

COURSE CURRICULUM FOR THIRD PROFESSIONAL B.U.M.S.

(PRESCRIBED BY NCISM)

ILAJ BIT TADABEER

(Regimenal Therapy)

(SUBJECT CODE : UNIUG-IBT)

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



॥ आयुषे सर्वलोकानाम् ॥

BOARD OF UNANI, SIDDHA AND SOWA-RIGPA

NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE

NEW DELHI-110026



NCISM

III Professional Kamil-e-Tib-o-Jarahat
(Bachelor of Unani Medicine and Surgery(B.U.M.S.))

Subject Code : UNIUG-IBT

Ilaj bit Tadabeer
(Regimenal Therapy)

Summary

Total number of Teaching hours: 210			
Lecture (LH) - Theory		70	70(LH)
Paper I	70		
Non-Lecture (NLHT)		42	140(NLH)
Paper I	42		
Non-Lecture (NLHP)			
Paper I	98		

Examination (Papers & Mark Distribution)					
Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	IA
Paper I	100	100	20	10 (Set-TC)*	20
Sub-Total	100	150			
Total marks	250				

Important Note:- The User Manual III BUMS is a valuable resource that provides comprehensive details about the curriculum file. It will help you understand and implement the curriculum. Please read the User Manual III before reading this curriculum file. The curriculum file has been thoroughly reviewed and verified for accuracy. However, if you find any discrepancies, please note that the contents related to the MSE should be considered authentic. In case of difficulty and questions regarding curriculum write to syllabus24uni@ncismindia.org

Preface

The Unani system of medicine, rooted in the ancient traditions of Hippocrates and Galen, has evolved over centuries to become a comprehensive system of healthcare. Among the various therapeutic modalities in Unani medicine, *Ilaj bit Tadabeer* (Regimenal therapy) holds a place of great significance.

The modern era has witnessed a growing interest in complementary and alternative medicine, and IBT stands out as a vital therapeutic approach that integrates seamlessly with contemporary healthcare. The methods employed in it not only address physical ailments but also aim to harmonize the mental and emotional well-being of individuals. This comprehensive approach ensures that treatment is tailored to the unique constitution of each patient, taking into account the individual's temperament, lifestyle, and environment.

Ilaj bit Tadabeer/Regimenal therapy aims to bring back the humoral stability within the body through modification of six essential factors (*Asbāb sitta ḍarūriyya*). Nearly 30 regimens have been mentioned in classical Unani literature. Common regimenal procedures such as *Fasd* (venesection/phlebotomy), *Hijāma* (cupping), *Ta'liq-al-'alaq* (hirudotherapy/ leech therapy), *Ishāl* (purgation), *Qay'* (emesis), *Idrār* (exuberant), *Huqna* (enema), *Ta'riq* (diaphoresis), *Riyāḍat* (exercise), *Da lk* (massage), *Hammām* (bathing), *Tadhīn* (oiling), *Naṭūl* (irrigation) *Inkibāb* (steam/vapour application), *Takmīd* (fomentation) etc. are usually applied for the management of various ailments. These procedures are completely based on holistic approach but needs to be explored scientifically.

Six essential factors (*Asbāb sitta ḍarūriyya*) which include *Hawā' muḥīt* (atmospheric air), *Mā kūlāt-o-mashrūbāt* (food and drink), *Harakat-o-sukūn Badanī* (physical activity and repose) *Harakat-o-sukūn Nafsānī*, (mental activity and repose), *Nawm-o-yaqza* (sleep and wakefulness), *Istifrāgh wa Iḥtibās* (retention and elimination) are important for survival of any body. Various environmental, geographical and socioeconomic factors are considered as secondary essential factors (*asbāb ghair ḍarūriyya*) for life and indirectly influence the human body.

This syllabus is an exploration of the principles and practices of IBT within the Unani system. It seeks to highlight the importance of these therapies in maintaining health and treating disease, drawing on classical texts as well as contemporary research.

Through this competency based curriculum students will be able to gain a deep understanding of the subject . This holistic education will enable them to appreciate and apply the therapeutic techniques in a contemporary context.

Exposure to case studies and practical applications will enhance student's analytical and problem-solving skills. They will develop the ability to assess patient needs, customize treatment plans, and evaluate the outcomes of different therapeutic approaches. Students will learn to implement these methods effectively, both in clinical settings and community health initiatives & encourage its integration into modern healthcare systems.

As we delve into the rich traditions of Unani medicine, it is important to acknowledge the wisdom of our ancestors who laid the foundation for this knowledge. Their understanding of the human body, disease, and healing continues to inspire and guide us today. This syllabus is a tribute to their legacy and a step towards preserving and promoting the Unani system of medicine for future generations.

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Course Code and Name of Course

Course code	Name of Course
UNIUG-IBT	Ilaj bit Tadabeer

Table 1 : Course learning outcomes and mapped PO

SR1 CO No	A1 Course learning Outcomes (CO) UNIUG-IBT At the end of the course UNIUG-IBT, the students should be able to	B1 Course learning Outcomes mapped with program learning outcomes.
CO1	Interpret important concept of <i>Ilaj bit Tadabeer</i> (Regimenal Therapy) in management of diseases.	PO1,PO2
CO2	Elaborate criteria's and application of Regimenal Therapy in specific diseases.	PO2,PO3
CO3	Demonstrate knowledge of ethical Standards and Protocols during the administration of Regimenal Therapy.	PO1,PO3,PO5
CO4	Execute integration of Regimenal Therapy in holistic patient care and management.	PO2,PO3,PO7
CO5	Advocate dietary regimens and lifestyle modifications for specific health needs.	PO1,PO4,PO5
CO6	Analyze current researches, methodologies, and evidence-based practices for advancements in Regimenal Therapies.	PO1,PO2,PO4
CO7	Illustrate principles of Regimenal Therapies in treatment and rehabilitation.	PO1,PO4,PO6
CO8	Practice Unani Regimenal Therapeutic modalities in Health care service setting according to the Standard Operative procedures (SOP).	PO2,PO6,PO7

Table 2 : Contents of Course

Paper 1 (Ilaj bit Tadabeer)						
Sr.No	A2 List of Topics	B2 Term	C2 Marks	D2 Lecture hours	E2 NonLecture hours Theory	F2 NonLecture hours Practica I
1	<p>1 علاج با تدابیر کا تعارف Ilāj bit Tadabeer ka ta'aruf Introduction to Ilaj bit Tadabeer.</p> <p>1.1 <i>Ilaj bit Tadabeer ki ta'rīf, tareekhi pase manzar</i> Definition of Regimenal therapy & historical background.</p> <p>1.2 <i>Daur-e-Hazir mein Ilaj bit Tadabeer ki ahmiyat</i> Relevance of Regimenal therapy in present scenario .</p> <p>1.3 <i>Asbā b sitta ḍarū riyya ki ta'reef, aghraaz wo maqasid ki ahmiyat</i> Definition, aims, objectives & importance of six essential factors</p> <p>1.4 <i>Tadabeer ki taqseem ba lihaaze Asbā b sitta ḍarū riyyah</i> Classification of various modes of tadabeer according to <i>Asbā b sitta ḍarū riyyah</i> .</p>	1	15	3	1	2
2	<p>2 علاج بتدابیر کے کچھ اہم مذاکرات Ilāj bit Tadabeer ke kuch eham muzakirat Essentials for Ilāj bit Tadābeer .</p> <p>2.1 <i>Nazaria e Istifrāgh, Nuḍj wa Ishā l</i> Concept of <i>Istifrāgh, Nuḍj wa Ishā l</i></p> <p>2.2 <i>Hukumate hind ke rehnuma khutoot ke mutabiq hayati tibbi fuzlat ka indafah</i> Biomedical Waste Generation during Unani regimenal therapies and its disposal according to latest guideline by Gol.</p>	1	40	5	7	3

	<p>2.3 <i>Amale tatbeer wa dafa e jarasim barae ilaj bit Tadabeer</i> Sterilization and disinfection for Ilaj bit Tadabeer procedures.</p> <p>2.4 <i>Ilaj bit Tadabeer mein teh qiq ke tarīqey aur teh qiq ke ehem mauzū āt</i> Research Methods and important research areas in Ilaj bit Tadabeer</p> <p>2.5 <i>Ilaj bit Tadabeer mein ṭibbī akhlā qiyāt ki ahmiyat aur unka ṭlāq</i> Importance of ethics and ethical practices in Ilaj bit Tadabeer.</p>					
3	<p>3 علاج با تدا بیر کے متعدد اعمال (حصہ اول) Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part I</p> <p>3.1 <i>Hijā ma</i> (Cupping therapy),</p> <p>3.2 <i>Faşd</i> (Venesection),</p> <p>3.3 <i>Ta'īq al- 'Alaq</i> (Leech therapy)</p> <p>3.4 <i>Dalk</i> (Massage therapy)</p>	1	18	13	5	25
4	<p>4 علاج با تدا بیر کے متعدد اعمال (حصہ دوم) Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part II</p> <p>4.1 <i>Hammām</i> (Bath), <i>Riyāḍat</i> (Exercise) .</p> <p>4.2 <i>Huqna</i> (Enema), <i>Qay'</i> (Emesis), <i>Ishāl</i> (Purgation)</p> <p>4.3 <i>Ta'īq</i> (Diaphoresis), <i>Idrār</i> (Diuresis), <i>Ābzan</i> (Sitz bath/Immersion bath),</p> <p>4.4 <i>Naṭūl</i> (Irrigation) and <i>Sakūb</i> (Douche)</p>	2		28	16	39

	<p>4.5 <i>Īlām</i> (Counterirritant), <i>Amal-e-Kaiyy</i> (Cauterization), <i>Takmīd/Takor</i>. (Fomentation)</p> <p>4.6 <i>Inkibāb</i> (Steam fomentation / inhalation and <i>Bukhūr</i> (<i>Inkibāb wa Bukhūr/ Tadkhīn</i>)</p> <p>4.7 <i>Shamūm</i> (Aromatherapy), <i>Lakhlakha</i> (Inhalation) , <i>‘Aṭūs</i> (Snuff), <i>Saūṭ</i> (Nasal drop)</p> <p>4.8 <i>Gharghara</i> (Gargle), <i>Maḍmaḍa</i> (Mouth wash) and <i>Pāshoya</i>.</p> <p>4.9 <i>Zimād</i> (Paste) and <i>Ṭilā’</i> (Liniment)</p>					
5	<p>5 إلاج طبيعى Iaj-e-tabiye Physiotherapy</p> <p>5.1 <i>Takmīd bil mauj Sagīra</i>, <i>Takmīd bil mauj Tawīla</i>, <i>Takmīd bil ultrasound</i>, <i>Takmīd bil shu’a taḥṭal aḥ mar</i>, <i>ilaj bi’l tadakhul</i>, <i>Takmid-e-shamae</i> (Introduction, Mode of action Indications, Contraindications of Diathermy Short Wave Diathermy(SWD), Long Wave Diathermy (LWD), Ultra Sound Therapy (USG), Infrared Therapy Interferential therapy (IFT), Wax bath)</p> <p>5.2 <i>Riyāḍat katfi dā’iri</i>, <i>Riyāḍat bazari-e-jihazulmashi</i>, <i>Riyāḍat Ka’ab</i> (Physiotherapies like Shoulder wheel exercise, treadmill exercise Ankle exercise).</p> <p>5.3 <i>Waja’ al Rukba</i>, <i>Waja-al Unuq</i>, <i>Waja’ al qaṭan</i> , <i>Waja’ al zahr</i> (Physiotherapy for diseases like Knee Osteoarthritis Cervical Spondylosis, Lumbar Spondylosis and Low back ache .)</p>	3	13	5	5	13
6	<p>6 إلاج بالتغذية Iaj bi’l Taghzia Dietotherapy</p>	3		8	3	4

	<p>6.1 <i>Usool-e-ghidhā-i-tadabeer ka ta'aruf aur Tadabeer-e-ghidhā ba lihaz mizaj wa aqsaam-e-ghidhā</i>. Introduction and principles of dietary recommendation according to concept of <i>mizāj-e-aghzia</i> and type of <i>ghidhā</i>.</p> <p>6.2 <i>Ghidhā ka tayyun, mausam, umr, hamal aur raza'at ke lihaz se</i> Selection of diet according to season, age , pregnancy & lactation.</p> <p>6.3 <i>Siman mufrīt, Daght-al-Dam Qawi wa Sarṭān mein ghidhā-i-tadabeer</i> Diet according to different disorders like Obesity, Hypertension, Diabetes & Cancer.</p> <p>6.4 <i>Ghidhā-i-tadabeer kuch makhsus amraz mein.</i> Dietotherapy for Cardiovascular diseases, Hepatic diseases , Renal diseases , autoimmune disorders & Tuberculosis</p> <p>6.5 <i>Daure Hazir ki kuch popular ghidhā-i-tadabeer ka mukhtasar bayan</i> Concept of different type of diets such as Balanced Diet, Dietary Approaches to Hypertension (DASH), Low calorie Diet (LCD) , Very Low Calorie Diet (VLCD), Atkins Diet, Mediterranean Diet, Keto diet, etc.</p>					
7	<p>7 متعدد امراض میں علاج بالتمایز کا خصوصی کردار۔ حصہ اول Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar . Role of Ilaj bit Tadabeer in different diseases. Part -I</p> <p>7.1 <i>Taskīn-e-waja' bazariy-e-Ilāj bit Tadabeer</i> Concept of Pain and its management through various modes of Ilaj bit Tadabeer.</p>	3	14	5	5	9

	<p>7.2 <i>Waja ' al Maḥāsīl Azmi aur ḥudūri mein musta'mal Ilāj bit Tadabeer</i> Basic Introduction of Arthritis (Osteoarthritis, Rheumatoid arthritis) and application of various modes of <i>Ilāj bit Tadabeer</i> .</p> <p>7.3 <i>Qillate fele ghudda-e-darqia mein Ilāj bit Tadabeer</i> Basic introduction of Lifestyle disorders like metabolic disorder & Hypothyroidism and application of <i>Ilāj bit Tadabeer</i> .</p> <p>7.4 <i>Waja' al unuq, Waja' al zahr wa Irq al nasū mein Ilāj bit Tadabeer</i> Basic introduction of Cervical Spondylosis, Lumbago & Sciatica and application of <i>Ilāj bit Tadabeer</i> .</p> <p>7.4 <i>Fālij, Laqwa wa Ḍaght al Dam Qawi and application of Ilāj bit Tadabeer</i> Basic introduction of Paralysis, Bell's Palsy & Hypertension.</p> <p>7.5 <i>Do'āīl wa Da'al sadaf Mein Ilāj bit Tadabeer</i> Basic Introduction of Varicose veins & Psoriasis and application of <i>Ilāj bit Tadabeer</i></p> <p>7.6 <i>Shaqīqa aur Sahr mein Ilāj bit Tadabeer</i> Basic introduction of Migraine and Insomnia and application of <i>Ilāj bit Tadabeer</i></p>					
8	<p>8 متعدد امراض میں علاج باتدابییر کا خصوصی کردار (عضلاتی دہیکلی ودیگر امراض)۔ حصہ دوم 8 Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar. Role of Ilaj bit Tadabeer in different diseases- Part II (musculoskeletal and miscellaneous conditions) .</p> <p>8.1 <i>wathā , iltihāb-e-ghilafe watr, jumūd-e-katif mein ilaj bit tadabeer Ilāj bit Tadabeer</i> in Muscle sprain , Tenosynovitis, Frozen shoulder,</p>	3		3	0	3

	<p>8.2 <i>Awāriḍ baad sakta mein Ilāj bit Tadabeer</i> Ilāj bit Tadabeer in Post stroke complications</p> <p>8.3 <i>waja'-e-fīfī aḍfī, mutalāzima ta'ab muzmin mein Ilāj bit Tadabeer</i> Ilāj bit Tadabeer in Fibromyalgia , Chronic fatigue syndrome</p> <p>8.4 <i>Dhayā bīṭus shakri, siman mufriṭ, mein Ilāj bit Tadabeer</i> Ilāj bit Tadabeer in Obesity, Diabetes mellitus ,</p> <p>8.5 <i>qarḥa-e-muzminah, , waja'al-a'sāb muḥīṭi mein Ilāj bit Tadabeer</i> Ilāj bit Tadabeer in Chronic ulcers, Peripheral Neuralgia.</p>					
	Total	100	70	42	98	
Grand Total		100	70	42	98	

Table 3 : Learning objectives of Course

Paper 1 (Ilaj bit Tadabeer)										
A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/ sub	D3 MK/ DK/ NK	E3 Level	F3 T-L method	G3 Assessment	H3 Assessment Type	I3 Term	J3 Integratio n	K3 Type
Topic 1 علاج باسبابہ کا تعارف Ilāj bit Tadabeer ka ta'aruf Introduction to Ilaj bit Tadabeer. (LH : 3, NLHT: 1, NLHP: 2 hours)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO1	Describe Ilaj bit Tadabeer and it's historical background.	CK	NK	K	L&PPT , L	S-LAQ, P-VIVA	F&S	1	-	LH
CO1, CO4, CO5	Explain the aims and objectives and importance of regimenal therapy in present scenario.	CK	DK	K	L, L_VC, L&PPT , ML	VV-Viva, CL-PR	F&S	1	-	LH
CO1	Discuss the relevance of Asbāb sitta ḍarūriyya in Ilaj bit tadabeer	CC	MK	K	ML, IBL, DIS, BL, BS	QZ , S-LAQ, PRN, M-CHT	F&S	1	-	NLHP1.1
CO1, CO2	Classify Ilaj bit Tadabeer according to various modes of action and routes of administration.	CC	MK	KH	LS, L&PPT , L	P-VIVA, T-OBT, CL-PR	F&S	1	-	LH
CO2, CO3	Discuss various <i>Tadabeer</i> in the light of <i>Asbāb sitta ḍarūriyya</i>	CC	MK	KH	TBL, DIS, IBL, LS, BS	QZ , P-POS, P-PRF, M-POS	F&S	1	-	NLHP1.2

CO1, CO2	Elaborate aims, objectives, and Importance of Ilaj bit tadabeer	CC	DK	K	TBL, DIS, BS, IBL, TPW	DEB, P-VIVA, T-OBT, S-LAQ, CR-W	F&S	1	-	NLHT1.1
Non Lecture Hour Theory										
S.No	Name	Description of Theory Activity								
NLHT1.1	Aims, objectives, and Importance of Ilaj bit tadabeer	<p>Duration of Practical - 1 hr</p> <p>1. Discussions : ask student to make groups and share ideas, respond to others, and reflect on their own ideas about Importance of ilaj bit tadabeer and its aims and objectives.</p> <p>2. Chart Making : On the golden sayings of Unani physicians related to various Ilaj bit Tadabeer .</p>								
Non Lecture Hour Practical										
S.No	Name	Description of Practical Activity								
NLHP1.1	Relevance of Asbāb sitta ḍarūriyya in <i>Ilāj bit Tadabeer</i>	<p>Duration -1 hr</p> <p>1. Ask students to make groups and have group discussions on how modification in Asbāb sitta ḍarūriyya is done. what is the principles of choosing a specific procedure of <i>Ilāj bit Tadabeer</i> for the purpose treatment. Also ask them to enlist some hawai tadabeer , tadabeer makool wa mashroob , tadabeer harkat wa sukoone nafsani , tadabeer harkat wa sukoone badni, Tadabeer naum wa yaqza , tadabeer istefragh wa ehtibas etc .</p>								
NLHP1.2	Various <i>Tadabeer</i> in the light of <i>Asbāb sitta ḍarūriyya</i>	Duration - 1 hr								

