

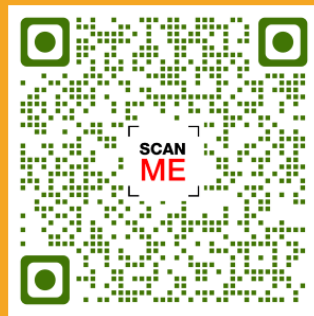
USER MANUAL

COURSE CURRICULUM FOR FIRST PROFESSIONAL BUMS (PRESCRIBED BY NCISM)

(Applicable from 2021-2022 batch onwards for five years or
until further notification by NCISM, whichever is earlier)



**BOARD OF UNANI, SIDHA AND SOWA RIGPA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110058**



User Manual

National Commission for Indian System of Medicine

The National Commission for Indian System of Medicine is the statutory body constituted under NCISM Act, 2020 vide gazette notification extraordinary part (ii) section (i) dated 21.09.2020.

An Act..

- to provide for a medical education system that improves access to quality and affordable medical education, ensures availability of adequate and high quality medical professionals of Indian System of Medicine in all parts of the country;
- that promotes equitable and universal healthcare that encourages community health perspective and makes services of such medical professionals accessible and affordable to all the citizens;
- that promotes national health goals;
- that encourages such medical professionals to adopt latest medical research in their work and to contribute to research;
- that has an objective periodic and transparent assessment of medical institutions and facilitates maintenance of a medical register of Indian System of Medicine.
- for India and enforces high ethical standards in all aspects of medical services;
- that is flexible to adapt to the changing needs and has an effective grievance redressal mechanism and for matters connected therewith or incidental thereto

Graduate Attributes(GA): -

GA1	<p>Profound Knowledge of Unani system of medicine and attitude</p> <p>کتاب القانون لا یسعمن یدعصناعة الطب ویکتسب بها ان لا یكون جله معلوما محفوظا عنده فإنه مشتمل علی أقلما لاید منه للطیب. (القانون فی الطب)</p> <p>واجب است که طبیب سعی نماید در فهم اصول صناعت تا که متمکن باشد در فهم حدود امراض و علل و عرضیات آنها بداند و معرفت اجناس و انواع امراض حاصل نماید و اقتدار بر تقسیمات آنها بخوبی باید. (رموز اعظم)</p>
GA2	<p>Competent and Skilled Unani Physician and Surgeon</p> <p>خبیرا بالعلاج واقسامه وسائر تدابیره لحفظ الصحة وازالة المرض، علما وعملا. قادرا علی التقدم بالانذار. (ادب الطیب)</p> <p>متمکن باشد از تشخیص که استخراج نماید دوارا از طبیعت مرض در کیفیت دوا از کیفیت مرض و کمیت دوا از کتب مفردات و استخراج مرض از قسمت مرض کند و استنباط ادویه بقیاس ما خود از تاثیرات آنها- معالجه بدوائے غذایی نکند تا آنکه ممکن بغذا باشد، استفراغ ماده بطریق قویتر نکند چون بطریق خفیف تر ممکن باشد مثل قے وحقنه از فصد و حجامت. (رموز اعظم)</p>
GA3	<p>Team spirit and Leadership</p> <p>جالینوس گوید که برگاه طبیبرا احتیاج شود بمشوره در امرے پس در بدایت مشوره آن اوشبان بگیرد و عقب آن نیک بسوئے پیران ببر پس آنچه در آنچه در آن نیک تر باشد آن را اختیارکن. (رموز اعظم)</p>
GA4	<p>Critical thinker, problem solver and decision maker</p> <p>طبیب را که لطیف الخطاب، ذکی الحس، صائب الرأی، حاضر الخاطر باشد. (رموز اعظم)</p>
GA5	<p>Good Communicator and Counsellor</p> <p>ماهرا بمساءلة المریض او خدمه علی ترتیب طبیعی. (ادب الطیب)</p>
GA6	<p>Dedicated and self-directed lifelong learner</p> <p>ان یكون دائما حریصا علی التعلّم من الاساتذة، والاطباء والکتب. (کلیات ابن رشد)</p> <p>شدید العنایات بجمیع کتب بقراط و جالینوس باشد آنچه در کتب اوشان رائے خودبا داده اند و بحث کند از غوامض آنها و تذاکره از صاحب آنها و حریص باشد بنظر در آنها. (رموز اعظم)</p>
GA7	<p>Ethical and environmentally responsible Professional who also respects cultural diversity</p> <p>طبیب اقتدا کند بوصایائے بقراط (رموز اعظم)</p> <p>طبیب را باید که شفیق، رفیق اللسان رحیم برضعیفان و فقیران سبقت کننده بمعالجه ایشان قبل معالجه اغنیاء، فرق نکند در تابع و متبوع، و توقع نفعو مکافات از ایشان در علاج ندارد، و اگر ممکن باشد ادویه غرباء از مال خود دهد، پسندیده اخلاق، کثیر الرحمة بجملة حیوانات، و کراہت کند از اذیت دادن به آنها. (ایضا)</p>
GA8	<p>Research based community Practitioner</p> <p>ینبغی للطیب ان یتحصل علوم الطب باکمله ولویغیر دلیل حتی یسهل له البحث والتحقیق کما احتاج. (المعالجات البقراتیة)</p> <p>ان صناعته الطب انما وجدت واستخرجت فی اول الامر بالقیاس مع التجارب. وهذا الوقت ایضا انما یجید علا جیواویحسن عملها من استعمال هذین البابین. (کتاب جالینوس فی التجربة الطیبیة)</p>

Program Outcomes (PO)

