Competency-Based Dynamic Curriculum for MD/ MS Unani

(PRESCRIBED BY NCISM)

Semester III-VI

Kulliyate Tib

(Basic Principles of Unani Medicine)

(SUBJECT CODE : UNIPG-KUT)

(Applicable from 2024-25 batch, from the academic year 2025-26 onwards until further notification by NCISM)

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Preface

The curriculum of Kulliyāt-i-Ṭibb is designed to provide a deep understanding of the core philosophy of the Unani system through a combination of practical and experiential learning. By engaging with foundational principles of Unani Medicine, students develop not only theoretical knowledge but also the ability to analyze, innovate, and integrate Unani principles with modern scientific advancements. This program emphasizes critical thinking, and interdisciplinary research, allowing students to explore the Unani system in a way that fosters innovation and contributes to its evolution. Through this structured approach, the curriculum prepares students to contribute meaningfully to research, policy development, and the integration of Unani Medicine with contemporary healthcare systems while preserving its rich intellectual heritage.

The foundation of this curriculum is built upon the Applied Concepts of Kulliyāt-i-Ṭibb, which serve as the intellectual backbone of Unani medicine. Emphasis is placed on Falsafiyāna Mafāhīm (Philosophical Concepts) to nurture critical thinking and intellectual reasoning, while Maṣādir wa Marāji' (Classical Sources) provide grounding in the textual and historical traditions of Unani thought. Scientific literacy is cultivated through interdisciplinary subjects such as Ṭibbī Ḥayātī Ṭabī'iyāt (Medical Biophysics), Ḥayātī Kīmiyā (Medical Biochemistry), bridging biological functions with fundamental Unani perspectives. As students advance, the curriculum deepens into Kulliyāt Umūr-i-Ṭabī'iyya, focusing on core concepts such as Ṭabī'at, Ḥarārat Gharīziyya, Arkān, Mizāj, Akhlāṭ, A'ḍā, Arwāḥ, Quwā, and Af'āl. These ideas are explored through their internal coherence and traditional logic, with thoughtful reference to relevant insights from anatomy, physiology, embryology and pathology, not as direct alignments, but as opportunities for comparative understanding. This balanced approach allows students to appreciate the unique philosophical structure of Unani medicine while engaging meaningfully with contemporary biomedical discourse.

Disease causation and diagnostics are studied under Asbāb o Alāmāt wa Uṣūl-i-Tashkhīṣ, encompassing classical principles such as Sū'-i-Mizāj, Sū' al-Tarkīb, Tafarruq al-Ittiṣāl, and traditional diagnostic methods including Nabḍ, Bawl, and Barāz. The practical application of Unani principles is emphasized in Itlāqi Kulliyāt, which focuses on preventive healthcare, treatment strategies focussing on Usūl Ḥifẓān-i-Ṣiḥḥat, Tanqiya wa Istifrāgh, 'Ilāj bi'l-Ghidhā', and 'Ilāj bi'l-Dawā', all integrated within a coherent Unani framework. Rather than reducing classical knowledge to modern equivalence, the curriculum fosters intellectual dialogue across paradigms. Its holistic, evidence-informed design is aimed at nurturing reflective academicians, skilled physicians, innovative researchers, and pioneers who will advance the science and practice of Unani medicine with integrity and vision.

INDEX

Preface 2

Summary & Credit Framework Semester III-VI 4

Course Code and Name of Course 9

Table 1 : Course learning outcomes and mapped Program learning outcomes 9

Table 2: Course contents (Modules - Credits and Notional Learning Hours) 11

Table 3 : Modules - Unit - Module Learning Objectives and Session Learning Objective- Notional Learning Hours- Domain-Level- TL Methods 52

Paper No : 1(Kulliyāt Umūr Ṭabīʿiyya-I (Structural & Functional Basis of Human Body-I)) 52

Paper No : 2(Kulliyāt Umūr Ṭabīʿiyya-II (Structural & Functional Basis of Human Body-II)) 147

Paper No : 3(Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ) 265

Paper No : 4(Iṭlāqī Kulliyāt (Applied Kulliyāt)) 355

Table 4 : Practical Training Activity 465

Table 5 : Experiential learning Activity 473

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

6 A : Number of Papers and Marks Distribution 483

6 B : Scheme of Assessment (Formative and Summative Assessment) 483

6 C : Calculation Method for Modular Grade Points (MGP) 484

6 D : Semester Evaluation Methods for Semester Grade Point Average (SGPA) 487

6 E : Question Paper Pattern 492

6 F : Distribution for summative assessment (University examination) 493

6 G : Instruction for the paper setting & Blue Print for Summative assessment (University Examination) 499

6 H : Distribution of Practical Exam (University Examination) 500

Reference Books/ Resources 502

Abbreviations 510

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Competency-Based Dynamic Curriculum for MD/ MS Unani

Kulliyate Tib (UNIPG-KUT)

Summary & Credit Framework

Semester III-VI

Module Number & Name	Credits	Notional Learning Hours	Maximum Marks of assessment of modules (Formative Assessment)
Semester No : 3			
Paper No : 1 Kulliyāt Umūr Ṭabī'iyya-I (Structural & Functional Basis of Human Body-I)			
M 1 طبیعت Ṭabī'at (Physis/Phusis)	2	60	50
M 2 حرارت غریزیہ ورطوبت غریزیہ Ḥarārat Gharīziyya & Ruṭūbat Gharīziyya	1	30	25
Paper No : 2 Kulliyāt Umūr Ṭabī'iyya-II (Structural & Functional Basis of Human Body-II)			
M 9 اعضاء/ A'ḍā' (Organs): Conceptual understanding	2	60	50
M 10 اعضاء/A'ḍā' (Organs): Applied Aspect	1	30	25
M 11 ارواح/Arwāḥ (Pneuma): Conceptual understanding & Applied Aspects	2	60	50
Paper No : 3 Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ			
M 18 علم الاسباب 'Ilmul Asbāb	2	60	50
M 19 اسباب ضروریہ Asbāb Ḍarūriyya	2	60	50
Paper No : 4 (Iṭlāqī Kulliyāt (Applied Kulliyāt))			
M 26 اطلاق: نظری جائزہ Iṭlāq: Conceptual Overview	1	30	25
M 27 اصول حفظان صحت Uṣūl-i-Ḥifẓān-i-Ṣiḥḥat	3	90	75

Semester No : 4			
Paper No : 1 Kulliyāt Umūr Ṭabī'iyya-I (Structural & Functional Basis of Human Body-I)			
M 3 ارکانArkān (Primary components /Elements)	3	90	75
M 4 مزاجMizāj -Conceptual Understanding & Classification	2	60	50
Paper No : 2 Kulliyāt Umūr Ṭabī'iyya-II (Structural & Functional Basis of Human Body-II)			
M 12 قویٰ/Quwā (Faculties): Conceptual Understanding	1	30	25
M 13 قوی حیوانیہ/Quwā Ḥaywāniyya (Vital Faculty)	2	60	50
Paper No : 3 Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ			
M 20 Asbāb Ghyr Ḍharūriyya اسباب غیرضروریہ	2	60	50
M 21 'Ilmul Amarāḍ علم الامراض	2	60	50
Paper No : 4 Iṭlāqī Kulliyāt (Applied Kulliyāt)			
M 28 تدابیر الامراض الخاصہ ومراعات عامہ Tadābīr al-Amrāḍ al-Khāṣṣa wa Marā'āt-i-'Āmma (Regimens for Special Health Conditions and General Body Care)	1	30	25
M 29 اصول علاج بالغذاء Uṣūl 'Ilāj bi'l Ghidhā' (Principles of Dietotherapy)	3	90	75
Semester No : 5			
Paper No : 1 Kulliyāt Umūr Ṭabī'iyya-I (Structural & Functional Basis of Human Body-I)			
M 5 مزاج انسانیMizāj-i-Insānī and its determinants	2	60	50
M 6 مزاجMizāj- Recent Advances & Applied Aspect	2	60	50
Paper No : 2 Kulliyāt Umūr Ṭabī'iyya-II (Structural & Functional Basis of Human Body-II)			
M 14 قویٰ نفسانیہ/Quwā Nafsāniyya (Psychic Faculty)	2	60	50
M 15 قویٰ طبیعیہ: قویٰ شخصیہ/Quwā Ṭabī'iyya: Quwā Shakhṣiyya (Natural Faculty)	2	60	50
Paper No : 3 Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ			

M 22 وجع ولذت Waja‘ & Ladhdhat	1	30	25
M 23 علم العلامات ‘Ilmul ‘Alamāt	3	90	75
Paper No : 4 Iṭlāqī Kulliyāt (Applied Kulliyāt)			
M 30 اصول علاج بالتدبیر Uṣūl ‘Ilaj bit Tadbīr (Principles of Regimenal Therapy)	2	60	50
M 31 ذرائع تنقیہ واستفراغ Dharā’‘e Tanqiya Wa Istifrāgh	2	60	50
Semester No : 6			
Paper No : 1 Kulliyāt Umūr Ṭabī‘iyya-I (Structural & Functional Basis of Human Body-I)			
M 7 اخلاط Akhlāṭ : Concept , Classification and Formation	2	60	50
M 8 اخلاط Akhlāṭ (Humours/ Body Fluids):Functional Importance & Applied Aspect	2	60	50
Paper No : 2 Kulliyāt Umūr Ṭabī‘iyya-II (Structural & Functional Basis of Human Body-II)			
M 16 قویٰ طبیعیہ: قویٰ تناسلیہ /Quwā Ṭabī’iyya: Quwā Tanāsuliyya (Reproductive Faculty)	2	60	50
M 17 افعال/Af ‘al (Functions)	2	60	50
Paper No : 3 Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ			
M 24 ادلہ تشخیص Adilla-i- Tashkhīṣ	2	60	50
M 25 بول وبراز Bawl-o-Barāz	2	60	50
Paper No : 4 Iṭlāqī Kulliyāt (Applied Kulliyāt)			
M 32 اصول علاج بالدواء Uṣūlʿ Ilāj bil Dawā'(Pharmacotherapy)	2	60	50
M 33 اصول علاج Uṣūl-i-ʿIlāj (Principles of Treatment)	2	60	50
	64	1920	1600

Credit frame work

UNIPG-KUT consists of 33 modules totaling 64 credits, which correspond to 1920 Notional Learning Hours. Each credit

comprises 30 hours of learner engagement, distributed across teaching, practical, and experiential learning in the ratio of 1:2:3. Accordingly, one credit includes 5 hours of teaching, 10 hours of practical training, 13 hours of experiential learning, and 2 hours allocated for modular assessment, which carries 25 marks.

