining and sharing the last happy moment, what made you happy, impact of your happiness around you, sharing what one feels on listening to the happy moments of another person.
Practical Training 1.5	Activity 1 consists of Sleep Stages and EEG Interpretation by Providing an introduction to EEG (electroencephalogram) and its role in identifying sleep stages. Activity 2 is an interactive session based	Activity 1: The teacher will take this session himself with the aid of videos or with the help of an expert or in online mode from the expert as per feasibility. Steps involved are a) Examine EEG patterns corresponding to different sleep stages (NREM 1-3, REM). b) Practice interpreting basic EEG readouts using provided materials or simulated data. Activity 2: The teacher will use Software applications or interactive web-based tools that simulate circadian rhythms and demonstrate how various factors influence the biological clock. Steps involved are a) Use a circadian rhythm simulator to understand the impact of light and timing on the sleep-wake cycle. b) Experiment with scenarios like jet lag or shift work and discuss the neurobiological effects.

	on Circadian Rhythm and Environmental Influences using circadian rhythm simulators.	
Practical Training 1.6	Demonstration of how to assess the lifestyle of individuals and how to advise corrective measures.	The teacher will demonstrate to the students how to fix the criteria (incorporating ayurvedic and modern concepts) to assess the lifestyle of individuals. The assessment of lifestyle will be demonstrated by the teacher based on the enlisted criteria. The scholars can practice the lifestyle assessment among themselves. After assessment, the teacher will explain how to advise corrective measures on various aspects such as physical activity, stress management, sleep, social connections and overall customization of personalized daily routine.
Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 1.1	Health assessments and analysis of data	Prepare a proforma for the Health assessment. Students should visit the hospital/community and assess & analyze the health assessment for 5 individuals. Data Analysis - Compile and analyze data, using charts/graphs to detect trends. Reflection & Discussion - Discuss insights, ethical challenges, and the integrative approach. Report & Presentation - Summarize results and health risks. Feedback & Next Steps - Instructor's feedback on assessment.
Experiential-Learning 1.2	Prescribing physical activities tailored to an individual’s needs.	The student has to prescribe physical activity for different lifestyle patterns, different age groups, such as sedentary lifestyle, etc, using simulation or real-world scenarios tailored to individual’s needs.
Experiential-Learning 1.3	Stress management techniques to the community.	The students will instruct the suitable mindfulness activities (learned in the practical session) such as mindful listening, mindful walking etc.to the needy persons and teacher will evaluate
Experiential-Learning 1.4	Activities on social connections, emotional expression and Cognitive diary	Connections one can make in half an hour: Interacting with strangers and general enquiry on their wellness and establishing rapport. Give awareness sessions to the needy persons for recollection of past moments of emotional liability and its analysis. Cognitive diary maintenance on headings -Incident, My response, Its impact, Alternative mode of expression.

	maintenance.	
Experiential-Learning 1.5	Case based group activity on sleep disorders.	Activity - Divide students into small groups, each assigned a specific case study involving sleep disorders (e.g., insomnia, obstructive sleep apnea, narcolepsy). Analyze the case from a neurobiological perspective.
Experiential-Learning 1.6	Role of lifestyle in health and disease.	The students will assess the lifestyle of individuals (both healthy and diseased) and find the faulty lifestyle practices of the individuals which is connected to their health or as a contributing factor to their ill-health (eg. smoking). Advise corrective lifestyle accordingly. Refer to practical session 2.5

Modular Assessment

Assessment method	**Hour**
Instructions – Conduct a structured modular assessment. Assessment will be for 50 marks. Keep structured marking pattern. Use different assessment methods in each semester. Keep records of the structured pattern used for assessment. Calculate modular grade points as per table 6C Two questions can be asked each one 25 marks 1. Case-based evaluation: 25 marks 2. Lifestyle modification case - 25 marks Each student will be assigning a specific health issues and ask to advise lifestyle modification -25 marks Or Any practical in convenient form can be taken for assessment- 25 marks- and Any of experiential learning can be taken for assessment -25 marks	4

Module 2 : Health & Lifestyle Part-2

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

1 Advise lifestyle modification based on Ritucharya
2 Prescribe lifestyle modification as per Swastha Panchakarma
3 Prescribe lifestyle modification as per Rejuvenative therapies
4 Plan of lifestyle modification by using Urjaskara Rasayana

Unit 1 Ritucharya

1. Characteristics of Ritu
2. Physiological changes in different Ritus
3. Lifestyle modification as per Ritu

References: 22,23,24,25

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Analyse Ritucharya and its application in present day lifestyle	2	Lecture	CAN	Knows-how	L&PPT
CO1,CO3	Demonstrate the method to identify the Ritu and advise Ritucharya accordingly	2	Practical Training 2.1	CAP	Shows-how	PT
CO1,CO3	Analyse and identify the current Ritu	3	Experiential-Learning 2.1	CS	Shows-how	RLE,TBL

CO1,CO3	Advise Ritucharya for healthy individuals.	4	Practical Training 2.2	CAP	Shows-how	PBL
CO1,CO3	Apply Ritucharya for healthy individuals.	3	Experiential-Learning 2.2	CAP	Shows-how	PBL
CO1,CO3	Illustrate the Nutraceutical & immunomodulatory action of Rasayana	1	Lecture	CC	Knows-how	L&PPT

Unit 2 Swastha Panchakarma .

1. Swastha Panchakarma in relation to health
2. Lifestyle modification based on Swastha Panchakarma and rejuvenation therapies

References: 26,27,28,29,71,75,85

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Describe the importance of shodhana (including ritushodhana) in Swastha.	1	Lecture	CC	Know	L_VC
CO1,CO3	Elucidate the application of Vamana, Virechana, Basthi & Nasya in Swastha.	2	Lecture	CAP	Knows-how	BL,L_VC
CO1,CO3	Demonstrate the procedures of Vamana, Virechana, Basti and Nasya.	6	Practical Training 2.3	PSY-GUD	Shows-how	D
CO1,CO3	Appraise the procedures of Panchakarma.	5	Experiential-Learning 2.3	PSY-GUD	Shows-how	RP
CO1,CO3	Collaborate the application of procedures for rejuvenation in Swastha such as , Abhyanga, Udvartana, Bashpa Sweda, Shirodhara, Shashtika Shali Pinda Sweda,	2	Lecture	CS	Knows-how	BL

	Varnakara Mukhalepa and Sarvanga seka.					
CO1,CO3	Demonstrate the procedures for rejuvenation.	6	Practical Training 2.4	PSY-GUD	Shows-how	D
CO1,CO3	Appraise and perform the rejuvenative procedures.	5	Experiential-Learning 2.4	PSY-GUD	Shows-how	D
CO1,CO3	Appraise and advise Panchakarma procedures to Swastha.	4	Experiential-Learning 2.5	PSY-GUD	Shows-how	D,RLE,RP
CO1,CO3	Appraise and advise rejuvenative procedures for Swastha	4	Experiential-Learning 2.6	PSY-GUD	Shows-how	D,RLE,RP

Unit 3 Urjaskara Rasayana

1. Urjaskara Rasayana in lifestyle
2. Nutraceutical & immunomodulatory action of Rasayana.

References: 30,31,32,33

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Discuss the application of Urjaskara Rasayana – Kamya Rasayana , Ajasrika Rasayana , Vayasthapana & Medhya Rasayana	2	Lecture	CC	Knows-how	BL,L&GD
CO1,CO3	Demonstrate the dose and usage of Urjaskara rasayana- Kamya rasayana , Ajasrika rasayana , Vayasthapana and Medhya rasayana.	2	Practical Training 2.5	CAP	Shows-how	D
CO1,CO3	Advise rasayana in Out patient (OP) setting or in community for individual.	2	Experiential-Learning 2.7	CAP	Shows-how	D,RP

Practical Training Activity

Practical No	Name	Activity details
Practical Training 2.1	Ritulakshana and physiological changes.	The teacher will demonstrate the identification of the Rritu Lakshana based on Masa, Rasi , Swarupa and Doshas.
Practical Training 2.2	Application of Ritucharya.	The teacher will discuss the principles of Ritucharya and design the Ritucharya with suitable Ahara and Vihara based on Prakruti, Agni, occupation etc. Students can be divide into groups and each group will be given a real-life scenario or hypothetical cases and ask the students to advise Ahara and Vihara.
Practical Training 2.3	Purva karma, Pradhana karma and Paschat karma of Pnchakarma	Teacher will demonstrate the procedures including Purvakarma , Pradhana karma & Paschat karma , Samyakyoga lakshanas and other precautions such as identification of Vyapats and their management, etc. Students should make a checklist of the equipment, instruments and medicines required for each procedure.
Practical Training 2.4	Procedures for rejuvenation.	The teacher will demonstrate the procedures including purvakarma , pradhana karma & paschat karma and other precautions (such as identification of vyapats and their management), of abhyanga, udvartana, bashpa sweda shirodhara, shashtika shali pinda sweda, , varnakara mukhalepa and sarvanga seka. Student should observe how physicians evaluate patients before each therapy. Make a checklist of the equipment, instruments and medicines required for each procedure.
Practical Training 2.5	Urjaskara rasayana--Kamya rasayana , Ajasrika rasayana , Vayasthapana and Medhya rasayana.	Teacher will demonstrate dose and usage of Kamya rasayana (Triphala plus madhu), Vayasthapana (Amalaki), Medhya Rasayana (Sankha pushpi/Brahmi etc,) and Ajasrika rasayana (Ksheera & Ghrit) as per requirement for individual one each and 5 students should develop each rasayana with another Dravya and submit report to teacher for evaluation.