	Program Outcomes (PO)
PO1	<ul style="list-style-type: none"> Appraise the basic principles of Unani medicine (<i>Kulliyat-e-Tibb</i>) which are important in maintaining <i>Tabiyat</i> and apply them to a wider variety of clinical and research contexts keeping in view of national health priorities.
PO2	<ul style="list-style-type: none"> Display confidence and proficiency in applying Unani fundamental principles, skills as well as recent contemporary knowledge, skills and tools) for offering <i>Tashkhees</i> (diagnosis) & <i>Tajweez</i> (prescription) for <i>Tahaffuzi</i> (preventive), <i>Ghizai</i> (dietetic), curative, health promotive, rehabilitative care through <i>Ilaj bit Tadbeer</i> (Regimental therapy), <i>Ilaj Nafsani</i> (Psychotherapy), <i>Ilaj bid Dawa</i> (Pharmacotherapy) and <i>Ilaj bil Yad</i> (Surgery) within a quality and safety framework Recognize, respond to and learn from adverse events and medical errors.
PO3	<ul style="list-style-type: none"> Demonstrate ability to manage roles, responsibilities and expertise of the health professionals, able to work in teams to deliver health care services Engage in meaningful public discourse, with a profound awareness of community needs
PO4	<ul style="list-style-type: none"> Demonstrate competence as critical and creative thinker, with an aptitude for continued self-directed learning Display excellent interpersonal and decision-making skills Demonstrate technical and problem solving skills
PO5	<ul style="list-style-type: none"> Demonstrate oral and written communicative skills which may be used for patients, families, colleagues and community.
PO6	<ul style="list-style-type: none"> Exhibit passion for further study/learning of medical science(including the contemporary medical sciences)
PO7	<ul style="list-style-type: none"> Committed to excellence. Apply the principles of ethics in health care and research. Advocate improving the sustainability of the environment and be well versed with techniques & methods of proper hospital waste disposal. Display sensitivity and responsiveness to cultural diversity.
PO8	<ul style="list-style-type: none"> Apply research outcomes in updating medical practices and treatment. Compare and assess scientific evidence through critically evaluating relevant medical literature.

GA 1 to GA 8 are matched to PO1 to PO 8.

User manual.

Welcome to new curriculum of NCISM for I Professional BUMS.

This is an introduction before reading the curriculum file for any course. These instructions in the manual will help reader to easily retrieve the information from the curriculum files.



First Page: Contains Name, Code, Year and “QR code” for downloading the document.

Second page is Summary page for the Course. The Page will provide at a glance information of Lecture and Non-Lecture hours, Distribution of hours as per papers, Distribution of Marks (Theory and

Practical).

Next table is Index. All the major tables are indexed.

Curriculum: The curriculum is defined as the guideline of the academic content covered by an education system while undergoing a particular course or program. Curriculum has a wider scope which covers the knowledge, attitude, behaviour, manners, performance & skills that are imparted or inculcated in a student. It contains every aspect from objectives to assignments. This is outcome-based approach of the curriculum.

Graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution.

The graduate attributes include capabilities that help strengthen learners’ abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society.

Program learning Outcomes deal with the general aspect of graduation for a BUMS program, and the competencies and expertise a graduate will possess after completion of the program. Name of the Programme : Bachelor of Unani Medicine and Surgery (B.U.M.S.)

As per new MSE, This programme (BUMS) is divided in three Professional years of 1.5 years each, followed by 1 year of internship. I professional BUMS has five courses (Subjects).

KEY POINTS

Total number of Teaching hours: 600			
Lecture hours (LH) - Theory			
Paper I	100 Hours	200 Hours	200 Hours (LH)
Paper II	100 Hours		
Non-Lecture hours (NLH) - Theory			
Paper I	60 Hours	120 Hours	400 Hours (NLH)
Paper II	60 Hours		
Non-Lecture hours (NLH) - Practical			
		200 Hours	

Examination (Papers & Mark Distribution)					
Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	IA
Paper I	100				
Paper II	100	100	20	10	20
Sub-Total	200			150	
Total marks		350			

Objectives

Bachelor of Unani Medicine and Surgery programme.- The Bachelor of Unani education namely, the Bachelor of Unani Medicine and Surgery (B.U.M.S.) shall produce Graduates, having profound knowledge of Unani Medicine along with the contemporary advances in the field of Unani Medicine supplemented with knowledge of scientific and technological advances in modern sciences and technology along with extensive practical training, as an efficient physicians and surgeons for the health care services.

Course Code and Name of Course

First Professional B.U.M.S.

Sl. No.	Subject/Course code	Subject/Course	Equivalent Terms
1.	UNIUG-UAMF	Urdu, Arabic and Mantiq wa Falsafa	Urdu, Arabic, Logic and Philosophy
2.	UNIUG-KUT	Kulliyat Umoore Tabiya	Basic Principles of Unani Medicine
3.	UNIUG-TB	Tashreehul Badan	Human Anatomy
4.	UNIUG-MZ	Manafeul Aza	Human Physiology
5.	UNIUG-TT	Tareekh-e Tib	History of Medicine
6.	Electives (Minimum three) Subjects		

Course code: is an abbreviation of selected alphabets given to the course (subject).

Name of the course: Complete name of the course is indicated in the table in each course.

Next table explains Course learning outcomes (CO) and they are matched with Programme learning outcomes.(PO)

Table 1- Course learning Outcome and matched Program learning outcomes.

SR1 CO No	A1 Course learning Outcome (CO) UNIUG- At the end of the course UNIUG-: the student should be able to-	B1 Matched program learning outcomes.

SR1: Course learning Outcome are numbered in column SR1. CO<Number> for the UNIUG-: These number will be used in the table 3 in column A3.

A1: Course Learning Outcome (CO) :

Course Learning outcomes (CO) is a detailed description of, what a student must be able to do at the completion of a course. CO helps the learner to understand the reason for pursuing the course. Learner can visualize the learning (it may be knowledge, Skills or attitude) at the end of the course.

Learning outcome is measurable and involves the structuring of two parts, a verb and an object. The verb phrase describes the intended cognitive process or what the learner is intended to do, and the object phrase describes the knowledge students are expected to acquire or construct.

B1: Program learning Outcomes (POs) matched with Course learning outcomes (CO)

Kamile Tib o Jarahat (BUMS) is a programme and outcomes for this are explained in earlier section. This column explains CO in column A1 matched with the appropriate PO<number> written in row in front of COs

Table 2: Contents of the Course-

	A2 List of Topics UNIUG-	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours

Table 2 explains contents of course. List of topics and distribution according to term and marks.