		<p>1. Chart making - mentioning different Ilaj bit Tadabeer and its related Asbāb sitta ḍarūriyya and its relation with Ilaj bit Tadabeer</p> <p>2. library session : To study the classical books and explore the application and interrelation of of Asbāb sitta ḍarūriyya and ilaj bit Tadabeer.</p>
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Topic 2 علاج بستر اہم مذاکرات Ilāj bit Tadabeer ke kuch eham muzakirat Essentials for Ilāj bit Tadābeer . (LH : 5, NLHT: 7, NLHP: 3 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO1, CO2, CO3	Discuss the concept, need, aims and objectives and importance of <i>Istifrāgh</i> (evacuation of morbid matter)	CC	MK	K	L, L&PPT, LS	QZ, S-LAQ, T-OBT, P-VIVA, CL-PR	F&S	1	-	LH
CO1, CO2, CO3	Explain principles (<i>uṣool</i>) and Types of <i>Istifrāgh</i> (evacuation of morbid matter).	CE	MK	K	BL, TBL, SDL, DIS, BS	P-VIVA, M-CHT, S-LAQ	F&S	1	-	NLHT2.1
CO2, CO3	Discuss the concept of <i>Nudj</i> (concoction), its need and principles, signs of <i>Nudj</i> and asses some of the prescriptions of <i>Nudj</i> for various <i>akhlaaṭ</i> (humors).	CC	MK	KH	DIS, L, L&PPT, SDL	INT, CR-RED, P-VIVA, M-CHT	F&S	1	-	LH
CO2, CO3	Summarize the types of Mus'hil (purgative) and instructions regarding Mus'hil therapy before, during and after taking medicine, concept of <i>Tabrīd</i> (cooling)	CC	MK	KH	L&GD, L, L&PPT, SDL	S-LAQ, P-VIVA, CHK, P-PS	F&S	1	-	LH
CO2, CO3	Review prescriptions for <i>Tabrīd</i> (cooling) & <i>Is'hāl</i> (purgative) according to <i>Akhlaṭ</i> (humors)	CC	NK	KH	TBL, BL, TPW, DIS, ML	CR-RED, P-VIVA, S-LAQ, CR-W	F&S	1	-	NLHT2.2

CO4, CO6	Explore the basic concept of research & different research areas in Ilāj bit Tadabeer (Regimenal Therapy),	CAP	DK	K	IBL, SDL, DIS, BS, RP	P-VIVA, T-OBT, INT	F&S	1	-	NLHT2.3
CO1, CO8	Summarize the ethical practices in Ilāj bit Tadabeer (Regimenal Therapy) and their importance.	CAN	MK	K	DIS, SDL, TUT, BL	CR-W, P-VIVA, INT, VV-Viva, QZ	F&S	1	-	NLHT2.4
CO3, CO6	Elaborate the types of Biomedical waste generated in Ilāj bit Tadabeer (Regimenal Therapy) procedures	CC	MK	K	D-M, TPW, BL, SDL, TBL	QZ, M-CHT, P-EXAM, CL-PR, INT	F&S	1	-	NLHT2.5
CO3, CO6	Assess the segregation of biomedical waste (color coding) as per latest guidelines released by the concerned authorities in India.	CE	MK	SH	L&GD, SDL, L_VC, L, D-M	P-VIVA, P-EXAM, VV-Viva, INT, QZ	F&S	1	-	NLHT2.6
CO3, CO6	Explain the type of sterilization and disinfection measures required for various Ilaj bit Tadabeer procedures.	CE	MK	KH	DL, SDL, L, L&PPT, L&GD	CL-PR, P-VIVA, QZ, M-CHT, P-PRF	F&S	1	-	LH
CO3, CO6	Summarize the types of disinfection and sterilization methods (autoclave, chemical disinfection, UV sterilization, Fumigation etc, <i>Daaf-i-Ufunat advia</i> (antiseptic), <i>mundamile quruh' advia</i> (wound healing drugs)	CE	MK	SH	L, L&PPT, L_VC, L&GD	P-VIVA, C-INT, P-PRF, INT, P-ID	F&S	1	-	LH
CO3	Classify biomedical waste generated during different Ilaj bit Tadabeer (Regimenal Therapies) and identify different modes of sterilization and disinfection for IBT equipments/instruments of different procedures.	AFT-SET	MK	SH	ML, EDU, DL, D, PT	P-PRF, OSPE, CL-PR, M-POS, DOPS	F&S	1	-	NLHT2.7

CO1	Demonstrate some important <i>mundij</i> (concoctive) and <i>mu'shil advia</i> (concoctive drugs) for each <i>khiṭ</i> (humor)	PSY-GUD	NK	K	TPW, PrBL, BL, SDL, DG	C-INT, CR-W, RK, VV-Viva, P-ID	F&S	1	-	NLHP2.1
CO6	Explore the importance of research and ethics in Ilaj bit Tadabeer (Regimenal Therapy)	CAP	MK	KH	DIS, EDU, ML, TBL, IBL	P-VIVA, CL-PR, P-ID, P-EXAM, INT	F&S	1	-	NLHP2.2

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
NLHT2.1	Principles (<i>uṣool</i>) and Types of <i>Istifrāgh</i> (evacuation of morbid matter).	<p>Duration- 1 hr</p> <p>1. Group Work: Divide students into small groups and ask them to work on identifying and describing the different types of <i>Istifrāgh</i>, including (<i>Istifrāgh bil Qai</i> -evacuation through vomiting, <i>Istifrāgh bil Hijamah</i> -evacuation through cupping, <i>Istifrāgh bil Qai'</i> -evacuation through purging.</p> <p>2. Diagram Illustration: Ask students to illustrate the different types of <i>Istifrāgh</i> using diagrams or flowcharts.</p>
NLHT2.2	Prescriptions for <i>Tabrīd</i> (cooling) & <i>Is'hāl</i> (purgative) according to <i>Akhlāṭ</i> (humors)	<p>Duration 1 hr</p> <p>1. Prepare Handouts: ask students to prepare handouts with guiding questions, <i>Akhlāṭ</i> (humors) theory, and prescriptions for <i>Tabrīd</i> and <i>Is'hāl</i>.</p> <p>2. Group Work: ask students to make small groups and ask them to work on prescribing <i>Tabrīd</i> and <i>Is'hāl</i> for patients with different humor imbalances, using herbs and other natural remedies.</p>

		3. Prescription Writing: Ask students to write prescriptions for Tabrīd and <i>Is'hā'</i> including the name of the remedy, dosage, and duration of treatment.
NLHT2.3	Basic concept of research , highlighting research areas & prospects of research in Ilāj bit Tadabeer (Regimenal Therapy),	<p>Duration 1hr</p> <p>1. Library Session: Conduct a library session where students can explore different types of research in Ilāj bit Tadabeer, such as: Experimental studies, Observational studies, Systematic reviews, Meta-analyses</p> <p>2. Group Discussion: Divide students into small groups and ask them to discuss the strengths and limitations of each type of research in Ilāj bit Tadabeer</p> <p>3. Brainstorming Session: Conduct a brainstorming session to identify different research areas in Ilāj bit Tadabeer, such as: Efficacy of Ilāj bit Tadabeer regimens Safety and adverse effects of Ilāj bit Tadabeer regimens, Mechanisms of action of Ilāj bit Tadabeer regimens, Comparison of Ilāj bit Tadabeer regimens with conventional treatments.</p>
NLHT2.4	Ethical practices in Ilāj bit Tadabeer (Regimenal Therapy) and their importance.	<p>Duration 1 hr</p> <p>1. Case Study Analysis: Divide Students: Divide students into small groups of 3-4. Assign each group a case study related to Ilāj bit Tadabeer. then ask each group to analyze the case study, identify ethical concerns, and discuss possible solutions.</p> <p>2. Discussion on Ethical Principles and Importance : Present the ethical principles relevant to Ilāj bit Tadabeer, such as autonomy, beneficence, non-maleficence, and justice. ask students to discuss the importance of these ethical principles in Ilāj bit Tadabeer. Invite the students to share their</p>

		experiences and insights on the importance of ethical practices in Ilāj bit Tadabeer.
NLHT2.5	Types of Biomedical waste generated in Ilāj bit Tadabeer (Regimenal Therapy) procedures	<p>Duration - 1hr</p> <p>Interactive Session</p> <p>1. Whiteboard/Presentation: Use a whiteboard or presentation software to create an interactive session.</p> <p>2. Types of Biomedical Waste: List the different types of biomedical waste generated in Ilaj bit Tadabeer procedures.</p> <p>2. Prepare Handouts or charts : with the following information:</p> <p>1. Ilaj bit Tadabeer procedures and types of biomedical waste generated in Ilaj bit Tadabeer procedures</p>
NLHT2.6	Segregation of biomedical waste (color coding) as per latest guidelines released by the concerned authorities in India.	<p>Duration -1 hr</p> <p>1. Hands-on Practice: Divide students into small groups and provide them with biomedical waste samples. Ask them to segregate the waste into the correct color-coded bins and bags.</p> <p>2. Explain the color-coding system for biomedical waste segregation, including: Yellow bags for human anatomical waste, animal waste, and microbiology waste. Red bags for contaminated recyclable and non-recyclable plastics. Blue/White bags for sharps waste (e.g., needles, syringes). Black bags for non-infectious and non-recyclable waste</p>

NLHT2.7	Biomedical waste generated during different Ilāj bit Tadabeer (Regimenal Therapies) and identify different modes of sterilization and disinfection for IBT equipments/instruments of different procedures.	<p>Duration -1 hr</p> <p>1. Demonstration of how to classify biomedical waste generated during procedures into different categories, such as: Infectious Waste (Contaminated needles, syringes, gloves, and dressing materials), Pathological Waste, (Human tissues, organs, and body parts), Sharps Waste(Needles, syringes, and other sharp objects), Non-Infectious Waste (Paper, plastic, and other non-infectious materials).</p> <p>3. Demonstration of the methods of different types of sterilization for the equipments or instruments used in IBT procedures like Autoclaving: Demonstrate how to use an autoclave to sterilize equipment and instruments. Ultrasonic Cleaning: Demonstrate how to use an ultrasonic cleaner to clean and disinfect equipment and instruments. Disinfectant Solutions: Demonstrate how to use disinfectant solutions to disinfect equipment and instruments.</p> <p>or</p> <p>Identification of Equipment and Instruments: Have students identify different equipment and instruments used in Ilaj bit Tadabeer procedures and determine the appropriate mode of sterilization and disinfection.</p>
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP2.1	Some important <i>munḍij</i> (concoctive) and <i>mu'shil advia</i> (concoctive drugs) for each <i>khiṭ</i> (humor)	<p>Duration -1 hr</p> <p>1: Demonstration and identification of Munḍij (Concoctive) & Mu'shil Advia (purgative drugs) as samples available in lab or in the herbal garden or</p>

												through presentations. 2. Preparation: Demonstrate how to prepare Munḍij concoctions & Mu'shil Advia (Purgative Drugs) 3. Documentation: Ask students to document / record book / Chart of the plants they identify, including their botanical names, uses, and preparations.
NLHP2.2	Importance of research and ethics in Ilaj bit Tadabeer (Regimenal Therapy)											Duration- 2 hr 1. Quiz : Research Ethics Quiz: Create a quiz to test students' knowledge of research, medical ethics, principles and regulations 2.Real-World Applications: Ask students to find and analyze news articles related to research ethics (e.g., data breaches, informed consent scandals).Ask students to analyze how research medical ethics are portrayed in Unani Medicine literature . 3.Problem-Solving Exercises Provide students with a research question and ask them to design a study that addresses potential ethical concerns.
Topic 3 (حصہ اول) Ilaj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part I (LH : 13, NLHT: 5, NLHP: 25 hours)												
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3		
CO2, CO6, CO7	Describe <i>Hijā ma</i> (cupping therapy), its historical perspective and its relevance in present scenario	CC	NK	KH	SDL, FC, L, L_VC, L&PPT	PRN, T-OBT, M-POS, CL-PR, QZ	F&S	1	-	LH		

CO1, CO2, CO7	Explain types of <i>Hijāma</i> (Cupping Therapy) [<i>Hijāma bi'l shart</i> (wet cupping), <i>Hijāma bila shart</i> (dry cupping), <i>Hijāma bila shart muzliqa</i> (gliding cupping), <i>Hijāma bila shart ghair muzliqa</i> (static cupping), <i>Hijāma bi'l Nār</i> (fire cupping)]	CE	MK	K	D-M, L_VC, L&PPT , DL, L&GD	P-ID, T-OBT, P-VIVA, P-EXAM, P-PRF	F&S	1	-	LH
CO1, CO6	Analyze possible mechanism of action of <i>Hijāma</i> (cupping therapy) according to Unani concept and recent scientific advances.	CAN	MK	KH	PER, SDL, L&PPT , L, L_VC	P-POS, C-INT, INT, CL-PR, P-VIVA	F&S	1	-	LH
CO1, CO7	Discuss aims and objectives, principles and guidelines of all types of <i>Hijāma</i> (cupping). Relation of lunar cycle with <i>Hijāma bi'l shart</i> (wet cupping)	CC	NK	K	L&GD, IBL, PER, L, L&PPT	QZ , S-LAQ, PRN, O-QZ, P-EXAM	F&S	1	-	LH
CO1, CO7	Illustrate the sites of <i>Hijāma</i> (cupping therapy) on human body surface, therapeutic indication , precautions, and contra indications, frequency and duration of all types of <i>Hijāma</i>	CAN	MK	KH	DL, D-BED, L&PPT , L, L_VC	VV-Viva, RK, PRN, S-LAQ, P-ID	F&S	1	-	LH
CO3, CO4	Describe potential side effects of different types of <i>Hijāma</i> (Cupping therapy) and ways to mitigate them	AFT-VAL	DK	KH	ML, L_VC, CBL, SDL, TPW	P-PRF, SA, PA, T-OBT, P-PS	F&S	1	-	NLHT3.1
CO1	Define <i>Fasd</i> (Venesection), its historical perspective and importance in present scenario types of <i>fasd</i> .	CK	NK	K	LS, L&GD, L_VC, L&PPT , L	CR-W, CL-PR, S-LAQ, T-OBT, P-VIVA	F&S	1	-	LH
CO1, CO6	Identify veins of <i>fasd</i> (venesection), and mode of action according to unani and as per recent scientific advances.	CAN	MK	KH	DIS, PBL, SDL,	P-EXAM, P-PRF, QZ , CL-PR, M-CHT	F&S	1	-	NLHT3.2

					L_VC, D-BED					
CO1, CO7	Summarize aims and objectives, principles & guidelines of <i>fasd</i> (venesection), frequency and duration of procedure.	CE	MK	KH	BS, L, L&GD, L&PPT, L_VC	P-VIVA, T-OBT, M-POS, QZ, CL-PR	F&S	1	-	LH
CO1, CO3, CO6	Illustrate therapeutic Indications, contraindications & precautions during procedure of <i>faṣḍ</i> (venesection).	CAN	MK	KH	L, L_VC, L&PPT, L&GD	CL-PR, PRN, C-VC, DOPS, DOPS	F&S	1	-	LH
CO1, CO2, CO6	Describe Potential side effects of <i>Fasḍ</i> (venesection) and ways to minimize them and recent scientific advances.	AFT-VAL	DK	KH	PrBL, IBL, SDL, L_VC, DIS	T-OBT, P-VIVA, CR-W, SP, CHK	F&S	1	-	NLHT3.3
CO1, CO7	Define <i>Ta'fīq al-'Alaq</i> (leech therapy) historical perspective and importance in present scenario and various types of <i>Alaq</i> (leeches), identification of medicinal leeches.	CK	DK	K	L, IBL, LS, L&PPT, L_VC	SA, PA, M-POS, C-VC, QZ	F&S	1	-	LH
CO1, CO2, CO6	Discuss Aims and objectives, principles and guidelines of <i>Ta'fīq al-'Alaq</i> (leech therapy) .	CC	DK	KH	L, PER, L_VC, L&PPT, L&GD	CR-W, CR-RED, CHK, SA, INT	F&S	1	-	LH
CO1, CO3, CO6	Explain frequency, duration, mode of action, and precautions of <i>Ta'fīq al-'Alaq</i> (Leech Therapy) as per unani and recent advances	CE	DK	KH	L_VC, L&PPT, L, CBL, L&GD	SP, CL-PR, T-OBT, PRN, P-VIVA	F&S	1	-	LH

CO1, CO6, CO7	Analyse therapeutic indications, contraindications, and possible side effects of <i>Ta'liq al-'Alaq</i> (Leech therapy) and ways to mitigate them	CAN	MK	KH	BL, SDL, RP, DIS, EDU	VV-Viva, SP, PA, SA, P-VIVA	F&S	1	-	NLHT3.4
CO2, CO3	Identify different types of Instruments and cups used for <i>Hijāma</i> (cupping) Therapy	PSY- GUD	MK	SH	PT, DL, D- M	P-MOD, P-ID, M- CHT, VV-Viva, P- EXAM	F&S	1	-	NLHP3.1
CO2, CO3	Assist <i>Hijāma Bila sharṭ ghair Muzliqa</i> (static Dry cupping) and it's Pre & post procedural practices & detailed methodology.	PSY- GUD	MK	SH	ML, D, W, PT, D-M	P-VIVA, DOPS, OSPE, P-EXAM, PP-Practical	F&S	1	-	NLHP3.2
CO2, CO3	Practice <i>Hijāma Bila sharṭ Muzliqa</i> (Gliding Dry Cupping) and it's Pre & post-procedural practices & detailed methodology of procedure .	PSY- GUD	MK	SH	CBL, DL, D-M, PT, L_VC	QZ , P-PRF, P- VIVA, CL-PR, DOPS	F&S	1	-	NLHP3.3
CO2, CO3	Demonstrate <i>Hijāma bi'l sharṭ</i> (wet cupping) it's Pre-post procedural practices & detailed methodology	PSY- GUD	MK	SH	PER, PT, PBL, SIM, BL	DOPS, PA, DOPS, VV-Viva, P-PRF	F&S	1	-	NLHP3.4
CO2, CO3	Assist Pre & Post procedural practices of <i>Hijāma bi'l Nār</i> (Fire cupping) and procedure of <i>Hijāma bi'l Nār</i> (Fire cupping). frequency and duration of the procedure	PSY- GUD	MK	SH	EDU, D-M, ML, D, D- BED	PRN, P-PRF, RK, DOPS, DOPS	F&S	1	-	NLHP3.5
CO2, CO3	Demonstrate detailed methodology of <i>Ta'liq al-'Alaq</i> (Leech Therapy) & Post procedural practices.	CAP	MK	SH	DIS, IBL, BL, PrBL, D-M	OSPE, VV-Viva, PP-Practical, OSCE, DOPS	F&S	1	-	NLHP3.6
CO2, CO3	Identify Types of medicinal leeches; and anatomy and physiology of medicinal leech, and difference between medicinal and non-medicinal leeches	PSY- GUD	MK	SH	PT, D- BED, DL, D, D-M	P-VIVA, DOPS, PP-Practical, P- ID, VV-Viva	F&S	1	-	NLHP3.7