Experiential learning Activity

Experiential learning No	Name	Activity details
Experiential-Learning 2.1	Identification of the current Ritu.	The teacher will divide students into groups and will be asked to identify the current Ritu (prevailing) based on Lakshana and physiological changes and students record their observations, analysis, and insights in a journal or notebook and submit to teacher for assessment.
Experiential-Learning 2.2	Ahara and Vihara as per Ritu	The students should visit hospital or community and advise the Ahara and Vihara as per the present Ritu based on the Prakriti,Agni and occupation etc, for minimum of 5 individuals on employees of hospital or individuals in the community and

		submit the report to the teacher for evaluation. Schedule a follow-up consultation with individual after 2-3 weeks to review his progress, address any concerns, and make adjustments to his Ritucharya plan as needed.
Experiential-Learning 2.3	Procedures of Panchakarma and advise the Panchakarma for Swastha	Students should directly observe procedures of minimum 3 Vamana, 5 Virechana, 5 Basti, 5 Nasya . Discuss the observations from each therapy. Analyse patient responses and discuss how the observed procedures could be modified for individualized care in different health conditions. Submit practical file of each procedure observed to the teacher. Advise the panchakarma for healthy individual as per the Ritu.
Experiential-Learning 2.4	Rejuvenative procedures of Udvartana,Shashtika Shali Pinda Sweda, Bashpa Sweda, Abhyanga, Shirodhara, Varnakara Mukhalepa, and Sarvanga Seka.	Students should directly observe the procedures of Udvartana,Shashtika Shali PindaSsweda, Bashpa sweda, Abhyanga, Shirodhara, Varnakara Mukhalepa and Sarvanga seka (minimum 2 each) done in the hospital(according to time availability). Student should perform minimum one procedure each. Focus on the preparation of patients, the administration of the procedures, and the immediate effects observed. Note how the procedures are individualized based on patient needs. Discuss the observations from each therapy. Analyse patient responses and discuss how the observed procedures could be modified for individualized care in different health conditions. Submit practical file of each procedure observed to the teacher.
Experiential-Learning 2.5	Panchakarma procedures for Swastha.	Students should perform minimum 5 Nasya and 5 Matrabasti procedures on patients/ healthy individuals and can undergo themself minimum one Nasya , one Vamana , one Virechana and one Matra basti and observe the effects . Advise Panchakarma for minimum 5 Swastha individuals based on the requirement and analyze the observations and submit the report to teacher for evaluation. Schedule for follow up of the individual for assessment of effects of Swastha Panchakarma.
Experiential-Learning 2.6	Rejuvenative procedures for Swastha	Student should perform minimum one each rejuvenative procedures- Udvartana,Shashtika shali pinda sweda, Bhashpa sweda, Abhyanga, Shirodhara, Varnakara Mukhalepa and Sarvanga seka and can also undergo themselves to appreciate the effectiveness. Each student should advise these procedures for minimum 5 healthy individuals based on requirement and analyze the individual responses and schedule the follow up and submit the report to teacher for evaluation.
Experiential-Learning 2.7	Application of rasayana dravya in Out patient(OP) setting or in the community for an individual.	Student should advise for 5 individuals minimum two Dravyas for rasayana in Out patient (OP) setting or in community after assessment of health status and report should be submitted to the teacher for evaluation
Modular Assessment		

Assessment method	Hour
Instructions – Conduct a structured modular assessment. Assessment will be for 50 marks . Keep structured marking pattern. Use different assessment methods in each semester. Keep records of the structured pattern used for assessment. Calculate modular grade points as per table 6C Two questions can be asked for each one 25 marks Case scenarios regarding advise on life style modification-25 marks Real case studies on life style modification panchakarma or rejuvenation therapies -25 marks Each student will be assigning a specific health issues and ask to advice lifestyle modification-25 marks Or Any practical in convenient form can be taken for assessment-25 marks and Any of experiential learning can be taken for assessment -25 marks	4

Module 3 : Principles of Dietetics

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

1 Describe the principles of dietetics
2 Identify factors affecting energy requirements, BMR, SDA, RDA and develop a personal diet plan
3 Conduct nutritional analysis of Pathya kalpanas
4 Describe the basics of food technology and nutritional laboratory

Unit 1 Principles of Dietetics -I

1. Ahara vidhividhana, Ahara sevanakala and concept of balanced diet
2. Different food items according to Prakriti, Karana, Samyoga , Rashi, Desha and Kala in the present era.

References: 34,35,36,37

3A	3B	3C	3D	3E	3F	3G
CO1	Analyse Ahara vidhividhana, Ahara sevanakala and Concept of balanced diet. .	1	Lecture	CAN	Knows-how	L,L&PPT ,L_VC
CO1,CO3	Demonstrate the classification of Ahara dravyas based on their Rasa, Guna, Virya and Vipaka	2	Practical Training 3.1	PSY-GUD	Shows-how	L,PBL
CO1,CO3	Assess the properties (Guna& karmas) of Ahara dravyas in the different Ahara Vargas mentioned in classics and critically compare with their nutritional value	4	Experiential-Learning 3.1	PSY-GUD	Shows-how	TBL
CO1,CO3	Analyse the different food items according to Prakriti, Karana, Samyoga and Rashi, Desha and Kala in the present era.	2	Lecture	CAN	Knows-how	L,L&PPT

CO1,CO3	Illustrate samples of different food items according to Prakriti, Karana, Samyoga, Rashi, Desha and Kala in the present era.	4	Practical Training 3.2	PSY-ADT	Shows-how	C_L,DIS, PrBL
CO1,CO3	Analyse the Prakriti, Karana, Samyoga, Rashi, Desha and Kala of food items of people in a community.	6	Experiential-Learning 3.2	PSY-GUD	Does	CBL

Unit 2 Principles of Dietetics -II

1. Principles of dietetics - dietary guidelines/ Recommended Daily Allowance (RDA)
2. Components of a healthy diet & Ahara regulations 2022.
3. Preparation of Pathyakalpana and assessment of nutritional status of individuals

References: 38,39,40,41,42,43,44,45,46,47,48,49

3A	3B	3C	3D	3E	3F	3G
CO1	Describe the Principles of Dietetics - Dietary Guidelines/ Recommended Daily Allowance (RDA)	1	Lecture	CC	Knows-how	L&GD
CO1	Describe the components of a healthy diet & Ahara Regulations 2022.	1	Lecture	CC	Knows-how	L
CO1	Demonstrate the Recommended Daily Allowance (RDA) of proximate principles of food in various conditions such as age, body weight and Physiological Status.	4	Practical Training 3.3	PSY-GUD	Shows-how	D,PBL,SDL
CO1	Analyse the Recommended Daily Allowance (RDA) according to conditions such as age, body weight and Physiological Status in a community.	4	Experiential-Learning 3.3	PSY-MEC	Shows-how	CBL,RP
CO1	Discuss Pathyakalpana and Assessment of Nutritional status of Individuals	1	Lecture	CC	Knows-how	CBL,L&GD,L&PPT
CO1	Demonstrate a Pathyakalpana (Personal diet plan) for a healthy individual (Swastha) as per occupation.	2	Practical Training 3.4	CC	Shows-how	CBL,PBL

CO1	Analyse the health status of individuals and advise Pathyakalpanas as per occupation.	4	Experiential-Learning 3.4	CAP	Does	PBL,RLE

Unit 3 Factors affecting energy requirements

1. Thermic Effect of Food (TEF), Factors Affecting Energy Requirements, Basal Metabolic Rate (BMR)
2. Specific Dynamic Action (SDA) of Food & Nutrients, Factors Affecting SDA.
3. Anthropometric measurements, Biochemical parameters, Nutritional status indicators
4. Ayurveda way of nutritional status assessment

References: 50,51,52,53,54,55

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Describe Thermic Effect of Food (TEF), Factors Affecting Energy Requirements, Basal Metabolic Rate (BMR), Specific Dynamic Action (SDA) of Food & Nutrients, Factors Affecting SDA.	1	Lecture	CC	Knows-how	L,L&PPT
CO1,CO3	Demonstrate the energy Requirements of individuals, Estimate Basal Metabolic Rate (BMR) and suggest RDA.	4	Practical Training 3.5	PSY-MEC	Shows-how	BS,CBL
CO1,CO3	Analyse the energy Requirements of individuals, Estimate Basal Metabolic Rate (BMR) and suggest RDA.	4	Experiential-Learning 3.5	PSY-GUD	Knows-how	PBL,PSM
CO1	Describe Anthropometric Measurements, Biochemical Parameters, Nutritional Status Indicators, Ayurveda way of nutritional status assessment	1	Lecture	CC	Knows-how	FC,L&GD
CO1	Analyse Anthropometric Measurements in Clinical Settings, Biochemical Testing for Nutritional Deficiencies	4	Experiential-Learning 3.6	PSY-GUD	Knows-how	CBL

Unit 4 Basics of Food Technology & Basics of Nutritional Laboratory

1. Food technology and recent advances in food technology
2. Basics of a nutritional lab

References: 57,58

3A	3B	3C	3D	3E	3F	3G
CO1	Describe the Food technology and recent advances in food technology	1	Lecture	CC	Knows-how	BL,L&PPT
CO1	Demonstrate Preservation Methods, Processing and Packaging techniques of food items online	2	Practical Training 3.6	PSY-ADT	Shows-how	L_VC,RLE,SIM,W
CO1	Describe the basics of a nutritional lab	1	Lecture	CC	Knows-how	BL,L&PPT
CO1	Demonstrate the functioning of Nutritional Lab and its equipments	2	Practical Training 3.7	PSY-GUD	Knows-how	D

Practical Training Activity

Practical No	Name	Activity details
Practical Training 3.1	Ahara dravyas based on their Rasa, Guna, Virya, and Vipaka.	Teacher shall demonstrate the classification of Ahara dravyas based on their Guna, Rasa etc (Characteristic) by selecting one Ahara Dravya each from a collection of 12 Ahara Vargas. Scholars have to observe it keenly and select dravyas from a different collection of Ahara Vravyas given to them and classify them into apt Ahravargas and make a report about their Guna ,Rasa etc. The teacher will evaluate and give feedback.
Practical Training 3.2	Different food items according to Prakriti, Karana, Samyoga Rashi, Desha and Kala in the present era.	The teacher will demonstrate one set of samples of different food items according to Prakriti, Karana, Samyoga, Rashi, Desha and Kala and explain their relevance in the present era. The scholars have to observe it keenly and perform the same for another set of samples and make a report. The teacher will evaluate and give feedback.

Practical Training 3.3	Demonstrate the Recommended Daily Allowance (RDA) of conditions such as age, body weight and Physiological Status.	The teacher will demonstrate the Recommended Daily Allowance (RDA) for one group among conditions such as age, body weight and Physiological Status and explain their relevance in the present era. The scholars have to observe it keenly and perform the same for other groups and make a report. The teacher will evaluate and give feedback.
Practical Training 3.4	Personal diet plan for a healthy individual (Swastha) as per occupation.	Teacher will demonstrate a Personal diet plan for a healthy individual (Swastha) as per one occupation. The scholars have to observe it keenly and perform the same for a healthy individual with another occupation and make a report. The teacher will evaluate and give feedback.
Practical Training 3.5	Energy Requirements of individuals	Teacher will demonstrate the energy Requirements, Estimate Basal Metabolic Rate (BMR) & RDA of an individual. Scholars have to observe it properly and repeat the same on at least 2 other individuals. The teacher will evaluate and give feedback.
Practical Training 3.6	Preservation Methods, Processing and Packaging techniques of food items online	The teacher will demonstrate Preservation Methods, Processing and Packaging techniques one particular food item online. Scholars have to observe it properly and repeat the same on at least 2 more food items. The teacher will evaluate and give feedback.
Practical Training 3.7	Nutritional Lab and its equipments.	The teacher will take the scholars to the nutritional lab and demonstrate the working of instruments/ equipments. The students should observe it and document the functioning of each instrument.
Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 3.1	Guna & Karmas of Ahara Dravyas in the different Ahara Vargas mentioned in classics and critically compare with their nutritional	Collect Ahara dravyas based on suggested Gunas and Karmas by the teacher, analyse the nutritional value and Gunakarmas. Present them in the department. Teacher will evaluate and give feedback.

	value	
Experiential-Learning 3.2	Prakriti, Karana, Samyoga, Rashi, Desha and Kala of food items of people in a community	The scholars have to go to a near-by community and collect data of 5 persons related to Prakriti, Karana, Samyoga, Rashi, Desha and Kala of food items of the inhabitants and analyse their possible effect on health and make a report.
Experiential-Learning 3.3	Analyse the Recommended Daily Allowance (RDA) according to conditions such as age, body weight and Physiological Status in a community.	The scholars have to go to a near-by community, assess health data of 5 persons and suggest Recommended Daily Allowance (RDA) according to conditions such as age, body weight and Physiological Status after analysing the data. Make a report of it and submit in the department.
Experiential-Learning 3.4	Pathyakalpanas as per occupation.	The scholars have to go to a near-by community, assess health status of 5 persons and advise Pathyakalpanas as per occupation after analysing the data. Make a report of it and submit to the teacher for evaluationin the department.
Experiential-Learning 3.5	Energy Requirements of individuals, Estimate Basal Metabolic Rate (BMR) and suggest RDA.	The scholars have to go to a near-by community, assess health status of 2 persons. Estimate Basal Metabolic Rate (BMR), energy Requirements, & RDA of them. Make a report of it and submit in the department.
Experiential-Learning 3.6	Anthropometric Measurements in Clinical Settings, Biochemical reports of Nutritional Deficiencies	The scholars should visit the clinical settings in the hospital and analyse anthropometric measurements, Biochemical reports of nutritional deficiencies. Make a report and submit in the department.