	A2 List of Topics UNIUG-	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours

A2: List of topics UNIUG-: List of the topics (main and subtopics) those are included in the course.

	A2 List of Topics UNIUG-	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours

B2: Term – The course is of three terms of six months each. Topics in A2 are to be covered in three terms. This column indicates topics to be covered as per each term. Indicated by I, II, III.

	A2 List of Topics UNIUG-	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours

C2: Marks: This column indicates distribution of marks for the topic or group of topics in the course. Useful for considering the weightage of the topic in the course.

Term wise distribution is indicated in column B2 and marks distribution in C2.

	A2	B2	C2	D2	E2

	List of Topics UNIUG-	Term	Marks	Lecture hours	Non-Lecture hours
--	-----------------------	------	-------	---------------	-------------------

D2 and E2 : Lecture and Non Lecture Hours:- Defines the Total number of hours allotted for the course. As per MSE, they are divided in lecture and non-lecture hours.

	A2 List of Topics UNIUG-	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours
--	-----------------------------	------------	-------------	---------------------	-------------------------

D 2 Lecture hours: Lecture is an exposition of a given subject or discourse on a particular subject delivered before an audience or class. Lecture is commonest method used in the classroom for teaching. Now it is supplemented with A/V aids. Expectations from the lecture are interactive lectures. Interactive teaching method is a teaching process which is conducted through the interaction between the teacher and the learner. It is within the existing learning conditions, aiming to transfer common knowledge, skills, and values to the student.

These can be brief segments within a larger lecture-based class and can include a single or mix of several different Teaching learning and student engaging techniques. Total number of hours required to complete the topic are indicated in the column.

	A2 List of Topics UNIUG-	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours
--	-----------------------------	------------	-------------	---------------------	-------------------------

E2 Non Lecture Hours:- Practical-Learning means knowledge gained by implementing theory in real-life activities. This way of learning helps students to remember the topic for a long time and also to master it. Practical-learning makes the study more enjoyable, with the highest engagement in the topic.

Learning can be with various ways. Based on objectives like Disseminate knowledge, Develop capability to use ideas, to test ideas, to generate ideas, Facilitate the personal development of students, self directed learning.

Common methods like Reading, Handouts, Guest lectures, using library and other learning resources, Case studies, Work experience, Projects, Demonstrations, Group working, Simulations, Workshops, Discussion & debates, Essay writing, tutorials, Presentations, compilations, feedback on written work. Some others like Peer assessment, Research projects, Workshops on techniques of creative problem solving. Team based learning like Group working, Action learning, field work. Generating ideas with Lateral thinking, Brainstorming, Mind-mapping, Creative writing, drawing.

Others like Problem solving, Experiential learning, Role play, Mentors, Reflective logs and diaries, independent study/ self-directed learning, Work placement, Portfolio development etc.

Activities based as relevance of are expected as a part of learning experience. Time required for these activities along with different newer Teaching learning methods supported by various Audio Visual aids can be considered as **non-lecture hours**. These hours are indicated as per topic list in this column.

Table 3: Learning objectives (Theory) of Course UNIUG-:

A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/ subdomain	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formative /summative	I3 Te rm	J3 Integration
Topic 1- <Topic point > (Lecture- <Number> hours, Non lecture <Number> hours)									

Table 3 Learning objectives of course UNIUG-: contents. This table contains ten columns. This comprehensive table explains Topic and subtopic wise points in the table. Matched lecture and Non-lecture hours explained as per D2 and E2 columns. It also explains learning Objective of the topic, Domain and subdomain as per Blooms Taxonomy, level, appropriate Teaching learning Method, assessment method, type of assessment and Integration for teaching.

A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/ subdomain	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formative /summative	I3 Te rm	J3 Integration
Topic 1- <Topic point > (Lecture: <Number> hours, Non lecture <Number> hours)									

A3 indicates Course learning outcome (CO): - CO are explained in Column A1. Topic list is explained in column A2. This column A3 explains relation of Topic in list and course outcome denoted corresponding CO number. One topic and Objectives for topic may contribute in one or more than one CO's. They are also denoted in this column.

A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/ subdomain	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formative /summative	I3 Te rm	J3 Integration
Topic 1- <Topic point > (Lecture: <Number> hours, Non lecture <Number> hours)									

B3 Learning Objectives: - Learning objectives are clearly written, specific statements of observable learner behaviour or action that can be measured upon completion of an educational activity. It is a description of what the learner must be able to do upon completion of an educational activity. A well-written learning objective outlines the knowledge, skills and/or attitude the learners will gain from the educational activity. One Topic covers one or many learning objectives. They are noted in Column B3. Each objective start with a verb. Before that line in the first cell “At the end of the session, the student should be able to” is common to all the statement.

A3 Course outcome	B3 Learning Objective (At the end of the session, the student should be able to)	C3 Domain/ subdomain	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formative /summative	I3 Te rm	J3 Integration
Topic 1- <Topic point > (Lecture:<Number> hours, Non lecture <Number> hours)									

C3 indicates **Domain of learning**. Benjamin Bloom has identified three domains of educational activities. The three domains are Cognitive, psychomotor and affective. Cognitive is for mental skills (Knowledge), Psychomotor is for manual or physical skills (Skills) while Affective is for growth in feelings or emotional areas (Attitude), They are also indicated by KSA (Knowledge, Skills and Attitude). All activities related to teaching and learning are aligned to these domains of learning.

Cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories. They are in ascending order. Lowest level is Knowledge (Recall), followed by Comprehension, Application. Analysis, Synthesis and Evaluation in the pyramid. They starting from the simplest to the most complex.

Psychomotor domain includes physical movement, coordination, and use of the motor skill areas. Development of these skills requires practice and is measured in terms of speed, precision, procedures, or techniques in execution. The seven major categories listed in order are Perception, Set, Guided response, Mechanism, Complex Overt Response, Adaptation and Origination.

Affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories listed in order are: Receiving, Responding, Valuing, Organization and Internalizing values (characterization).

These are denoted in column C3 e.g., Cognitive/Knowledge.

A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/ subdomain	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formative /summative	I3 Te rm	J3 Integration
Topic 1- <Topic point number> (Lecture: <Number> hours, Non lecture <Number> hours)									

D3 : Considering the Course outcome, Learning objective, level of learner(UG/ PG etc), topics are classified into Must to know, Desirable to know and Nice to know. This classification is essential to focus depth of the teaching, allotted time and efforts in teaching. It reflects in Teaching learning Methods and assessment. Must know should be covered in depth, Desirable to know as an introduction and Nice to know should be a sensitization.

A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/ subdomain	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formative /summative	I3 Te rm	J3 Integration
Topic 1- <Topic point number> (Lecture: <Number> hours, Non lecture <Number> hours)									

E3 Levels of competencies in Clinical practice. It is based on Millar's Pyramid. It is divided in four levels. Lower two levels are Know and Know how based on Cognitive. Top two Shows and does for behaviour. Lower three levels are useful in UG. In any topic based on the Domain and importance, Level, Teaching and learning activities as well as Assessment methods are planned. These levels for each objective in topic are noted in Column E3.

A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/ subdomain	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formative /summative	I3 Te rm	J3 Integration
Topic 1- <Topic point number> (Lecture: <Number> hours, Non lecture <Number> hours)									

F3 T – L Methods: - Teaching learning methods. Teaching learning methods are planned based on Topic need, Domain, Importance, Level to be assessed. This column indicates traditional methods like lecture as well as interactive methods.

Lecture method:- is an educational presentation delivered by an instructor to a group of students with the help of instructional aids and training devices. In lecture method, the teacher orally presents the course material in an organized way to the students. Lectures may contain varying level of student participation, and the students take notes. Lecturing is one of the oldest methods of teaching used by the teachers of higher education.

Lecture method gives more importance to content presentation, where the teacher is active and the students are passive, but the monotony of teaching, can be overcome by various methods of Interactivity and Audio-visual aids. It is the fastest and easiest way of large group teaching. Lecture method helps to motivate, clarify doubt, review the understanding by verbal and nonverbal responses.

In lecture, various other methods can be included. A large classroom can be converted to small groups for

Discussions: - Leading discussions can be one of the most rewarding, and most challenging, teaching methods. Using discussions as a primary teaching method allows us to stimulate critical thinking. Large group can be converted to small groups and activity can be conducted.

Brainstorming is used as one of the teaching methods. The students participate by responding or presenting views on the topic. This technique encourages new ideas among students.

Inquiry-Based Learning starts from a place of questioning. Students may spontaneously ask questions or be prompted to ask questions about a particular topic. They might search to find answers, engage in activities that will help them pursue answers, or work collaboratively in pursuit of answers.

Problem-based learning (PBL) is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.

Case based learning: - Same as above. A case on clinical practice or any real-life situation.

Project-Based Learning: - Project-based learning requires students to spend an extended period of time (e.g., a week) on a single project. Students will complete project with Learning objective and will present in class.

Team-based learning (TBL) is a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class

Flipped classroom: - Flipped classrooms involve asking students to complete the reading, preparation and introductory work at home. Video or presentations are supplied before the class. Then, during class time, the students will ask questions and participate in discussions.

Blended Learning:- Blended learning is a mix method. Classroom lecture and technology together. This method relies heavily on technology, with part of the instruction taking place online and part in the classroom via a more traditional approach, similar but different than flipped classroom approach. Various online tools, apps can be added in the classroom activities.

Edutainment: - A combination of education and entertainment is helpful in maintaining students' interests, by using various methods of teaching such as videos, Power Point slides, demonstrations, discussions, etc.

Early Clinical Exposure (ECE) provides a clinical context and relevance to basic sciences learning. It also facilitates early involvement in the healthcare environment that serves as motivation and reference point for students, leading to their professional growth and development. It can be for healthy individuals or Patients. In a large classroom, it can be achieved by recorded videos, cases.

Simulation is also the pedagogical approach of providing students with the opportunity to practice learned skills in real-life situations. Simulation-based learning allows students to apply abstract concepts to active hands-on practice. Practicing with mock or real patients in a dedicated clinical environment such as a clinical skills lab helps students learn to make appropriate decisions at various points within the scenario.

Role plays: - Role play is the basis of all dramatic activity. Role playing is a way of working through a situation, a scenario, or a problem by assuming roles and practicing what to say and do in a safe setting. It is effective way of learning cognitive, affective as well as communication.

Self-directed learning is the process through which an individual takes responsibility for their learning. This includes assessing the needs and readiness for learning, identifying learning goals, engaging in the learning process and self-evaluation. As a part of learning students are needs to acquire many essential skills by this methods. Many online tools, E learning portals, MOOC's related to syllabus are available. As per importance of topics nice to know topics can be selected for this method.

Problem solving method: - Human beings face multi-dimensional problems in their lives, and they try to solve these problems in a particular way in the light of their previously gained knowledge and experiences. In this regard, it is essential for the students to be prepared for future or near future challenges by facing real life, or real like, problems in their learning environment, and finding appropriate solution of these problems. Many similar methods like Critical thinking, creative thinking can be part of this activity.

Kinesthetic Learning students perform hands-on physical activities rather than listening to lectures or watching demonstrations. Kinesthetic learning, values movement and creativity, is most commonly used types of instruction. Students are expected to do, make or create something. Poster making, model making, Chart making, Video Clip making. Many such activities can be part of learning.

Workshops on few topics for can be good Teaching method. Skills development, communication skills, ethics and many other programme outcomes can be achieved with this method.

Game-Based Learning Students love games, game-based learning, which requires students to be problem solvers as they work on quests to accomplish a specific goal. For students, this approach blends targeted learning objectives with the fun of earning points or badges, much like they would in a video game.