CO2, CO3	Identify Pre- procedural practices / care of <i>Ta'fiq al-'Alaq</i> (Leech therapy) procedure, frequency and duration of the procedure .	PSY-GUD	MK	SH	D, PT, DL, TPW, IBL	DOPS, PP- Practical, OSCE, P-VIVA, P-PRF	F&S	1	-	NLHP3.8
CO2, CO3	Demonstrate surface markings of superficial veins of upper limb and lower limb recommended for <i>Fasd</i> (venesection/ phlebotomy)	PSY-GUD	MK	SH	IBL, D-BED, D-M, DL, BL	P-MOD, M-POS, P-PRF, SP, PP- Practical	F&S	1	-	NLHP3.9
CO2, CO3	Demonstrate detailed methodology of <i>Fasd</i> (venesection) and Pre- post procedural practices. .	PSY-GUD	MK	SH	PBL, BL, PER, RP, DL	DOPS, PP- Practical, DOPS, P-VIVA, OSCE	F&S	1	-	NLHP3.10
CO2, CO3	Identify Types of <i>Dalk</i> (massage therapy)	PSY-GUD	MK	SH	RLE, BL, PT, PER, D-M	M-POS, DOAP, PRN, VV-Viva, P-MOD	F&S	1	-	NLHP3.11
CO2, CO3, CO4	Demonstrate methodology and pre- post procedural practices / care of <i>Dalk</i> (massage therapy)	PSY-GUD	MK	SH	D-M, DL, DIS, SIM, RP	OSPE, P-VIVA, P-RP, P-PRF, DOAP	F&S	1	-	NLHP3.12
CO2	Identify oils useful in <i>Dalk</i> (massage) according to the disease.	PSY-GUD	DK	KH	PT, IBL, DA, DL	M-CHT, VV-Viva, PP-Practical, P-ID, DOAP	F&S	1	-	NLHP3.13
CO2, CO3	Describe mechanism of action of Hijāma (bis shart and bila shart) and recent advances and research	CC	DK	KH	L&PPT , BL, L, IBL, PER	P-EXAM, PRN, T-OBT, P-VIVA, CL-PR	F&S	1	-	LH
CO3, CO4	Describe mechanism of action of <i>Fasd</i> (venesection) and recent advances .	CC	DK	KH	L&PPT , SDL, PER, BL, IBL	INT, P-EXAM, T-OBT, PRN, CL-PR	F&S	1	-	LH

CO2, CO3	Describe <i>Dalk</i> and its mechanism of action and recent advances .	CK	DK	KH	TBL, LS, PER, TUT, BL	PRN, INT, CL- PR, M-CHT, DOPS	F&S	1	-	NLHT3.5
Non Lecture Hour Theory										
S.No	Name	Description of Theory Activity								
NLHT3.1	Potential side effects of different types of <i>Hijāma</i> (Cupping therapy) and ways to mitigate them	Show students photos, images , ppt presentation, live examples at bedside (if available) of side effects . Discussion with students in lab or clinical setting about the procedures its side effects and what precautions we will take to reduce the possibility.								
NLHT3.2	Veins of <i>fasd</i> (venesection), and mechanism of action of <i>fasd</i> . according to Unani and recent scientific advances.	Demonstration and identification of veins of <i>fasd</i> (venesection) therapy on model or on patients. Ask students to prepare charts charts or veins with the help of video or ppt, or charts show details of details of common superficial veins of upper limb and lower limb and ask students to give presentation on recent scientific advances .								
NLHT3.3	Potential side effects of <i>Fasd</i> (venesection) and ways to minimize them and recent advances.	1. Demonstrate the vedio clips of result and symptoms of excessive blood loss and and have discussions that how can we mimize the chances of adverse effect or side effect of blood loss.								
NLHT3.4	Therapeutic indications, contraindications, and possible side effects of <i>Ta'fiq al-'Alaq</i> (Leech therapy) and ways to mitigate them	1. Ask students to make grps and have discussion on possible side effects of leech therapy and how good practice can minimize the occurence of side effects . Discuss in which conditions leeches can be applied and when it is not safe to apply leeches.								
NLHT3.5	<i>Dalk</i> and its mechanism of action and recent scientific advances .	Ask students to make small groups and have discussion on recent advances in <i>Dalk</i> and possible mechanism of action .								

		ask students to do literary search on this topic and prepare handouts.
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP3.1	Different types of Instruments and cups used for <i>Hijāma</i> (cupping) Therapy	<p>(Duration -2 hrs)</p> <ol style="list-style-type: none"> 1. Demonstration in lab the different types of instruments and cups used for Hijāma (cupping) therapy. 2. Hands-on Practice: Divide students into pairs and provide them with the instruments and cups. Ask them to identify and demonstrate the use of each instrument and cup 3. Demonstration in lab or bedside of Hijāma (cupping) therapy, including: Preparation of the patient , Selection of the cupping site, Application of the cup, Creation of vacuum, Removal of the cup etc. 4. Prepare handouts with guiding questions, types of instruments and cups used for Hijāma (cupping) therapy, and their uses.like 1. Collect various types of instruments and cups used for Hijāma (cupping) therapy, such as: Glass cups, Plastic cups, Bamboo cups, Metal cups, Hand pumps, Automatic cupping machines, Cupping sets etc
NLHP3.2	Pre & post procedure practices & detailed description of <i>Hijāma Bila sharṭ ghair Muzliqa</i> (static Dry cupping)	<p>(Duration -2 Hrs)</p> <ol style="list-style-type: none"> 1. Prepare handouts with guiding questions, methodology, pre-post procedure practices, and procedure of Hijāma Bila sharṭ ghair Muzliqa (static Dry cupping).

		<p>2. Demonstrate the procedure on model of Hijāma Bila sharṭ ghair Muzliqa (static Dry cupping), including: Application of lubricant to the cupping site Placement of the cup on the skin, Creation of vacuum using the hand pump or automatic cupping machine, Maintenance of the cup for a specified period.</p> <p>3. Hands-on Practice: Divide students into pairs and provide them with the equipment. Ask them to practice the procedure of Hijāma Bila sharṭ ghair Muzliqa (static Dry cupping) under supervision.</p>
NLHP3.3	Pre & post-procedural practices & detailed methodology of <i>Hijāma Bila sharṭ Muzliqa</i> (Gliding Dry Cupping)	<p>(Duration - 2 hrs)</p> <p>1. Demonstrate in lab / Model the pre-procedure practices, including: Patient assessment and consent Preparation of the cupping site, Cleaning and disinfecting the equipment</p> <p>2. Hands-on Practice: Divide students into pairs and provide them with the equipment. Ask them to practice the procedure of Hijāma Bila sharṭ Muzliqa (Gliding Dry Cupping) under supervision.</p> <p>3. Demonstrate in lab the post-procedure practices, including: Removal of the cup Cleaning and disinfecting the equipment, Patient monitoring and follow-up</p> <p>4. Group Discussion: Divide students into small groups and ask them to discuss the importance of post-procedure practices in Hijāma Bila sharṭ Muzliqa (Gliding Dry Cupping).</p>
NLHP3.4	Pre- post procedural practices & detailed methodology of <i>Hijāma bi'l sharṭ</i> (wet cupping)	Duration - 2 hrs

		<p>1. Prepare handouts with guiding questions including procedure & pre-post procedure practices, and contraindications of Hijāma bi'l sharṭ (wet cupping).</p> <p>2. Demonstration of the pre-procedure practices, including: Patient assessment and consent, Preparation of the cupping site, Cleaning and disinfecting the equipment, Application of antiseptic solution. Demonstration of the procedure of Hijāma bi'l sharṭ (wet cupping), including: Incision of the skin using a scalpel or lancet, Application of the cup, Creation of vacuum using the hand pump or automatic cupping machine, Collection of blood. Demonstration of post-procedure practices, including: Removal of the cup, bandaging, Cleaning and disinfecting the equipment, Patient monitoring and follow-up.</p> <p>2. Hands-on Practice: Divide students into pairs and provide them with the equipment. Ask them to practice the procedure of Hijāma bi'l sharṭ (wet cupping) under supervision.</p>
NLHP3.5	Pre & Post procedural practices of <i>Hijāma bi'l Nār</i> (Fire cupping) and procedure of <i>Hijāma bi'l Nār</i> (Fire cupping), frequency and duration of the procedure.	<p>(Duration -2 hrs)</p> <p>1. Prepare handouts with guiding questions, pre-post procedure practices, and procedure of Hijāma bi'l Nār (Fire cupping) and Enlisting of necessary equipment, such as: Glass cups , Alcohol or other flammable liquid, Cotton balls or swabs, Hand pump or automatic cupping machine, Antiseptic solution, Gauze pads, Bandages</p> <p>3. Demonstration of the pre-procedure practices, including:- Patient assessment and consent Preparation of the cupping site Cleaning and disinfecting the equipment Application of antiseptic solution.</p>

		<p>4. Demonstration of the procedure in lab /on model of Hijāma bi'l Nār (Fire cupping), including: Soaking the cotton ball or swab in alcohol or other flammable liquid, Igniting the cotton ball or swab, Placing the cup over the flame, Creating vacuum using the hand pump or automatic cupping machine, Applying the cup to the skin. Post-procedure practices, including: Removal of the cup, Cleaning and disinfecting the equipment, Patient monitoring and follow-up etc.</p> <p>frequency and duration of the procedure .</p>
NLHP3.6	Procedure & post procedural practices of <i>Ta'īq al-'Alaq</i> (Leech Therapy)	<p>Duration - 2 hrs</p> <p>1. Demonstration of the procedure and post procedure care of <i>Ta'īq al-'Alaq</i> (Leech Therapy) including: cleaning of the area, Placement of the leech on the affected area, Monitoring of patient and the leech's activity, Removal of the leech after the desired amount of blood has been drawn, Cleaning and anti septic pressure bandaging, Application of antiseptic solution to the affected area, Monitoring of the patient for any adverse reactions, follow up .</p> <p>2. Group Discussion: Divide students into small groups and ask them to discuss the importance of post-procedure practices in <i>Ta'īq al-'Alaq</i> (Leech Therapy)</p> <p>3. Hands-on Practice: Divide students into pairs and provide them with the equipment. Ask them to practice the procedure of <i>Ta'īq al-'Alaq</i> (Leech Therapy) under supervision</p>
NLHP3.7	Types of medicinal leeches; and anatomy and physiology of medicinal leech, and difference between medicinal and non-medicinal leeches	Duration - 2hrs

		<ol style="list-style-type: none"> 1. Group Discussion: Divide students into small groups and ask them to discuss the benefits and risks of using medicinal leeches. poisonous and non poisonous leeches . 2. Demonstrate in the lab / on specimen -identification of medicinal leeches, including: External morphology (e.g., body shape, color, size) Internal anatomy (e.g., digestive system, nervous system) 3. Hands-on Practice: Divide students into pairs and provide them with medicinal leeches. Ask them to identify and observe the external morphology and internal anatomy of the leeches under supervision.
NLHP3.8	Pre- procedural practices/ care of <i>Ta'liq al-'Alaq</i> (Leech therapy) procedure. frequency and duration of the procedure .	<p>Duration - 1 hr</p> <ol style="list-style-type: none"> 1. Prepare handouts with guiding questions, procedure, pre & procedure practices, frequency and duration and contraindications of <i>Ta'liq al-'Alaq</i> (Leech Therapy) including necessary equipment, such as: Leeches, Leech containers, Water, Sugar or honey, Gauze pads, Bandages, Antiseptic solution and Patient assessment and consent, Preparation of the leeches Cleaning and disinfecting the equipment, Application of antiseptic solution. 2. ask students to make groups and demonstration of Pre procedure practices of <i>Ta'liq al-'Alaq</i> .
NLHP3.9	Surface markings of superficial veins of upper limb and lower limb recommended for <i>Fasd</i> (venesection/ phlebotomy)	<p>Duration - 2 hrs</p> <p>Prepare handouts with guiding questions, surface anatomy of veins, and key landmarks for <i>Fasd</i> (venesection/phlebotomy).</p>

		<p>2. Group Discussion on surface anatomy of veins, highlighting key landmarks and structures.</p> <p>3. Demonstration in lab or bedside the identification surface of veins using anatomical charts, diagrams, on models or mannequins.</p> <p>4. Hands-on Practice: Divide students into pairs and provide them with surface anatomy models or mannequins. Ask them to identify the surface anatomy of superficial veins of upper and lower limb recommended for fasd ..</p>
NLHP3.10	<p><i>Fasd</i> (venesection) and pre- post procedural practices and detailed methodology of Fasd (venesection) .</p>	<p>Duration - 2 hrs</p> <p>ask students to prepare handouts with guiding questions, steps of Fasd (venesection) procedure, and pre-post procedure practices.</p> <p>Demonstration of the pre-procedure practices, including: Patient assessment and consent Preparation of the venesectionsite , Sterilization of equipment.</p> <p>Demonstration of the Fasd (venesection) procedure, including: Identification of the venesection site, Application of antiseptic solution, Insertion of the venesection needle, Collection of blood, Removal of the needle and application of pressure etc Hands-on Practice: Divide students into pairs and provide them with venesection kits and simulated patients. Ask them to practice the Fasd (venesection) procedure under supervision.</p> <p>Demonstration of the post-procedure practices, including: Application of bandages Monitoring of the patient, Disposal of equipment and waste.</p>

NLHP3.11	Types of Dalk (massage therapy)	<p>Duration -2 hrs</p> <p>2. Ask students to make groups and have discussion on Manual massage and Mechanical massage ,Light massage and Deep massage , characters of massage and techniques of massage (Effleurage, Kneading,Petrissage,Friction, Clapping,Hacking,Tapping,Beating,Pounding, Vibrations, Shaking)</p> <p>2. Hands on Training & Demonstration of different types of Dalk (massage therapy) through models/ role play, making of charts and posters . demonstration of <i>Dalk Şulb, Dalk Layyin, Dalk Qalil, Dalk Kathīr, Dalk Mu'tadil, Dalk khashin, Dalk Amlas, Dalk Isti'dād, Dalk Istirdād</i></p>
NLHP3.12	Methodology and pre- post procedural practices/ care of <i>Dalk</i> (massage therapy)	<p>Duration- 2 hrs</p> <p>1. Demonstration of dalk in lab or demonstration at bedside of the pre-procedure practices/care, including:Patient assessment and consent, preparation of the massage area/ environment, oil selection and preparation, hand hygiene of room and equipment and use of gloves.</p> <p>2. Hands-on Practice: Divide students into pairs and provide them with massage tables and oils. Ask them to practice the massage techniques under supervision.</p> <p>3. Divide students into small groups and ask them to discuss the importance of post-procedure practices/care in Dalk (massage therapy) including :Patient relaxation and rest, Oil removal and skin care, Follow-up.</p>

NLHP3.13	Oils useful in <i>Dalk</i> (massage) according to the disease.	<p>Duration -2 Hrs</p> <p>1. Ask students to make grps and identify different oils and their properties, and Discuss the properties of each oil, such as: Viscosity, Absorption rate, Therapeutic effects</p> <p>2. Group Discussion: Divide students into small groups and ask them to discuss the properties and uses of each oil in <i>Dalk</i> (massage)</p> <p>3. Hands-on Practice <i>Dalk</i> (Massage) Demonstration: Demonstrate the technique of <i>Dalk</i> (massage) using different oils.</p> <p>Divide students into pairs and provide them with oils and a massage surface / model and ask them to practice <i>Dalk</i> (massage) using the selected oils.</p>
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Topic 4 (حصہ دوم) اعلاج بالترابیر کے متعدد اعمال (متعدد ورم) Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilāj bit Tadabeer. Part II (LH : 28, NLHT: 16, NLHP: 39 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO3	Elaborate <i>Hammām</i> (therapeutic/ Turkish bath), its historical perspective and importance in present scenario.	CC	NK	K	DIS, PER, IBL, L_VC, LS	O-QZ, M-CHT, S-LAQ, QZ	F&S	2	-	NLHT4.1
CO3	Identify Types of <i>Hammām</i> (therapeutic/ Turkish bath) and its mode of action according to unani and contemporary advances	CK	MK	KH	L&PPT, L_VC, BS, L, L&GD	T-OBT, O-QZ, QZ, P-VIVA, PRN	F&S	2	-	LH
CO3	Discuss aims and objectives and principles and guidelines of <i>Hammām</i> (therapeutic/ Turkish bath), precautions before and after <i>Hammām</i> , its therapeutic indications, and contraindications	CC	MK	KH	L_VC, L&GD, LS, L&PPT, L	T-OBT, PRN, INT, M-CHT, CL-PR	F&S	2	-	LH

CO3	Describe duration and frequency and possible side effects of <i>Ḥammām</i> (Turkish/ therapeutic bath) and ways to mitigate them	AFT-VAL	DK	KH	IBL, L_VC, L&GD, DIS, SDL	PRN, T-OBT, CR-W, M-CHT, PUZ	F&S	2	-	LH
CO3	Explain <i>Riyāḍat</i> (exercise) and its historical perspective and importance in present scenario.	CC	DK	KH	PrBL, EDU, BS, LS, TBL	PRN, CR-W, M-CHT, P-VIVA, INT	F&S	2	-	NLHT4.2
CO3	Explore types of <i>Riyāḍat</i> (exercise) and mode of action according to unani and contemporary advances	CAN	MK	KH	BS, L_VC, BL, PER, IBL	S-LAQ, RK, CR-W, M-CHT, INT	F&S	2	-	NLHT4.3
CO3	Discuss aims and objectives, principles, and guidelines of <i>Riyāḍat</i> (exercise); and precautions before and after <i>Riyāḍat</i> (exercise), therapeutic indications, contraindications of <i>Riyāḍat</i> (exercise)	CC	MK	KH	L_VC, L&PPT, L&GD, L	S-LAQ, P-VIVA, CL-PR, P-PRF, INT	F&S	2	-	LH
CO3	Recognize duration and Frequency and possible side effects of <i>Riyāḍat</i> (exercise) and ways to mitigate them	CK	DK	K	L_VC, DIS, L&PPT, PSM, SDL	T-OBT, VV-Viva, CR-W, S-LAQ, QZ	F&S	2	-	LH
CO3	Define <i>Ḥuqna</i> (enema) its historical perspective and relevance in present scenario	CK	NK	KH	BS, TBL, PrBL, PER, LS	CR-W, M-CHT, PRN, S-LAQ, VV-Viva	F&S	2	-	NLHT4.4
CO3	Explain types of <i>Ḥuqna</i> (enema) and their mode of action according to unani and recent advances.	CE	MK	KH	SDL, PER, L&GD, L&PPT, L_VC	P-EXAM, M-CHT, VV-Viva, S-LAQ, PRN	F&S	2	-	LH

CO3	Outline Aim and objectives, principles, guidelines, therapeutic implications, contraindication of <i>Huqna</i> (enema) and precautions, possible side effects and their mitigation, possible frequency and duration	CK	MK	K	PER, BS, FC, L_VC, L&GD	QZ , T-OBT, S-LAQ, P-VIVA, P-EXAM	F&S	2	-	LH
CO3	Define <i>Qay'</i> (inducing emesis), its historical perspective and relevance in present scenario	CK	DK	K	BS, BL, IBL, SDL, DIS	S-LAQ, M-CHT, QZ , P-VIVA, T-OBT	F&S	2	-	NLHT4.5
CO3	Discuss Aim, objectives, principles, guidelines and mode of action of <i>Qay'</i> (inducing emesis) according to unani and scientific understanding	CC	MK	KH	BS, IBL, L&PPT , L, PER	P-VIVA, CR-RED, T-OBT, CR-W, S-LAQ	F&S	2	-	LH
CO3	Explain therapeutic indication contra indication and precautions related to <i>Qay'</i> (emesis), its possible side effects and their mitigation, recommended frequency and duration	CC	MK	KH	L, L&PPT , BS, PrBL	P-ID, P-VIVA, P-PS, S-LAQ, T-OBT	F&S	2	-	LH
CO3	Define Is'hāl (induced purgation), its historical perspective and relevance in present scenario	CK	DK	KH	DIS, TBL, BS, LS	P-ID, P-PRF, S-LAQ, T-OBT, P-VIVA	F&S	2	-	NLHT4.6
CO2, CO3	Elaborate the important rules of <i>Ishāl</i> (inducing purgation), therapy, and signs of complete <i>istifrāgh</i> (evacuation) by means of <i>Mushil</i> (purgative)	CC	MK	K	L&PPT , FC, L, PL	P-ID, S-LAQ, PRN, P-VIVA, T-OBT	F&S	2	-	LH
CO3	Describe mode of action, aim and objectives of <i>Ishāl</i> (inducing purgation)	CK	MK	KH	L&GD, SDL, L_VC, L&PPT , L	M-CHT, S-LAQ, CR-W, P-VIVA, M-POS	F&S	2	-	LH