Modular Assessment	
Assessment method	**Hour**
Instructions – Conduct a structured modular assessment. Assessment will be for 50 marks. Keep structured marking pattern. Use different assessment methods in each semester. Keep records of the structured pattern used for assessment. Calculate modular grade points as per table 6C Two questions can be asked each one 25 marks Preparation of PathyaKalpana: 25 marks Diet planning - 25 marks Each student will be assigned to prepare any one Pathya Kalpana -25 marks Or Any practical in convenient form can be taken for assessment -25 marks and Any of experiential learning can be taken for assessment-25 marks	4

Module 4 : Dynamics of disease transmission, disinfection & Health Education

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

1 Describe dynamics of disease transmission
2 Identify, evaluate and apply disinfection practices
3 Apply Health Education methods in the community

Unit 1 Dynamics of Disease Transmission

1. Various concepts of disease causation.
2. Health education program for a case-based scenario
3. Various personal protective measures for prevention of transmission of communicable diseases in a particular locality

References: 64,65

3A	3B	3C	3D	3E	3F	3G
CO1	Describe the concept of disease transmission and Sankramaka Vvyadhi	2	Lecture	CC	Knows-how	L&PPT
CO6	Illustrate the various concepts of disease causation.	2	Lecture	CAN	Knows-how	L&GD
CO4	Demonstrate various personal protective measures for prevention of transmission of communicable diseases.	5	Practical Training 4.1	PSY-GUD	Knows-how	D
CO4,CO6	Advice and demonstrate various personal protective measures for prevention of transmission of communicable diseases in a particular locality	6	Experiential-Learning 4.1	PSY-ADT	Shows-how	Mnt,RLE,RP,SIM

CO4,CO6	Demonstrate the residual Chlorine in potable water	5	Practical Training 4.2	PSY-GUD	Shows-how	CBL,D

Unit 2 Principles of Disinfection (Visankramana)and its Applied aspects

1. Principles of disinfection (Visankramana), its types along with applied aspects of disinfection
2. Methods of disinfection
3. Residual chlorine in different samples of potable water

References: 63,64,65,66,71,75

3A	3B	3C	3D	3E	3F	3G
CO4	Discuss the principles of disinfection, its types along with Applied aspects of disinfection	2	Lecture	CAP	Knows-how	L&PPT
CO4	Demonstrate the disinfection procedure with various common disinfectants	5	Practical Training 4.3	PSY-ADT	Does	DL
CO4	Advise appropriate methods of disinfection and demonstrate them to hospital staff.	6	Experiential-Learning 4.2	PSY-GUD	Shows-how	D
CO4,CO6	Estimate the residual Chlorine in different samples of potable water in the community	6	Experiential-Learning 4.3	PSY-ADT	Shows-how	DL

Unit 3 Health Education and Health behavioural Theories

1. Principles of health education
2. Health behaviour theories (Health Belief Model (HBM),Theory of Planned Behavior (TPB), Social Cognitive Theory (SCT), Transtheoretical Model (Stages of Change), m frameworks

References: 67,68,69,70

3A	3B	3C	3D	3E	3F	3G
CO4	Analyse Principles of Health Education and it's role in community health maintenance and promotion	2	Lecture	CAN	Knows-how	FC,L&GD
CO4	Analyse Health behaviour theories (Health Belief Model (HBM),Theory of Planned Behavior (TPB), Social Cognitive Theory (SCT), Transtheoretical Model (Stages of Change), models and frameworks	2	Lecture	CAN	Knows-how	L,L_VC
CO4	Demonstrate a health education program for a case-based scenario.	5	Practical Training 4.4	PSY-ADT	Knows-how	FV,RP
CO8	Conduct and assess Health Education Pragramme in the Community.	8	Experiential-Learning 4.4	PSY-ADT	Does	FV,RLE

Practical Training Activity

Practical No	Name	Activity details
Practical Training 4.1	Prevention of the transmission of communicable diseases.	The teacher will demonstrate Various personal protective measures, such as hand washing, hand sanitizer use, mask and gloves use, etc., to prevent the transmission of communicable diseases . Students should repeat these procedures correctly followed by teacher evaluation.
Practical Training 4.2	Residual Chlorine in potable water.	Teacher will demonstrate the estimation of residual chlorine in the potable water sample with the chlorine test kit Students should repeat these procedures correctly followed by teacher evaluation
Practical Training 4.3	Disinfection procedure with various common disinfectants.	The teacher will demonstrate how the disinfection procedure is done using different common disinfectants, such as Bleaching powder, Dettol, Lysol, Savlon, etc. Students should repeat these procedures correctly followed by teacher evaluation
Practical Training 4.4	Health education program for a case based scenario eg.TB,	Teacher will select a case-based scenario of any one disease like TB , Malaria, Measeals etc. and will demonstrate how to prepare health education program for the same on the basis of objectives, target audience, education strategies, etc. Students should carefully observe the instructions and develop health education program for particular disease suggested by the teacher followed

	Malaria, Measeals etc	by teacher evaluation
Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 4.1	Prevention of transmission of communicable diseases in the community.	Student will visit the nearby community and list out commonly present communicable disease in that locality.The student will advise and demonstrate Various personal protective measures, such as hand washing, hand sanitizer use, mask and gloves use, etc., to prevent the transmission of communicable diseases. Students should prepare the report and submit to the teacher for evaluation
Experiential-Learning 4.2	Disinfection and demonstrate them to hospital staff..	The student should visit the hospital to assess the ongoing disinfection procedures and advise the correct method of disinfection. Students will demonstrate scientific methods of disinfection of floors, walls, equipment, and high-touch areas to the hospital staff and same to be reported to the teacher
Experiential-Learning 4.3	Residual Chlorine in different samples of potable water in the community	Student should visit the community and collect five samples of potable water from different sources (for eg. Well, tap, hand pump, etc.) and will estimate residual chlorine of each sample. Student will make a report and submit it to the teacher
Experiential-Learning 4.4	Health education program and its impact on the community.	Student will visit the urban/ rural community and will conduct health education program using simple language, visual aids, relatable examples and relevant health messages. After one month he will revisit the community and asses the effect of that particular health education program in the community. Submit the report to the faculty

Modular Assessment	
Assessment method	**Hour**
Instructions – Conduct a structured modular assessment. Assessment will be for 50 marks. Keep structured marking pattern. Use different assessment methods in each semester. Keep records of the structured pattern used for assessment. Calculate modular grade points as per table 6C Two questions can be asked each one 25 marks Demonstrate the disinfection procedure with various common disinfectants- 25 marks	4

Case based scenarios - 25 marks Demonstrate health education program for a case-based scenario e.g., TB Malaria, Measles etc.- 25 marks Or Any practical in convenient form can be taken for assessment -25 and Any of experiential learning can be taken for assessment-25	

Module 5 : Janapadodhwamsa -- epidemiological perspective

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

1 Describe the relevance of Janapadodhwamsa in today's era and measures of its prevention
2 Apply various principles of epidemiology in the prevention of Communicable diseases.
3 Apply various principles of epidemiology in the prevention of Non-Communicable diseases

Unit 1 Janapadodhwamsa and relevance in today's era

1. Janapadodhwamsa and measures of its prevention
2. Application of principles of Janapadodhwamsa in real cases/Scenarios

References: 71,72,73,74,75

3A	3B	3C	3D	3E	3F	3G
CO2,CO3,CO4	Discuss Janapadodhwamsa and measures of its prevention	3	Lecture	CC	Knows-how	L&GD
CO2,CO4,CO5	Illustrate Janapadodhwamsa in various parts of the world in today's era through web-based activity.	4	Practical Training 5.1	CAP	Shows-how	L_VC
CO3,CO4,CO5	Apply the principles of management of Janapadodhwamsa based on real cases/Scenarios (minimum 05 cases)	8	Experiential-Learning 5.1	CE	Knows-how	CD,CBL

Unit 2 Natural calamities and Disaster management

1. Types, causes, and impacts of various natural calamities.
2. Public health principles in disaster management.
3. Policies and legislation related to disaster management.
4. Strategies for disaster preparedness and risk reduction.