Important Note: The User Manual MD/MS Unani is a valuable resource that provides comprehensive details about the curriculum file. It will help you understand and implement the curriculum. Please read the User Manual before reading this curriculum file. The curriculum file has been thoroughly reviewed and verified for accuracy. However, if you find any discrepancies, please note that the contents related to the MSE should be considered authentic. Each paper has 16 credits and each semester covers 16 credits across 4 papers. In case of difficulty and questions regarding the curriculum, write to syllabus24uni@ncismindia.org

Credit Analysis Overview					
Sem/Paper	**Paper No 1**	**Paper No 2**	**Paper No 3**	**Paper No 4**	**Credits**
Semester 3	M-1 | 2 Crs M-2 | 1 Crs	M-9 | 2 Crs M-10 | 1 Crs M-11 | 2 Crs	M-18 | 2 Crs M-19 | 2 Crs	M-26 | 1 Crs M-27 | 3 Crs	**16**
Semester 4	M-3 | 3 Crs M-4 | 2 Crs	M-12 | 1 Crs M-13 | 2 Crs	M-20 | 2 Crs M-21 | 2 Crs	M-28 | 1 Crs M-29 | 3 Crs	**16**
Semester 5	M-5 | 2 Crs M-6 | 2 Crs	M-14 | 2 Crs M-15 | 2 Crs	M-22 | 1 Crs M-23 | 3 Crs	M-30 | 2 Crs M-31 | 2 Crs	**16**
Semester 6	M-8 | 2 Crs M-7 | 2 Crs	M-16 | 2 Crs M-17 | 2 Crs	M-24 | 2 Crs M-25 | 2 Crs	M-32 | 2 Crs M-33 | 2 Crs	**16**
Credits	**16**	**16**	**16**	**16**	**64**

Semester VI University examination					
Theory			Practical*		
Paper	Marks	Total	Practical Heads	Marks	Total

Paper -1	100	400	Long case or procedure/Major practical as applicable	100	400
			Short case or procedure/Minor practical	50	
Paper -2	100		Spotters	50	
			Assessing teaching ability	25	
Paper -3	100		Assessing presentation skills	25	
			Viva (4 examiners: 25 marks/each examiner)#	100	
Paper -4	100		Logbook (Activity record)	25	
			Practical/Clinical Record	25	
Semester VI University examination – 800 Marks					

* Details in 6H table; # No separate marks for dissertation viva.

Course Code and Name of Course

Course code	Name of Course
UNIPG-KUT	Kulliyate Tib (Basic Principles of Unani Medicine)

Table 1 : Course learning outcomes and mapped Program learning outcomes

CONo	A1 Course learning Outcomes (CO) UNIPG-KUT At the end of the course UNIPG-KUT, the students should be able to	B1 Course learning Outcomes mapped with program learning outcomes.
CO1	Demonstrate proficiency in the core philosophies and foundational principles of Unani medicine.	PO6,PO8
CO2	Appraise and critically analyse the classical sources for deeper understanding of *Kulliyāt-i-Tibb.*	PO6,PO8
CO3	Synthesize fundamental principles through an interdisciplinary approach to foster a holistic understanding.	PO4
CO4	Integrate and apply the basic principles of etio-pathogenesis, diagnostic methods, and treatment modalities in clinical practice, ensuring ethical and patient-centered care.	PO1,PO3,PO6
CO5	Apply preventive and promotive healthcare measures by incorporating Unani principles.	PO3,PO6
CO6	Integrate basic Unani concepts with contemporary medical research and technology in order to enhance comprehensive approach in research, scientific exploration and develop innovations.	PO1,PO5
CO7	Analyze Unani fundamentals to strengthen conceptual understanding and apply them effectively in research contexts	PO7,PO8

CO8	Demonstrate effective communication skills to convey Unani concepts clearly with patients, peers and interdisciplinary streams.	PO6,PO8

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

Paper No : 1 Kulliyāt Umūr Ṭabī‘iyya-I (Structural & Functional Basis of Human Body-I)						
Semester No : 3						
2A	**2B**	**2C**	**Notional Learning hours**			
Module Number	**Modules & units**	**Number of Credits**	**2D Lectures**	**2E Practical Training**	**2F Experiential Learning including Modular Assessment**	**2G Total**
	M-1 طبیعت Ṭabī‘at (Physis/Phusis) This module explores the foundational concept of *Ṭabī‘at* (Physis) in Unani medicine, emphasizing its role as the governing force in maintaining physiological balance and health. Students will critically examine perspectives from Unani scholars, Aristotle’s interpretation, and comparisons with other medical systems. The module focuses on the regulatory, defense, and healing functions of *Ṭabī‘at*, including its influence on homeostasis, immunity, and *Buḥrān* (crisis response). **• M 1U 1 طبیعت کامفہوم Concept of Ṭabī‘at (Physis/Phusis)** 1.1.1:View of different Unani Scholars 1.1.2: Aristotle’s Interpretation 1.1.3: Comparison of concept with other system of Medicine **• M 1U 2 آلاتِ طبیعت Ālat’-i-Ṭabī‘at’(Tools of Physis)**	2	10	20	30	60

	1.2.1:Description and Analysis 1.2.2: Role and relation with *Kayfiyāt Arba'* کیفیات اربعہ **• M 1U 3 قوت مدبرہ بدن Ṭabī'at:Regulatory Functions** 1.3.1: Regulatory functions of *Ṭabī'at* طبیعت 1.3.2:*Quwat al-Ṭabī'a al-Mudabbira li'l Badan* قوت مدبرہ بدن 1.3.3:طبیعت *Ṭabī'at* in terms of Homeostasis **• M 1U 4 طبیعت اور قوت مناعت Ṭabī'at : Defence Mechanism & Healing** 1.4.1:طبیعت *Ṭabī'at* and Defence Mechanism of body 1.4.2:طبیعت *Ṭabī'at* as *Medicatrix Naturae* 1.4.3:بحران *Buḥrān* (Crisis)					
	M-2 حرارت غریزیہ و رطوبت غریزیہ Ḥarārat Gharīziyya & Ruṭūbat Gharīziyya This module explores the fundamental concepts of *Ḥarārat Gharīziyya* and *Ruṭūbat Gharīziyya* within the framework of Unani medicine. These physiological principles are central to understanding bodily functions, growth, metabolism, and aging. The module integrates classical Unani perspectives with modern biomedical insights, particularly in relation to Basal Metabolic Rate (BMR) and pathological imbalances. Students will engage in theoretical discussions, practical demonstrations, and experiential learning activities to develop a comprehensive understanding of these concepts and their implications for health and longevity. **• M 2U 1 تصوراتی تفہیم Conceptual Understanding** 2.1.1:Concept of حرارت غریزیہ *Ḥarārat Gharīziyya* & رطوبت غریزیہ *Ruṭūbat Gharīziyya*	1	5	10	15	30