A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/ subdomain	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formative /summative	I3 Te rm	J3 Integration
Topic 1- <Topic point number> (Lecture: <Number> hours, Non lecture <Number> hours)									

G3 Assessments: This column indicates method of assessment for the given Topic. Various types of assessment methods are given as per domain. For assessment of cognitive domain MCQ, extended matching items, SAQ, LAQ, Essay writing, modified essay questions (MEQs), Constructed Response Questions (CRQs), case study, open book test etc. can be conducted.

In class activities like Quiz, Puzzles, Class Presentation, Debate, Word puzzle, Online quiz and online game-based assessment methods etc. Kinesthetic activities like Making of Model, Charts, Posters, conducting interview, Interactions, Presentations, similarly Critical reading papers, Creativity Writing etc. are useful to assess current understanding and giving feedback.

Clinical or practical related video cases, simulated patients, patient management problems, checklists, Objective Structured Clinical examination (OSCE), Objective Structured Practical Examination (OSPE), Mini-Clinical Evaluation Exercise (Mini-CEX), Direct Observation of

Procedural Skills (DOPS), simulation, Clinical work sampling (CWS) can be recorded as formative assessment. Involving activities like student projects, short survey, research projects, can be used. Other Teaching Methods indicated in the column like Problem-based learning (PBL), Case based learning (CBL) etc. can be used as formative assessment with rating scales, checklist and pre decided scoring pattern. Record keeping like compilations, portfolios, log book, trainer’s report, self-assessment, peer assessment, and 360-degree evaluation can be scored for few marks as Formative assessment.

A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/ subdomain	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formative /summative	I3 Te rm	J3 Integration
Topic 1- <Topic point number> (Lecture: <Number> hours, Non lecture <Number> hours)									

H3 Formative and summative assessment: Column indicate assessment indicated in G3 should be performed as Formative and summative assessment. Few topics are indicated for formative assessment only. Most of the topics will be for formative as well as summative assessment.

I3 Term wise distribution is again indicated in column.

J3 Integration: - Students learn similar topics in more than one course(subjects). Integration of such topics, concepts, where various subject-based knowledge or aspects of one theme or topic are assimilated to provide the holistic approach. Many departments can come together to provide such holistic experience for similar topic. Horizontal and vertical integration opportunities are indicated in this column.

Table 4: Learning objectives (Practical) of Course <course code>

A4 Course outcome	B4 Learning Objective (At the end of the session, the students should be able to)	C4 Domain/ subdomain	D4 Must to know/ desirable to know/Nice to know	E4 Level Does/ Shows how/ Knows how/ Know	F4 T-L method	G4 Assessment	H4 Formative /summative	I4 Te rm	J4 Integration
Topic 1- <Topic point number> (Lecture:- <Number> hours, Non lecture <Number> hours)									

Similar to above table 3 for practical

- List of Practical is added to denote the practical.

Table 5- Non-Lecture Activities Course UNIUG-

Sr No	List Non-lecture Teaching-Learning methods	No of Activities

Table 5 summaries Non-Lecture Activities. These are indicative and as per the topic need, amongst the multiple methods denoted here and in the objectives table appropriate activities should be chosen.

Table 6: Assessment Summary:

Assessment is subdivided in A to H points.

6 A-Number of Papers and Marks Distribution for First Professional BUMS

Sl. No.	Subject/ course	Papers	Theory	Practical or Clinical Assessment					Grand Total
				Practical or clinical	Viva	Electives	IA	Total	
1.	Urdu, Arabic and Mantiq wa Falsafa (Urdu, Arabic, Logic and Philosophy) Paper I – Urdu and Arabic Paper II –Mantiq wa Falsafa	2	200	-	30	-	20	50	250
2.	Kulliyat Umoore Tabiya (Basic Principles of Unani Medicine)	1	100	100	20	10 (Set-FA)*	20	150	250
3.	Tashreehul Badan (Anatomy) Paper I and Paper II	2	200	100	20	10 (Set-FB)*	20	150	350
4.	Manafeul Aza (Physiology) Paper I and Paper II	2	200	100	20	10 (Set-FC)*	20	150	350
5.	Tareekhe Tib (History of medicine)	1	100	-	30	-	20	50	150
Grand Total									1350

[*Set:-FA, FB, FC – Sets of Electives for First Professional B.U.M.S]

6 B - Scheme of Assessment (Formative and Summative)

Sl.No.	Professional session	Duration of Professional Session		
		First Term (1-6 Months)	Second Term (7-12 Months)	Third Term (13-18 Months)
1	First Professional B.U.M.S	3 PA and First TT	3 PA and Second TT	3 PA and UE
2	Second Professional B.U.M.S	3 PA and First TT	3 PA and Second TT	3 PA and UE
3	Third (Final) Professional B.U.M.S	3 PA and First TT	3 PA and Second TT	3 PA and UE

PA: Periodical Assessment; TT: Term Test; UE: University Examination

PA: Periodical Assessment; TT: Term Test; UE: University Examinations Theory i.e. Written by the MCQ, SAQ, LAQ as per MSE and Practical Examination by Practical / Clinical/ Viva.

Formative assessment as, it is assessment for learning, various other methods can be used. Considering cognitive, psychomotor and affective domain appropriate method as per column G3, appropriate method should be adopted.

(Refer above explanation of Formative assessment in G3 column)

Formative assessment should be frequent activity after teaching.

Records should be kept and cumulative marks should be forwarded to university as per table

Formative assessment is defined by two terms, Periodic Assessment and term test.

Periodic Assessment and Term Test - In table 6 C method for calculation of internal assessment marks is explained. Various periodic assessment methods are explained in the table 6 D.

6 C Calculation method of Internal Assessment Marks (20 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	D
Final IA	Average of Three Term Assessment Marks as Shown in 'G' Column						

6 D - Evaluation Methods for Periodical Assessment

Sl. No.	Evaluation Method
1.	Practical / Clinical Performance
2.	Viva Voce / Multiple Choice Question (MCQ) / Modified Essay Question (MEQ)/Structured Questions
3.	Open Book Test (Problem Based)
4.	Summary Writing (Research papers)
5.	Class Presentations
6.	Work Book Maintenance
7.	Problem Based Assignment
8.	Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OSPE), Mini Clinical Evaluation exercise (Mini-CEX), Direct Observation Procedures (DOP), Case Based Discussion(CBD)
9.	Extra-curricular activities (Social Work, Public Awareness, Surveillance Activities, Sports or other activities which may be decided by the department).
10.	Small Project
11.	Activities Indicated in Table 3 - Column G3 as per Indicated I, II or III term in column I3.