References: 76,77,78,79,80,81

3A	3B	3C	3D	3E	3F	3G
CO3,CO4,CO7	Analyse the types, causes, and impacts of various natural calamities.	1	Lecture	CAN	Knows-how	DIS,L
CO4,CO7,CO8	Describe public health principles in disaster management.	2	Lecture	CC	Knows-how	DIS,L&PPT
CO3,CO6,CO7	Explain policies and legislation related to disaster management.	1	Lecture	CAN	Knows-how	L&PPT,L_VC
CO1,CO2,CO8	Demonstrate strategies for disaster preparedness and risk reduction.	2	Practical Training 5.2	PSY-ADT	Shows-how	D,DIS,L_VC
CO5,CO6,CO7	Demonstrate skills to analyze and evaluate disaster management strategies.	2	Practical Training 5.3	PSY-ADT	Shows-how	D,TPW
CO2,CO5,CO7	Demonstrate disaster simulation exercises to practice emergency response.	2	Practical Training 5.4	PSY-ADT	Knows-how	C_L,L_VC
CO4,CO6,CO7	Demonstrate real-world disaster communication and Crisis Communication Evaluation	2	Practical Training 5.5	AFT-RES	Shows-how	C_L,D
CO3,CO5,CO7	Implement effective response and recovery plans during and after disasters.	2	Experiential-Learning 5.2	CAN	Knows-how	TPW
CO3,CO4,CO5	Conduct a mock drill simulating multiple emergencies to enhance critical thinking,	2	Experiential-	CE	Shows-	RP

	teamwork, and communication skills in Hospital Setup		Learning 5.3		how	

Unit 3 Scope of Ayurveda in community-based outbreaks

1. Maraka vyadhi, its classification, symptoms and common examples
2. Various levels of prevention in Communicable diseases as per Ayurveda

References: 71,75,82,83,84,85

3A	3B	3C	3D	3E	3F	3G
CO3,CO4,CO5	Discuss the Application of various levels of prevention in Communicable diseases	2	Lecture	CC	Knows-how	L&GD,L&PPT
CO3,CO4,CO5	Describe the Maraka Vyadhi, its classification, symptoms and common examples	1	Lecture	CK	Knows-how	L&PPT,L_VC
CO3,CO6,CO7	Demonstrate the protocol of the application of various levels of prevention in Communicable diseases	8	Practical Training 5.6	CAN	Knows-how	L&GD
CO3,CO5,CO6	Analyse the various levels of prevention in Communicable diseases - session 1	7	Experiential-Learning 5.4	CAN	Shows-how	DIS
CO4,CO5,CO6	Analyse the various levels of prevention in Communicable diseases - session 2	7	Experiential-Learning 5.5	CAN	Knows-how	DIS

Practical Training Activity

Practical No	Name	Activity details
Practical Training 5.1	Janapadodhwamsa in various parts of the world in today's era through web-based	Teacher should demonstrate Janapadodhwamsa in various parts of the world in today's era and scholars are asked to do the web based activity in finding out the Janapadodhwamsa of various parts of the world in today's era.(minimum 2). Each group shall present the collected information and have the discussion. Divided sessions- 4 communicable diseases

	activity – divided sessions (4 communicable diseases)	
Practical Training 5.2	Strategies for disaster preparedness and risk reduction.	The teacher will demonstrate different ways of identifying disaster preparedness and risk reduction for one particular disaster. Students will be assign another disaster scenario (e.g., flood, earthquake etc,). Students will assess risks and identify vulnerable groups, resources, and gaps in preparedness. They should draft a response strategy covering rescue, medical aid, and public health measures
Practical Training 5.3	Disaster management strategies.	The teacher will demonstrate the students about disaster management strategies and the role of critical thinking in their evaluation. Exhibit common frameworks such as the Disaster Risk Reduction (DRR) cycle and Sendai Framework for Disaster Risk Reduction. Students will be assign each group with a disaster case study or policy document (e.g., flood response plan, pandemic preparedness strategy). Students will critically analyze the given material based on predefined criteria, such as effectiveness, equity, timeliness, and resource utilization. Students will present their analysis, highlighting strengths, weaknesses, and actionable recommendations and teacher will give the feedback
Practical Training 5.4	Disaster simulation exercises to practice emergency response.	The teacher will demonstrate the purpose of simulation exercises and their role in one particular disaster. Each step such as preparedness , expected challenges, and available resources, roles and responsibilities for participants (e.g., first responders, logistics team, healthcare providers, and public safety officers) will be explained. The students have to observe this and do the same for another disaster.Teacher will evaluate and provide feedback
Practical Training 5.5	Disaster Communication and Crisis Communication Evaluation	The teacher will demonstrate to the students about the successful disaster communication strategies globally. Students will assign to design messages for different scenarios (e.g., evacuation orders, public health advisories) focusing on clarity, accuracy, and audience appropriateness. (e.g., WHO's Risk Communication Framework). Or conduct mock press briefings and community meetings, emphasizing the importance of empathy, cultural sensitivity, and clarity. After this, the students have to prepare a report and submit to the teacher for evaluation.
Practical Training 5.6	Protocol of the application of various levels of prevention in Communicable diseases	Teacher should develop the model protocol of the application of various levels of prevention in selected Communicable disease (minimum2) . Teacher demonstrates the various levels of preventive measures in selected communicable disease and students are asked to develop the similar protocol for assigned communicable disease by the teacher. Each student shall present the protocol and have the discussion.
Experiential learning Activity		

Experiential learning No	Name	Activity details
Experiential-Learning 5.1	Management of Janapadodhwamsa based on real cases/Scenarios (minimum 05 cases)	Teacher should demonstrate Janapadodhwamsa in various parts of the word in today's era and scholars are asked to do the web based activity in finding out the Janapadodhwamsa of various parts of the world in today's era.(minimum2). Each student shall present the collected information and have the discussion.
Experiential-Learning 5.2	Response and recovery plans during and after disasters.	The teacher will demonstrate different ways of identifying disaster preparedness and risk reduction for one particular disaster . Students will be assigned another disaster scenario (e.g.,flood, earthquake etc,). Students will assess risks and identify vulnerable groups, resources, and gaps inpreparedness. They should draft a response strategy covering rescue, medical aid, and public health measures
Experiential-Learning 5.3	Mock drill simulating multiple emergencies to enhance critical thinking, teamwork, and communication skills in Hospital Setup	The teacher will demonstrate the students about disaster management strategies and the role of critical thinking in their evaluation. Exhibit common frameworks such as the Disaster Risk Reduction (DRR) cycle and Sendai Framework for Disaster Risk Reduction. Students will be divided into groups and given each group with a disaster case study or policy document (e.g., flood response plan, pandemic preparedness strategy). Students will critically analyze the given material based on predefined criteria, such as effectiveness, equity,timeliness, and resource utilization. Groups will present their analysis, highlighting strengths, weaknesses, and actionable recommendations andteacher will give the feedback
Experiential-Learning 5.4	Various levels of prevention in Communicable diseases- session 1	The teacher will demonstrate the purpose of simulation exercises and their role in one particular disaster. Each step such as preparedness , expected challenges, and available resources, roles and responsibilities for participants (e.g., first responders, logistics team, healthcare providers, and public safety officers) will be explained. The students have to observe this and do the same for another disaster.Teacher will evaluate and provide feedback.
Experiential-Learning 5.5	Various levels of prevention in Communicable diseases - session 2	The teacher will demonstrate the purpose of simulation exercises and their role in one particular disaster. Each step such as preparedness , expected challenges, and available resources, roles and responsibilities for participants (e.g., first responders, logistics team, healthcare providers, and public safety officers) will be explained. The students have to observe this and do the same for another disaster.Teacher will evaluate and provide feedback

Modular Assessment	
Assessment method	**Hour**

Instructions – Conduct a structured modular assessment. Assessment will be for 50 marks. Keep structured marking pattern. Use different assessment methods in each semester. Keep records of the structured pattern used for assessment. Calculate modular grade points as per table 6C Two questions can be asked each one 25 marks Demonstrate strategies for disaster preparedness and risk reduction-25 marks Demonstrate skills to analyse and evaluate disaster management strategies- 25 marks Or Any practical in convenient form can be taken forassessment-25 and Any of experiential learning can be taken for assessment-25	4

Module 6 : Environment & Health

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

1. Describe the external environment and its impact on human health
2. Discuss the housing standards in the urban/ rural area
3. Describe the contemporary and emerging threats to environment
4. Demonstrate the role of vectors in clinical manifestations and their control measures
5. Describe the impact of meteorological environment on health

Unit 1 External environment

1. External environment -air, water, soil, noise, radiation, temperature, ventilation, solid waste, excreta and sewage and its impact on human health
2. Assessment of water quality standards
3. Testing of air quality, noise measurement and soil testing methods

References: 71,75,85,86

3A	3B	3C	3D	3E	3F	3G
CO1,CO4,CO6	Discuss the external environmental factors- air, water, soil, noise and their impact on human health	1	Lecture	CC	Knows-how	EDU,L&PPT
CO1,CO4,CO6	Discuss the external environmental factors- radiation, temperature & ventilation and their impact on human health	1	Lecture	CC	Knows-how	L&GD,L_VC
CO1,CO4,CO6	Discuss the external environmental factors- solid waste, excreta and sewage – its impact on human health	1	Lecture	CC	Knows-how	L&PPT,L_VC

CO1,CO6	Demonstrate the assessment of water quality standards	2	Practical Training 6.1	PSY-GUD	Knows-how	FV,TPW
CO1,CO6	Demonstrate the testing of air quality, noise measurement and soil testing methods through video (web-based activity)	2	Practical Training 6.2	PSY-GUD	Does	FV,PBL
CO1,CO6	Demonstrate methods of college & hospital waste disposal methods	2	Practical Training 6.3	PSY-GUD	Shows-how	BL,FV
CO1,CO6	Analyze the water quality testing	4	Experiential-Learning 6.1	PSY-SET	Shows-how	D
CO1,CO6	Conduct community survey to get people's perception regarding air pollution, noise pollution and soil pollution	4	Experiential-Learning 6.2	PSY-GUD	Does	FV,RLE
CO1,CO6	Organize a community clean-up event & develop waste management educational material	4	Experiential-Learning 6.3	PSY-SET	Does	FV,PBL

Unit 2 Housing and health

1.Health issues related to housing and corrective measures
2.Assessment of housing standards in Urban and Rural areas.

References: 71,75,85,87

3A	3B	3C	3D	3E	3F	3G
CO1,CO4,CO6	Discuss the health issues related to housing and their corrective measures	1	Lecture	CAN	Knows-how	BS,L&GD,L&PPT,L_VC
CO1,CO6	Demonstrate assessment of housing standards in Urban and Rural areas	2	Practical Training 6.4	PSY-SET	Knows-how	DIS,JC,TPW

CO1,CO6	Conduct a comparative field assessment of housing quality in diverse urban and rural communities, analyze the finding and propose interventions to address identified disparities	3	Experiential-Learning 6.4	PSY-GUD	Does	TPW

Unit 3 Contemporary and emerging threats to Environment

1. Newer threats to Environment- including plastic, e-waste, radiation
2. Global warming
3. Globally adopted prevention and control measures of the newer environmental threats

References: 88,89,90,91

3A	3B	3C	3D	3E	3F	3G
CO1,CO4,CO6	Discuss and analyse the newer threats to environment- including plastic, e-waste, radiation and global warming	1	Lecture	CAN	Knows-how	BS,EDU,L&GD,L&PPT,L_VC
CO1,CO4,CO6	Discuss the globally adopted prevention and control measures of the newer environmental threats	1	Lecture	CC	Knows-how	BL,BS,EDU
CO1,CO6	Critically analyze the campus environment to identify and evaluate emerging environmental threats from electronic waste, plastic misuse and radiation and propose innovative mitigation strategies	4	Practical Training 6.5	PSY-GUD	Does	BL,EDU,FV,TPW,TBL
CO1,CO6	Plan and implement interactive awareness sessions to educate the campus /community about emerging environmental threats and encourage them to adopt sustainable practices.	6	Experiential-Learning 6.5	PSY-SET	Does	RP,SDL