CO3	Enumerate principles and guideline for <i>Is'hā'</i> (inducing purgation), its therapeutic Indications, contraindication and precautions, frequency and duration of <i>mushil</i> (purgative) therapy.	CK	MK	K	L&PPT , L, EDU, IBL, CBL	P-PRF, M-CHT, P-VIVA, PRN, M-MOD	F&S	2	-	LH
CO2, CO3	Summarize the common side effects related to <i>Is'hā'</i> (inducing purgation) and their remedial measures	CC	MK	K	BS, L&PPT , SDL, PER	P-POS, P-VIVA, S-LAQ, O-QZ, QZ	F&S	2	-	LH
CO3	Discuss <i>Ābzan</i> (sitz bath) its historical perspective and relevance in present scenario, types of <i>ābzan</i> .	CC	DK	KH	PrBL, SDL, CBL, PBL, DIS	CR-W, S-LAQ, QZ , M-POS, P-VIVA	F&S	2	-	NLHT4.7
CO3	Discuss aim and objectives, principles and guidelines mode of action of <i>ābzan</i> (sitz bath) according to unani and contemporary advances.	CC	NK	K	BS, L&GD, PER, L, LS	M-MOD, INT, P-VIVA, T-OBT, CL-PR	F&S	2	-	LH
CO3	Discuss therapeutic Indications, contraindications, and precautions of <i>ābzan</i> (sitz bath)	CC	MK	KH	L&GD, L, L&PPT , EDU, SDL	P-PRF, P-ID, P-POS, QZ , P-MOD	F	2	-	LH
CO2, CO3	Illustrate frequency, duration, and possible side effects of <i>Ābzan</i> (sitz bath) and ways to mitigate them	CAN	MK	KH	FC, D-BED, L&PPT , L, L_VC	P-VIVA, S-LAQ, P-EXAM, P-PRF, P-ID	F&S	2	-	LH
CO2, CO3	Describe <i>Ta'ñq</i> (inducing diaphoresis) and different methods of <i>Ta'ñq</i> , its aim and objectives, principles and guidelines, mode of action according to unani and as per recent advances.	CC	NK	K	FC, L, L_VC, BL, L&GD	S-LAQ, CL-PR, C-INT, RK, T-OBT	F&S	2	-	LH

CO2, CO3	Identify Therapeutic indications contraindications, precautions, possible side effects of <i>Ta'riq</i> (inducing diaphoresis), and ways to mitigate them.	CAN	MK	KH	ML, L&PPT, EDU, L_VC, L	P-PRF, P-VIVA, PRN, M-CHT, T-OBT	F&S	2	-	LH
CO3	Describe <i>Idrār</i> (inducing increasing flow) and different methods of <i>Idrār</i> , aims and objectives of idrar, principles and guidelines, mode of action according to unani and as per recent advances	CC	MK	KH	L&GD, L, L_VC, CBL, DIS	CR-W, P-VIVA, PRN, RK, S-LAQ	F&S	2	-	LH
CO3	Identify therapeutic indications of <i>Idrār</i> (inducing increasing flow), contraindications, precautions, possible side effects and ways to mitigate them.	CAN	MK	KH	L, L&PPT, L&GD, SDL, L_VC	WP, P-MOD, T-OBT, QZ, PUZ	F&S	2	-	LH
CO1	Define <i>Naṭūl</i> and <i>Sakūb</i> (irrigation), historical significance within the context of Unani system of medicine and scientific understanding	CK	DK	K	D, BS, DIS, LS, PER	QZ, M-POS, VV-Viva, M-CHT, O-QZ	F&S	2	-	NLHT4.8
CO2, CO3	Describe the aims and objectives, importance, rules and guidelines, types, therapeutic implications, precautions, frequency and duration of <i>Naṭūl</i> and <i>Sakūb</i> (irrigation)	CC	MK	K	L, L&GD, TUT, L&PPT, IBL	QZ, CL-PR, INT, P-VIVA, T-OBT	F&S	2	-	LH
CO1, CO2, CO3	Define <i>Īlām</i> (pain induction), and discuss its fundamentals, aims and objectives, advantages, rules, guidelines, indications and contra-indications.	CK	MK	K	FC, L&GD, L&PPT, LS, DIS	O-QZ, QZ, T-OBT, PUZ	F&S	2	-	LH
CO3, CO4	Explain types of <i>Īlām</i> (pain induction), procedure, including appropriate method, duration, area of application and adverse events and their mitigation.	CE	MK	KH	BL, ML, DL, BS, D-BED	INT, P-VIVA, P-PRF, S-LAQ, PRN	F&S	2	-	NLHT4.9

CO1	Define <i>Amal-e-Kaiyy</i> (cauterization) and its historical perspective and relevance in present scenario.	CK	DK	K	SDL, BS, IBL, TBL, DL	P-VIVA, QZ, T-OBT, VV-Viva, M-CHT	F&S	2	-	NLHT4.10
CO2, CO3	Explain the different types of <i>Amal-e-Kaiyy</i> (cauterization), their aims and objectives, importance, rules and guidelines and therapeutic advantages.	CC	MK	KH	DIS, PER, L&GD, L&PPT, L	T-OBT, RK, P-ID, QZ, VV-Viva	F&S	2	-	LH
CO2, CO3, CO4	Detail the mode of action of <i>Amal-e-Kaiyy</i> (cauterization) according to concepts of Unani medicine and scientific understandings, including its correct method of application, complications that could arise from improper application, and how to mitigate them.	CC	MK	KH	DIS, L&PPT, L&GD, TUT, L	PRN, S-LAQ, P-VIVA, M-CHT, VV-Viva	F&S	2	-	LH
CO2, CO3	Define <i>Takmīd</i> (fomentation) and discuss its types, therapeutic indications, contraindications, rules and guidelines, frequency and appropriate duration, mode of action according to Unani medicine and recent understanding.	CK	MK	KH	L&PPT, ML, L_VC, L&GD, EDU	CL-PR, T-OBT, PRN, O-QZ, QZ	F&S	2	-	LH
CO2, CO3, CO4	Describe the various types of <i>Takmīd</i> (fomentation), aims and objectives, therapeutic advantages, precautions and safety measures, appropriate method, duration and frequency of application.	CC	MK	KH	LS, L_VC, BL, FC, L&PPT	PUZ, PRN, T-OBT, M-CHT, P-ID	F&S	2	-	LH
CO1, CO3, CO4	Define <i>Inkibāb</i> (vaporization) and <i>Bukhūr</i> (fumigation) and describe their historical background within the	CK	DK	K	BS, PBL, LS, DIS, TUT	CR-W, QZ, S-LAQ, PRN, INT	F&S	2	-	NLHT4.11

	context of Unani system of medicine and scientific perspectives.									
CO2, CO3, CO4	Discuss the aims and objectives, modes of action, benefits, rules and guidelines, therapeutic implications, appropriate duration and frequency of application of <i>Inkibāb</i> (vaporization) and <i>Bukhūr</i> (fumigation), including the different formulations that can be used.	CC	MK	KH	L, L&PPT, IBL, PrBL, L&GD	M-CHT, S-LAQ, INT, P-VIVA, C-INT	F&S	2	-	LH
CO1, CO2, CO3	Define <i>Shamūm</i> (inhalation) and <i>lakhlakha</i> (inhalation of vapour arising from fragrant drugs) and explain the difference between them, including their principles, therapeutic benefits, precautions, method, and some common formulations with their therapeutic implications.	CK	DK	K	L&PPT, FC, DIS, L&GD, BL	QZ, P-VIVA, PRN, VV-Viva, S-LAQ	F&S	2	-	LH
CO2, CO4	Explain <i>ʿAtūs</i> (sneezing) and <i>Saʿūt</i> (snuff) and understand the therapeutic indications and contra indications, time and frequency of application, general guidelines, precautions and some common formulations that can be used.	CC	MK	KH	D-BED, LS, BL, IBL, D	COM, M-CHT, INT, QZ, P-POS	F&S	2	-	NLHT4.12
CO1, CO2, CO3	Define <i>Gharghara</i> (gargles), <i>Maḍmaḍa</i> (mouthwash), their therapeutic importance, indications, contra-indications, method and precautions; some important formulations of <i>Gharghara</i> (gargles), <i>Maḍmaḍa</i> (mouthwash).	CK	MK	K	IBL, ML, TUT, L_VC, PER	VV-Viva, QZ, CL-PR, P-VIVA, T-OBT	F&S	2	-	NLHT4.13

CO3, CO4	Define <i>Pāshoya</i> (Foot bath) and discuss its types, therapeutic indications, contraindications, rules and guidelines, frequency and appropriate duration, mode of action according to Unani medicine and recent modern practice	CK	MK	K	DIS, BL, IBL, FC, ML	S-LAQ, VV-Viva, PA, COM, CL-PR	F&S	2	-	NLHT4.14
CO3, CO4	Evaluate <i>Pāshoya</i> (Foot bath) according to Unani medicine and recent modern practice	CE	MK	KH	D-M, PER, TUT, ML, EDU	O-QZ, M-POS, CL-PR, VV-Viva, INT	F&S	2	-	NLHT4.15
CO1, CO2, CO3	Define <i>Zimād</i> (poultice) and <i>Tilā'</i> (liniment) and therapeutic indications including some important formulations of <i>Zimād</i> (poultice) and <i>Tilā'</i> (liniment)	CK	MK	K	D-BED, BL, DIS, D, LS	VV-Viva, S-LAQ, SA, PRN, INT	F&S	2	V-IA	NLHT4.16
CO2, CO3, CO4	Demonstrate <i>naṭūl</i> & <i>sakūb</i> (irrigation) detailed methodology and its pre and post procedural care.	PSY-GUD	MK	SH	PT, DIS, L_VC, D-BED, DL	M-CHT, RK, DOPS, P-VIVA, QZ	F&S	2	-	NLHP4.1
CO2, CO3, CO4	Demonstrate types of <i>Inkibāb</i> (vaporization), Its methodology, and pre and post procedural care.	PSY-GUD	MK	SH	IBL, TPW, PT, RP, DIS	P-EN, DOPS, RK, DOPS, QZ	F&S	2	-	NLHP4.2
CO3, CO4, CO6	Define <i>Bukhūr</i> (fumigation) and describe its methodology and its common Unani formulations.	PSY-GUD	MK	SH	SDL, PER, PT, D-M, TUT	QZ, P-VIVA, PRN, P-POS, P-PRF	F&S	2	-	NLHP4.3
CO6, CO8	Identify types of <i>Īlām</i> (counter-irritation) and its pre and post procedural care.	PSY-GUD	MK	KH	DL, D-M, LS, SDL, L_VC	M-POS, P-VIVA, QZ, CHK, DOAP	F&S	2	-	NLHP4.4

CO2, CO3	Demonstrate <i>Amal-e-kaiyy</i> (cauterization), its methodology and pre and post procedural care.	PSY-GUD	MK	KH	SDL, EDU, D-BED, PT, PER	QZ, CHK, P-PRF, OSPE, P-RP	F&S	2	-	NLHP4.5
CO2, CO3	Demonstrate types of <i>Mikwāt</i> (cauteries), and its procedural importance.	PSY-GUD	MK	KH	LS, TUT, DIS, DL, SIM	PRN, M-CHT, M-MOD, P-ID, P-PRF	F&S	2	-	NLHP4.6
CO4	Demonstrate the different types of <i>Amal-e-Takmīd</i> (fomentation), with standard methodology, and pre and post procedural care.	PSY-SET	MK	KH	DL, SDL, BL, RP, TBL	CHK, DOPS, DOPS, PRN, M-POS	F&S	2	-	NLHP4.7
CO4, CO6	Demonstrate <i>Shamūm</i> (inhalation) and <i>Lakhlakha</i> (inhalation of vapour arising from fragrant drugs), its methodology with pre and post procedural care.	PSY-SET	MK	SH	BL, CBL, DL, D-BED, IBL	P-POS, PRN, QZ, DOPS, P-VIVA	S	2	-	NLHP4.8
CO2, CO3	Identify <i>ʿAṭūs</i> (sneezing) and <i>Sa ūṭ</i> (snuff)	PSY-SET	MK	KH	DL, CBL, IBL, TBL, DIS	DOPS, M-CHT, CHK, OSPE, RK	F&S	2	-	NLHP4.9
CO2, CO3	Demonstrate types of <i>Zimād</i> (liniment) and <i>Tilaʾ</i> (ointment) and their application in various diseases and method of application.	PSY-GUD	MK	SH	SDL, PT, DIS, D-BED, DL	QZ, PRN, RK, P-ID, M-CHT	F&S	2	-	NLHP4.10
CO4, CO6	Demonstrate methodology of <i>Pāshoya</i> (foot bath)	PSY-SET	MK	KH	CBL, RP, BL, D-BED, DIS	PRN, M-CHT, P-EXAM, QZ, M-POS	F&S	2	-	NLHP4.11

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
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NLHT4.1	<i>Hammām</i> (therapeutic/ Turkish bath), its historical perspective and importance in present scenario.	Making of charts / video clips/ self-directed learning/ creativity writing to Understand the practical aspects of <i>Hammām</i> (therapeutic/ Turkish bath), its historical perspective and importance in present scenario.
NLHT4.2	<i>Riyāḍat</i> (exercise) and its historical perspective and importance in present scenario.	power-point presentations / video-learning/ discussion on Description of <i>Riyāḍat</i> (exercise) and its historical perspective and importance in present scenario.
NLHT4.3	Types of <i>Riyāḍat</i> (exercise) and mode of action according to unani and contemporary advances	Discussions / demonstratons /blended learning / presentaions / interactions student will be taught about different types of <i>Riyāḍat</i> (exercise) .
NLHT4.4	<i>Huqna</i> (enema) its historical perspective and relevance in present scenario.	Discussions /self-directed learning/ library sessions/ presentation/ video clips on Description of <i>Huqna</i> (enema), its historical perspective and relevance in present scenario.
NLHT4.5	<i>Qay'</i> (inducing emesis), its historical perspective and relevance in present scenario	powerpoint presentation/ project-based learning/ library session on Description of <i>Qay'</i> (inducing emesis), its historical perspective and relevance in present scenario.
NLHT4.6	<i>Is'hāl</i> (induced purgation), its historical perspective and relevance in present scenario	Presenattions : Powerpoint presentation/ video-clips/ project-based learning on <i>Is'hāl</i> (induced purgation), its historical perspective and recent advances. library sesion ; To search for <i>Is'hāl</i> (induced purgation), its historical perspective and recent advances in classical text book .
NLHT4.7	<i>Ābzan</i> (sitz bath) its historical perspective and relevance in present scenario, types of <i>ābzan</i> .	Discussions /presentation/ charts/ video clips on Description of <i>Ābzan</i> (sitz bath) its historical perspective and relevance in present scenario, types of <i>ābzan</i> .

NLHT4.8	<i>Naṭūl</i> and <i>Sakūb</i> (irrigation), historical significance within the context of Unani system of medicine and scientific understanding	<p>Presentation/ discussion/ video-clips/ essay writing on Description of <i>Naṭūl</i> and <i>Sakūb</i> (irrigation), their historical significance in Unani system of medicine and recent developments.</p> <p>library session on Description of <i>Naṭūl</i> and <i>Sakūb</i> (irrigation), their historical significance in Unani system of medicine and recent developments.</p>
NLHT4.9	Types of <i>Īlām</i> (pain induction), procedure, including appropriate method, duration, area of application and adverse events and their mitigation.	Demonstration of Types of <i>Īlām</i> (pain induction), procedure, including appropriate method, duration, area of application and adverse events and their mitigation through learning with the help of mobile clips , discussions & blended learning
NLHT4.10	Define <i>Amal-e-Kaiyy</i> (cauterization) and its historical perspective and relevance in present scenario.	presentation/ video-clips/ mobile learning/ creative writing on Description of <i>Amal-e-Kaiyy</i> (cauterization), its historical perspective and relevance in present scenario.
NLHT4.11	<i>Inkibāb</i> (vaporization) and <i>Bukhūr</i> (fumigation) and describe their historical background within the context of Unani system of medicine and scientific perspectives.	Discussion/ brain storming power-point presentation/ project-based learning/ mobile learning/ edutainment on procedure of <i>Inkibāb</i> (vaporization) and <i>Bukhūr</i> (fumigation) and their historical background .
NLHT4.12	<i>Aṭūs</i> (sneezing) and <i>Saūṭ</i> (snuff) and understand the therapeutic indications and contra indications , time and frequency of application, general guidelines, precautions and some common formulations that can be used.	<p>Discussion on the <i>Aṭūs</i> (sneezing) and <i>Saūṭ</i> (snuff) ask students to enlist therapeutic indications, contraindications , time and frequency of application , general guidelines , safety and precautions and some common formulations that can be used.</p> <p>presentation / vedio clips will be shown and importance and method will be explained</p>

NLHT4.13	<i>Gharghara</i> (gargles), <i>Maḍmaḍa</i> (mouthwash), their therapeutic importance, indications, contra-indications, method and precautions; some important formulations of <i>Gharghara</i> (gargles), <i>Maḍmaḍa</i> (mouthwash).	Discussions /charts/ posters/ self-directed learning/ essay writing/ powerpoint presentation on therapeutic importance, indications, contra-indications, method and precautions; some important formulations of <i>Gharghara</i> (gargles), <i>Maḍmaḍa</i> (mouthwash).
NLHT4.14	<i>Pāshoya</i> (Foot bath) and discuss its types, therapeutic indications, contraindications, rules and guidelines, frequency and appropriate duration, mode of action according to Unani medicine and recent modern practice	Discussions / on <i>Pāshoya</i> (Foot bath) types, therapeutic indications, contraindications, rules and guidelines, frequency and appropriate duration, mode of action according to Unani medicine and recent modern practice.
NLHT4.15	Evaluate <i>Pāshoya</i> (Foot bath) according to Unani medicine and recent modern practice	Observe students during the hands-on practice session of <i>Pāshoya</i> (Foot bath) to assess their understanding of the indications, contraindications, and mode of action of the procedure. Provide feedback on proper technique and safety precautions. Evaluate student participation and engagement during the group discussions and case study presentations <i>Pāshoya</i> (Foot bath) in simulation/ bed-side/ video-clip
NLHT4.16	<i>Zimā d</i> (poultice) and <i>Tilā'</i> (liniment) and therapeutic indications including some important formulations of <i>Zimā d</i> (poultice) and <i>Tilā'</i> (liniment)	Discussions on therapeutic indications and contraindications of <i>Zimā d</i> and <i>Tilā'</i> . including some important formulations of <i>Zimā d</i> (poultice) and <i>Tilā'</i> (liniment). Preparation of handouts by students or presentations on procedural steps including preparation <i>Zimā d</i> (poultice) and <i>Tilā'</i> (liniment), preparation of patient before procedure, steps of procedure, safety and precautions of <i>Zimā d</i> (poultice) and <i>Tilā'</i> (liniment).
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP4.1	<i>naṭūl</i> & <i>sakūb</i> (irrigation detailed methodology) procedure and its pre and post procedural care.	Duration- 4 hrs

		<p>1.simulated activity Set a simulated clinical set-up with the required equipment. It will be a group activity, one student may act as a patient, and the others may perform the procedure on that student.</p> <p>2. Discussions; Create a group of few students were one group of students provides feedback on the accuracy of the procedure performed by the other group. Students among themselves to discuss the benefits, contraindications, and potential side effects of <i>naṭū</i> & <i>sakūb</i> (irrigation) in the treatment of diseases and the different kinds of medicines used for the procedures.</p> <p>3. Demonstration: The students should demonstrate how to prepare the decoction for <i>naṭū</i> & <i>sakūb</i> (irrigation) . Then ask some students to act as patients and the other students to act as practitioners. The students acting as practitioners, should give nstructions to the other group of students on how to prepare patient for <i>naṭū</i> & <i>sakūb</i> (irrigation) . Then the students acting as practitioners should carry out the procedure with clear demonstration of all steps.</p> <p>4. Case studies ; presentation of case studies benefitted from <i>naṭū</i> & <i>sakūb</i> (irrigation).</p>
NLHP4.2	Types of <i>Inkibāb</i> (vaporization), Its methodology, and pre and post procedural care.	<p>Duration -4 hrs</p> <p>1. Discussion: Create a group of students, where the students should debate and discuss which medicines are suitable for <i>Inkibāb</i> and benefits of <i>Inkibāb</i> in different diseases.</p>