	2.1.2: حرارت غریزیہ *Ḥarārat Gharīziyya* and Basal Metabolic Rate (BMR) 2.1.3:Augmentation of حرارت غریزیہ *Ḥarārat Gharīziyya* **• M 2U 2 Growth and Ageing** 2.2.1:Growth and Ageing process 2.2.2: Longevity & Natural Death طبعی موت **• M 2U 3 اطلاقی پہلو Applied Aspect** 2.3.1: Imbalance of حرارت غریزیہ *Ḥarārat Gharīziyya* & رطوبت غریزیہ *Ruṭūbat Gharīziyya* 2.3.2: حرارت غریبہ *Ḥarārat Gharība,* رطوبت غریبہ *Ruṭūbat Gharība* and عفونت *Ufūnat*					
		3	15	30	45	90
Semester No : 4						
2A **Module Number**	**2B** **Modules & units**	**2C** **Number of Credits**	**Notional Learning hours** **2D** **Lectures**	**2E** **Practical Training**	**2F** **Experiential Learning including Modular Assessment**	**2G** **Total**
	M-3 ارکان Arkān (Primary components /Elements) This module explores the foundational Unani concept of *Arkān* (Primary Elements) and its significance in understanding human health. It provides a comprehensive understanding of the historical development, philosophical theories, and modern interpretations of *Arkān*. Through lectures, practical	3	15	30	45	90

	sessions, and experiential learning activities, students will gain insights into classical theories, engage in discussions, and conduct experiments that explore the dynamic interactions of the four primary elements: *Al-Arḍ, Al-Mā',* *Al-Nār,* and *Al-Hawā'*. **• M 3U 1 Conceptual Development** 3.1.1: Evolution of concept 3.1.2: تعداد عناصر *Ta'dād-i-Anāṣir* 3.1.3: کیفیات اربعہ *Kayfiyāt Arba'a* 3.1.4: Natural position of *Arkān* عناصر کا طبعی مقام 3.1.5: *Anāṣir Kathīra* عناصر کثیرہ **• M 3U 2 ارکان Arkān as precursors of Mawālīd Thalātha** 3.2.1:Formation of *Mawālīd Thalātha* مواليد ثلاثہ 3.2.2: صورت نوعیہ *Ṣūrat Naw'iyya* of *Mawālīd Thalātha* مواليد ثلاثہ 3.2.3: ارکان اربعہ *Arkān Arba'a* and life in animate things **• M 3U 3 اطلاقی پہلو Applied Aspect & Medical Elementology** 3.3.1:Effect of chemical elements on human health 3.3.2:Classification of اجزاء ہوائیہ *Ajzā' Hawā'iyyah* and اجزاء ارضیہ *Ajzā' Arḍiyah*					
	M-4 مزاج Mizāj -Conceptual Understanding & Classification This module provides an in-depth exploration of the theoretical foundations, principles, and classification of *Mizāj* within Unani medicine and other traditional systems. It covers key concepts such as *Imtizāj, Adl fi'l Qisma*, and various forms of *Mizāj Mu'tadil* (e.g., *Nawʿī, Ṣinfī, Shakhṣī,* and *'Uḍwī*) while	2	10	20	30	60

	examining their impact on health, disease susceptibility, and personalized treatment approaches. The module emphasizes practical applications through hands-on assessments and experiential learning to develop diagnostic and analytical skills. **• M 4U 1 Theory and Philosophy** 4.1.1: Conceptual understanding 4.1.2:امتزاج *Imtizāj* - Process of intermixture of elements 4.1.3: Classification of مزاج *Mizāj* **• M 4U 2 مزاج معتدل طبّی Mizāj Mu'tadil Ṭibbī** 4.2.1:Understanding of *Mizāj* and its types 4.2.2: *Mizāj Mu'tadil Nawʿī bi'l Qiyās ila'l Khārij wa Dākhil* مزاج معتدل نوعی بالقیاس الی الخارج والداخل **• M 4U 3 مزاج معتدل صنفی بالقیاس الی الخارج والداخل Mizāj Mu'tadil Ṣinfī bi'l Qiyās ila'l Khārij wa Dākhil** 4.3.1: Effect of climatic zones 4.3.2: Effects of ممالک *Mamálik,* بلاد *Bilād,* and ہواءمحیط *Hawā' Muḥīṭ* 4.3.3: Role of Epigenetics **• M 4U 4 مزاج معتدل شخصی بالقیاس الی الخارج والداخل Mizāj Mu'tadil Shakhṣī bi'l Qiyās ila'l Khārij wa Dākhil** 4.4.1: Distinction and understanding 4.4.2:مزاج اعمار *Mizāj -i- Aʿmār* 4.4.3: Changes in مزاج *Mizāj* throughout life 4.4.4: Applied aspects					

	• M 4U 5 مزاج معتدل عضوی بالقیاس الی الخارج والداخل Mizāj Mu'tadil 'Uḍwī bi'l Qiyās ila'l Khārij wa dākhil 4.5.1: Classification of اعضاء *A'ḍā'* based on their مزاج *Mizāj* 4.5.2: Structural and functional characteristics of اعضاء *A'ḍā'* based on مزاج *Mizāj* 4.5.3: Applied aspects					
		5	25	50	75	150
Semester No : 5						
2A Module Number	**2B Modules & units**	**2C Number of Credits**	**Notional Learning hours**			
			2D Lectures	**2E Practical Training**	**2F Experiential Learning including Modular Assessment**	**2G Total**
	M-5 مزاج انسانی Mizāj-i-Insānī and its determinants This module explores the concept of *Mizāj-i-Insānī* (human temperament) as defined in Unani medicine, focusing on its physiological, genetic, and environmental determinants. This module explores into the theoretical foundations of *Mizāj*, its role in health and disease, and its practical applications. The module emphasizes the assessment of *Mizāj-i-Insānī* through morphological, physiological, and psychological parameters, while also examining gender-specific traits and environmental influences. By integrating classical Unani principles with contemporary research approaches,	2	10	20	30	60

	students will develop skills to assess and apply *Mizāj*-based interventions for personalized healthcare. **• M 5U 1 مزاج انسانی Mizāj-i-Insānī مزاج معتدل طبی &its dimensions** 5.1.1: Formation of مزاج انسانی *Mizāj-i-Insānī* 5.1.2: Factors influencing the مزاج اولیٰ *M izāj Ūlā* and مزاج ثانوی *Mizāj Thānwī* 5.1.3: Genetic Basis of مزاج انسانی *Mizāj-i-Insānī* **• M 5U 2 مزاج اجناس Mizāj -i- Ajnās** 5.2.1: Theoretical understanding 5.2.2**:** مزاج اجناس *Mizāj -i- Ajnās* and its role in gender specific traits 5.2.3: Applied aspect **• M 5U 3 Determinants of Mizāj-i-Insānī** 5.3.1: Morphological parameters to determine مزاج انسانی *Mizāj-i-Insānī* 5.3.2: Physiological parameters to determine مزاج انسانی *Mizāj-i-Insānī* 5.3.3: Psychological parameters to determine مزاج انسانی *Mizāj-i-Insānī* 5.3.4**:** اجناس عشو *Ajnās –i- Ashrā*					
	M-6 مزاج Mizāj- Recent Advances & Applied Aspect This module aims to provide students with comprehensive knowledge of *Mizāj* (temperament) as understood in Unani Medicine, while integrating modern scientific advancements. It emphasizes the theoretical foundations, interdisciplinary research dimensions, and technological developments in *Mizāj* determination. The module also explores its practical applications in healthcare, including personalized treatment strategies, disease susceptibility, and diagnostic protocols.	2	10	20	30	60

	• **M 6U 1 مزاج Mizāj: Interdisciplinary Approach** 6.1.1: Effect of environmental factors 6.1.2: Dimensions for research • **M 6U 2 Recent advancement in the determination of مزاج Mizāj** 6.2.1:Technological advancement in determination of مزاج *Mizāj* 6.2.2: Meta analysis of Research Data 6.2.3: Future Research • **M 6U 3 اطلاقی پہلو Applied Aspects** 6.3.1:Role of مزاج *Mizāj* in diagnosis and treatment plan 6.3.2:مزاج *Mizāj* based protocol for clinical practice 6.3.3: Effect of مزاج انسانی *Mizāj-i-Insānī* in disease susceptibility 6.3.4:Influence of اسباب فاعلیہ *Asbāb Fā'iliyya* on مزاج انسانی *Mizāj-i-Insānī*					
		4	20	40	60	120
Semester No : 6						
2A Module Number	**2B Modules & units**	**2C Number of Credits**	**Notional Learning hours**			
			2D Lectures	**2E Practical Training**	**2F Experiential Learning including Modular Assessment**	**2G Total**
	M-7 اخلاط Akhlāṭ : Concept , Classification and Formation	2	10	20	30	60

	This module explores the foundational principles of *Akhlāṭ* (humors) in Unani medicine, focusing on their conceptual framework, classification, and physiological roles. Students will gain insights into the formation of *Akhlāṭ*, the influence of various internal and external factors on their balance, and their impact on overall health. The module integrates classical literature with contemporary knowledge, emphasizing critical analysis, practical application, and effective communication of these concepts. Through lectures, practical sessions, and experiential learning, students will develop skills to assess, analyze, and apply concept of *Akhlāṭ* for maintaining well-being. **• M 7U 1 Theory and Philosophy** 7.1.1: Conceptual understanding 7.1.2: Cross system analysis **• M 7U 2 Classification of Akhlāṭ** 7.2.1: رطوبت اولیٰ وثانیہ *Ruṭūbat Ūlā* wa *Thaniya* 7.2.2: Physiological understanding **• M 7U 3 تولید اخلاط Tawlīd –i- Akhlāṭ (Production of Akhlat)** 7.3.1: Physiological understanding of ہضوم اربعہ *Huḍūm Arba'a* 7.3.2: Influence of اسباب فاعلیہ *Asbāb Fā'iliyya* on تولید اخلاط *Tawlīd –i- Akhlāṭ* 7.3.3: ہضوم اربعہ *Huḍūm Arba'a* and بدل مایتحلل *Badal Mā Yataḥallal*					
	M-8 اخلاط Akhlāṭ (Humours/ Body Fluids):Functional Importance & Applied Aspect This module explores the Unani concept of *Akhlāṭ* (humors) and their critical role in maintaining the body's internal environment. Students will study the	2	10	20	30	60