A detailed list of periodic assessment is given in this table. Choose one activities Indicated in Table 3 - Column G3 as per Indicated I, II or III term in column I3 or any other as per objectives from this table.

Conduct periodic test for 20 marks.

Term Test - Conduct Theory (100 Marks) [MCQ (20*1 Marks), SAQ (8*5), LAQ (4*10)] and Practical(as per course)/(100 Marks) and convert all to 20.

6 E Question Paper Pattern

I PROFESSIONAL BUMS EXAMINATIONS

UNIUG-

PAPER-1

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

Similar for Paper II (If applicable).

6 F Distribution of theory examination

	A List of Topics	B Term	C Marks	D Type of Questions “Yes” can be asked. “No” should not be asked.		
				MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)

Question paper Blue print is indicated as per Term, maximum marks allotted to topic and type of Questions.

A indicate List and name of topic and subtopic

B indicate Term

C indicate maximum marks allotted for topic or group of Topics.

D Distribution of type of question MCQ, SAQ, LAQ to be asked. “Yes” indicate can be asked. “No” indicate should not be asked.

6 G Blue print of paper I & II

A Question Sr. No	B Type of Question	C Question Paper Format
Q1	Multiple choice Questions (MCQ) 20 Questions 1 mark each All compulsory	<ol style="list-style-type: none"> 1. Topic number 2. Topic number 3. Topic number 4. Topic number 5. Topic number 6. Topic number 7. Topic number 8. Topic number 9. Topic number 10. Topic number 11. Topic number 12. Topic number 13. Topic number 14. Topic number 15. Topic number 16. Topic number 17. Topic number 18. Topic number 19. Topic number 20. Topic number
Q2	Short answer Questions (SAQ) Eight Questions	<ol style="list-style-type: none"> 1. Topic number / Topic number 2. Topic number / Topic number 3. Topic number / Topic number

	5 Marks Each All compulsory	4. Topic number / Topic number 5. Topic number / Topic number 6. Topic number / Topic number 7. Topic number / Topic number
Q3	Long answer Questions (LAQ) Four Questions 10 marks each All compulsory	1. Topic number / Topic number 2. Topic number / Topic number 3. Topic number / Topic number 4. Topic number / Topic number

6 G - Blue printing of paper: - Based on 6 F should be used for framing question paper.

A indicates Sr. No question

B indicates Type of Questions.

C indicates Topic number from which question is to be framed.

All questions should be compulsory.

For Q 1 MCQ 20 questions to be framed based on the topics indicated in column C. Must to know part 15 MCQ, Desirable to know 3 MCQ, Nice to know 2 MCQs.

For Q 2 SAQ 8 questions to be framed based on the topics indicated in column C. 7 Questions from Must to know 1 Question on Desirable to know and no Questions on Nice to know

For LAQ 4 questions to be framed based on the topics indicated in column C All questions on must know. No Questions on Nice to know and Desirable to know.

Structured Questions should be asked for LAQ and a clear demarcation of marks also should be given.

A balance of question assessing Knowledge, Comprehension, Application and Analysis should be maintained.

6 H Distribution of Practical Exam

S.No.	Heads	Marks
1	Practical (Total Marks 100)	
	Heading 1	
	Heading 2	
	Heading 3	
	Heading 4	
2	Viva Voce	
3	Internal	
4	Electives (if applicable))	
	Total Marks	

6 H indicates Marks Distribution as per various heads. Practical, Viva. Internal assessment marks(IA) and Electives (If Applicable).

7. References books/ Resources

Books and Resources for the course/ subject are provided in this point..

Implementation

- Select a topic as per term
- Read the objectives
- Think of Domain
- Decide lecture plan and prepare material A/V aids(PPT, Charts etc)
- Decide non lecture activities to be conducted. Prepare resources (Case, problem etc)
- Decide assessment method (formative) and prepare material if required (e.g. Quiz, puzzle, etc)
- Make lesson plan. (Template next page)
- Conduct session/practical

LESSON PLAN TEMPLATE

Name of College:			
Name of Department (s)			
Name of Course		Academic Year	Batch –
Learning Objectives:			
Instructional Method (Circle as appropriate) - Lecture /Seminar /Tutorial / Bedside Clinic / OPD Session / Community Visit / Hospital visit, any other			
Duration - LH-		NLH	
Time	Activity Description	Resources/ A-V Aids	Assessment Method / s

List of Learning Resources : (Textbook, e – resources, other)
Referenced according to Vancouver style

Curriculum Committee



Vaidya Jayant Deopujari,
Chairman,
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110058

Dr. K Jagannathan, M.D (Siddha), Ph.D
PRESIDENT,
BOARD OF UNANI, SIDDHA, AND SOWA-RIGPA,
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE (NCISM), NEW DELHI-110058

EDUCATIONAL TECHNOLOGISTS

Dr. Mohan R. Joshi Mentor and Coordinator	Professor and HOD Sanskrit Samhita Siddhant Department, Tilak Ayurved Mahavidyalaya, Pune.
Resource person Health Sciences Educational Technology Online Training	
Dr. Priti R Desai	Professor, Mahatma Gandhi Ayurved College Hospital & Research Centre, Wardha, Maharashtra
Dr. Gaurav Sawarkar	Associate Professor, Mahatma Gandhi Ayurved College Hospital & Research Centre, Wardha, Maharashtra
Dr Kiran Tawalare	Assistant Professor, Shri Ayurved College, Nagpur, Maharashtra