		<p>2. Demonstration of different types of inkebab (Lying down , sitting down , local <i>Inkibāb</i> , and <i>Inkibāe anfi</i> .</p> <p>3. Simulation: In a simulated environment, few students can act as patients and the other students can act as practitioners. The students should perform <i>Inkibāb</i> on various parts of the body and demonstrate the correct procedure and precautions required for different body areas and different kinds of patients. Also, the pre and post procedural care should be discussed and demonstrated among the students</p> <p>4. Case studies. discussion on case studies of inkebab.</p>
NLHP4.3	<i>Bukhūr</i> (fumigation), and its methodology and common Unani formulations of Bukhoor .	<p>Duration -3 hrs</p> <p>1. Discussion: Discussion on various medicines and equipments used for <i>Bukhūr</i> and ask the students to identify the suitable equipment for fumigation with different types of medicines</p> <p>2. Preparation: Ask students to make groups and prepare various formulations of <i>Bukhūr</i> in different diseases .</p> <p>3. Demonstration of methodology of <i>Bukhūr</i> by students</p>
NLHP4.4	Types of <i>Īlām</i> (counter-irritation) and its pre and post procedural care.	<p>Duration 4 hrs</p> <p>1. Discussion: This will be a group activity. Create 3-4 groups among the students and conduct a session and discussion on the concept of different types of <i>Īlām</i> in different conditions.</p>

		<p>2. Demonstration: Demonstrate the various equipments used for <i>Īlām</i> In a simulated setup. The pre and post procedural care may be demonstrated on a student by the teacher.</p> <p>3. case studies : ask students to prepare case studies on application of <i>Īlām</i> in different conditions.</p>
NLHP4.5	<i>Amal-e-kaiyy</i> (cauterization), its methodology and pre and post procedural care.	<p>duration - 3 hrs</p> <p>1. Demonstration: Demonstrate the various equipments used for <i>Amal-e-kaiyy</i> (cauterization) and a simulation of their use on a student or any subject may be demonstrated by the teacher.</p> <p>2. case studies : discussion on case studies on <i>Amal-e-kaiyy</i> (cauterization) in different patients</p> <p>3. Display of Procedure in Vedio clips</p>
NLHP4.6	Types of <i>Mikwāt</i> (cauteries), and its procedural importance.	<p>Duration- 3 hrs</p> <p>1. Discussion: discussion on various types of <i>Mikwāt</i> (cauteries), may be demonstrated by the teacher, and the students should be asked to identify the correct <i>Mikwāt</i> (cautery) required for a particular area of the body.</p> <p>2. Demonstration : Students should be asked to demonstrate how to handle a particular cautery and to demonstrate how to heat the cautery and apply it on the a patient. Such demonstration should be carried out on a non-animate object only</p>

		3. library session to search in classical text books about various types of mikwat .
NLHP4.7	Types of <i>Amal-e-Takmīd</i> (fomentation), with standard methodology, and pre and post procedural care.	<p>Duration -4 hrs</p> <p>1. Discussion: Create groups of students for discussion on the different types of <i>Amal-e-Takmīd</i> (fomentation), its methodology and pre and post-procedural care. role of takmid in management of pain and other conditions.</p> <p>2. Case Studies: Present case studies of patients with different diseases and conditions in which <i>Amal-e-Takmīd</i> (fomentation), is beneficial</p> <p>3. Simulation and demonstration: In group activity, one student may act as a patient and the other may act as a practitioner. The students may carry out a simulation of the different types of <i>Amal-e-Takmīd</i> (fomentation), and other groups of students should identify whether the methodology has been performed as per the recommended method</p>
NLHP4.8	<i>Shamūm</i> (inhalation) and <i>Lakhlakha</i> (inhalation of vapour arising from fragrant drugs), its methodology with pre and post procedural care.	<p>Duration -3 hrs</p> <p>1. Discussions; Create groups among the students to discuss the importance of <i>Shamūm</i> (inhalation) and <i>Lakhlakha</i> in the treatment of diseases and the different kinds of medicines used for the procedures. discuss benefits, contraindications, and potential side effects.</p> <p>2. Preparation of <i>Shamūm</i> (inhalation) and <i>Lakhlakha</i></p> <p>3. Demonstration: The students should demonstrate how to prepare the medicines for <i>Shamūm</i> (inhalation) and <i>Lakhlakha</i> (inhalation of vapour</p>

		<p>arising from fragrant drugs). Then ask some students to act as patients and the other students to act as practitioners. The students acting as practitioners, should give instructions to the other group of students on how to prepare themselves for <i>Shamūm</i> (inhalation) and <i>Lakhlakha</i> (inhalation of vapour arising from fragrant drugs). Then the students acting as practitioners should carry out the procedure with clear demonstration of all steps.</p>
NLHP4.9	Identify ' <i>Aṭūs</i> (sneezing) and <i>Sa'ūṭ</i> (snuff)	<p>Duration 4 hrs</p> <p>1. Discussion: Create groups among the students to discuss the importance of <i>Aṭūs</i> (sneezing) and <i>Sa'ūṭ</i> (snuff) in the treatment of diseases and the different kinds of medicines used for the procedures. discuss benefits, contraindications, and potential side effects.</p> <p>2. Preparation of <i>Aṭūs</i> (sneezing) and <i>Sa'ūṭ</i> (snuff).</p> <p>3. Simulation: In a simulated environment asked the students to carry out the procedures of <i>Aṭūs</i> (sneezing) and <i>Sa'ūṭ</i> (snuff) and demonstrate how to deal with problems arising during the procedure and the instructions to be given to the patients</p>
NLHP4.10	Types of <i>Zimād</i> (liniment) and <i>Tila'</i> (ointment) and their application in various diseases and method of application.	<p>Duration -4 hrs</p> <p>1. Case Studies and Discussion (1-hr) Present case studies of patients with different diseases and conditions, such as: Arthritis: Discuss the application of <i>Zimād</i> and <i>Tila'</i> in arthritis , pain ,eczema, headache etc management.</p> <p>2. Discussion: Discuss the benefits, contraindications, and potential side effects of <i>Zimād</i> and <i>Tila</i> and safety precautions like hygiene . Allergic</p>

		<p>reactions skin irritations</p> <p>3. Demonstration: Arrange the students in different groups and set up a simulated clinical environment in which the students may perform the procedures of <i>Zimād</i> (liniment) and <i>Tila'</i> (ointment) on each other and demonstrate the method of application of different types of oils, liniments, ointments, and creams in various diseases.</p>
NLHP4.11	Methodology of <i>Pāshoya</i> (foot bath)	<p>duration 3 hrs</p> <p>This will be a group activity to understand the principles and methodology of Pashoya (Turkish Bath Therapy).</p> <p>and to learn the steps involved in preparing and administering Pashoya.</p> <p>awareness of the conditions in which pashoya is contra indicated Arrange the students in different groups as simulated patients and practitioners. Then ask the practitioner group of students to perform footbath on the other group of students and to explain the methodology of the same. The students acting as patients should now discuss whether the procedure is performed correctly, and all the steps have been followed correctly</p> <p>3. To develop hands-on training in using Pashoya for relaxation, detoxification, and skin health.</p>

Topic 5 علاج طبيعى **Ilaj-e-tabiye** Physiotherapy (LH : 5, NLHT: 5, NLHP: 13 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2, CO4	Explain about Short Wave Diathermy and describe its mode of action, indications and contraindications.	CC	MK	K	L&PPT , L_VC, L&GD, L	P-POS, QZ , CL- PR, CR-W, INT	F&S	3	-	LH

CO2, CO4	Demonstrate Ultrasound Therapy (Diathermy) USG-T and describe its mode of action, indications and contraindications	CAP	MK	K	DIS, ML, SDL, FC, PER	SP, QZ , P-MOD, VV-Viva, M-CHT	F&S	3	-	NLHT5.1
CO2, CO4	Explain about Infrared therapy & describe its mode of action, indications and contraindications.	CC	MK	K	DL, L_VC, L&PPT , L, BS	PUZ, CBA, QZ , SBA, VV-Viva	F&S	3	-	LH
CO2, CO4	Elaborate Indications, contraindications, and mode of action of Paraffin Wax bath .	CC	DK	K	PER, DL, TUT, FC, ML	SP, QZ , VV-Viva, CL-PR, SBA	F&S	3	-	NLHT5.2
CO2, CO4	Describe about shoulder wheel exercise and Treadmill, explain about therapeutic indications and contraindications of Shoulder wheel and Treadmill exercise.	CC	DK	K	DIS, L, TUT, L_VC, DL	O-QZ, C-INT, INT, QZ , M-CHT	F&S	3	-	LH
CO3, CO4	illustrate Ankle Exercises	CAP	DK	K	DIS, D-BED, DL, PER, TUT	T-OBT, OSCE, OSPE, DOPS, CL-PR	F&S	3	-	NLHT5.3
CO3, CO4	Demonstrate Physiotherapy modalities for the patients of knee osteoarthritis and cervical spondylosis.	CC	DK	KH	BL, TUT, PER, CBL, ML	SP, OSPE, DOPS, CBA, CL-PR	F&S	3	-	NLHT5.4
CO3, CO4, CO7	Discuss about the physiotherapy modalities for the patients of Lumbar spondylosis and Low backache.	CC	DK	KH	DL, L&PPT , D-BED, L, L&GD	CBA, C-INT, SBA, INT, SA	F&S	3	-	LH

CO3, CO4	Practice Short wave Diathermy (SWD)	PSY-GUD	DK	SH	RP, DIS, BL, ML, L&GD	CHK, DOPS, DOPS, CL-PR, DOAP	F&S	3	-	NLHP5.1
CO3, CO4	Practice Long wave Diathermy (LWD)	PSY-GUD	DK	SH	D-BED, BL, DIS, PT, SDL	DOAP, P-VIVA, CL-PR, CHK, DOPS	F&S	3	-	NLHP5.2
CO3, CO4	Practice Ultrasound Therapy (Diathermy)	PSY-GUD	DK	SH	TPW, BL, ML, RP, DIS	P-PRF, DOPS, CL-PR, P-POS, DOPS	F&S	3	-	NLHP5.3
CO3, CO4	Practice Infrared therapy	PSY-GUD	DK	SH	D-BED, L&GD, FC, TBL, CBL	P-VIVA, T-OBT, CL-PR, P-ID	F&S	3	-	NLHP5.4
CO3, CO4	Practice Interferential Therapy	PSY-GUD	DK	SH	D-BED, DIS, D, D-M, BL	P-RP, CHK, P-VIVA, P-PRF, P-ID	F&S	3	-	NLHP5.5
CO3, CO4	Practice Paraffin Wax bath	PSY-GUD	DK	SH	PER, D-BED, D-M, ML, IBL	P-VIVA, DOPS, OSPE, CL-PR, CBA	F&S	3	-	NLHP5.6
CO3, CO4	Practice shoulder wheel exercise	PSY-GUD	MK	SH	TBL, D-BED, BL, DL, TUT	DOPS, P-ID, CL-PR, P-VIVA, DOPS	F&S	3	-	NLHP5.7
CO3, CO4	Practice Treadmill exercise.	PSY-GUD	MK	SH	DIS, DL, L&GD, ML, PBL	DOPS, P-VIVA, CL-PR, DOPS, P-ID	F&S	3	-	NLHP5.8

CO3, CO4	Practice various ankle exercises in different conditions	PSY-GUD	MK	SH	PT, TBL, DIS, SDL, L&GD	P-ID, OSPE, P-VIVA, DOPS, C-INT	F&S	3	-	NLHP5.9
CO3, CO4	Practice procedure of Knee Continuous Passive Movements	PSY-GUD	NK	SH	TBL, D, RP, SDL, CBL	P-EXAM, SA, DOPS, OSPE, DOPS	F&S	3	-	NLHP5.10
CO3, CO4	Practice various physiotherapy modalities on the patients of knee osteoarthritis	PSY-GUD	MK	SH	PT, CBL, D-BED, SDL, DL	M-POS, P-VIVA, P-PRF, DOPS, DOPS	F&S	3	-	NLHP5.11
CO3, CO4	Practice various physiotherapy modalities on the patients of cervical spondylosis	PSY-GUD	MK	SH	DL, DIS, L_VC, CBL, BS	CBA, DOAP, OSPE, SBA, PP-Practical	F&S	3	-	NLHP5.12
CO3, CO4	Practice various physiotherapy modalities on the patients of Lumbar spondylosis and low backache.	PSY-GUD	MK	KH	RP, D-BED, TBL, D, ML	DOAP, P-PRF, DOPS, P-CASE, P-POS	F&S	3	-	NLHP5.13
CO2, CO4	Explain about Long Wave Diathermy and describe its mode of action, indications and contraindications.	CC	MK	SH	BS, L&GD, CD, L_VC, PER	CR-W, CL-PR, QZ, VV-Viva, PM	F&S	3	-	LH

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
NLHT5.1	Ultrasound Therapy (Diathermy) USG-T and describe its mode of action, indications and contraindications	Observe students during the hands-on practice session to assess their understanding of the indications, contraindications, and mode of action of ultrasound Therapy USG-T. Provide feedback on proper technique and safety

		precautions of the procedure & evaluate student participation and engagement during the group discussions and case study presentations.
NLHT5.2	Indications, contraindications, and mode of action of Paraffin Wax bath .	Observe students during the hands-on practice session to assess their understanding of the indications, contraindications, and mode of action of Paraffin Wax Bath. Provide feedback on proper technique and safety precautions. Evaluate student participation and engagement during the group discussions and case study presentations.
NLHT5.3	Ankle exercises	Observe students performing exercises and provide feedback on proper technique. Assess students' understanding of ankle anatomy and exercise benefits Ask students to demonstrate various exercise like ankle circles for warm up , ankle Dorsiflexion ,ankle Plantar flexion , ankle Inversion, ankle eversion, heel raises, single-leg balance,heel-to-toe walking, single leg balance etc.
NLHT5.4	Physiotherapy modalities for the patients of knee osteoarthritis and cervical spondylosis.	Duration 2 hr Ask students to have group discussions / brainstorming on topics including, conducting a comprehensive assessment of patients with knee Osteoarthritis (OA) and cervical spondylosis. And application of various physiotherapy modalities in these diseases . educating patients on knee OA and cervical spondylosis management, lifestyle modifications, and prevention strategies. Use of TENS, IFT, and ultrasound in knee OA and cervical spondylosis, management. Designing and implementing exercises for strengthening and flexibility in knee OA and cervical spondylosis.
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity

NLHP5.1	Short wave Diathermy (SWD)	<p>Duration 1 hr</p> <ol style="list-style-type: none"> 1. Ask students to have group discussions and prepare charts on principles and mechanisms of short wave diathermy (short wave diathermy)and procedure of setting up and administering SWD . 2. Hands-on training in using SWD for pain relief and muscle relaxation including: Choosing a patient with a condition that can benefit from SWD such as chronic pain, muscle spasms, or inflammation. Setting up the SWD Equipment(frequency, intensity, and mode settings). Administering SWD Position the electrodes on the patient's skin, following the recommended placement guidelines. Adjustment of the frequency, intensity, and mode settings according to the patient's needs and the treatment protocol. Monitoring of the patient's response. Record the treatment parameters, patient response, and any adjustments made during the treatment.
NLHP5.2	Long wave Diathermy (LWD)	<p>Duration 1 hr</p> <ol style="list-style-type: none"> 1. Ask students to have group discussions and prepare charts on principles and mechanisms of long wave diathermy LWD and procedure of setting up and administering LWD. 2. Hands-on training in using LWD for pain relief and muscle relaxation including: Choosing a patient with a condition that can benefit from LWD, such as chronic pain, muscle spasms, or inflammation. Setting up the LWD Equipment(frequency, intensity, and mode settings). Administering Position the electrodes on the patient's skin, following the recommended placement guidelines. Adjustment of the frequency, intensity, and mode settings

		according to the patient's needs and the treatment protocol. Monitoring of the patient's response. Record the treatment parameters, patient response, and any adjustments made during the treatment.
NLHP5.3	Ultrasound Therapy (Diathermy)	<p>Duration 1 hr</p> <ol style="list-style-type: none"> 1. Ask students to have group discussions and prepare charts on principles and mechanisms of Ultra sound Therapy (USG-T) and procedure of setting up and administering USG-T 2. Hands-on training in using USG for pain relief and muscle relaxation including: Choosing a patient with a condition that can benefit from this procedure , such as chronic pain, muscle spasms, or inflammation. Setting up the USG T Equipment(frequency, intensity, and mode settings). Administering Position the electrodes on the patient's skin, following the recommended placement guidelines. Adjustment of the frequency, intensity, and mode settings according to the patient's needs and the treatment protocol. Monitoring of the patient's response. Record the treatment parameters, patient response, and any adjustments made during the treatment.
NLHP5.4	Infrared therapy	<p>duration 1 hr</p> <ol style="list-style-type: none"> 1. Ask students to have group discussions and prepare charts on principles and mechanisms of Infrared Therapy (IRT) , Equipments used for IRT and procedure of setting up and administering infrared therapy . 2. Hands-on training in using infra red therapy for pain relief and muscle relaxation including: Choosing a patient with a condition that can benefit from

		<p>IRT, such as chronic pain, muscle spasms, or inflammation. Setting up the IRT Equipment(frequency, intensity settings). Administering IRT Position on the patient's skin, following the recommended placement guidelines.</p> <p>Adjustment of the frequency, intensity settings according to the patient's needs and the treatment protocol. Monitoring of the patient's response. Record the treatment parameters, patient response, and any adjustments made during the treatment.</p>
NLHP5.5	Interferential Therapy	<p>duration 1 hr</p> <ol style="list-style-type: none"> 1. Ask students to have group discussions and prepare charts on principles and mechanisms of Interferential Therapy (IFT) and procedure of setting up and administering IFT. 2. Hands-on training in using IFT for pain relief and muscle relaxation including: Choosing a patient with a condition that can benefit from IFT, such as chronic pain, muscle spasms, or inflammation. Setting up the IFT Equipment(frequency, intensity, and mode settings). Administering IFT Position the electrodes on the patient's skin, following the recommended placement guidelines. Adjustment of the frequency, intensity, and mode settings according to the patient's needs and the treatment protocol. Monitoring of the patient's response. Record the treatment parameters, patient response, and any adjustments made during the treatment.
NLHP5.6	Paraffin Wax bath	<p>Duration 1 hr</p> <ol style="list-style-type: none"> 1. ask students to have discussions & make charts on the concept of Paraffin Wax Bath and its therapeutic benefits. procedure of preparing and

		<p>administering a Paraffin Wax Bath.</p> <p>2. Hands-on training in using Paraffin Wax Bath for relaxation, pain relief, and skin health. Demonstrate the procedure of Paraffin Wax bath</p>
NLHP5.7	Shoulder wheel exercise	<p>Duration -1 hr</p> <p>1. Hands-on training in setting up and operating a shoulder wheel exercise and procedure of shoulder wheel exercise in patients of frozen shoulder.</p> <p>2. ask students to make small groups and prepare charts on steps of shoulder wheel exercise and its benefit in reducing stiffness, and promoting healing in patients of restricted/ reduced range of motion at shoulder.</p>
NLHP5.8	Treadmill exercise.	<p>Duration 1 hr</p> <p>Ask students to have discussions and prepare charts on concept of treadmill exercise (CPM) and its application in benefits in promotion of health , prevention of diseases and rehabilitation.</p> <p>2. hands-on training in setting up and operating a treadmill machine and application of its various features in different conditions .</p>
NLHP5.9	Various ankle exercises in different conditions	<p>Duration 1 hr</p> <p>ask students to have discussions & prepare handouts / charts on different conditions of ankle injury/ conditions & concept of various ankle exercises (CPM) and its application in ankle rehabilitation. Different active and passive range of motion of ankle and its benefits in improving knee range of motion, reducing stiffness, and promoting healing.</p> <p>2. hands-on training on various ankle conditions /injury.</p>