	functional importance of the four primary *Akhlāṭ — Khilṭ Dam, Khilṭ Balgham, Khilṭ Ṣafrā',* and *Khilṭ Sawdā'*. The module integrates classical Unani concepts with contemporary biomedical knowledge to highlight their influence on physiological processes, disease manifestation, and therapeutic approaches. Through practical exercises, clinical applications, and research-oriented activities, students will gain comprehensive insights into evaluating and managing *Akhlāṭ* imbalances to promote overall health. **• M 8U 1 Functional Importance of اخلاط Akhlāṭ Arba'a** 8.1.1: مزاج *Mizāj*/کیفیات *Kayfiyat* of اخلاطاربعہ *Akhlāṭ Arba'a* 8.1.2: Functional importance of خلطدم *Khilṭ Dam* 8.1.3: Functional importance of خلطبلغم *Khilṭ Balgham* 8.1.4: Functional importance of خلطصفراء *Khilṭ Ṣafrā'* 8.1.5:Functional importance of خلطسوداء *Khilṭ Sawdā'* **• M 8U 2 اطلاقی پہلو Applied Aspect** 8.2.1: اخلاطاربعہ *Akhlāṭ Arba'a* & internal environment 8.2.2: غلبہ اخلاط *Ghalaba'-i-Akhlāṭ* 8.2.3: Seasonal variations 8.2.4: Role in diagnosis and disease management **• M 8U 3 Interpretation & Recent Advancement** 8.3.1: Recent Understanding 8.3.2: Physiological and biochemical interpretations 8.3.3: Future Prospects					
		4	20	40	60	120

		16	80	160	240	480
Paper No : 2 Kulliyāt Umūr Ṭabīʻiyya-II (Structural & Functional Basis of Human Body-II)						
Semester No : 3						
2A	**2B**	**2C**	**Notional Learning hours**			
Module Number	**Modules & units**	**Number of Credits**	**2D Lectures**	**2E Practical Training**	**2F Experiential Learning including Modular Assessment**	**2G Total**
	M-9 اعضاء/ A'ḍā' (Organs): Conceptual understanding This module provides a comprehensive exploration to the classical concept and classification of *Aʻḍā'* (organs) by integrating it with contemporary anatomical and physiological perspectives. It covers the conceptual evolution of *Ad'a'* (organs) across different periods in history. The module analyses the development of *Aʻḍā' Mufrada* (simple organs) and also adopts a histological approach to examine variations between *Aʻḍā' Mufrada* (simple organs) and *Aʻḍā' Murakkaba* (compound organs). A major section of this module is dedicated to *Aʻḍā' Murakkaba* (compound organs), exploring their role as *ʻUḍw Muṭī wa ʻUḍw Qābil.* Additionally, the applied anatomy of *Aʻḍā' Muhayyī wa ʻUḍw Muʻaddī* is also discussed in detail, highlighting their significance in assisting the functions of *Aʻḍā' Raʾīsa* (vital organs). This	2	10	20	30	60

	module will equip students with a dual understanding of classical Unani concepts and contemporary knowledge, fostering a critical appreciation of both traditional and modern medical paradigms. **• M 9U 1 Concept and Classification** 9.1.1.Classical concept of اعضاء/*A'ḍā'* (Organs) 9.1.2.اعضاءمفردہ/A'ḍā'Mufrada (Simple Organs) 9.1.3.اعضاءمرکبہ/*A'ḍā'Murakkaba* (Compound Organs) **• M 9U 2 Histological approach to اعضاءمفردہواعضاءمرکبہ/A'ḍā'Mufrada wa A'ḍā'Murakkaba (Simple and Compound Organs)** 9.2.1.اعضاءمفردہ/*A'ḍā'Mufrada* (Simple Organs) 9.2.2.اعضاءمرکبہ/*A'ḍā'Murakkaba* (Compound Organs) **• M 9U 3 Development of اعضاءمفردہ/A'ḍā'Mufrada (simple organs)** 9.3.1. اعضاءاصلیہواعضاءدمویہ / *A'ḍā' Manawiyya wa A'ḍā' Damawiyya* (essential organs and secondary organs) 9.3.2.تولیداعضاء/ *Tawlīd A'ḍā'* from اخلاط کثیفہ /*Akhlāṭ Kathīfa* (dense humours) **• M 9U 4 اعضاءمرکبہ/A'ḍā'Murakkaba** 9.4.1. / اعضاءحیوانیہ *A'ḍā' Ḥaywāniyya* (Vital Organs): Applied anatomy and physiology 9.4.2. اعضاءنفسانیہ/*A'ḍā' Nafsāniyya* (Psychic Organs): Applied anatomy and physiology 9.4.3. اعضاءطبیعیہ /*A'ḍā' Ṭabī'iyya* (Natural Organs): Applied anatomy and physiology					

	9.4.4. اعضاءتناسلیہ/*A'ḍā' Tanāsuliyya* (Reproductive Organs): Applied anatomy and physiology 9.4.5 عضومعطی وعضوقابل/ *'Uḍw Mu'ṭī wa 'Uḍw Qābil* 9.4.6. عضومہی وعضومؤدی/ *'Uḍw Muhayyī wa 'Uḍw Mu'addī*					
	M-10 اعضاء/A'ḍā' (Organs): Applied Aspect This module provides an in-depth exploration of the classical literature concerning the clinical significance of *A'ḍā' Sharīfa* and *A'ḍā' Ghayr Sharifa* in Unani medicine. It further dives into the structural and functional distinctions of aforementioned organs, explaining why *A'ḍā' Sharīfa* are prioritized over *A'ḍā' Ghayr Sharifa* by *Ṭabī'at* (Physis) and physicians alike in disease management. The module further explores and advocates *Uṣūl-i 'Ilāj* (Principles of Treatment) for addressing *Ḍu'f-i-A'ḍā'* (Organ Weakness) in clinical practice. Additionally, it studies the application of *Muqawwiyāt* (Tonics) to strengthen *A'ḍā' Sharīfa*, ensuring optimal function. The module also highlights the ethical considerations in treatment prioritization.The students will also analyse the relevance of classical wisdom in modern clinical practice to enhance the diagnostic and therapeutic approaches in Unani medicine.This module will equip the students with a deep understanding and skills to incorporate traditional knowledge in patient care for a holistic approach **• M 10U 1 Clinical significance of اعضاء/A'ḍā'(Organs)** 10.1.1. اعضاءشریفہ/ *A'ḍā' Sharīfa* 10.1.2. اعضاءغیرشریفہ/ *A'ḍā' Ghayr Sharifa* 10.1.3.ضعف اعضاء/ *Ḍu'f-i-A'ḍā'* (weakness of organs)	1	5	10	15	30

	10.1.4. مقویات/ *Muqawwiyāt* (tonics)					
	M-11 ارواح/Arwāḥ (Pneuma): Conceptual understanding & Applied Aspects This module explores *Arwāḥ* (Pneuma) as a substantial cause of existence, intricately interwoven with *Quwā* (faculties) and *Af'āl* (functions). It critically distinguishes the concept of *Rūḥ* (Pneuma) in medicine from *Nafs* (Psyche) and examines similar concepts in other medical traditions. The module focuses on the anatomical and physiological aspects of *Masākin-i-Rūḥ* (centres of Pneuma) and *Masālik-i-Rūḥ* (pathways of Pneuma), analyzing their disruptions leading to systemic disorders. A key component of this module involves analyzing classical literature on *Tawlīd-i-Rūḥ* (Genesis of Pneuma) in the light of physio-biochemical processes. The module also explores the physio-biochemical distinction between the processes of *Tanqiya* (Purification) and *Tarwīḥ* (Revitalization) in *Ta'dīl-i-Rūḥ*. It further explores the classification of *Arwāḥ* and its *Manāfi'* in detail. Additionally, this module emphasises on the applied aspects of *Arwāḥ,* focusing on its relation with *Quwā and Af'āl*, interaction with drugs, connection with *Infi'ālāt Nafsāniyya*, and effects of *Qillat-i-Rūḥ*. **• M 11U 1 Introduction** 11.1.1. Classical Concept 11.1.2. Relationship with human body 11.1.3. Difference between روح/ *Rūḥ* and نفس/*Nafs* 11.1.4. Concept of روح/ *Rūḥ* in other systems of Medicine	2	10	20	30	60

	11.1.5. مساکن روح ومسالک روح/ *Masākin-i-Rūḥ wa Masālik-i-Rūḥ* (Centres and pathways of Pneuma) **• M 11U 2 Physiological approach to understand تولید روح/Tawlīd-i Rūḥ (genesis of Pneuma)** 11.2.1. تولید روح / *Tawlīd-i Rūḥ* (genesis of Pneuma) 11.2.2. تنقیہ وتروتیح/ *Tanqiya* and *Tarwīḥ* (purification and moderation of vital pneuma) **• M 11U 3 Classification and Interpretation** 11.3.1. اقسام ارواح / *Aqsam-i Arwāḥ* (Types of Pneuma) 11.3.1.1. روح حیوانی/ *Rūḥ Ḥaywānī* (Vital Pneuma) 11.3.1.2. روح نفسانی/ *Rūḥ Nafsānī* (Psychic Pneuma) 11.3.1.3. روح طبیعی/ *Rūḥ Ṭabīʿī* (Natural Pneuma) 11.3.2. منافع روح/ *Manāfiʿ-i-Rūḥ* (Functions of pneuma) **• M 11U 4 Applied Aspect** 11.4.1. The Synergistic Relationship of ارواح/ *Arwah*, قویٰ/ *Quwa* & افعال/ *Afʿal* 11.4.2. Interaction with drugs 11.4.3. نفسانی عوارضات/ *Nafsānī ʿAwāriḍāt* (Emotional responses) 11.4.4. قلت روح/ *Qillat-i- Rūḥ*					
		5	25	50	75	150
Semester No : 4						
2A	**2B**	**2C**	**Notional Learning hours**			
Module Number	**Modules & units**		**2D** Lectures	**2E**	**2F**	**2G** Total