Unit 4 Vectors of medical importance

1. Vectors of medical importance
2. Integrated control measures against Vectors

References: 69

3A	3B	3C	3D	3E	3F	3G
CO1,CO4,CO6	Recognize the vectors of medical importance	1	Lecture	CC	Knows-how	BL,EDU
CO1,CO4,CO6	Illustrate the life cycle and control measures of the vectors of medical importance	1	Lecture	CC	Knows-how	L&PPT ,L_VC
CO1,CO6	Demonstrate to Identify the common disease vectors based on their morphological features.	4	Practical Training 6.6	PSY-GUD	Shows-how	D,D-M,EDU,FV
CO1,CO6	Implement integrated vector control measures (mosquito) in surroundings of the college	3	Experiential-Learning 6.6	PSY-GUD	Does	TPW,TBL
CO1,CO6	Conduct awareness sessions regarding the importance of vector control in vector- borne illness (mosquito)	2	Experiential-Learning 6.7	PSY-GUD	Does	PL,TBL

Unit 5 Meteorological environment

1. Components of meteorological environment
2. Effects of meteorological environment on health and management strategies

References: 71,75,93

3A	3B	3C	3D	3E	3F	3G
CO1,CO6	Describe the components of meteorological environment, its effects on heath and management strategies	2	Lecture	CC	Knows-how	L&PPT ,L_VC
CO1,CO6	Demonstration of meteorological instruments through video (web – based activity)	4	Practical	PSY-ADT	Shows-	BS,PL

			Training 6.7		how	

Practical Training Activity		
Practical No	**Name**	**Activity details**
Practical Training 6.1	Testing of water quality standards	Teacher will demonstrate the testing of pH, Turbidity and other physical properties of water by using a water testing kit, Total dissolved solids (TDS) by Digital TDS meter of the college and hospital water samples. After observing, the student should repeat the procedure with one sample and record in the practical record book.
Practical Training 6.2	Air quality testing, noise measurement and soil testing methods through video (web-based activity)	Teacher will demonstrate the air quality; soil quality and noise measurement by videos and students should do web-based activity.
Practical Training 6.3	Methods of college & hospital waste disposal	Teacher will demonstrate different methods adopted for disposal of solid and liquid waste in college and hospital like incineration etc, After demonstration, students will go to the hospital campus and observe the methods of waste disposal and record in journal.
Practical Training 6.4	Housing standards in Urban and Rural areas	Teacher will demonstrate the assessment of housing standards like physical structure, sanitation & hygiene, safety & security by using models or videos and students will be given a scenario of urban/ rural housing for assessment.
Practical Training 6.5	Emerging environmental threats from electronic waste, plastic misuse and radiation and propose innovative mitigation strategies	Teacher should retrieve key legislative documents from authorised resources and assign the scholars with specific piece of legislation. Each scholar should analyse his/her assigned legislation, focusing on key provisions and objectives, Enforcement mechanisms and penalties, Roles and responsibilities of different stakeholders (government agencies, industries, citizens) etc. and deliver a concise presentation summarising the assigned legislation.
Practical Training 6.6	Identify the common disease vectors based on their morphological features.	Teacher will demonstrate the scholars to observe and identify key external morphological features using preserved specimens/models/high quality images of common disease vectors (mosquito, fly, tick, flea etc.). After demonstration scholars will be provided models/ pictures of different vectors which they have to identify and teacher will evaluate it.

Practical Training 6.7	Meteorological instruments through video (web – based activity)	Teacher will demonstrate the meteorological instruments like thermometers, hygrometers, wind wane etc. With their structure & function through videos and scholars should involve in web-based activity and record it in journal.
Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 6.1	Water quality	Students should select various locations in the community to collect water samples, such as wells/ tap water sources. Collect necessary equipment and materials for water quality testing, including water sampling containers, testing kits, and personal protective equipment. Conduct field testing for parameters such as pH, temperature, turbidity, and conductivity using portable testing equipment and submit the report to the teacher for evaluation.
Experiential-Learning 6.2	Community survey to get people's perception regarding air pollution, noise pollution and soil pollution	Students should conduct survey to gather information on the community's perception of air pollution, noise pollution, and soil pollution. By developing a structured questionnaire with both open-ended and closed-ended questions. Use a random sampling method to select participants from the community and conduct face-to-face interviews or distribute questionnaires door-to-door. Later, students should analyse the data and make comprehensive report and submit to teacher for evaluation.
Experiential-Learning 6.3	Community clean-up event & develop waste management educational material	The student should arrange a clean-up drive in a community by involving people. Each student should focus on one environmental threats. The student should develop contents, deliver interactive awareness sessions and submit the report to the faculty.
Experiential-Learning 6.4	Comparative field assessment of housing quality in diverse urban and rural communities	Teacher should list out the selected urban and rural communities and divide participants into two teams and assign them to the urban and rural communities respectively. Teams should conduct field assessments using the proforma discussed in the department and submit to the faculty for assessment.
Experiential-Learning 6.5	Emerging environmental threats and their sustainable	Faculty should divide scholars into small teams, instruct them to plan engaging awareness sessions about the emerging environmental threats and deliver the same in various community settings (e.g. schools, community centres, health clinics, public spaces) encouraging the public to take proactive measures to protect themselves and their environment.

	practices.	
Experiential-Learning 6.6	Integrated vector control measures (mosquito) in surroundings of the college	Teacher should divide the scholars into small teams and assign them specific zones within the college surroundings. Teams should conduct a thorough site assessment to identify potential mosquito breeding sites, using maps and data collection sheets to document their findings such as type of breeding site (e.g. Stagnant water, container, drain), water quality (clear, turbid, polluted), presence of vegetation or debris, evidence of mosquito larvae etc., based on the observations, apply integrated vector control methods.
Experiential-Learning 6.7	Awareness sessions regarding the importance of vector control in mosquito borne illness	Students should take part on a field trip to identify potential mosquito breeding sites in their community. Demonstrate different vector control methods, such as the use of insecticides, bed nets, and mosquito traps.

Modular Assessment

Assessment method	**Hour**
Instructions – Conduct a structured modular assessment. Assessment will be for 50 marks. Keep structured marking pattern. Use different assessment methods in each semester. Keep records of the structured pattern used for assessment. Calculate modular grade points as per table 6C Two questions can be asked each one 25 marks Demonstrate the testing of water quality standards -25 Marks Demonstrate assessment of housing standards in Urban and Rural areas.- 25 marks or Any practical in convenient form can be taken for assessment-25 marks and Any of experiential learning can be taken for assessment-25marks	4

Module 7 : Introduction to Public health

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

1.Describe Current trends and future prospects, Limitations, and Challenges of Public health initiatives through Ayurveda.
2.Conduct Public Health Campaign Planning e.g. (on sanitation, vaccination, or lifestyle diseases) using the principles and priorities of the NHP 2017
3.Analyse the overall working pattern of Ministries and Health Administration, Ministry of Ayush, Ministry of Health and Family Welfare, Ministry of Medical Education, International Health

Unit 1 Public health initiatives through Ayurveda

1. Public health initiatives through Ayurveda
2. Initiatives to promote Ayurveda in public health
3. Current trends and future prospects, Limitations, Challenges in public health initiatives

References: 94,95,96,97

3A	3B	3C	3D	3E	3F	3G
CO4	Discuss the public health initiatives through Ayurveda and explain current trends and future prospects, limitations and challenges	2	Lecture	CAN	Knows-how	CD,L&GD,L&PPT
CO4	Demonstrate to Identify and differentiate the elements involved in the creation of an initiative to promote Ayurveda in public health	2	Practical Training 7.1	PSY-GUD	Shows-how	DIS
CO4	Create Public health initiatives through Ayurveda	3	Experiential-Learning 7.1	CS	Shows-how	PBL

CO4	Demonstrate the analysis of the current status (strengths, limitations) and future prospects for Public Health initiative through Ayurveda	2	Practical Training 7.2	PSY-GUD	Shows-how	D
CO4	Analyze public health initiatives through Ayurveda	3	Experiential-Learning 7.2	PSY-MEC	Shows-how	CBL

Unit 2 National Health Policy 2017

1. National Health Policy 2017
2. Analysis of SWOC(strengths, weaknesses, opportunities and Challenges)of National/State Health Policies

References: 98,99,100,101,102

3A	3B	3C	3D	3E	3F	3G
CO7	Describe National Health Policy 2017	2	Lecture	CAN	Knows-how	L&PPT
CO7	Demonstrate the analysis of SWOC (strengths, weaknesses, opportunities, and Challenges) of National/State Health Policies	3	Practical Training 7.3	PSY-GUD	Shows-how	D
CO7	Conduct SWOC analysis of National/State Health Policies	3	Experiential-Learning 7.3	PSY-MEC	Does	TBL

Unit 3 Central Sector Scheme for Ayurswasthya Yojana and Ayushman Bharat Scheme

1. Central Sector Scheme for Ayurswasthya Yojana and Ayushman Bharat
2. Creation of integrative guidelines for health conditions

References: 104,105,106

3A	3B	3C	3D	3E	3F	3G

CO7	Describe Central Sector Scheme for Ayurswasthya Yojana and Ayushman Bharat	2	Lecture	CAN	Knows-how	L&PPT
CO4	Demonstrate the creation of integrative prescriptive guidelines for health conditions	4	Practical Training 7.4	PSY-GUD	Knows-how	D
CO4	Create integrated prescriptive guidelines for patients	4	Experiential-Learning 7.4	PSY-MEC	Shows-how	CBL
CO4	Demonstrate case study analysis for health insurance schemes	2	Practical Training 7.5	PSY-GUD	Shows-how	CBL,D
CO4	Conduct case study of health insurance scheme	4	Experiential-Learning 7.5	PSY-MEC	Does	CBL

Unit 4 Immunization

1. Immunity
2. Vyadhikshamatva.
3. Immunization Programmes
4. Planning for an immunization programme

References: 71,75,85

3A	3B	3C	3D	3E	3F	3G
CO4	Elobarate Immunity and Vyadhikshamatva, Immunization Programs	2	Lecture	CS	Knows-how	L&PPT
CO4	Demonstrate the planning for an immunization programme	4	Practical Training 7.6	PSY-GUD	Shows-how	D,DIS
CO4	Organize a Community Vaccination Programme / Simulated sessions and conduct Post immunization counselling	5	Experiential-Learning 7.6	PSY-MEC	Does	SIM

Unit 5 Ministries and Health Administration, Ministry of Ayush, Ministry of Health and Family Welfare, Ministry of Medical Education, International Health

1. Ministry of Ayush
2. Ministry of Health and Family welfare
3. Illustration of a potential areas of collaborative work between both the Ministry of Ayush and Health and Family Welfare

References: 107,108,109,110

3A	3B	3C	3D	3E	3F	3G
CO4,CO7	Describe Ministry of Ayush, Describe Ministry of Health and Family welfare-administrations and divisions	2	Lecture	CC	Knows-how	L&PPT ,SDL
CO4,CO7	Illustrate potential areas of collaborative work between the Ministries of Ayush and Health and Family Welfare	3	Practical Training 7.7	PSY-GUD	Knows-how	DIS,PER
CO4,CO7	Executing a collaborative management plan for epidemics	4	Experiential-Learning 7.7	PSY-MEC	Does	PER