NLHP5.10	Procedure of Knee Continuous Passive Movements	<p>Duration 1 hr</p> <p>1. ask students to have discussions & prepare handouts / charts on concept of Continuous Passive Movements (CPM) and its application in knee rehabilitation. Procedure of Knee CPM and its benefits in improving knee range of motion, reducing stiffness, and promoting healing.</p> <p>2. hands-on training in setting up and operating a Knee CPM machine.</p> <p>procedure of Knee Continuous Passive Movements</p>
NLHP5.11	Various physiotherapy modalities on the patients of knee osteoarthritis	<p>Duration -1 hr</p> <p>1. Demonstrate role of physiotherapy modalities like Ultrasound therapy, Transcutaneous Electrical Nerve Stimulation (TENS), Heat therapy (e.g., moist heat, dry heat) Cold therapy (e.g., ice packs, cold compresses) in knee osteoarthritis.</p> <p>2. Hands-on Practice: Divide students into groups and provide them with the equipment. Ask them to practice the physiotherapy modalities under supervision Demonstrate the various physiotherapy modalities on the patients of knee osteoarthritis</p>
NLHP5.12	Various physiotherapy modalities on the patients of cervical spondylosis	<p>Duration 1 hr</p> <p>1. Demonstrate in lab various physiotherapy modalities like Ultrasound therapy, Transcutaneous Electrical Nerve Stimulation (TENS), Heat therapy (e.g., moist heat, dry heat) Cold therapy (e.g., ice packs, cold compresses) and their role in management of cervical spondylosis.</p>

		2. Hands-on Practice: Divide students into pairs and provide them with the equipment. Ask them to practice the physiotherapy modalities under supervision prepare handouts describing Demonstrate the various physiotherapy modalities on the patients of cervical spondylosis.
NLHP5.13	Various physiotherapy modalities on the patients of Lumbar spondylosis and low backache.	<p>Duration 1 hr</p> <p>1. Demonstrate in lab various physiotherapy modalities like Ultrasound therapy, Transcutaneous Electrical Nerve Stimulation (TENS), Heat therapy (e.g., moist heat, dry heat) Cold therapy (e.g., ice packs, cold compresses).</p> <p>2. Hands-on Practice: Divide students into pairs and provide them with the equipment. Ask them to practice the physiotherapy modalities under supervision</p>

Topic 6 علاج بالتغذية Iaj bi'I Taghzia Dietotherapy (LH : 8, NLHT: 3, NLHP: 4 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO1, CO5	Define <i>Usoole Ghiza ba lihaz iqsame ghiza</i> (principles of diet according to its types) and <i>Ghizae kham</i> (raw food) <i>wa Ghizae maṭbūkh</i> (cooked food) and describe temperament (<i>mizāj</i>) of foods.	CK	MK	K	L_VC, L&GD, L&PPT , PER	C-INT, O-QZ, VV- Viva, QZ , T-OBT	F&S	3	-	LH
CO5	Discuss diet according to the season and age (children, adults and old age)	CC	MK	K	BS, L&GD, LS, L&PPT	SBA, CBA, PRN, VV-Viva, QZ	F&S	3	-	LH
CO5	Discuss diet in pregnancy and lactation.	CC	MK	K	BS, CBL, LS, TUT, L&PPT	CBA, PRN, VV- Viva, SBA	F&S	3	-	LH

CO5	Recommend a diet plan for Obesity & Hypertension.	AFT-RES	MK	KH	L&PPT , L_VC, L, BS, L&GD	QZ , SBA, VV- Viva, PRN	F&S	3	-	LH
CO5	Recommend diet plan for Diabetes & Cancer.	AFT-RES	MK	KH	ML, SDL, TUT, CBL, IBL	VV-Viva, PUZ, QZ , SBA	F&S	3	-	NLHT6.1
CO5	Recommend diet plan for Tuberculosis.	AFT-REC	MK	KH	SDL, TUT, DIS, PSM, BS	O-QZ, QZ , VV- Viva	F&S	3	-	NLHT6.2
CO5	Discuss diet for Cardiovascular diseases.	CC	MK	KH	BL, SDL, TBL, TUT, ML	T-CS, QZ , CL- PR, T-OBT, VV- Viva	F&S	3	-	NLHT6.3
CO5	Summarize diet for Hepatic and Renal diseases.	CC	MK	KH	L&PPT , L_VC, L, L&GD	T-OBT, PRN, CR-W, VV-Viva, QZ	F&S	3	-	LH
CO5	Classify the diet for Autoimmune disorders.	AFT-SET	DK	KH	TUT, CBL, L&PPT , L&GD	QZ , VV-Viva, CBA, SBA, PRN	F&S	3	-	LH
CO5	Discuss the diferent types of diets like DASH diet, LCD, VLCD.	CC	DK	K	L&GD, L, TUT, L&PPT	VV-Viva, M-CHT, QZ	F&S	3	-	LH
CO5	Discuss about Keto diet, Mediterranean diet and Atkins diet.	CC	DK	K	L&GD, L_VC, L, L&PPT	VV-Viva, INT, C- INT, M-CHT, CBA	F&S	3	-	LH

CO5	Classify foods according to the temperament and <i>Iqsam-e-ghiza</i> (types of food).	CAN	DK	K	DIS, TUT, PT, LS, ML	PUZ, M-CHT, M-POS, P-PS, P-VIVA	F&S	3	-	NLHP6.1
CO5	Design a Diet chart for Obesity according to the temperament of foods and <i>usool e taghzia</i> (principles of nutrition) .	PSY-SET	MK	KH	DL, IBL, ML, EDU, PSM	M-CHT, P-VIVA, P-PS, PUZ, P-POS	F&S	3	-	NLHP6.2
CO5	Design diet chart for Hypertension based on <i>usool e taghzia</i> (principles of nutrition)	PSY-SET	MK	KH	L_VC, IBL, PSM, EDU, CBL	M-CHT, P-PS, P-EXAM, QZ , PUZ	F&S	3	-	NLHP6.3
CO5	Design Diet chart for Diabetes and Cardiovascular diseases based on <i>usool e taghzia</i> (principles of nutrition) .	PSY-SET	MK	KH	IBL, ML, PBL, EDU	M-CHT, P-EXAM, P-VIVA	F&S	3	-	NLHP6.4

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
NLHT6.1	Diet plan for Diabetes & Cancer.	Preparation of a Diet Chart for patients of Diabetes and Cancer including Dietary regimens for diabetes &cancer. include avoidance of various food which may increase the risk of cancer like processed meats, ultra processed foods, alcohol etc. library session .
NLHT6.2	Diet plan for Tuberculosis.	Preparation of a Diet Chart for Tuberculosis patients using classic and modern concept e.g. protein rich diet. Library session

NLHT6.3	Diet for Cardiovascular diseases.	<p>Students will discuss about different cardiovascular diseases like coronary artery disease, heart failure etc. and make a dietary plan. Diet plan for Cardiovascular diseases like coronary artery disease, congestive heart failure etc. Different cardiovascular diseases like coronary artery disease, heart failure etc. can be discussed and a dietary plan can be made.</p> <p>Library session.</p>
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP6.1	Foods according to the temperament and <i>lqsam-e-ghiza</i> (types of food).	Ask the students to have brainstorming on the different types of diet in Unani literature and contemporary literature. library session to search foods and the their temperaments mentioned in Unani classical literature and prepare chart explaining thier importance, health effect, and nutritional value.
NLHP6.2	Design a Diet chart for Obesity. according to the temperament of foods and <i>usool e taghzia</i> (principles of nutrition) .	Construction of a Diet chart according to the temperament of foods and <i>usool e taghzia</i> (principles of nutrition) for Obesity. Identification of the temperament of foods by the students shall be carried out first .The students should be guided to search for suitable diet for obesity in Unani literature. Then identify the temperament and calories of each diet and prepare charts by selecting the most suitable diet for different kinds of patients, e.g.children, adolescents, young, old etc. Different diet chart should be prepared for patients with varying severity of obesity
NLHP6.3	Diet chart for Hypertension based on <i>usool e taghzia</i> (principles of nutrition)	Construction of a diet chart for Hypertension based on <i>usool e taghzia</i> (principles of nutrition). Salt restricted diet, low sodium, high potassium diet chart can be prepared by studentsThe students should be guided to search Unani literature for the diet prescribed for patients of hypertension. Then the

		students should be asked to select different kind of diet for various categories of patients, e.g. young, old, having other co-existing diseases, food preferences etc. The the students should present the suitable diet plan for few categories of patients in the form of a chart.
NLHP6.4	Diet chart based on <i>usool e taghzia</i> (principles of nutrition) for Diabetes and Cardiovascular diseases.	Preparation of a diet chart based on <i>usool e taghzia</i> (principles of nutrition) for the patients of Diabetes and Cardiovascular diseases. For this purpose, cases of known diseases will be given to the students from the hospital or case scenarios will be given. The students can be guided to search for suitable diet for a patient keeping in mind the temperament, age, general health and other special conditions (e.g. co-existing diseases, pregnancy, etc.). The students should learn how to search the literature in Unani classical books, then select suitable diets on the basis of Unani literature, and prepare a structured diet plan for the whole day. preparation of the chart.

Topic 7 متعدد امراض میں علاج بالترابیر کا خصوصی کردار - حصہ اول . Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar . Role of Ilaj bit Tadabeer in different diseases. Part -I (LH : 5, NLHT: 5, NLHP: 9 hours)

A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO1, CO2, CO7	Demonstrate briefly about the concept of pain in Unani as well as modern perspective and management of pain through <i>Ilaj Bit Tadabeer</i> (Regimenal Therapies)	CAP	MK	KH	L&PPT , BS, L, L_VC, DL	P-RP, INT, T- OBT, M-CHT, C- INT	F&S	3	-	LH
CO2, CO7	Explore a management plan for Arthritis (Osteoarthritis, Rheumatoid arthritis) using <i>Ilaj bit Tadabeer</i> (Regimenal Therapy)	CAP	MK	KH	CBL, L&PPT , DL, L_VC, BS	INT, T-OBT, C- INT, M-CHT, PRN	F&S	3	-	LH

CO2, CO7	Construct a management plan for lifestyle disorders like Diabetes, Obesity and Hypothyroidism.	CAP	MK	KH	L&GD, TUT, CBL, L_VC, DIS	C-INT, T-OBT, INT, P-RP, PRN	F&S	3	-	LH
CO2, CO7	Demonstrate a management plan for Cervical Spondylosis by application of <i>Ilaj bit Tadabeer</i> (Regimenal Therapy)	CAP	MK	KH	DL, L, TUT, L_VC, L&GD	T-OBT, P-RP, M-CHT, VV-Viva, PRN	F&S	3	-	LH
CO2, CO7	Demonstrate the management plan for Lumbago using <i>Ilaj bit Tadabeer</i> (Regimenal Therapy)	CAP	MK	KH	L&PPT, L_VC, DL, CBL, L&GD	T-OBT, M-CHT, PRN, VV-Viva, P-RP	F&S	3	-	LH
CO2, CO7	Prepare a management plan for Bell's Palsy & Paralysis using <i>Ilaj bit Tadabeer</i> (Regimenal Therapy).	CAP	DK	KH	DIS, BS, CBL, TBL, TUT	P-RP, VV-Viva, PRN, M-CHT, T-OBT	F&S	3	-	NLHT7.1
CO2, CO7	Prepare a management plan for Insomnia & Migraine through the precedures of <i>Ilaj bit Tadbeer</i> (Regimenal Therapy)	CAP	DK	KH	ML, DL, CBL, DIS, RP	P-RP, PRN, T-OBT, VV-Viva, M-CHT	F&S	3	-	NLHT7.2
CO2, CO7	Prepare a management plan for Hypertension by utilizing the procedures of <i>Ilaj bit Tadbeer</i> (Regimenal Therapy).	CAP	DK	KH	PER, BS, DL, BL, CBL	CBA, SBA, M-CHT, P-RP, PRN	F&S	3	-	NLHT7.3
CO2, CO7	Prepare a management plan for Varicose veins & Psoriasis using <i>Ilaj bit Tadbeer</i> (Regimenal Therapy)	CAP	DK	KH	TUT, DIS, DL, CBL	M-CHT, SBA, P-RP, CBA, PRN	F&S	3	-	NLHT7.4

CO2, CO7	Prepare a management plan for Sciatica by application of <i>Ilaj bit Tadbeer</i> (Regimenal Therapy)	CAP	DK	KH	TUT, BS, CBL, SIM, BL	P-PS, INT, P-RP, C-INT, VV-Viva	F&S	3	-	NLHT7.5
CO2, CO7, CO8	Assess Pain severity with Visual Analogue Scale (VAS) and Numeric Pain Rating Scale (NPR) and identify suitable therapy as per symptoms.	CE	MK	KH	PT, CBL, TBL, SIM, D	DOAP, VV-Viva, P-RP, P-PRF, P-VIVA	F&S	3	-	NLHP7.1
CO2, CO7, CO8	Practice various ilaj bit Tadabeer on the patients of Arthritis (Osteoarthritis & Rhematoid arthritis).	PSY-GUD	MK	SH	D-BED, CBL, SIM, D, TBL	DOPS, SP, DOPS, P-VIVA, P-PRF	F&S	3	-	NLHP7.2
CO2, CO7, CO8	Illustrate Various ilaj bit Tadabeer on the patients of lifestyle disorders like metabolic disorder , Hypothyroidism.etc	PSY-GUD	DK	SH	PER, DIS, D, TBL, D-M	P-PRF, PRN, SP, DOPS, DOPS	F&S	3	-	NLHP7.3
CO2, CO7, CO8	Practice various Tadabeer on the patients of Cervical spondylosis and Lumbar spondylosis.	PSY-GUD	MK	SH	CD, DIS, PER, PT, BL	DOPS, P-PRF, SP, P-VIVA, DOPS	F&S	3	-	NLHP7.4
CO2, CO7, CO8	Practice various Tadabeer on the patients of Lumbago and Sciatica	PSY-GUD	MK	SH	D, SIM, CBL, TBL, D-BED	SP, P-VIVA, DOPS, DOPS, P-PRF	F&S	3	-	NLHP7.5
CO2, CO7, CO8	Perform various Tadabeer on the patients of Bell's palsy and Paralysis	PSY-GUD	MK	SH	CBL, D, BL, TUT, DIS	P-PRF, OSCE, SP, DOPS, PRN	F&S	3	-	NLHP7.6
CO2, CO7, CO8	Practice Ilaj bit Tadabeer on the patients of Migraine and Insomnia	PSY-GUD	DK	SH	TBL, BL, D-BED, TUT, SIM	DOPS, P-VIVA, DOPS, SP, P-PRF	F&S	3	-	NLHP7.7

CO2, CO7, CO8	Practice various Tadabeer on the patients of Hypertension	PSY- GUD	NK	SH	SIM, CBL, D, TBL, D- BED	SP, PRN, DOPS, P-PRF, OSCE	F&S	3	-	NLHP7.8
CO2, CO7, CO8	illustrate various ilaj bit Tadabeer on the patients of Varicose veins and Psoriasis.	PSY- GUD	DK	SH	SIM, CBL, TBL, BL, D-BED	SP, DOPS, P- VIVA, DOPS, P- PRF	F&S	3	-	NLHP7.9

Non Lecture Hour Theory

S.No	Name	Description of Theory Activity
NLHT7.1	Management plan for Bell's Palsy & Paralysis using <i>Ilaj bit Tadabeer</i> (Regimnal Therapy).	<p>Presentations, Discussions, Case based learning on patients of Bell's Palsy & Paralysis and preparation of complete management plan. ask students to prepare presentations on</p> <ol style="list-style-type: none"> 1 Concept of Ilaj bit Tadbeer (Regimnal Therapy) in managing Bell's Palsy & Paralysis. 2. Various regimens and procedures involved in Ilaj bit Tadbeer for Bell's Palsy & Paralysis. 3. Develop a management plan for Bell's Palsy & Paralysis using Ilaj bit Tadbeer. Various therapies which can be recommended are, Munzij Mushil, Dalk, Zimad, Sa'ut, Gharghara, Hammam etc. Case based learning on the patients or simulated patients. Presentations. etc.
NLHT7.2	Management plan for Insomnia & Migraine through the precedures of <i>Ilaj bit Tadbeer</i> (Regimnal Therapy)	<p>Presentations, Discussions, Case based learning on patients of Insomnia and migraine and preparation of complete management plan. ask students to prepare presentations on</p>

		<p>1 Concept of Ilaj bit Tadbeer (Regimenal Therapy) in managing Insomnia and Migraine.</p> <p>2. Various regimens and procedures involved in Ilaj bit Tadbeer for Insomnia and Migraine.</p> <p>3. Develop a management plan for Insomnia and Migraine using Ilaj bit Tadbeer.</p>
NLHT7.3	Management plan for Hypertension by utilizing the procedures of <i>Ilaj bit Tadbeer</i> (Regimenal Therapy).	<p>Presentation, Tutorial etc. can be done to explore the management plan for Hypertension. Regimenal treatment for Hypertension can be discussed, therapies may include massage, aerobic exercises, diuresis etc.</p> <p>Presentations, Discussions, Brainstorming on Case based learning on patients of hypertension and preparation of complete management plan. ask students to prepare presentations on</p> <p>1 Concept of Ilaj bit Tadbeer (Regimenal Therapy) in managing Hypertension.</p> <p>2. Various regimens and procedures involved in Ilaj bit Tadbeer for Hypertension .</p> <p>3. Develop a management plan for Hypertension using Ilaj bit Tadbeer.</p>
NLHT7.4	Management plan for Varicose veins & Psoriasis using <i>Ilaj bit Tadbeer</i> (Regimenal Therapy)	<p>Discussions and brainstorming on a complete Regimenal treatment plan for the patients of Varicose veins and Psoriasis.</p> <p>for Varicose veins Fasd, Leech therapy, application of Zimad can be included, for Psoriasis, Leech therapy, Hijama, UVR, Sulphur water bath etc. can be recommended.</p> <p>Case Based Learning, Presentations, Lab demonstration etc. on the patients or simulated patients.</p>