		Number of Credits		Practical Training	Experiential Learning including Modular Assessment	
	M-12 قویٰ/Quwā (Faculties): Conceptual Understanding This module extensively explores the concept and classification of *Quwā* (Faculties) in Unani medicine, emphasizing on its classical foundations and comparative analysis with other medical traditions. It further delves into the interrelationship between *Quwā, Af'āl, and Kayfiyāt*, illustrating dependence of *Quwā, Af'āl* on *Kayfiyāt*. The module also highlights *Quwā* as a key determinant of health, influencing disease susceptibility and healing capacity. By integrating traditional perspectives with modern insights, this module fosters a deeper understanding of *Quwā's* significance in body. **• M 12U 1 Concept and classification** 12.1.1.Classical concept of قوی/ *Quwā* 12.1.2.Classification of قوی/ *Quwā:* general description 12.1.3.قوی/ *Quwā* in other systems of medicine. **• M 12U 2 Applied Aspect** 12.2.1. Relationship between قوی/ *Quwā*, افعال/ *Af'al* & کیفیات/*Kayfiyāt* 12.2.2. قوی/ *Quwā* as a key determinant of health	1	5	10	15	30
	M-13 قوی حیوانیہ/Quwā Ḥaywāniyya (Vital Faculty)	2	10	20	30	60

	This module explores *Quwā Ḥaywāniyya* (Vital Faculty) as the sustainer of life and a fundamental force governing cardiovascular physiology and mind-body interactions. It examines the classical concept of *Quwwat Fā'ila*-the contractile power of the *Qalb* (heart) in the light of recent physiological advancements. The module further delves into *Quwwat Munfa'ila*, highlighting the effect on psychological responses on the functioning of heart through both classical Unani perspectives and contemporary insights. It investigates physiological responses of *A'ḍā' Ḥaywāniyya* (vital organs) during psychological states, emphasizing the pivotal role of the heart in emotional well-being. A significant focus includes the study of drugs beneficial in psychological conditions, as documented in *Kitāb Al-Adwiya al-Qalbiyya* of Ibn Sina. The module encourages a holistic approach to disease management by emphasizing on the balance of *Harakat wa Sukūn Nafsānī.* The module fosters a comparative understanding of classical and modern perspectives, enabling learners to contextualize Unani principles in contemporary medicine. **• M 13U 1 قوت فاعلہ/Quwwat Fā'ila: The Contractile power of قلب/Qalb (Heart)** 13.1.1.Classical concept 13.1.2.Cardiovascular Physiology 13.1.3.Applied Aspect **• M 13U 2 قوت منفعلہ/Quwwat Munfaila: the Mind-Heart Connect** 13.2.1.Classical concept 13.2.2.Physiology of Autonomic Nervous System (ANS) 13.2.3. انفعالات نفسانیہ/*Infi'ālāt Nafsāniyya* (Psychological responses)					

	13.2.4.Applied Aspect					
		3	15	30	45	90
Semester No : 5						
2A Module Number	**2B Modules & units**	**2C Number of Credits**	**Notional Learning hours**			
			2D Lectures	**2E Practical Training**	**2F Experiential Learning including Modular Assessment**	**2G Total**
	M-14 قویٰ نفسانیہ/Quwā Nafsāniyya (Psychic Faculty) This module explores *Quwā Nafsāniyya* (Psychic Faculties), focusing on its classical foundations and contemporary physiological parallels.It delves into *Quwā Mudrika* (Faculty of Perception), studying *Ḥawās Khamsa Ẓāhira* (five external senses) and *Ḥawās Khamsa Bāṭina* (five internal senses) integrated with contemporary physiological insights. It examines classical understanding of *Quwā Muḥarrika* (Motor Faculty), comparing it with modern neuromuscular physiology. The module also critically analyzes classical literature on *A'rāḍ Quwā Mudrika wa Quwwat Muḥarrika* and their impact on cognitive, sensory and motor processes. It further investigates the *Tadābīr* (regimens) that enhance neuromuscular function. By the end of this module, students will gain a comprehensive understanding of *Quwā Nafsāniyya*, its dysfunctions, and	2	10	20	30	60

	Unani therapeutic interventions, bridging classical insights with contemporary neuroscience for improved clinical application. • **M 14U 1 قوت مدرکہ/Quwwat-i Mudrika: classical concept & applied physiology** 14.1.1. Classical concept of *حواس خمسہ ظاہرہ/Ḥawās Khamsa Ẓahira* 14.1.2. Classical concept of *حواس خمسہ باطنہ/Ḥawās Khamsa Bāṭina* 14.1.3. Sensory organs 14.1.4. Somato-sensory nervous system 14.1.5. Applied Aspect • **M 14U 2 قوت محرکہ/Quwwat-i Muḥarrika: classical concept & applied physiology** 14.2.1. قوت محرکہ/Quwā Muḥarrika 14.2.2. Motor nervous system 14.2.3. Applied Aspect					
	M-15 قوت طبیعیہ: قوت شخصیہ/Quwā Ṭabī'iyya: Quwā Shakhṣiyya (Natural Faculty) This module explores *Quwa Shakhṣiyya*, a subset of *Quwā Ṭabī'iyya* (natural faculties), comprising of *Quwwat Ghādhiya* (nutritive faculty) and *Quwwat Nāmiya* (growth faculty). It analyses the classical concept of *Quwwat Ghādhiya* integrated with recent physiology of nutrition, digestion, and metabolism. The dysfunctions of *Quwā Ṭabī'iyya* leading to *Fasād al-Taghdhiya* (nutritional disorders) are also critically examined. Furthermore, *Madārij-i-A'mal* (stages of action) of *Quwwat Ghādhiya* are also discussed in context of the changing nutritional requirements in different age groups. The module explores *Huḍūm Arba'a* highlighting the role of *Quwā Ṭabī'iyya Khādima*. A special focus has been given to *Quwwat Mughayyira*	2	10	20	30	60

	(transformative faculty). Additionally, exploration of *Quwwat Nāmiya* involves its classical understanding alongside the physiology of growth and development. The influence of Asbāb Sitta Ḍarūriyya (six essential factors) and Ghayr Ḍarūriyya (non-essential factors) on growth is analysed, along with the consequences of dysfunctions in *Quwwat Nāmiya.* The interdependence of *Quwwat Nāmiya* and *Quwwat Ghādhiya* in ensuring normal growth and development is critically assessed, By the end of this module, students develop a deep understanding of classical and contemporary perspectives on nutrition, growth, and metabolism, along with the ability to apply Unani principles in assessing and managing related dysfunctions in clinical practice **• M 15U 1 قوت غاذیہ/Quwwat Ghādhiya : The nutritive faculty** 15.1.1. Classical concept 15.1.2. شرائط تغذیہ/Sharā'iṭ-i-Taghdhiya 15.1.3. اھضوم اربعہ/*Huḍūm Arba'a* 15.1.4. قوت مغیرہ / *Quwwat Mughayyira* 15.1.4. Applied Aspect **• M 15U 2 قوت نامیہ/Quwwat Nāmiya: The faculty of growth** 15.2.1. Classical concept 15.2.2. Physiology of growth and development 15.2.3. Applied Aspect					
		4	20	40	60	120
Semester No : 6						
2A	**2B**	**2C**	**Notional Learning hours**			

Module Number	Modules & units	Number of Credits	2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	M-16 قوت تناسلیہ:قوت طبیعیہ/Quwā Ṭabī'iyya: Quwā Tanāsuliyya (Reproductive Faculty) This module explores *Quwā Tanāsuliyya* (Reproductive Faculty) within the Unani framework, focusing on *Quwwat Muwallida* (Generative Faculty) and *Quwwat Muṣawwira* (Formative Faculty) as fundamental forces driving procreation and embryogenesis. It examines their intricate relationship with *Quwwat Nāmiya* (Growth Faculty) and *Quwwat Ghādhiya* (Nutritive Faculty) in sustaining foetal development. It also provides a deep insight on *Takwīn-i-Janīn* (Embryogenesis) by a comparative analysis of classical texts and modern embryology. This module further critically evaluates the early scholarship on organogenesis. The module explores the influence of *Asbāb Sitta Ḍarūriyya wa Ghayr Ḍarūriyya* (essential and non-essential factors) on *Quwā Tanāsuliyya,* highlighting their role in reproductive health. Additionally, this module analyses classical literature on *A'rāḍ-i Quwwat Muwallida* and Quwwat Muṣawwira and evaluates the role of *Harkat wa Sukun Nafsāni* in managing both the patient and family's well-being. **• M 16U 1 قوت مولدہ/Quwwat Muwallida**	2	10	20	30	60