Practical Training Activity

Practical No	Name	Activity details
Practical Training 7.1	Ayurveda in public health	The teacher will introduce to the students the various elements in the rollout of a public health initiative such as key stakeholders, target population, understanding the cultural context, key messages, nature or type of intervention proposed, planning the mode of communication and its periodicity, planning for its impact assessment etc. The teacher provides an example of a public health initiative and explain it step by step. The students have to observe it and suggest possible other initiatives based on team based project. The teacher evaluates and provides feedback.
Practical Training 7.2	Current status (strengths, limitations) and future prospects for Public Health initiative	The teacher will explain to the students how to assess the strengths and limitations of an existing public health initiative (like Ayurswasthya , Vayomitra etc.) through Ayurveda by taking up any one single initiative as an example. Further, the teacher explains the role of technology could play in enhancing the reach of this initiative as well as how this initiative should progress ahead in the future. The students have to observe it and reflect on it and suggests different initiatives based on team-based project.

	through Ayurveda	The teacher evaluates and provides feedback.
Practical Training 7.3	SWOC analysis of health policy	The teacher will explain to the students how to carry out a SWOC (Strength, Weakness, Opportunities, Challenges) analysis of an existing policy of any national / state or country as an example. Such an analysis would involve reviewing the policy objective, the internal factors that could contribute to the success of the policy and similar factors that could hinder its effectiveness, external factors that could provide opportunities for leveraging on the policy moving ahead and similar factors that could pose a threat to its future implementation. The teacher asks students individually to find out the strength, weakness, opportunities and challenges of the presented policy. When they complete it, the teacher evaluates and provides feedback.
Practical Training 7.4	Integrative prescriptive guidelines for health conditions	The teacher will explain to the students how to create an integrative prescriptive guideline for patients by taking up a lifestyle condition or any non-communicable disease as an example. The modality to be integrated may be Yoga, Naturopathy etc. The students, after listening to the teacher will suggest various modalities / treatments such as Hydrotherapy, Heliotherapy, Trigger point therapy etc that can be integrated with Ayurvedic treatment in similar fashion.
Practical Training 7.5	Health insurance schemes	The teacher will demonstrate to the students how to conduct a case analysis with respect to a health insurance scheme. Taking the AB-PMJAY scheme as an example, the teacher shall point out to various outcomes of the scheme such as coverage, reduction in out-of-pocket expenditure, access to quality health services etc. For each of the above outcomes, the teacher shall guide the students on what all should be included within a case study. The students reflect upon this and do an online search for various health insurance schemes and review their details. The teacher evaluates and gives feedback.
Practical Training 7.6	Immunization programme	The teacher will demonstrate to the students how to plan in detail for an immunization programme in the community. The plan will include details on the following - target population and geographical area to be covered, timing of vaccination at the centre, the logistics involved (inclusive of transportation and cold chain), the nature of training that needs to be provided to the Medical Officers and other health workers, budget that needs to be allocated for different components of the program, recording of adverse events etc. The students will note the steps diligently and subsequently engage in a discussion further with the teacher to clarify additional queries as well as share additional inputs to the teacher from their end, if any to which the teacher provides feedback.
Practical Training 7.7	Collaborative work between the Ministries of Ayush and Health and Family Welfare	The teacher will inform the students in detail on a potential area where the two ministries can work together, such as the management of a public health issue like an epidemic. The teacher will further explain on how a collaborative strategy to manage the condition, involving both ministries, can be designed. The students will subsequently engage in a discussion with the teacher to consolidate further whatever they learned about the potential collaborative pathways between the different ministries.

Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 7.1	Create Public health initiatives through Ayurveda	Based on the understanding gained by the student in the practical session, they are assigned specific lifestyle diseases to either work in groups or singularly, for the creation of dummy models of public health initiatives through Ayurveda. The initiative thus created should be presented before the class with clear description of elements/ dimensions pertaining to the same.
Experiential-Learning 7.2	Public health initiatives through Ayurveda	The students will assess the strengths and limitations of an existing public health initiative through Ayurveda (State and Central) , assigned to them. Further, the student will deliberate upon the role technology could play in enhancing the reach of this initiative as well as how this initiative should progress ahead in the future through a class presentation.
Experiential-Learning 7.3	Conduct SWOC analysis of National/state health policy	Based on the guidance provided in practical session, the students will carry out a SWOC analysis of important sections of the National Health Policies that have been assigned to them. The analysis shall be submitted to the teacher for evaluation.
Experiential-Learning 7.4	Lifestyle conditions and non -communicable diseases.	Create guidelines for an integrative approach involving yoga and naturopathy for lifestyle conditions and non-communicable diseases. Each student has to create guidelines for at least two patients assigned to them. The created guideline should be submitted to the teacher for evaluation.
Experiential-Learning 7.5	Health insurance scheme	The student will conduct a case analysis under the AB-PMJAY scheme with respect to specific outcomes such as coverage, reduction in out-of-pocket expenditure, access to quality health services etc, that have been assigned to them. These cases could be based on published literature available online or through a case study of beneficiaries of the scheme from the local community..
Experiential-Learning 7.6	Immunization programme	The teacher will demonstrate to the students how to plan in detail for an immunization programme in the community. The plan will include details on the following - target population and geographical area to be covered, timing of vaccination at the centre, the logistics involved (inclusive of transportation and cold chain), the nature of training that needs to be provided to the Medical Officers and other health workers, budget that needs to be allocated for different components of the program, recording of adverse events etc. The students will note the steps diligently and subsequently engage in a discussion further with the teacher to clarify additional queries as well as share additional inputs to the teacher from their end, if any to which the teacher provides feedback.

Experiential-Learning 7.7	Management plan for epidemics	The students will be assigned two hypothetical situations of epidemic outbreaks. The students will have to prepare a management plan for the same that will involve a collaborative effort between the Ministries of Health and Family Welfare and Ayush. This plan should be able to provide details on aspects such as treatment protocols to be implemented, reaching out to the community for awareness and health education, preventive measures to be adopted to reduce the spread of the epidemic, monitoring of the different measures adopted etc. The students will present such a comprehensive plan for both the conditions before the class, which shall be evaluated by the teacher.

Modular Assessment

Assessment method	**Hour**
Instructions – Conduct a structured modular assessment. Assessment will be for 50 marks. Keep structured marking pattern. Use different assessment methods in each semester. Keep records of the structured pattern used for assessment. Calculate modular grade points as per table 6C Two questions can be asked each one 25 marks Identify and differentiate the elements involved in the creation of an initiative to promote Ayurveda in public health -25 marks Demonstrate the analysis of SWOC (strengths, weaknesses, opportunities, and Challenges) of National/State Health Policies- 25 marks Or Any practical in convenient form can be taken for assessment - 25 marks and Any of experiential learning can be taken for assessment - 25marks	4

Module 8 : Scientific basis of Yoga

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

1. Discuss the Anatomy, Physiology, Psychology and Biomechanics behind Yogic practices.
2. Demonstrate Yoga procedures effortlessly and practice them in personal life.
3. Conduct yoga sessions to individuals / patients effortlessly through proper understanding of the science behind Yogic procedures.

Unit 1 Anatomy and Physiology of Yogic procedures

1. Anatomy and Physiology of Yogic procedures
2. Anatomy of Standing postures, Sitting postures, Kneeling postures, Supine postures, Prone postures and Arm support postures.
3. Importance of spine, Dynamics of breathing and Physiological effects of Pranayama.

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO5	Describe the anatomy of Standing postures, Sitting postures, Kneeling postures, Supine postures, Prone postures and Arm support postures.	2	Lecture	CC	Knows-how	L_VC
CO5	Demonstrate Standing, Sitting, Kneeling, Supine, Prone and Arm support postures by providing proper stretching and relaxation.	8	Practical Training 8.1	PSY-SET	Shows-how	D
CO5	Conduct Yoga sessions including Standing, Sitting, Kneeling, Supine, Prone and Arm support postures to individuals / patients and explain how to practice them effortlessly.	8	Experiential-Learning 8.1	AFT-RES	Shows-how	D,RLE
CO5	Illustrate the importance of spine, Dynamics of breathing and Physiological effects of Pranayama.	1	Lecture	CC	Knows-how	L_VC

CO5	Perform Nadishuddhi Pranayama maintaining proper ratio of inhalation, retention and exhalation.	2	Practical Training 8.2	PSY-GUD	Shows-how	D
CO5	Conduct Nadishuddhi Pranayama sessions for individuals / patients and explain how to practice it properly.	4	Experiential-Learning 8.2	AFT-RES	Shows-how	D,RLE
CO5	Discuss the physiological effects of Pratyahara, Dharana and Dhyana.	1	Lecture	CC	Knows-how	L&GD,L&PPT

Unit 2 Bio Mechanics of Yoga

1. Bio Mechanics of Yoga
2. Anatomical directions and planes, Movement in different planes, stretching and types of Yoga Postures.

References: 114

3A	3B	3C	3D	3E	3F	3G
CO5	Analyse the types of joints, joint movements, Types of muscles, Group Action of Muscles, Combined action of Bones, Joints, Muscles, Ligaments, Tendons and Nerves, Anatomical directions and planes, Movement in different planes, stretching and types of Yoga Postures.	2	Lecture	CAN	Knows-how	L_VC
CO5	Perform at least one Standing, Sitting, Kneeling, Supine, Prone and Arm support posture to show Group Action of Muscles, Combined action of Bones, Joints, Muscles, Ligaments, Tendons and Nerves.	4	Practical Training 8.3	PSY-GUD	Shows-how	D
CO5	Conduct Yoga session to individuals / patients that include Standing, Sitting, Kneeling, Supine, Prone and Arm support postures ensuring Group Action of Muscles, Combined action of Bones, Joints, Muscles, Ligaments, Tendons and Nerves.	4	Experiential-Learning 8.3	AFT-RES	Shows-how	D,RLE
CO5	Analyse the Muscular positions in Yoga Postures, Biomechanics of Muscles, Vertebral Column, Cervical Column, Thoracic Spine & Rib Cage, Lumbar Spine, Sacrum, Hip	2	Lecture	CC	Knows-how	L_VC

	Joint, Knee Joint and Legs, Ankle and Foot, Shoulder joint, Elbow Joint and Forearm and Wrist and Hand with Asana examples.					
CO5	Demonstrate biomechanically effortless practice of asanas that involve Vertebral Column, Cervical Column, Thoracic Spine & Rib Cage, Lumbar Spine, Sacrum, Hip Joint, Knee Joint and Legs, Ankle and Foot, shoulder joint, Elbow Joint and Forearm and Wrist and Hand.	4	Practical Training 8.4	PSY-MEC	Shows-how	D
CO5	Conduct Yoga session to individuals / patients that include biomechanically effortless asanas that involve Vertebral Column, Cervical Column, Thoracic Spine & Rib Cage, Lumbar Spine, Sacrum, Hip Joint, Knee Joint and Legs, Ankle and Foot, shoulder joint, Elbow Joint and Forearm and Wrist and Hand.	4	Experiential-Learning 8.4	AFT-RES	Shows-how	D,RLE

Unit 3 Yoga and Human Psychology

1. Basics of human psychology, Types of human behavior, Psychological tests
2. Effect of Yoga on human psychology
3. Yoga and self regulation.