NLHT7.5	Management plan for Sciatica by application of <i>Ilaj bit Tadbeer</i> (Regimenal Therapy)	1. Ask students Prepare handouts containing a complete Regimenal treatment plan for sciatica which include therapies like Munzij Mushil, application of Zimad, Hammam, Abzan, Leech therapy, Dalk, Hijama, Fasd etc. .Case Based Learning, Presentation, Discussions etc. for application of Regimenal therapy on the patients of Sciatica.
Non Lecture Hour Practical		
S.No	Name	Description of Practical Activity
NLHP7.1	Pain severity with Visual Analogue Scale (VAS) and Numeric Pain Rating Scale (NPR) and identify suitable therapy as per symptoms.	Duration 1 hr Ask students to make small groups and select patients experiencing pain due to various conditions (e.g., musculoskeletal disorders, neuropathic pain, or post-operative pain). Assess the patients' medical history, current symptoms, and physical condition. Assess the patients' pain characteristics, such as location, duration, and quality (e.g., sharp, dull, burning). Measure Pain Assessment using VAS and NPRS. Prepare handouts Assessment of Pain severity on patients with pain by utilizing various scales like Visual Analogue Scale (VAS) and Numeric Pain Rating Scale (NPR) And identification of suitable therapy as per symptoms. Case based learning, team based learning can be adopted.
NLHP7.2	Various ilaj bit Tadabeer on the patients of Arthritis (Osteoarthritis & Rheumatoid arthritis).	Ask students to have discussions on effectiveness of Ilaj bit Tadabeer (Regimenal Therapy) in managing Arthritis (Osteoarthritis & Rheumatoid arthritis). Including : Patient Selection and Assessment, Preparation of Regimens Administration of Regimens, safety precautions, and provide hands-on experience in preparing and administering various regimens for these conditions. (These tadabeer may include Dalk, Hijama, Fasd, Leech

		therapy, Riyazat, Takmid and other therapies which are suitable for a particular patient) provide Case based learning of therapies on the patients of Arthritis (Osteoarthritis & Rheumatoid arthritis). .Bedside demonstration, case based learning, demonstration on simulated patients etc activities can be done.
NLHP7.3	Various ilaj bit Tadabeer on the patients of lifestyle disorders like metabolic disorder , Hypothyroidism.etc	<p>Duration - 1 hr</p> <p>Ask students to have discussions on effectiveness of Ilaj bit Tadabeer (Regimenal Therapy) in managing metabolic disorder, Hypothyroidism Including : Patient Selection and Assessment, Preparation of Regimens, Administration of Regimens, safety precautions, and provide hands-on experience in preparing and administering various regimens for these conditions .(Ghizai Tadabeer , Fasd, Istefragh, Hijama, hammam , takmid , Dalk, Riyazat) provide Case based learning of therapies on the patients of Metabolic disorder, hypothyroidism etc.</p>
NLHP7.4	Various Tadabeer on the patients of Cervical spondylosis and Lumbar spondylosis.	<p>Duration 1 hr</p> <p>Ask students to have discussions on effectiveness of Ilaj bit Tadabeer (Regimenal Therapy) in managing cervical spondylosis and lumbar spondylosis Including : Patient Selection and Assessment, Preparation of Regimens Administration of Regimens, safety precautions, and provide hands-on experience in preparing and administering various regimens for these conditions .(Riyazat, Hammam, Dalk layyin, Hijama, application of Zimad, Takmid etc) provide Case based learning of therapies on the patients of hypertension Demonstration of various Tadabeer on the patients or simulated patients of Cervical spondylosis and Lumbar spondylosis.</p>

NLHP7.5	Various Tadabeer on the patients of Lumbago and Sciatica	<p>Duration 1 hr</p> <p>have discussions and demonstrate effectiveness of Ilaj bit Tadabeer (Regimenal Therapy) in managing lumbago and sciatica Including : Patient Selection and Assessment, Preparation of Regimens Administration of Regimens, safety precautions, and provide hands-on experience in preparing and administering various regimens for these conditions .(application of Zimad, Dalk, Abzan, Leech therapy, Hammam, Fasd) provide Case based learning of therapies on the patients of hypertension Demonstration of various Tadabeer on the patients or simulated patients of Lumbago and Sciatica.</p> <p>Case based learning</p>
NLHP7.6	Various Tadabeer on the patients of Bell's palsy and Paralysis	<p>Duration 1 hr</p> <p>Ask students to have discussions on effectiveness of Ilaj bit Tadabeer (Regimenal Therapy) in managing Bell's palsy and hypertension Including : Patient Selection and Assessment, Preparation of Regimens Administration of Regimens, safety precautions, and provide hands-on experience in preparing and administering various regimens for these conditions .(Tadabeer like Fasd, Istefragh, Hijama, Dalk, hammam, inkebab ,Riyazat). Provide Case based learning of therapies on the patients of hypertension Bedside demonstration or simulation based learning on the patients of Bells's Palsy and Paralysis for various Tadabeer.</p>
NLHP7.7	Ilaj bit Tadabeer on the patients of Migraine and Insomnia	<p>Duration: 1 hr</p>

		<p>Case based learning of therapies of Ilaj bit Tadabeer on the patients of Migraine and Insomnia.</p> <p>Brainstorming on effectiveness of Ilaj bit Tadabeer (Regimenal Therapy) in managing Migraine and insomnia : including : Patient Selection and Assessment, Preparation of Regimens Administration of Regimens, safety precautions, and provide hands-on experience in preparing and administering various regimens for these conditions.therapies may include Dalk, Shamum, application of Zimad, Nutul, Lakhlakha, Gharghara and Sa'ut etc. and for Insomnia, demonstration of Nutul, Shamum, Lakhlakha, Hammam, Riyazat, Sa'ut etc.</p>
NLHP7.8	Various Tadabeer on the patients of Hypertension	<p>Duration 1 hr</p> <p>Ask students to have discussions on effectiveness of Ilaj bit Tadabeer (Regimenal Therapy) in managing hypertension Including : Patient Selection and Assessment, Preparation of Regimens Administration of Regimens, safety precautions, and provide hands-on experience in preparing and administering various regimens for these conditions .(Tadabeer like Fasd, Idrar, Hijama, Nutool, Dalk, Riyazat) provide Case based learning of therapies on the patients of hypertension.</p>
NLHP7.9	Various ilaj bit Tadabeer on the patients of Varicose veins and Psoriasis.	<p>Duration 1 hr</p> <p>Demonstrate the effectiveness of Ilaj bit Tadabeer (Regimenal Therapy) in managing Varicose Veins and Psoriasis.</p> <p>and provide hands-on experience in preparing and administering various regimens for these conditions . Including . Patient Selection and</p>

		Assessment, Preparation of Regimens Administration of Regimens, safety precautions.								
Topic 8 Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar. Role of Ilaj bit Tadabeer in different diseases- Part II (musculoskeletal and miscellaneous conditions) . (LH : 3, NLHT: 0, NLHP: 3 hours)										
A3	B3	C3	D3	E3	F3	G3	H3	I3	J3	K3
CO2, CO7, CO8	Discuss the suitable <i>Ilaj bit Tadabeer</i> (Regimenal Therapy) procedures for the patients of Muscle sprain and Tenosynovitis.	CAP	DK	KH	PBL, L&PPT , DL, BS, D- BED	P-PS, SP, O-QZ, PUZ, QZ	F&S	3	-	LH
CO2, CO7, CO8	Explore the suitability of various <i>Ilaj bit Tadabeer</i> (Regimenal Therapy) procedures for Post stroke complications	CAP	DK	KH	L_VC, L&PPT , CBL, BS, L	O-QZ, QZ , CBA, SP, SBA	F&S	3	-	LH
CO2, CO7, CO8	Demonstrate and explain the <i>Ilaj bit Tadabeer</i> (Regimenal Therapy) procedures suitable for Frozen Shoulder.	CAP	DK	KH	L_VC, BS, L&GD, L&PPT , CBL	PUZ, SP, QZ , P- PS, O-QZ	F&S	3	-	LH
CO2, CO7, CO8	illustrate various <i>Ilaj bit Tadabeer</i> (Regimenal Therapy) procedures for Chronic ulcers and Peripheral Neuralgia	CAP	DK	KH	BS, DIS, L_VC, BL, TUT	SP, PRN, P-RP, INT, C-INT	F&S	3	-	NLHP8.1
CO2, CO7, CO8	Practice <i>Hijā ma bila Shaṛṭ</i> (Dry cupping) and <i>Dalk</i> (therapeutic massage) on patients of Frozen shoulder and Tenosynovitis	PSY- GUD	MK	SH	IBL, BL, D- BED, CBL, TBL	DOPS, QZ , OSPE, P-RP, RK	F&S	3	-	NLHP8.2

CO2, CO7, CO8	Practice Different types of <i>Riyāḍat-e-Juz'iya</i> (organ-specific exercise) in patients of Frozen shoulder and Tenosynovitis	PSY- GUD	NK	SH	DL, D, D- BED, D-M, TBL	DOPS, QZ , OSPE, DOPS, SP	F&S	3	-	NLHP8.3
CO2, CO7, CO8	Practice <i>Hijāma bila Shaṛṭ</i> (dry cupping) and <i>Dalk</i> (therapeutic massage) on patients of common diseases e.g. Fibromyalgia, Chronic Fatigue Syndrome etc.	PSY- GUD	DK	SH	CBL, DIS, D-M, D, TBL	M-CHT, P-VIVA, OSPE	F&S	3	-	NLHP8.4
Non Lecture Hour Theory										
S.No	Name				Description of Theory Activity					
Non Lecture Hour Practical										
S.No	Name				Description of Practical Activity					
NLHP8.1	various <i>Ilaj bit Tadabeer</i> (Regimenal Therapy) procedures for Chronic ulcers and Peripheral Neuralgia				Duration 1 hr 1. Show Case Studies and Observations by observing and recording the progress of a patient with a chronic ulcer and peripheral neuralgia undergoing <i>Ilaj bit Tadabeer</i> (Regimenal Therapy). Present the findings and outcomes of the practical, highlighting the effectiveness of <i>Ilaj bit Tadabeer</i> (Regimenal Therapy) in managing Chronic Ulcers and Peripheral Neuralgia.					
NLHP8.2	<i>Hijāma bila Shaṛṭ</i> (Dry cupping) and <i>Dalk</i> (therapeutic massage) on patients of Frozen shoulder and Tenosynovitis				Duration -1 hr 1. The students should first enlist and identify all material required for <i>Hijāma bila Shaṛṭ</i> (dry cupping) and <i>Dalk</i> (therapeutic massage). They should be able to understand and demonstrate how to examine the patient before the procedure and the precautions to be taken before and during the procedure.					

		The students should then be asked to perform <i>ijā ma bila Sharṭ</i> (dry cupping) and <i>Dalk</i> (therapeutic massage) on patients of common diseases, e.g. Frozen Shoulder and Tenosynovitis. etc. or on a simulator. All the necessary steps involved should be demonstrated. Basic diagnostic points can be included.
NLHP8.3	Different types of <i>Riyāḍat-e-Juz'iyā</i> (organ-specific exercise) in patients of Frozen shoulder and Tenosynovitis	Duration- 1 hr The students should enlist and explain the steps and precautions of <i>Riyāḍat-e-Juz'iyā</i> (organ-specific exercise). Further, the students should be guided to perform exercise on the patients of Frozen Shoulder and Tenosynovitis, or on a simulator. This will include all the necessary steps of exercise for Frozen Shoulder and Tenosynovitis as well as basic diagnostic points of the said diseases.
NLHP8.4	<i>Hijā ma bila Sharṭ</i> (dry cupping) and <i>Dalk</i> (therapeutic massage) on patients of common diseases e.g. Fibromyalgia, Chronic Fatigue Syndrome etc.	Duration - 1 hr 1. The students should first enlist and identify all material required for <i>Hijā ma bila Sharṭ</i> (dry cupping) and <i>Dalk</i> (therapeutic massage). They should be able to understand and demonstrate how to examine the patient before the procedure and the precautions to be taken before and during the procedure. The students should then be asked to perform <i>ijā ma bila Sharṭ</i> (dry cupping) and <i>Dalk</i> (therapeutic massage) on patients of common diseases, e.g. Fibromyalgia, Chronic Fatigue Syndrome etc. or on a simulator. This will include performing all the necessary steps in pre procedure care, main procedure and post procedure care

Table 4 : NLHT Activity

(*Refer table 3 of similar activity number)

Sr No	CO No	Topic name
1.1	CO1,CO2	Aims, objectives, and Importance of Ilāj bit tadabeer
2.1	CO1,CO2,CO3	Principles (<i>uṣool</i>) and Types of <i>Istifrāgh</i> (evacuation of morbid matter).
2.2	CO2,CO3	Prescriptions for <i>Tabnīd</i> (cooling) & <i>Is'hāl</i> (purgative) according to <i>Akhlāt</i> (humors)
2.3	CO4,CO6	Basic concept of research , highlighting research areas & prospects of research in Ilāj bit Tadabeer (Regimenal Therapy),
2.4	CO1,CO8	Ethical practices in Ilāj bit Tadabeer (Regimenal Therapy) and their importance.
2.5	CO3,CO6	Types of Biomedical waste generated in Ilāj bit Tadabeer (Regimenal Therapy) procedures
2.6	CO3,CO6	Segregation of biomedical waste (color coding) as per latest guidelines released by the concerned authorities in India.
2.7	CO3	Biomedical waste generated during different Ilāj bit Tadabeer (Regimenal Therapies) and identify different modes of sterilization and disinfection for IBT equipments/instruments of different procedures.
3.1	CO3,CO4	Potential side effects of different types of <i>Hijāma</i> (Cupping therapy) and ways to mitigate them
3.2	CO1,CO2,CO6	Potential side effects of <i>Fasd</i> (venesection) and ways to minimize them and recent advances.
3.3	CO2,CO3	<i>Dalk</i> and its mechanism of action and recent scientific advances .
3.4	CO1,CO6	Veins of <i>fasd</i> (venesection), and mechanism of action of <i>fasd</i> . according to Unani and recent scientific advances.
3.5	CO1,CO6,CO7	Therapeutic indications, contraindications, and possible side effects of <i>Ta'fiq al-'Alaq</i> (Leech therapy) and ways to mitigate them
4.1	CO3	<i>Hammām</i> (therapeutic/ Turkish bath), its historical perspective and importance in present scenario.
4.2	CO3	<i>Riyāḍat</i> (exercise) and its historical perspective and importance in present scenario.
4.3	CO3	Types of <i>Riyāḍat</i> (exercise) and mode of action according to unani and contemporary advances
4.4	CO3	<i>Huqna</i> (enema) its historical perspective and relevance in present scenario.
4.5	CO3	<i>Qay'</i> (inducing emesis), its historical perspective and relevance in present scenario
4.6	CO3	Is'hāl (induced purgation), its historical perspective and relevance in present scenario
4.7	CO3	<i>Ābzan</i> (sitz bath) its historical perspective and relevance in present scenario, types of <i>ābzan</i> .

4.8	CO1	Define <i>Amal-e-Kaiyy</i> (cauterization) and its historical perspective and relevance in present scenario.
4.9	CO1	<i>Naṭūl</i> and <i>Sakūb</i> (irrigation), historical significance within the context of Unani system of medicine and scientific understanding
4.10	CO3,CO4	Types of <i>Īlām</i> (pain induction), procedure, including appropriate method, duration, area of application and adverse events and their mitigation.
4.11	CO1,CO3,CO4	<i>Inkibāb</i> (vaporization) and <i>Bukhūr</i> (fumigation) and describe their historical background within the context of Unani system of medicine and scientific perspectives.
4.12	CO2,CO4	<i>ʿAṭūs</i> (sneezing) and <i>Saūṭ</i> (snuff) and understand the therapeutic indications and contra indications , time and frequency of application, general guidelines, precautions and some common formulations that can be used.
4.13	CO1,CO2,CO3	<i>Gharghara</i> (gargles), <i>Maḍmaḍa</i> (mouthwash), their therapeutic importance, indications, contra-indications, method and precautions; some important formulations of <i>Gharghara</i> (gargles), <i>Maḍmaḍa</i> (mouthwash).
4.14	CO3,CO4	<i>Pāshoya</i> (Foot bath) and discuss its types, therapeutic indications, contraindications, rules and guidelines, frequency and appropriate duration, mode of action according to Unani medicine and recent modern practice
4.15	CO3,CO4	Evaluate <i>Pāshoya</i> (Foot bath) according to Unani medicine and recent modern practice
4.16	CO1,CO2,CO3	<i>Zimād</i> (poultice) and <i>Tilā'</i> (liniment) and therapeutic indications including some important formulations of <i>Zimād</i> (poultice) and <i>Tilā'</i> (liniment)
5.1	CO2,CO4	Ultrasound Therapy (Diathermy) USG-T and describe its mode of action, indications and contraindications
5.2	CO2,CO4	Indications, contraindications, and mode of action of Paraffin Wax bath .
5.3	CO3,CO4	Ankle exercises
5.4	CO3,CO4	Physiotherapy modalities for the patients of knee osteoarthritis and cervical spondylosis.
6.1	CO5	Diet plan for Diabetes & Cancer.
6.2	CO5	Diet plan for Tuberculosis.
6.3	CO5	Diet for Cardiovascular diseases.
7.1	CO2,CO7	Management plan for Sciatica by application of <i>Ilaj bit Tadbeer</i> (Regimenal Therapy)
7.2	CO2,CO7	Management plan for Bell's Palsy & Paralysis using <i>Ilaj bit Tadbeer</i> (Regimenal Therapy).
7.3	CO2,CO7	Management plan for Insomnia & Migraine through the precedures of <i>Ilaj bit Tadbeer</i> (Regimenal Therapy)

7.4	CO2,CO7	Management plan for Hypertension by utilizing the procedures of <i>Ilaj bit Tadbeer</i> (Regimenal Therapy).
7.5	CO2,CO7	Management plan for Varicose veins & Psoriasis using <i>Ilaj bit Tadbeer</i> (Regimenal Therapy)

Table 5 : List of Practicals

(*Refer table 3 of similar activity number)

Sr No	CO No	Practical Activity details
1.1	CO1	Relevance of <i>Asbāb sitta ḍarūriyya</i> in <i>Ilāj bit Tadabeer</i>
1.2	CO2,CO3	Various <i>Tadabeer</i> in the light of <i>Asbāb sitta ḍarūriyya</i>
2.1	CO1	Some important <i>munḍij</i> (concoctive) and <i>mu'shil advia</i> (concoctive drugs) for each <i>khiḷḷ</i> (humor)
2.2	CO6	Importance of research and ethics in <i>Ilāj bit Tadabeer</i> (Regimenal Therapy)
3.1	CO2,CO3	Different types of Instruments and cups used for <i>Hijā ma</i> (cupping) Therapy
3.2	CO2,CO3	Pre & post procedure practices & detailed description of <i>Hijā ma Bila shaṭṭ ghair Muzliqa</i> (static Dry cupping)
3.3	CO2,CO3	Pre & post-procedural practices & detailed methodology of <i>Hijā ma Bila shaṭṭ Muzliqa</i> (Gliding Dry Cupping)
3.4	CO2,CO3	Pre- post procedural practices & detailed methodology of <i>Hijā ma bi'l shaṭṭ</i> (wet cupping)
3.5	CO2,CO3	Pre & Post procedural practices of <i>Hijā ma bi'l Nār</i> (Fire cupping) and procedure of <i>Hijā ma bi'l Nār</i> (Fire cupping), frequency and duration of the procedure.
3.6	CO2,CO3	Procedure & post procedural practices of <i>Ta'liq al-'Alaq</i> (Leech Therapy)
3.7	CO2,CO3	Types of medicinal leeches; and anatomy and physiology of medicinal leech, and difference between medicinal and non-medicinal leeches
3.8	CO2,CO3	Pre- procedural practices/ care of <i>Ta'liq al-'Alaq</i> (Leech therapy) procedure. frequency and duration of the procedure .
3.9	CO2,CO3	Surface markings of superficial veins of upper limb and lower limb recommended for <i>Fasd</i> (venesection/ phlebotomy)
3.10	CO2,CO3	<i>Fasd</i> (venesection) and pre- post procedural practices and detailed methodology of <i>Fasd</i> (venesection) .
3.11	CO2,CO3	Types of <i>Dalk</i> (massage therapy)
3.12	CO2,CO3,CO4	Methodology and pre- post procedural practices/ care of <i>Dalk</i> (massage therapy)
3.13	CO2	Oils useful in <i>Dalk</i> (massage) according to the disease.
4.1	CO2,CO3,CO4	<i>naṭūl</i> & <i>sakūb</i> (irrigation detailed methodology) procedure and its pre and post procedural care.
4.2	CO2,CO3,CO4	Types of <i>Inkibāb</i> (vaporization), Its methodology, and pre and post procedural care.