	16.1.1. Classical concept 16.1.2. Classification and interpretation 16.1.3. Applied Aspect **• M 16U 2 قوت مصورہ/Quwwat Muṣawwira** 16.2.1. Classical concept 16.2.2. Classification and interpretation 16.2.3. Applied Aspect					
	M-17 افعال/Af ʻal (Functions) This module explores the classical concept of *Afʻāl* (Functions) as the ultimate cause of existence and a fundamental indicator of health and disease in Unani medicine. It delves into the classification and analysis of *Afʻāl / Ḥaywānīyya* (Vital Functions), *Afʻāl / Nafsānīyya* (Psychic Functions), *Afʻāl / Ṭabīʻiyya* (Natural Functions), and *Afʻāl / Tanāsuliyya* (Reproductive Functions) within the framework of *Afʻāl / Mufrada* (Simple Functions) and *Afʻāl / Murakkaba* (Compound Functions), integrating insights from modern physiology. Moreover, this module critically reviews the classical texts on *Taghayyur*, *Nuqṣān wa Buṭlān Afʻāl* facilitating an understanding of their relevance to contemporary diseases and clinical applications. **• M 17U 1 Introduction and classification** 17.1.1. Classical concept 17.1.2. Classification and interpretation **• M 17U 2 Applied Aspect** 17.2.1. افعال حیوانیہ/*Afʻāl / Ḥaywānīyya* (Vital functions)	2	10	20	30	60

	17.2.2. افعال نفسانیہ/*Af'ā l Nafsā niyya* (Psychic functions) 17.2.3. افعال طبیعیہ/*Af'ā l Ṭabī 'iyya* (Natural functions) 17.2.4. افعال تناسلیہ/*Af'ā l Tanā suliyya* (Reproductive functions)					
		4	20	40	60	120
		16	80	160	240	480

Paper No : 3 Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ

Semester No : 3

2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	M-18 علم الاسباب 'Ilmul Asbāb *'Ilmul Asbā b* is an important part of Unani medicine that studies the causes of health and disease. This module explains different factors affecting health, including Mizāj (temperament), *Tarkī b* (structure), lifestyle, environment, and mental health. Students will learn how these factors contribute to diseases and how to use this knowledge for diagnosis and prevention. By combining classical Unani principles with modern perspectives, this module helps students understand the causes of diseases and their role in maintaining health.	2	10	20	30	60

	• **M 18U 1 اسباب عمومی Asbāb ‘Umūmī** 18.1.1:مفاہیم عام وتقسیم/General description and classification 18.1.2:اسباب تاثیرات/Asbāb Tathirāt • **M 18U 2 اسباب جزئیہ Asbāb Juz'iyya** 18.2.1:مفاہیم عام/General description 18.2.2:مسخنات ومبردات/Musakhkhināt-o-Mubarridāt 18.2.3:مرطبات ومجففات/Muraṭṭibat-o-Mujaffifat 18.2.4:مفسدات شکل/Mufsidāt Shakl 18.2.5:اسباب حرکت غیر طبعی/Asbāb Ḥarkat Ghyar Ṭabī'ī					
	M-19 اسباب ضروریہ Asbāb Ḍarūriyya *Asbāb Ḍarūriyya* are fundamental factors in Unani medicine that influence human health and disease. These are considered necessary for maintaining a balanced *Mizāj*(temperament) and ensuring overall well-being. The six essential causes (*Asbāb Sitta Ḍarūriyya*) regulate physiological processes and help prevent ailments. • **M 19U 1 مفاہیم اسباب ضروریہ Concept of Asbāb Ḍarūriyya** 19.1.1:تعارف/Introduction 19.1.2:انسانی صحت سے وابستگی/Relation to Human health • **M 19U 2 مشتملات اسباب ضروریہ Content of Asbāb Sitta Ḍarūriyya** 19.2.1:ہوائے محیط /Hawā-i-Muḥīṭ 19.2.2:ماکول ومشروب /Makūl-o-Mashrūb 19.2.3:حرکت وسکون بدنی /Ḥarkat-o-Sakūn-i- Badanī 19.2.4:حرکت وسکون نفسانی /Ḥarkat-o-Sakūn-i- Nafsānī	2	10	20	30	60

	19.2.5: نوم ویقظہ/Nawm-o-Yaqẓā 19.2.6:استفراغ واحتباس/Istifrāgh-o- iḥtibās					
		4	20	40	60	120
Semester No : 4						
2A Module Number	**2B Modules & units**	**2C Number of Credits**	**Notional Learning hours**			
			2D Lectures	**2E Practical Training**	**2F Experiential Learning including Modular Assessment**	**2G Total**
	M-20 اسباب غیرضروریہ Asbāb Ghyr Ḍharūriyya In Unani medicine, *Asbāb Ghayr Ḍarūriyya* are factors that are not necessary for survival but can affect health by disturbing the body's natural balance i.e. Mizāj and structure (Tarkīb), leading to disease. *Asbāb Ghayr Ḍarūriyya* play a crucial role in disease development by influencing both physical and psychological health. Understanding their impact helps in disease prevention and holistic management in Unani medicine. **• M 20U 1 تعارف Introduction** 20.1.1:حمام/Ḥammām 20.1.2:دلک /Dalak 20.1.3:حمام رملی /Sand bath **• M 20U 2 ابھرتے صحتی مبارزات Emerging health challenges**	2	10	20	30	60

	20.2.1:غیر متحرک طرز زندگی/Sedentary life style 20.2.2: سگریٹ نوشی/Smoking 20.2.3:تمباکو نوشی/Tobacco 20.2.4: شراب نوشی/Alcohol					
	M-21 علم الامراض 'Ilmul Amarāḍ *'Ilmul Amrāḍ* is an important part of Unani medicine that explains how diseases start, how they are classified, diagnosed, and treated. This module helps students understand diseases based on *Mizāj* (temperament), *Tarkīb* (structure), and *Asbāb* (causes). It combines traditional Unani knowledge with modern medical ideas to improve disease understanding and patient care. **• M 21U 1 حالات بدن Ḥālāt-i- Badan** 21.1.1:حالت صحت/Ḥālāt-i- Siḥḥat 21.1.2:حالت مرض/Hālāt-i- Maraḍ 21.1.3:حالت ثالثہ/Ḥālāt-i- Thālitha **• M 21U 2 اجناس امراض Ajnās Amrāḍ** 21.2.1:امراض مفردہ/Amrāḍ Mufrada 21.2.2:امراض مرکبہ/Amrāḍ Murakkaba (Awrām) **• M 21U 3 امراض اعضاء Amrāḍ A'ḍā (Disease related to organ)** 21.3.1: اعضاء طبیعیہ/A'ḍā Ṭabī'iyya 21.3.2: اعضاء حیوانیہ/A'ḍā Ḥaywāniyya 21.3.3: اعضاء نفسانیہ/A'ḍā Nafsāniyya 21.3.4: اعضاء تناسلیہ/A'ḍā Tanāsuliyya **• M 21U 4 امراض متفرقہ Amrāḍ Motarfarriqa**	2	10	20	30	60

	21.4.1:امراض امور زینت/Amrāḍ Umūr Zīnat 21.4.2:حمیات/Ḥummayāt					
		4	20	40	60	120
Semester No : 5						
2A Module Number	**2B Modules & units**	**2C Number of Credits**	**Notional Learning hours**			
			2D Lectures	**2E Practical Training**	**2F Experiential Learning including Modular Assessment**	**2G Total**
	M-22 وجع ولذت Waja' & Ladhdhat The concepts of *Waja'* (pain) and *Ladhdhat* (pleasure) are important in Unani medicine as they show the body's health and disease conditions. This module explains what pain and pleasure are, their causes, and types from a Unani perspective. It also explores how *Mizāj* (temperament), *Asbāb* (causes), and *Tarkīb* (structure) influence them. The module connects classical Unani knowledge with modern clinical insights to help students understand, diagnose, and manage pain and pleasure in different health conditions. **• M 22U 1 تصوراتی تفہیم Conceptual understanding** 22.1.1:تعارف وجع/Introduction of Waja' 22.1.2:وجع کی ماہیت مرضی اور تقسیم/Etiopathological classification of Waja' 22.1.3:لذت/Ladhdhat	1	5	10	15	30

	• M 22U 2 عصری تعبیروتشریح Contemporary interpretation 22.2.1:وجع کامرضیاتی عمل/Pathophysiology of pain					
	M-23 علم العلامات 'Ilmul 'Alamāt *'Ilmul 'Alamāt* is an important part of Unani medicine that helps in understanding and identifying disease symptoms. This module explains how symptoms appear due to factors like *Mizāj* (temperament), *Tarkīb* (body structure), and *Asbāb* (causes). It covers traditional diagnostic methods along with modern clinical insights. By learning this, students will develop a clear and structured approach to recognizing diseases and improving diagnosis in Unani medicine. • M 23U 1 تصوراتی تفہیم Conceptual understanding 23.1.1:تعارف/Introduction 23.1.2:علامات صحیحیہ/'Alamāt ṣiḥḥiyya 23.1.3:علامات مرضیہ/'Alamāt Maraḍiyya 23.1.4:علامات ظاہرہ وباطنہ/'Alamāt Amrāḍ Zāhira-o- Bāṭina • M 23U 2 استدلال امراض Istidlāl Amrāḍ 23.2.1:افعال/Af'āl 23.2.2: استفراغ واحتباس/Istifrāgh-o-iḥtibās 23.2.3:ورم /Waram • M 23U 3 علامات متفرقہ 'Alamāt Mutafarriqa 23.3.1:غلبہ اخلاط/Ghalaba-i-Akhlāṭ 23.3.2: سوءمزاج/Sū'-i-Mizāj 23.3.3:امتلاء/Imtilā'	3	15	30	45	90