References: 115,116,117

3A	3B	3C	3D	3E	3F	3G
CO5	Evaluate the Basics of human psychology, Types of human behaviour, Psychological tests, Effect of Yoga on human psychology, Yoga and self regulation.	1	Lecture	CC	Knows-how	L&PPT
CO5	Demonstrate the assessment of human behaviour through offline or online methods.	2	Practical Training 8.5	PSY-GUD	Shows-how	D
CO5	Assess behaviour of individuals / students through offline or online methods by using standardizes questionnaire	4	Experiential-Learning 8.5	AFT-RES	Shows-how	CBL,RLE

Unit 4 Evidence based Yoga – Research findings

1. Evidence based Yoga – Research findings

References: 118

3A	3B	3C	3D	3E	3F	3G
CO5	Analyse the articles on Yoga practices published in peer reviewed / indexed journals	1	Lecture	CAN	Knows-how	L&PPT
CO5	Analyse and present articles on Yoga practices from peer reviewed / indexed journals	2	Experiential-Learning 8.6	CAN	Knows-how	PER

Practical Training Activity

Practical No	Name	Activity details
Practical Training 8.1	Standing, sitting, Kneeling, supine, prone and arm support postures	The postures are to be practiced under guidance of the Yoga Instructor. All necessary pre-requisites are to be arranged before beginning the session. The general instructions of Yoga practice are to be followed. Yoga Instructor will demonstrate the correct procedure of Asanas step by step and the scholar has to repeat it correctly. A minimum of two asanas each in each category (Standing, Sitting, Kneeling, Supine, Prone and Arm support postures) are to be demonstrated. The instructor has to make sure that the steps are done with proper stretching and relaxation. At the end of the session the Yoga Instructor will evaluate and suggest corrections, if any.
Practical Training 8.2	Demonstration of Nadishuddhi Pranayama	Nadishuddhi Pranayama is to be practiced under guidance of the Yoga Instructor. All necessary pre-requisites are to be arranged before beginning the session. The general instructions of Yoga practice are to be followed. Yoga Instructor will demonstrate the correct procedure step by step and the scholar has to repeat it correctly. At the end of the session the Yoga Instructor will evaluate and suggest corrections, if any.
Practical Training 8.3	Standing, Sitting, Kneeling, Supine, Prone and Arm support posture to show Group Action of Muscles, Combined action of	The postures are to be practiced under guidance of the Yoga Instructor. All necessary pre-requisites are to be arranged before beginning the session. The general instructions of Yoga practice are to be followed. Yoga Instructor will demonstrate the correct procedure step by step and explain the muscles, bones, ligaments, tendons and nerves involved (Minimum one asana from Standing, Sitting, Kneeling, Supine, Prone and Arm support postures). The scholar has to repeat them correctly, bearing in mind these instructions. At the end of the session the Yoga Instructor will evaluate and suggest corrections, if any.

	Bones, Joints, Muscles, Ligaments, Tendons and Nerves.	
Practical Training 8.4	Biomechanically effortless practice of asanas that involve Vertebral Column, Cervical Column, Thoracic Spine & Rib Cage, Lumbar Spine, Sacrum, Hip Joint, Knee Joint and Legs, Ankle and Foot, Shoulder joint, Elbow Joint and Forearm and Wrist and Hand.	The postures are to be practiced under guidance of the Yoga Instructor. All necessary pre-requisites are to be arranged before beginning the session. The general instructions of Yoga practice are to be followed. Yoga Instructor will demonstrate biomechanically effortless practice of asanas that involve Vertebral Column, Cervical Column, Thoracic Spine & Rib Cage, Lumbar Spine, Sacrum, Hip Joint, Knee Joint and Legs, Ankle and Foot, Shoulder joint, Elbow Joint and Forearm and Wrist and Hand (Minimum of one asana from each category).The scholar has to repeat it correctly, bearing in mind the instructions. At the end of the session the Yoga Instructor will evaluate and suggest corrections, if any.
Practical Training 8.5	Human behaviour	The teacher will demonstrate and explain how human behaviour can be assessed using offline or online methods to the PG scholars following which, each scholar has to repeat the assessment among themselves. At the end of the session the teacher will evaluate and provide feedback.
Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 8.1	Yoga sessions including Standing, Sitting, Kneeling, Supine, Prone and Arm support postures to individuals / patients	The scholar will conduct Yoga sessions involving Standing, Sitting, Kneeling, Supine, Prone and Arm support postures to individuals / patients. He/She has to make the people comfortable and brief them about the necessary pre-requisites before beginning the session. Then he/she will demonstrate the correct procedure step by step and the learners have to repeat it correctly. The scholar has to make sure that the steps are done with proper stretching and relaxation. At the end of the session the scholar will evaluate, take feedback and suggest corrections, if any to the participants.

Experiential-Learning 8.2	Conduct Nadishuddhi Pranayama sessions for individuals / patients	The scholar will conduct Nadishuddhi Pranayama sessions for individuals / patients. He/She has to make the people comfortable and brief them about the necessary pre-requisites before beginning the session. Then he/she will demonstrate the correct technique of adopting a nasikamudra and the procedure step by step and the learners have to repeat it correctly. The scholar has to make sure that the steps and breathing technique is done properly by the participants. At the end of the session the scholar will evaluate, take feedback and suggest corrections, if any to the participants.
Experiential-Learning 8.3	Conduct Yoga session to individuals / patients that include Standing, Sitting, Kneeling, Supine, Prone and Arm support postures ensuring Group Action of Muscles, Combined action of Bones, Joints, Muscles, Ligaments, Tendons and Nerves.	The scholar will conduct Yoga sessions to individuals / patients that include Standing, Sitting, Kneeling, Supine, Prone and Arm support postures ensuring Group Action of Muscles, Combined action of Bones, Joints, Muscles, Ligaments, Tendons and Nerves. He/She has to make the people comfortable and brief them about the necessary pre-requisites before beginning the session. Then he/she will demonstrate the correct procedure step by step and the learners have to repeat it correctly. The scholar has to make sure that the steps are done with proper stretching and relaxation. At the end of the session the scholar will evaluate and suggest corrections if any, to the participants.
Experiential-Learning 8.4	Yoga sessions for individuals/patients which include biomechanically effortless asanas	The scholar will conduct Yoga sessions to individuals / patients that include biomechanically effortless asanas that involve Vertebral Column, Cervical Column, Thoracic Spine & Rib Cage, Lumbar Spine, Sacrum, Hip Joint, Knee Joint and Legs, Ankle and Foot, Shoulder joint, Elbow Joint and Forearm and Wrist and Hand. He/She has to make the people comfortable and brief them about the necessary pre-requisites before beginning the session. Then he/she will demonstrate the correct procedure step by step and the learners have to repeat it correctly. The scholar has to make sure that the steps are done effortlessly. At the end of the session the scholar will evaluate, take feedback and suggest corrections, if any to the participants.
Experiential-Learning 8.5	Behaviour of individuals / students	The PG scholar should assess the behaviour of at least 5 persons allotted to him either through online or offline method by using validated questionnaire
Experiential-Learning 8.6	Articles on Yoga practices from peer reviewed / indexed	Each PG scholar should select an article on Yoga practices from peer reviewed / indexed journals, make a power point presentation and explain the merits and demerits of the particular yoga practice and its therapeutic utility. The scholar should answer the queries presented by the audience. At the end of the session take feedback from peers and teachers.

	journals	

Modular Assessment	
Assessment method	**Hour**
Instructions – Conduct a structured modular assessment. Assessment will be for 50 marks. Keep structured marking pattern. Use different assessment methods in each semester. Keep records of the structured pattern used for assessment. Calculate modular grade points as per table 6C Two questions can be asked each one 25 marks Demonstrate Standing, Sitting, Kneeling, Supine, Prone and Arm support postures by providing proper stretching and relaxation. -25 marks Demonstrate Nadishuddhi Pranayama maintaining proper ratio of inhalation, retention and exhalation.- 25 marks Or Any practical in convenient form can be taken forassessment-25 marks and Any of experiential learning can be taken for assessment- 25 marks	4

Table 4 : Practical Training Activity

Practical No	Practical name	Hours
1.1	Health assessment of an individual	4
1.2	Different types of physical activities/exercises are demonstrated, and their effects are discussed.	4
1.3	Mindful activities to relieve stress.	2
1.4	Group activity of Healthy emotional expression & Group activity of Happiness sharing.	2
1.5	Activity 1 consists of Sleep Stages and EEG Interpretation by Providing an introduction to EEG (electroencephalogram) and its role in identifying sleep stages. Activity 2 is an interactive session based on Circadian Rhythm and Environmental Influences using circadian rhythm simulators.	4
1.6	Demonstration of how to assess the lifestyle of individuals and how to advise corrective measures.	4
2.1	Ritulakshana and physiological changes.	2
2.2	Application of Ritucharya.	4
2.3	Purva karma, Pradhana karma and Paschat karma of Pnchakarma	6
2.4	Procedures for rejuvenation.	6
2.5	Urjaskara rasayana-- Kamya rasayana , Ajasrika rasayana , Vayasthapana and Medhya rasayana.	2
3.1	Ahara dravyas based on their Rasa, Guna, Virya, and Vipaka.	2
3.2	Different food items according to Prakriti, Karana, Samyoga Rashi, Desha and Kala in the present era.	4
3.3	Demonstrate the Recommended Daily Allowance (RDA) of conditions such as age, body weight and Physiological Status.	4
3.4	Personal diet plan for a healthy individual (Swastha) as per occupation.	2

3.5	Energy Requirements of individuals	4
3.6	Preservation Methods, Processing and Packaging techniques of food items online	2
3.7	Nutritional Lab and its equipments.	2
4.1	Prevention of the transmission of communicable diseases.	5
4.2	Residual Chlorine in potable water.	5
4.3	Disinfection procedure with various common disinfectants.	5
4.4	Health education program for a case based scenario eg.TB, Malaria, Measeals etc	5
5.1	Janapadodhwamsa in various parts of the world in today's era through web-based activity – divided sessions (4 communicable diseases)	4
5.2	Strategies for disaster preparedness and risk reduction.	2
5.3	Disaster management strategies.	2
5.4	Disaster simulation exercises to practice emergency response.	2
5.5	Disaster Communication and Crisis Communication Evaluation	2
5.6	Protocol of the application of various levels of prevention in Communicable diseases	8
6.1	Testing of water quality standards	2
6.2	Air quality testing, noise measurement and soil testing methods through video (web-based activity)	2
6.3	Methods of college & hospital waste disposal	2
6.4	Housing standards in Urban and Rural areas	2
6.5	Emerging environmental threats from electronic waste, plastic misuse and radiation and propose innovative mitigation strategies	4
6.6	Identify the common disease vectors based on their morphological features.	4
6.7	Meteorological instruments through video (web – based activity)	4