4.3	CO3,CO4,CO6	<i>Bukhūr</i> (fumigation), and its methodology and common Unani formulations of Bukhoor .
4.4	CO6,CO8	Types of <i>Īlām</i> (counter-irritation) and its pre and post procedural care.
4.5	CO2,CO3	<i>Amal-e-kaiyy</i> (cauterization), its methodology and pre and post procedural care.
4.6	CO2,CO3	Types of <i>Mikwāt</i> (cauteries), and its procedural importance.
4.7	CO4	Types of <i>Amal-e-Takmīd</i> (fomentation), with standard methodology, and pre and post procedural care.
4.8	CO4,CO6	<i>Shamūm</i> (inhalation) and <i>Lakhlakha</i> (inhalation of vapour arising from fragrant drugs), its methodology with pre and post procedural care.
4.9	CO2,CO3	Identify ' <i>Aṭūs</i> (sneezing) and <i>Saūṭ</i> (snuff)
4.10	CO2,CO3	Types of <i>Zimād</i> (liniment) and <i>Tila'</i> (ointment) and their application in various diseases and method of application.
4.11	CO4,CO6	Methodology of <i>Pāshoya</i> (foot bath)
5.1	CO3,CO4	Paraffin Wax bath
5.2	CO3,CO4	Shoulder wheel exercise
5.3	CO3,CO4	Treadmill exercise.
5.4	CO3,CO4	Procedure of Knee Continuous Passive Movements
5.5	CO3,CO4	Short wave Diathermy (SWD)
5.6	CO3,CO4	Long wave Diathermy (LWD)
5.7	CO3,CO4	Ultrasound Therapy (Diathermy)
5.8	CO3,CO4	Infrared therapy
5.9	CO3,CO4	Interferential Therapy
5.10	CO3,CO4	Various ankle exercises in different conditions
5.11	CO3,CO4	Various physiotherapy modalities on the patients of knee osteoarthritis
5.12	CO3,CO4	Various physiotherapy modalities on the patients of cervical spondylosis
5.13	CO3,CO4	Various physiotherapy modalities on the patients of Lumbar spondylosis and low backache.
6.1	CO5	Foods according to the temperament and <i>Iqsam-e-ghiza</i> (types of food).
6.2	CO5	Design a Diet chart for Obesity. according to the temperament of foods and <i>usool e taghzia</i> (principles of nutrition) .
6.3	CO5	Diet chart for Hypertension based on <i>usool e taghzia</i> (principles of nutrition)
6.4	CO5	Diet chart based on <i>usool e taghzia</i> (principles of nutrition) for Diabetes and Cardiovascular diseases.
7.1	CO2,CO7,CO8	Various ilaj bit Tadabeer on the patients of Varicose veins and Psoriasis.

7.2	CO2,CO7,CO8	Pain severity with Visual Analogue Scale (VAS) and Numeric Pain Rating Scale (NPR) and identify suitable therapy as per symptoms.
7.3	CO2,CO7,CO8	Various ilaj bit Tadabeer on the patients of Arthritis (Osteoarthritis & Rhematoid arthritis).
7.4	CO2,CO7,CO8	Various ilaj bit Tadabeer on the patients of lifestyle disorders like metabolic disorder , Hypothyroidism.etc
7.5	CO2,CO7,CO8	Various Tadabeer on the patients of Cervical spondylosis and Lumbar spondylosis.
7.6	CO2,CO7,CO8	Various Tadabeer on the patients of Lumbago and Sciatica
7.7	CO2,CO7,CO8	Various Tadabeer on the patients of Bell's palsy and Paralysis
7.8	CO2,CO7,CO8	Ilaj bit Tadabeer on the patients of Migraine and Insomnia
7.9	CO2,CO7,CO8	Various Tadabeer on the patients of Hypertension
8.1	CO2,CO7,CO8	various <i>Ilaj bit Tadabeer</i> (Regimenal Therapy) procedures for Chronic ulcers and Peripheral Neuralgia
8.2	CO2,CO7,CO8	<i>Hijā ma bila Shaṭ</i> (Dry cupping) and <i>Dalk</i> (therapeutic massage) on patients of Frozen shoulder and Tenosynovitis
8.3	CO2,CO7,CO8	Different types of <i>Riyāḍat-e-Juz'iya</i> (organ-specific exercise) in patients of Frozen shoulder and Tenosynovitis
8.4	CO2,CO7,CO8	<i>Hijā ma bila Shaṭ</i> (dry cupping) and <i>Dalk</i> (therapeutic massage) on patients of common diseases e.g. Fibromyalgia, Chronic Fatigue Syndrome etc.

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

6 A : Number of Papers and Marks Distribution

Subject Code	Papers	Theory	Practical/Clinical Assessment (150)					Grand Total
			Practical	Viva	Elective	IA	Sub Total	
UNIUG-IBT	1	100	100	20	10 (Set-TC)*	20	150	250

6 B : Scheme of Assessment (formative and Summative)

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

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

6 C : Calculation Method for Internal assessment Marks

Term	Periodical Assessment*				Term Test**	Term Assessment	
	A	B	C	D	E	F	G
1 (20)	2 (20)	3 (20)	Average (A+B+C/3) (20)	Term Test (MCQ+SAQ+LAQ and Practical) (Converted to 20)	Sub Total	Term Assessment	
First						D+E	D+E /2
Second						D+E	D+E /2
Third					NIL		D
Final IA	Average of Three Term Assessment Marks as Shown in 'G' Column						
	* Select an Evaluation Methods which is appropriate for the objectives of Topics from the Table 6 D. Convert it to 20 marks. ** Conduct Theory (100 Marks) (MCQ (20*1 Marks), SAQ (8*5), LAQ (4*10)) and Practical (100 Marks) Then convert to 20 Marks.						

6 D : Evaluation Methods for Periodical Assessment

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

Topics for Periodic Assessments

Exam type	Paper 1
PA1	Topic 1&2 (from 1.1to 2.1)
PA 2	Topic 2 (from 2.2 to 2.5)
PA 3	Topic 3 (from 3-3.4)
TT 1	Topic No 1,2&3
PA 4	Topic 4 (from 4.1 to 4.2)
PA 5	Topic 4 ((from 4.4 to 4.6)
PA 6	Topic 4 (from 4.7 to 4.9)
TT 2	Topic No 4
PA 7	Topic No 5,6 (from 5.1 to 6.4)
PA8	Topic No6,7 (from 6.5 to 7.6)
PA9	Topic No (from 8.1 to 8.5)

6 E : Question Paper Pattern

III PROFESSIONAL BUMS EXAMINATIONS

PAPER-I

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

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

6 F : Distribution of theory examination

Paper 1 (Ilaj bit Tadabeer)					
List of Topics	Term	Marks	MCQ	SAQ	LAQ
1 Ilāj bit Tadabeer ka ta'aruf Introduction to Ilaj bit Tadabeer.	1	15	Yes	Yes	Yes
2 Ilāj bit Tadabeer ke kuch eham muzakirat Essentials for Ilāj bit Tadābeer .	1	40	Yes	Yes	Yes
3 Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part I	1	18	Yes	Yes	Yes
4 Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part II	2		Yes	Yes	Yes
5 Ilaj-e-tabiyee Physiotherapy	3	13	Yes	Yes	No
6 Ilaj bi'l Taghzia Dietotherapy	3		Yes	Yes	No
7 Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar . Role of Ilaj bit Tadabeer in different diseases. Part -I	3	14	Yes	No	Yes

<p>8 Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar. Role of Ilāj bit Tadabeer in different diseases- Part II (musculoskeletal and miscellaneous conditions) .</p>	3		Yes	Yes	No
Total Marks	100				
Grand Total	100				

6 G : Instructions for UG Paper Setting & Blue print

1. All questions shall be compulsory.
2. The maximum marks for one question paper shall be 100.
3. Questions shall be drawn based on Table 6F, which provides the topic name, types of questions (MCQ(Multiple Choice Question), SAQ(Short Answer Question), LAQ(Long Answer Question)).
4. The marks assigned in Table 6F for each topic/group of topics shall be considered as the maximum allowable marks for that topic/group of topics.
5. Ensure that the total marks allocated per topic/group of topics do not exceed the limits specified in Table 6F.
6. Refer to Table 6F before setting the questions. Questions shall be framed only from topics where the type is marked as “YES”, and avoided if marked as “NO”.
7. Each 100-mark question paper shall contain:
 - 20 MCQs
 - 8 SAQs
 - 4 LAQs
8. MCQs:
 - Majority shall be drawn from the Must to Know part of the syllabus.
 - Questions from the Desirable to Know part of syllabus shall not exceed 3.
 - Questions from the Nice to Know part of syllabus shall not exceed 2.
9. SAQs:
 - Majority shall be drawn from the Must to Know part of the syllabus.
 - Questions from the Desirable to Know part of syllabus shall not exceed 1.
 - No questions shall be drawn from the Nice to Know part of syllabus.
 - SAQs shall assess understanding, application, and analysis, rather than simple recall.
10. LAQs:
 - All LAQs shall be drawn exclusively from the Must to Know part of the syllabus.
 - No questions shall be taken from the Desirable to Know or Nice to Know part of the syllabus.
 - Number of LAQs should not exceed one per topic unless maximum marks exceed 20 for the topic.
11. Long Answer Questions shall be structured to assess higher cognitive abilities, such as application, analysis, and synthesis.
12. Follow the guidelines in User Manual III for framing MCQs, SAQs, and LAQs.

Demo Blueprint for Illustration. Blue printing should be done based on Instructions for Question paper setting and using 6 F table.

Paper No: 1 (Ilaj bit Tadabeer)		
Question No	Type of Question	Question Paper Format
Q1	<p>Multiple choice Questions</p> <p>20 Questions</p> <p>1 mark each</p> <p>All compulsory</p>	<ol style="list-style-type: none"> 1. Ilāj bit Tadabeer ka ta'aruf Introduction to Ilaj bit Tadabeer. 2. Ilāj bit Tadabeer ka ta'aruf Introduction to Ilaj bit Tadabeer. 3. Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar . Role of Ilaj bit Tadabeer in different diseases. Part -I 4. Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar . Role of Ilaj bit Tadabeer in different diseases. Part -I 5. Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar . Role of Ilaj bit Tadabeer in different diseases. Part -I 6. Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar. Role of Ilaj bit Tadabeer in different diseases- Part II (musculoskeletal and miscellaneous conditions) . 7. Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar. Role of Ilaj bit Tadabeer in different diseases- Part II (musculoskeletal and miscellaneous conditions) . 8. Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar. Role of Ilaj bit Tadabeer in different diseases- Part II (musculoskeletal and miscellaneous conditions) . 9. Ilāj bit Tadabeer ke kuch eham muzakirat Essentials for Ilāj bit Tadābeer . 10. Ilāj bit Tadabeer ke kuch eham muzakirat Essentials for Ilāj bit Tadābeer . 11. Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part I 12. Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part I 13. Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part I

		<p>14. Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part II</p> <p>15. Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part II</p> <p>16. Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part II</p> <p>17. Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part II</p> <p>18. Ilaj bi'l Taghzia Dietotherapy</p> <p>19. Ilaj bi'l Taghzia Dietotherapy</p> <p>20. Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part II</p>
Q2	<p>Short answer Questions</p> <p>Eight Questions</p> <p>5 Marks Each</p> <p>All compulsory</p>	<p>1. Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar. Role of Ilaj bit Tadabeer in different diseases- Part II (musculoskeletal and miscellaneous conditions) .</p> <p>2. Ilaj bi'l Taghzia Dietotherapy</p> <p>3. Ilāj bit Tadabeer ka ta'aruf Introduction to Ilaj bit Tadabeer.</p> <p>4. Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part II / Ilāj bit Tadabeer ke kuch eham muzakirat Essentials for Ilāj bit Tadābeer .</p> <p>5. Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part I</p> <p>6. Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part II</p> <p>7. Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part II / Ilāj bit Tadabeer ke kuch eham muzakirat Essentials for Ilāj bit Tadābeer .</p> <p>8. Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar. Role of Ilaj bit Tadabeer in different diseases- Part II (musculoskeletal and miscellaneous conditions) .</p>
Q3	<p>Long answer Questions</p>	<p>1. Ilāj bit Tadabeer ke kuch eham muzakirat Essentials for Ilāj bit Tadābeer . / Ilāj bit Tadabeer ke muta'addid aamal</p>

<p>Four Questions 10 marks each All compulsory</p>		<p>Therapeutic modalities of Ilaj bit Tadabeer. Part I / علاج بالتدابیر کا تعارف / Ilāj bit Tadabeer ka ta'aruf Introduction to Ilaj bit Tadabeer.</p> <p>2. (حصہ دوم) Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part II / علاج بالتدابیر کے کچھ اہم مذاکرات / Ilāj bit Tadabeer ke kuch eham muzakirat Essentials for Ilāj bit Tadābeer .</p> <p>3. (حصہ دوم) Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part II / متعدد امراض میں علاج بالتدابیر کا خصوصی کردار۔ حصہ اول / Mutaddid amraz mein Ilāj bit Tadabeer ka khusoosi kirdar . Role of Ilaj bit Tadabeer in different diseases. Part -I</p> <p>4. (حصہ دوم) Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part II / متعدد امراض میں علاج بالتدابیر کے متعدد اعمال (حصہ اول) / Ilāj bit Tadabeer ke muta'addid aamal Therapeutic modalities of Ilaj bit Tadabeer. Part I</p>
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6 H : Distribution of Practical Exam

S.No	Head	Marks
1	<p>Spotting : Total spots to be given: 10 (2 marks each spot) The student has to identify the spots and he/she has to write few important points about the spots like name, its uses/principle/any other important information. Various instruments and equipment used for different procedures of ilaj bit Tadabeer like Hijāma, Fasd, Riyāḍat, huqna apparatus , dalk oils , Leech therapy, Ta'rīq, Huqna, Qay', Tikor, Bukhūr , instruments of Short wave diathermy , inferential therapy , long wave diathermy , infra red diathermy, etc can be used as spots.</p>	20
2	<p>Demonstration of common therapeutic procedures in different diseases : The student will identify cases of any two disease and suggest the regimenal therapy. (15 marks each). He /she will write in practical examination sheet like hijamah bis shart in cervical spondylosis, inkebab in knee osteoarthritis leech therapy on non healing ulcer, dalk in frozen shoulder , short wave diathermy in shoulder pain, infra red diathermy in sprain etc. including examination and assessment of patient and post therapy care.</p>	30
3	<p>Standard Operating Procedure SOP , of any one two therapies of Ilaj bit tadabeer in detail : The student has to prepare a case sheet containing standard operating procedure of any one procedure in detail including pre and post procedural care .</p>	20
4	<p>History Case Sheet of patients. student will submit case sheets one long case sheet on short case case including . thorough patient examination, detailed medical history, relevant investigations, analysis of patient's condition, identification of potential diagnoses, and a management plan.,</p> <p>Long case sheets : record their findings, diagnoses, and management plans in a detailed and structured format</p> <p>Short case sheets : such as history-taking, physical examination, or diagnosis.,concise and relevant information.</p> <p>record their findings and answers in a brief and structured format.</p>	20
5	<p>Record book : student has to prepare a record book containing all the activities done during the whole year like practicals done, filed visits etc.</p>	10

6	Viva Voce	20
7	Internal Assessment	20
8	Electives	10
		Total 150

References Books/ Resources

S.No	Resources
1	Masihi IQ. Kitab-ul-Umda fil Jarahat (Urdu). New Delhi: Central Council for Research in Unani Medicine; 1986.
2	Ali MAA. Al Hijama. Karachi, Pakistan: Maktab Al Bushara; 2010.
3	Arzani AK. Mizan-ul-Tib. Deoband: Faisal Book Depot; 2001.
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Abbreviations

Domain		T L Method		Level		Assessment		Integration	
CK	Cognitive/Knowledge	L	Lecture	K	Know	T-CS	Theory case study	V-UAM F	V-UAM F
CC	Cognitive/Comprehension	L&PP T	Lecture with PowerPoint presentation	K H	Know show	T-OBT	Theory open book test	V-KUT	V-KUT
CAP	Cognitive/Application	L&GD	Lecture & Group Discussion	S H	Show show	P-VIVA	Practical Viva	V-TB	V-TB
CAN	Cognitive/Analysis	L_VC	Lecture with Video clips	D	Does	P-REC	Practical Recitation	V-MZ	V-MZ
CS	Cognitive/Synthesis	REC	Recitation			P-EXAM	Practical exam	V-TT	V-TT
CE	Cognitive/Evaluation	SY	Symposium			PRN	Presentation	V-IA	V-IA
PSY - SET	Psychomotor/Set	TUT	Tutorial			P-PRF	Practical Performance	V-ISM	V-ISM
PSY - GUD	Psychomotor/Guided response	DIS	Discussions			P-SUR	Practical Survey	V-TST	V-TST
PSY - MEC	Psychomotor/Mechanism	BS	Brainstorming			P-EN	Practical enact	V-MA	V-MA
PSY - ADT	Psychomotor Adaptation	IBL	Inquiry-Based Learning			P-RP	Practical Role play	V-TQS	V-TQS
PSY - OR G	Psychomotor/Origination	PBL	Problem-Based Learning			P-MOD	Practical Model	V-SUI	V-SUI

AFT- REC	Affective/ Receiving	CBL	Case-Based Learning			P-POS	Practical Poster	H- MOA	H- MOA
AFT- RES	Affective/Responding	PrBL	Project-Based Learning			P-CASE	Practical Case taking	H- QAN	H- QAN
AFT- VAL	Affective/Valuing	TBL	Team-Based Learning			P-ID	Practical identification	H-IJ	H-IJ
AFT- SET	Affective/Organization	TPW	Team Project Work			P-PS	Practical Problem solving	H- AUH	H- AUH
AFT- CHR	Affective/ characterization	FC	Flipped Classroom			QZ	Quiz	H- AJT	H- AJT
PSY - PER	Psychomotor/perception	BL	Blended Learning			PUZ	Puzzles	H-IBT	H-IBT
PSY - COR	Psychomotor/ Complex Overt Response	EDU	Edutainment			CL-PR	Class Presentation	H- AAN	H- AAN
		ML	Mobile Learning			DEB	Debate	H- RMS	H- RMS
		ECE	Early Clinical Exposure			WP	Word puzzle		
		SIM	Simulation			O-QZ	Online quiz		
		RP	Role Plays			O-GAME	Online game- based assessment		
		SDL	Self-directed learning			M-MOD	Making of Model		
		PSM	Problem- Solving Method			M-CHT	Making of Charts		
		KL	Kinaesthetic Learning			M-POS	Making of Posters		

		W	Workshops			C-INT	Conducting interview		
		GBL	Game-Based Learning			INT	Interactions		
		LS	Library Session			CR-RED	Critical reading papers		
		PL	Peer Learning			CR-W	Creativity Writing		
		RLE	Real-Life Experience			C-VC	Clinical video cases		
		PER	Presentations			SP	Simulated patients		
		D-M	Demonstration on Model			PM	Patient management problems		
		PT	Practical			CHK	Checklists		
		X-Ray	X-ray Identification			Mini-CEX	Mini-CEX		
		CD	Case Diagnosis			DOPS	DOPS		
		LRI	Lab Report Interpretation			CWS	CWS		
		DA	Drug Analysis			RS	Rating scales		
		D	Demonstration			RK	Record keeping		
		D-BED	Demonstration Bedside			COM	Compilations		
		DL	Demonstration Lab			Portfolios	Portfolios		
		DG	Demonstration Garden			Log book	Log book		

		FV	Field Visit			TR	Trainers report		
						SA	Self-assessment		
						PA	Peer assessment		
						360D	360-degree evaluation		
						PP-Practical	Practical		
						VV-Viva	Viva		
						DOAP	Demonstration Observation Assistance Performance		
						SBA	Scenario Based Assessment		
						CBA	Case based Assessment		
						S-LAQ	Structured LAQ		
						OSCE	Objective Structured Clinical Examination		
						OSPE	Objective Structured Practical Examination		
						DOPS	Direct observation of		

							procedural skills		
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