CO-ORDINATORS OF THE FIRST PROFESSIONAL BUMS SYLLABUS FRAMING COMMITTEES

Name	College/Intitute
Dr. Wasim Ahmad HOD, Dept. of Ilmul Advia	Mohammadia, Tibbia College of Assayer Hospital, Malegaon, Nashik, Maharashtra
Dr. Syed Mohd Abbas Zaidi Assistant Professor,	Dept. of Moalajat HSZH, Govt. Medical College, Bhopal, M.P
Dr. Zamir Ahmad Professor	Dept. of Amraze-jild wa Tazeeniyat Ajmal Khan Tibbia College, AMU, Aligarh

COURSE WISE/ SUBJECT WISE MEMBERS OF SYLLABUS FRAMING COMMITTEE OF FIRST PROFESSIONAL BUMS

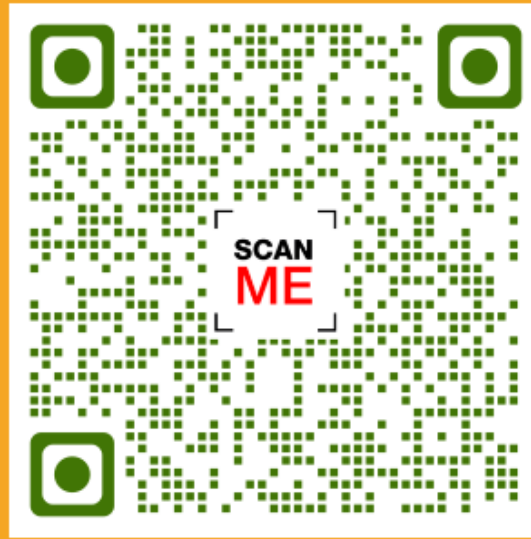
SI No	Subject Expert Name and Designation	College/ Institute Address	Role in Course (Subject) Committee
Course I : TASHREEHUL BADAN			
1.	Dr. Haroon Rasheed Mansoori, M.D. Professor	Markaz Unani Medical College and Hospital, Kozhikode, Kerala	Chairman
2.	Dr. Abu Kashif Anwar, M.D. Assistant Professor	Hakim Syed Ziaul Hasan (HSZH) Govt. Unani Medical College & Hospital, Bhopal (MP) – 462003	Coordinator
3.	Dr. Nadeem Ahmed Khan, M.S. Assistant Professor	Ajmal khan Tibbia Unani College (A.K Tibbia) College, (Aligarh) UP – 202002	Expert Member
4.	Dr. Khursheed Ahmad Ansari, M.D. Associate Professor	Faculty of Medicine (U) Jamia Hamdard (New Delhi) – 110062	Expert Member
5.	Dr. Abdul Mobeen, M.D. Associate Professor	Anjuman-I-Islam-Jambhanawala (MIJ) Tibbia Unani Med. College, Mumbai (MS) – 400061	Expert Member
6.	Dr. Shabbir Ahmed, M.D. Associate Professor	A & U Tibbia College, Karol Bagh, New Delhi – 110005	Expert Member
7.	Dr. Rakhshinda Baig, BUMS Assistant Professor	State Takmil-ul-Tibb. College, (Lucknow) UP – 266003	Expert Member
Course II: MANAFEUL AZA			
1	Dr. Farooque Ahmad Dar, M.D. Associate Professor	Ajmal khan Tibbia Unani College (A.K Tibbia) College, (Aligarh) UP – 202002	Chairman
2	Dr. Naseem Ahmad Khan, Mahir-e-Tib - M.D. (Kulliyat-Umoor-e-Tabiya) Assistant Professor	Hakim Syed Ziaul Hasan (HSZH) Govt. Unani Medical College & Hospital, Bhopal (MP) – 462003	Coordinator
3	Dr. Hafiz Iqtedar Ahmad, M.D., Assistant Professor	Department of Munafeul Aza AK Tibbiya College, AMU, Aligarh (UP)	Expert Member
4	Dr. Aisha Aijaz, M.D. Assistant Professor	Ajmal khan Tibbia Unani College (A.K Tibbia) College, (Aligarh) UP – 202002	Expert Member
5	Dr. Ansari Abdul Waqas, BUMS, M.D Assistant Professor	Mohammadia Tibbia College, Malegaon, Nasik (MS)-423203	Expert Member
Course III : TAREEKHE TIB			
1	Dr. Ashhar Qadeer Professor	Ajmal khan Tibbia Unani College (A.K Tibbia) College, (Aligarh) UP – 202002	Chairman
2	Dr. Naseem Ahmed, BUMS Mahir-e-Tib - M.D. (Kulliyat-Umoor-e-Tabiya) Assistant Professor	Mohammadia Tibbia College, Malegaon, Nasik (MS)-42320	Coordinator