7.1	Ayurveda in public health	2
7.2	Current status (strengths, limitations) and future prospects for Public Health initiative through Ayurveda	2
7.3	SWOC analysis of health policy	3
7.4	Integrative prescriptive guidelines for health conditions	4
7.5	Health insurance schemes	2
7.6	Immunization programme	4
7.7	Collaborative work between the Ministries of Ayush and Health and Family Welfare	3
8.1	Standing, sitting, Kneeling, supine, prone and arm support postures	8
8.2	Demonstration of Nadishuddhi Pranayama	2
8.3	Standing, Sitting, Kneeling, Supine, Prone and Arm support posture to show Group Action of Muscles, Combined action of Bones, Joints, Muscles, Ligaments, Tendons and Nerves.	4
8.4	Biomechanically effortless practice of asanas that involve Vertebral Column, Cervical Column, Thoracic Spine & Rib Cage, Lumbar Spine, Sacrum, Hip Joint, Knee Joint and Legs, Ankle and Foot, Shoulder joint, Elbow Joint and Forearm and Wrist and Hand.	4
8.5	Human behaviour	2

Table 5 : Experiential learning Activity

Experiential learning No	Experiential name	Hours
1.1	Health assessments and analysis of data	4
1.2	Prescribing physical activities tailored to an individual’s needs.	4
1.3	Stress management techniques to the community.	4
1.4	Activities on social connections, emotional expression and Cognitive diary maintenance.	4
1.5	Case based group activity on sleep disorders.	4
1.6	Role of lifestyle in health and disease.	6
2.1	Identification of the current Ritu.	3
2.2	Ahara and Vihara as per Ritu	3
2.3	Procedures of Panchakarma and advise the Panchakarma for Swastha	5
2.4	Rejuvenative procedures of Udvartana,Shashtika Shali Pinda Sweda, Bashpa Sweda, Abhyanga, Shirodhara, Varnakara Mukhalepa, and Sarvanga Seka.	5
2.5	Panchakarma procedures for Swastha.	4
2.6	Rejuvenative procedures for Swastha	4
2.7	Application of rasayana dravya in Out patient(OP) setting or in the community for an individual.	2
3.1	Guna & Karmas of Ahara Dravyas in the different Ahara Vargas mentioned in classics and critically compare with their nutritional value	4
3.2	Prakriti, Karana, Samyoga, Rashi, Desha and Kala of food items of people in a community	6
3.3	Analyse the Recommended Daily Allowance (RDA) according to conditions such as age, body weight and Physiological Status in a community.	4
3.4	Pathyakalpanas as per occupation.	4

3.5	Energy Requirements of individuals, Estimate Basal Metabolic Rate (BMR) and suggest RDA.	4
3.6	Anthropometric Measurements in Clinical Settings, Biochemical reports of Nutritional Deficiencies	4
4.1	Prevention of transmission of communicable diseases in the community.	6
4.2	Disinfection and demonstrate them to hospital staff..	6
4.3	Residual Chlorine in different samples of potable water in the community	6
4.4	Health education program and its impact on the community.	8
5.1	Management of Janapadodhwamsa based on real cases/Scenarios (minimum 05 cases)	8
5.2	Response and recovery plans during and after disasters.	2
5.3	Mock drill simulating multiple emergencies to enhance critical thinking, teamwork, and communication skills in Hospital Setup	2
5.4	Various levels of prevention in Communicable diseases- session 1	7
5.5	Various levels of prevention in Communicable diseases - session 2	7
6.1	Water quality	4
6.2	Community survey to get people’s perception regarding air pollution, noise pollution and soil pollution	4
6.3	Community clean-up event & develop waste management educational material	4
6.4	Comparative field assessment of housing quality in diverse urban and rural communities	3
6.5	Emerging environmental threats and their sustainable practices.	6
6.6	Integrated vector control measures (mosquito) in surroundings of the college	3
6.7	Awareness sessions regarding the importance of vector control in mosquito borne illness	2
7.1	Create Public health initiatives through Ayurveda	3

7.2	Public health initiatives through Ayurveda	3
7.3	Conduct SWOC analysis of National/state health policy	3
7.4	Lifestyle conditions and non -communicable diseases.	4
7.5	Health insurance scheme	4
7.6	Immunization programme	5
7.7	Management plan for epidemics	4
8.1	Yoga sessions including Standing, Sitting, Kneeling, Supine, Prone and Arm support postures to individuals / patients	8
8.2	Conduct Nadishuddhi Pranayama sessions for individuals / patients	4
8.3	Conduct Yoga session to individuals / patients that include Standing, Sitting, Kneeling, Supine, Prone and Arm support postures ensuring Group Action of Muscles, Combined action of Bones, Joints, Muscles, Ligaments, Tendons and Nerves.	4
8.4	Yoga sessions for individuals/patients which include biomechanically effortless asanas	4
8.5	Behaviour of individuals / students	4
8.6	Articles on Yoga practices from peer reviewed / indexed journals	2

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

6 A : Number of Papers and Marks Distribution

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

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

Credit frame work

AYPG-AB-SW consists of 8 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 : Semester 2 Calculation Method for Modular Grade Points (MGP)

Module Number & Name (a)	Credits (b)	Actual No. of Notional Learning Hours (c)	Attended Number of notional Learning hours (d)	Maximum Marks of assessment of modules (e)	Obtained Marks per module (f)	MGP =d* f/c*e*100
M1. Health & Lifestyle Part-1	2	60		50		
M2. Health & Lifestyle Part-2	2	60		50		
M3. Principles of Dietetics	2	60		50		
M4. Dynamics of disease transmission, disinfection & Health Education	2	60		50		
M5. Janapadodhwamsa -- epidemiological perspective	2	60		50		
M6. Environment & Health	2	60		50		
M7. Introduction to Public health	2	60		50		
M8. Scientific basis of Yoga	2	60		50		
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.Health & Lifestyle Part-1	C1
2	M2.Health & Lifestyle Part-2	C2
3	M3.Principles of Dietetics	C3
4	M4.Dynamics of disease transmission, disinfection & Health Education	C4
5	M5.Janapadodhwamsa -- epidemiological perspective	C5
6	M6.Environment & Health	C6
7	M7. Introduction to Public health	C7
8	M8.Scientific basis of Yoga	C8
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5 +C6+C7+C8) / Number of modules(8)

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

6 E : Question Paper Pattern

MD/MS Ayurveda Examination
AYPG-AB-SW
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)Health & Lifestyle Part-1 (Marks: Range 5-20)				
1	**(U-1)** Swastha & Swasthya	Yes	Yes	Yes
2	**(U-2)** Lifestyle	Yes	Yes	Yes
(M-2)Health & Lifestyle Part-2 (Marks: Range 5-20)				
1	**(U-1)** Ritucharya	Yes	Yes	Yes
2	**(U-2)** Swastha Panchakarma .	Yes	Yes	Yes
3	**(U-3)** Urjaskara Rasayana	No	Yes	Yes
(M-3)Principles of Dietetics (Marks: Range 5-20)				
1	**(U-1)** Principles of Dietetics -I	Yes	Yes	Yes
2	**(U-2)** Principles of Dietetics -II	Yes	Yes	Yes
3	**(U-3)** Factors affecting energy requirements	No	Yes	Yes
4	**(U-4)** Basics of Food Technology & Basics of Nutritional Laboratory	No	Yes	Yes
(M-4)Dynamics of disease transmission, disinfection & Health Education (Marks: Range 5-20)				
1	**(U-1)** Dynamics of Disease Transmission	No	Yes	Yes
2	**(U-2)** Principles of Disinfection (Visankramana)and its Applied aspects	Yes	Yes	Yes
3	**(U-3)** Health Education and Health behavioural Theories	Yes	Yes	No
(M-5)Janapadodhwamsa -- epidemiological perspective (Marks: Range 5-20)				
1	**(U-1)** Janapadodhwamsa and relevance in today’s era	Yes	Yes	Yes
2	**(U-2)** Natural calamities and Disaster management	Yes	Yes	Yes
3	**(U-3)** Scope of Ayurveda in community-based outbreaks	Yes	Yes	Yes
(M-6)Environment & Health (Marks: Range 5-20)				
1	**(U-1)** External environment	Yes	Yes	Yes
2	**(U-2)** Housing and health	No	Yes	Yes
3	**(U-3)** Contemporary and emerging threats to Environment	No	Yes	Yes
4	**(U-4)** Vectors of medical importance	No	Yes	Yes
5	**(U-5)** Meteorological environment	No	Yes	Yes
(M-7) Introduction to Public health (Marks: Range 5-15)				
1	**(U-1)** Public health initiatives through Ayurveda	No	Yes	Yes

2	**(U-2)** National Health Policy 2017	No	Yes	Yes
3	**(U-3)** Central Sector Scheme for Ayurswasthya Yojana and Ayushman Bharat Scheme	No	Yes	No
4	**(U-4)** Immunization	No	Yes	Yes
5	**(U-5)** Ministries and Health Administration, Ministry of Ayush, Ministry of Health and Family Welfare, Ministry of Medical Education, International Health	No	Yes	Yes
(M-8)Scientific basis of Yoga (Marks: Range 5-20)				
1	**(U-1)** Anatomy and Physiology of Yogic procedures	Yes	Yes	Yes
2	**(U-2)** Bio Mechanics of Yoga	Yes	Yes	Yes
3	**(U-3)** Yoga and Human Psychology	No	Yes	Yes
4	**(U-4)** Evidence based Yoga – Research findings	No	Yes	Yes

6 G : Instruction for the paper setting & Blue Print for Summative assessment (University Examination)

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 (2 cases - 40x2=80 Marks) A. Module-1 - Lifestyle advise - case scenarios or B. Module -2 - Lifestyle modification based on Ritucharya and Swasthapanchakarma - case based scenarios and C. Module-3 - Diet Planning based on case scenarios or D. Module-8 - Yoga protocol for any two Non- Communicable disease	80
2	Short case / practical 1.Module 1 - Health assessment of healthy individual - 20 Marks Or Module 4 – Testing of residual chlorine in potable water. 2.Module 5- Disaster simulation exercises to practice emergency response. – 20 Marks Or Module 6 - Protocols for application of various levels of prevention in Communicable diseases 3.Module 7 - SWOC analysis of health policy- 20 Marks Or Module 8 - Asana or pranayama practice based on biomechanics	60
3	Viva (2 examiners: 20 marks for each examiner)	40

4	Logbook (Activity record)	10
5	Practical/Clinical Record.	10
Total Marks		**200**

Reference Books/ Resources

01_Swasthavrutta

Click here to access References and Resources

Abbreviations

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

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

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