	23.3.4:سدہ/Sudda 23.3.5:ریاح/Riyāḥ					
		4	20	40	60	120
Semester No : 6						
2A Module Number	**2B Modules & units**	**2C Number of Credits**	**Notional Learning hours**			
			2D Lectures	**2E Practical Training**	**2F Experiential Learning including Modular Assessment**	**2G Total**
	M-24 ادلہ تشخیص Adilla-i- Tashkhīṣ Adilla-i-Tashkhīṣ refers to the fundamental principles of diagnosis in Unani medicine. This module provides an in-depth understanding of various diagnostic methods used to assess health and disease. It emphasizes classical Unani techniques, including Nabḍ (pulse examination). By integrating traditional Unani diagnostic wisdom with contemporary clinical perspectives, this module equips students with essential skills to assess and manage diseases effectively. **• M 24U 1 نبض:عمومی مباحث Nabḍ: General discussion** 24.1.1:حرکت نبض/Ḥarkat Nabḍ 24.1.2:معائنہ نبض/Mu'āin-i- Nabḍ **• M 24U 2 ادلہ نبض Adilla-i- Nabḍ**	2	10	20	30	60

	24.2.1:مؤثرعوامل/Influencing Factors 24.2.2:اہمیت/Significance **• M 24U 3 نبض مرکب Nabḍ Murakkab** 24.3.1:مؤثرعوامل/Influencing Factors 24.3.2:اہمیت/Significance **• M 24U 4 اسباب نبض Asbāb Nabḍ** 24.4.1:اسباب مقومہ/Asbāb Muqawwima 24.4.2:اسباب غیرمقومہ/Asbāb Ghayr Muqawwima					
	M-25 بول وبراز Bawl-o-Barāz This module explains the importance of *Bawl* (urine) and *Barāz* (stool) in Unani medicine. It covers their role in removing waste from the body and how changes in urine and stool help in diagnosing diseases. Students will learn about their color, consistency, quantity, and odor, along with common abnormalities. The module also discusses kidney and digestive functions and metabolism. By combining classical Unani knowledge with modern clinical insights, students will understand the role of excretion in health and disease diagnosis. **• M 25U 1 بول Bawl** 25.1.1:عمومی مباحث/General discussion 25.1.2:دلائل بول (رنگ، قوام، صفائی وکدورت، رسوب، زبدہ)/Dalāil-i-Bawl (Rang, Qiwām, Ṣafā'ī-o-Kadūrat, Rasūb, Zubdā) 25.1.3:اطلاقی پہلو (مرض، مزاج، حاملہ)/Applied Aspect (Disease, Temperament, Ḥāmila) **• M 25U 2 امتحان بول Imtiḥān-i- Bawl**	2	10	20	30	60

	25.2.1:بول کا معمول معائنہ/Routine Examination of Urine 25.2.2:بول کا خوردبینی معائنہ/Microscopic Examination of Urine • **M 25U 3 براز Barāz** 25.3.1:عمومی مباحث (براز محمود)/General discussion (Barāz Maḥmūd) 25.3.2:دلائل براز (رنگ، بو، مقدار، قوام، زبدہ)/Dalāil-i-Barāz (Rang, bū, miqdār, qiwām, Zubdā) • **M 25U 4 براز کے تشخیصی پیرامیٹر Diagnostic parameter of Barāz** 25.4.1 رنگ، بو، مقدار، قوام، زبدہ(color, smell, quantity, consistency, foam) • **M 25U 5 دیگر ذرائع تشخیص Other Diagnostic Methods** 25.5.1:نفث/Nafth 25.5.2:لعاب /Saliva 25.5.3:عرق یا پسینہ/Arq 25.5.4:دماغی و نخاعی رطوبت/CSF					
		4	20	40	60	120
		16	80	160	240	480
Paper No : 4 Iṭlāqī Kulliyāt (Applied Kulliyāt)						
Semester No : 3						
2A	**2B**	**2C**	**Notional Learning hours**			
Module Number	**Modules & units**	**Number of Credits**	**2D Lectures**	**2E Practical Training**	**2F Experiential Learning including**	**2G Total**

					Modular Assessment	
	M-26 اطلاق: نظری جائزہ Iṭlāq: Conceptual Overview This module introduces *Mabāḥith-i-'Ām* (general discussions) on the key concepts of Iṭlāq, including 'Ilmī Iṭlāq, 'Amalī Iṭlāq, Kulliyāt and Iṭlāqī Kulliyāt. It examines both theoretical and practical perspectives of Kulliyāt, focusing on their classification, significance and relevance. Students will learn how to derive specific applications (Juz'īyyāt) from general principles (Kulliyāt) through logical inference (Istidlāl). By the end of the module, students will have a foundational understanding of these core concepts, enabling them to apply Kulliyāt effectively in scholarly and practical contexts. **• M 26U 1 مباحث عام Mabāḥith-i-'Ām (General Discussion)** 26.1.1: اطلاق کا تعارف، علمی اطلاق، عملی اطلاق، کلیات اور اطلاقی کلیات Introduction of *Iṭlāq, 'Ilmī Iṭlāq, 'Amalī Iṭlāq, Kulliyāt* and *Iṭlāqī Kulliyāt* **• M 26U 2 کلیات کے نظریاتی اور عملی پہلو Theoretical and practical perspectives of Kulliyāt** 26.2.1: درجہ بندی (کلیات کا علمی اطلاق، کلیات کا عملی اطلاق) Classification (*Kulliyāt Ka 'Ilmī Iṭlāq, Kulliyāt Ka 'Amalī Iṭlāq* 26.2.2: اہمیت اور مطابقت (Significance and Relevance) **• M 26U 3 کلیات سے جزئیات کا استقراء Inference from Kulliyāt to Juz'īyyāt** 26.3.1: کلیات سے جزئیات کا استدلال *Kulliyāt* se *Juzīyāt* ka *Istidlāl* (Inference from general to specific)	1	5	10	15	30
	M-27 اصول حفظان صحت Uṣūl-i-Ḥifẓān-i-Ṣiḥḥat	3	15	30	45	90

	This module provides an understanding of fundamental principles of health preservation in Unani medicine. It covers lifestyle modifications based on Asbāb Sitta Ḍarūriyya Wa Ghayr Ḍarūriyya (six essential and modifiable factors) to maintain health. The module also explores Tadābīr-i-A'mār (age-specific regimens), including specialized care for neonates, children, adolescents, and the elderly. Learners will gain insights into preventive strategies to enhance overall well-being at different life stages. **• M 27U 1 اسباب ستہ ضروریہ وغیرضروریہ Asbāb Sitta Ḍarūriyya Wa Ghayr Ḍarūriyya** 27.1.1: تعدیلات زندگی بذریعہ اسباب ستہ ضروریہ روغیرضروریہ *Ta'dīlāt Zindagī Badhariya Asbāb Sitta Ḍarūriyya Wa Ghair Ḍarūriyya* (Lifestyle modification through six essential factors and modifiable factors) **• M 27U 2 تدابیر اعمار Tadābīr-i-A'mār (Age-specific regimens)** 27.2.1: تدابیر نومولود *Tadābīr-i-Navmawlūd* (Neo-natal care) 27.2.2: تدابیر اطفال *Tadābīr-i-Atfāl* (Children care) 27.2.3: تدابیر ترعرع *Tadābīr-i-Tara'ru'* (Adolescent care) 27.2.4: تدابیر کہول ومشائخ *Tadābīr-i-Kuhūl Wa Mashāyikh* (Geriatric care)					
		4	20	40	60	120
Semester No : 4						
2A Module Number	**2B Modules & units**	**2C Number of Credits**	**Notional Learning hours**			
			2D Lectures	**2E Practical Training**	**2F Experiential Learning including**	**2G Total**

					Modular Assessment	
	M-28 تدابیرالامراض الخاصہ ومراعات عامہ Tadābīr al-Amrāḍ al-Khāṣṣa wa Marā'āt-i-'Āmma (Regimens for Special Health Conditions and General Body Care) This module focuses on specialized regimens for maintaining health in specific conditions and general body care. Tadābīr-i-Abdān Ḍa'īfa (Regimen for weak bodies) includes care for pregnant women and fetuses, lactating mothers and individuals with debilitated health. Tadābīr Āmma (General regimens) covers seasonal healthcare, traveler's well-being, and management strategies for obesity. The module aims to equip learners with preventive and therapeutic approaches to ensure optimal health in diverse physiological states. **• M 28U 1 تدابیرابدان ضعیفہ Tadābīr-i-Abdān Ḍa'īfa (Regimen for weak bodies)** 28.1.1: تدابیر حاملہ وجنین *Tadābīr-i-Ḥāmila Wa Janīn* (Ante-natal care and fetal care) 28.1.2: تدابیر مرضعہ *Tadābīr-i-Murḍi'a* (Regimen for lactating mother) 28.1.3: تدابیر ناقہین *Tadābīr-i-Naqahīn* (Regimen for debilitated body) **• M 28U 2 تدابیرعامہ Tadābīr Āmma** 28.2.1: تدابیرفصول *Tadābīr-i-Fuṣūl* (Regimen for different seasons) 28.2.2: تدابیرمسافر *Tadābīr-i-Musāfir* (Traveller's health care) 28.2.3: تدابیرسمن مفرط *Tadābīr-i-Siman Mufriṭ* (Regimen for obese body)	1	5	10	15	30
	M-29 اصول علاج بالغذاء Uṣūl 'Ilāj bi'l Ghidhā' (Principles of Dietotherapy)	3	15	30	45	90