3	Dr. Raziul Islam Nadvi, Secretary	Jamaat-e-Islami Hind, D-321, Abul Fazal Enclave, Jamia Nagar, Okhla, New Delhi, India	Expert Member
4	Dr. Faizane Elahi, M.D. Assistant Professor	Anjuman-I-Islam-Jambhanawala (MIJ) Tibbia Unani Med. College, Mumbai (MS) – 400061	Expert Member
5	Dr. Kafil Ahmad, M.D. Associate Professor	State Takmil-ul-Tibb. College, (Lucknow) UP – 266003	Expert Member
6	Dr. Sahar Saleem, M.D., Kamil-e-tib-o-Jarahat (Bachelor of Unani Medicine and Surgery Assistant Professor	Department of Kulliyat School of Unani Medical Education and Research Jamia Hamdard, New Delhi	Expert Member
Course IV: URDU, ARABIC AND MANTIQA WA FALSAFA			
1	Dr. Raziul Islam Nadvi, Secretary	Jamaat-e-Islami Hind, D-321, Abul Fazal Enclave, Jamia Nagar, Okhla, New Delhi, India	Chairman
2	Dr. Abdul Azeez Faris, BUMS, M.D. Assistant Professor	National Institute of Unani Medical College (NIUM) , (Bangalore) Karnataka – 560091	Coordinator
3	Dr. Mohd. Umar, Assistant Professor	Hakim Syed Ziaul Hasan (HSZH) Govt. Unani Medical College & Hospital, Bhopal (MP) – 462003	Expert Member
4	Dr. Mohd. Akram, M.A., Ph.D. (Arabic) Assistant Professor	Department of Arabic, University of Delhi, Delhi	Expert Member
5	Dr. Aftab Alam Assistant professor Department of Urdu	Aligarh Muslim University, Shibli Road, Campus, Aligarh, Uttar Pradesh-202002	Expert Member
Course V: KULLIYAT UMOORE TABIYA			
1	Dr. Mohammad Zulkifli, M.D. (U) Professor	National Institute of Unani Medical College (NIUM) , (Bangalore) Karnataka – 560091	Chairman
2	Dr. Wasim Ahmad, M.D Assistant Professor	National Institute of Unani Medical College (NIUM) , (Bangalore) Karnataka – 560091	Coordinator
3	Dr. Arshi Riaz, BUMS, M.D. Assistant Professor	Ajmal khan Tibbia Unani College (A.K Tibbia) College, (Aligarh) UP – 202002	Expert Member
4	Dr. Ashhar Qadeer, BUMS, M.D. Professor	Ajmal khan Tibbia Unani College (A.K Tibbia) College, (Aligarh) UP – 202002	Expert Member
5	Dr. Tariq Nadeem Khan, BUMS, M.D. Assistant Professor	National Institute of Unani Medical College (NIUM) , (Bangalore) Karnataka – 560091	Expert Member
6	Dr. Sana Akhtar, M.D., Assistant Professor	Dept. of Kulliyat Aligarh Unani Medical College and ACN Hospital, Aligarh (UP)	Expert Member

**COURSE CURRICULUM FOR FIRST PROFESSIONAL BUMS
(PRESCRIBED BY NCISM)**

Urdu, Arabic and Mantiq wa Falsafa

(Urdu, Arabic, Logic and Philosophy)



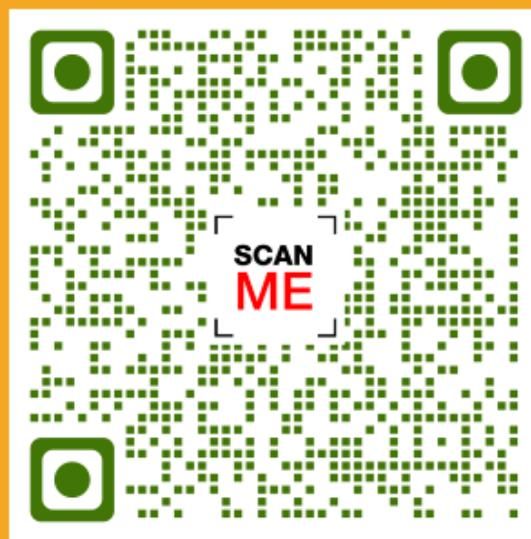
UNIUG-UAMF

**BOARD OF UNANI, SIDDHHA AND SOWA RIGPA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110058**

**COURSE CURRICULUM FOR FIRST PROFESSIONAL BUMS
(PRESCRIBED BY NCISM)**

Kulliyat Umoore Tabiya

(Basic Principles of Unani Medicine)



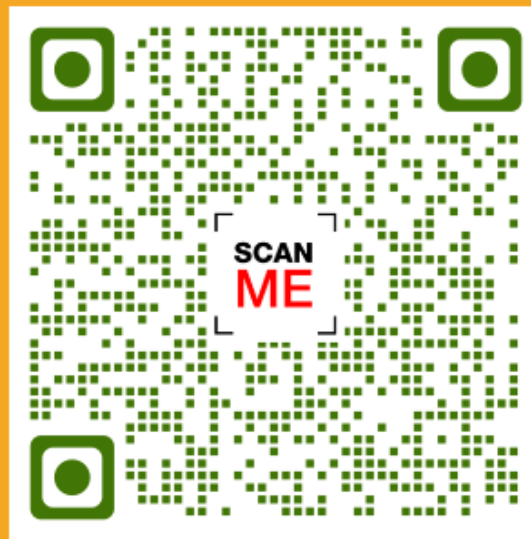
UNIUG-KUT

**BOARD OF UNANI, SIDDHA AND SOWA RIGPA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110058**

**COURSE CURRICULUM FOR FIRST PROFESSIONAL BUMS
(PRESCRIBED BY NCISM)**

Tashreehul Badan

(Anatomy)



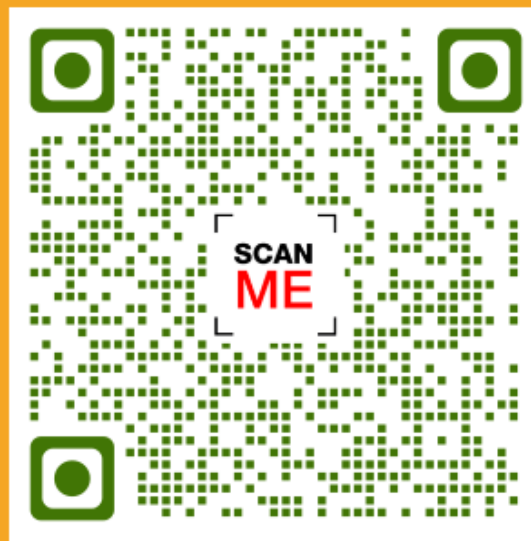
UNIUG-TB

**BOARD OF UNANI, SIDDHHA AND SOWA RIGPA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110058**

**COURSE CURRICULUM FOR FIRST PROFESSIONAL BUMS
(PRESCRIBED BY NCISM)**

Manafeul -Aza

(Physiology)



UNIUG-MZ

**BOARD OF UNANI, SIDDHHA AND SOWA RIGPA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110058**

**COURSE CURRICULUM FOR FIRST PROFESSIONAL BUMS
(PRESCRIBED BY NCISM)**

Tareekhe Tib

(History of medicine)



UNIUG-TT

**BOARD OF UNANI, SIDDHHA AND SOWA RIGPA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110058**