	This module explores the principles of dietotherapy in Unani medicine, emphasizing the classification and significance of food in maintaining health. It introduces key terminologies, types of food and dietary guidelines (Tadābīr-i-Mākūl-o-Mashrūb) based on habitat, seasons, temperaments, age groups and pregnancy. Additionally, it covers fundamental concepts of nutrition (Uṣūl-i-Taghdhiya), including food quality, balanced diet, dietary order and nutritional deficiencies. The module aims to provide insights into the therapeutic role of diet in disease prevention and health promotion. **• M 29U 1 نظریہ اور درجہ بندی Concept and classification** 29.1.1: تعارف Introduction 29.1.2: اصطلاحات متعلقہ Relevant terminologies غذاء، دواء، فضلہ، غذائے مطلق، دوائے مطلق، غذائے دوائی، دوائے غذائی، دوائے سمی، سم مطلق *Ghidhā', Dawā', Fuḍla, Ghidhā' Mutlaq, Dawā' Mutlaq, Ghidhā'-i- Dawā'ī, Dawā'-i- Ghidhā'ī, Dawā' Sammī, Samm-i-Mutlaq* 29.1.3: اقسام غذاء *Aqsām-i-Ghidhā'* 29.1.4: شرائط غذاء *Sharā'iṭ Ghidhā'* 29.1.5: احکام غذاء *Ahkām Ghidhā'* **• M 29U 2 تدابیر ماکول ومشروب Tadābīr-i-Mākūl-o-Mashrūb** Dietary recommendations and restrictions in context of; 29.2.1: مساکن *Masākin* (Habitat) 29.2.2: فصول *Fuṣūl* (Seasons) 29.2.3: امزجہ *Amzaja* (Temperaments) 29.2.4: اعمار *A'mār* (Age groups) 29.2.5: حمل *Ḥamal* (Pregnancy)					

	• M 29U 3 اصول تغذیہ Uṣūl-i-Taghdhiya 29.3.1: کیفیت، نوعیت واوقات غذاء *Kayfiyāt, Naw'iyat Wa Awqāt Ghidhā* 29.3.2: مثالی اغذیہ/متوازن غذاء *Mithālī Aghdhīya/ Mutawāzin Ghidhā'* (Ideal foods / balanced diet) 29.3.3: ترتیب غذاء *Tartīb-i-Ghidhā'* (Order of different foods in a sitting) 29.3.4: نقص تغذیہ *Naqs-i-Taghdhīya*					
		4	20	40	60	120
Semester No : 5						
2A **Module Number**	**2B** **Modules & units**	**2C** **Number of Credits**	**Notional Learning hours**			
			2D **Lectures**	**2E** **Practical Training**	**2F** **Experiential Learning including Modular Assessment**	**2G** **Total**
	M-30 اصول علاج بالتدبیر Uṣūl 'Ilāj bit Tadbīr (Principles of Regimenal Therapy) This module introduces the fundamental principles of Ilāj bit-Tadbīr (Regimenal Therapy) in Unani medicine. It covers Nuḍj (concoction), including its principles and the role of Munḍijat (concoctives) in treatment. Additionally, it explores Tanqiya wa Istifrāgh (detoxification and evacuation), discussing its concept, types, necessity and guiding principles. The module aims to provide learners with essential knowledge of therapeutic regimens for maintaining health and treating diseases.	2	10	20	30	60

	• **M 30U 1 نضج Nuḍj (concoction)** 30.1.1: اصول نضج *Uṣūl-i-Nuḍj* (Principles of concoction) 30.1.2: منضجات *Munḍijat* (concoctives) • **M 30U 2 تنقیہ واستفراغ Tanqiya Wa Istifrāgh** 30.2.1: نظریہ واقسام Concept and Types 30.2.2: ضرورت استفراغ *Ḍarūrat-i-Istifrāgh* (Necessity of evacuation) 30.2.3: اصول استفراغ *Uṣūl-i-Istifrāgh* (principles of evacuation)					
	M-31 ذرائع تنقیہ واستفراغ Dharā''e Tanqiya Wa Istifrāgh This module explores the principles and methods of detoxification and evacuation in Unani medicine. Ṭarīqa-i-Tanqiya Wa Istifrāgh (Methods of purification and expulsion) includes various regimens like purgation, diuresis, emesis, enema, diaphoresis, venesection, cupping, leech therapy, cauterization and diversion of morbid humours. Additionally, it covers external therapeutic techniques such as topical applications, massage therapy, physical exercise and bathing practices. The module aims to enhance understanding of these regimens for disease prevention and holistic well-being. • **M 31U 1 طریقہ تنقیہ واستفراغ Ṭarīqa-i-Tanqiya Wa Istifrāgh** 31.1.1: اسہال *Ishāl* (Purgation) 31.1.2: ادرار *Idrār* (Diuresis) 31.1.3: قے *Qay'* (Emesis) 31.1.4: حقنہ *Ḥuqna* (Enema) 31.1.5: تعریق *Ta'rīq* (Diaphoresis)	2	10	20	30	60

	31.1.6: فصد *Faṣd* (venesection) 31.1.7: حجامہ *Ḥijāma* (cupping) 31.1.8: تعلیق العلق *Ta'līq al-'Alaq* (Leeching/Hirudotherapy) 31.1.9: کئ *Kaiyy* (Cauterization) 31.1.10: امالہ *Imāla* (Diversion of morbid humours) 31.1.11: طلاء *Ṭilā'* (Topical Liniment Application) 31.1.12: ضماد *Ḍimād* (Therapeutic Paste Application) 31.1.13: ایلام *Īlām* (Pain induction Techniques) 31.1.14: دلک *Dalak* (Massage Therapy) 31.1.15: ریاضت *Riyāḍat* (Physical Exercise) 31.1.16: حمام *Ḥammām* (Bathing Practices)					
		4	20	40	60	120

Semester No : 6

2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	M-32 اصول علاج بالدواء Uṣūl'Ilāj bil Dawā'(Pharmacotherapy) This module introduces the foundational principles of Unani pharmacotherapy. Nuskha Nawesī Wa Tarkīb-i-Adwiya focuses on the principles of prescription	2	10	20	30	60

	writing, drug formulation, and understanding the temperament of drugs. Naw'iyat Af'āl Adwiya delves into the nature of drug actions, covering both general and specific effects, along with key therapeutic processes such as heating, cooling, moistening and drying. This comprehensive module equips learners with essential skills for effective and rational use of medicinal substances. **• M 32U 1 نسخہ نویسی وترکیب ادویہ Nuskha Nawesī Wa Tarkīb-i-Adwiya** 32.1.1: اصول نسخہ نویسی *Uṣūl-i-Nuskha Nawesī* 32.1.2: اصول ترکیب ادویہ *Uṣūl-i-Tarkīb-i-Adwiya* 32.1.3: مزاج ادویہ *Mizāj-i-Adwiya* **• M 32U 2 نوعیت افعال ادویہ Naw'iyat Af'āl Adwiya** 32.2.1: نوعیت عمل عمومی وخصوصی *Naw'iyat 'Amal* (*'Umūmī Wa Khuṣūṣī*) 32.2.2: تسخین، تبرید، ترطیب، تجفیف *Taskhīn, Tabrīd, Tarṭīb, Tajfīf*					
	M-33 اصول علاج Uṣūl-i-'Ilāj (Principles of Treatment) This module, Uṣūl-i-'Ilāj (Principles of Treatment), offers a comprehensive overview of Unani treatment strategies by introducing foundational concepts such as Naẓarīya Wa Falsafa (the philosophy of treatment) alongside key modalities like 'Ilāj bil Ḍidd (heterotherapy) and 'Ilāj bil Mithl (homotherapy) and various Dharā''e 'Ilāj (modes of treatment). It further integrates general principles for managing a diverse range of diseases—including single, complex, acute, chronic, complicated, idiopathic conditions, non-healing ulcers and obstructive diseases—while also addressing approaches for other clinical challenges such as pain, weakened organs, fatigue and	2	10	20	30	60

	undocumented diseases, thereby equipping learners with both conceptual insights and practical strategies for effective patient care. **• M 33U 1 نظریہ وفلسفہ Concept and philosophy** 33.1.1: تعارف؛نظریہ وفلسفہ Introduction; *Naẓarīya Wa Falsafa*) 33.1.2: نظریہ علاج بالضد Concept of *'Ilāj bil Ḍidd* (Heterotherapy) 33.1.3: نظریہ علاج بالمثل Concept of *'Ilāj bil Mithl* (Homotherapy) 33.1.4: ذرائع علاج *Dharā''e 'Ilāj* (Modes of treatment) **• M 33U 2 مختلف الامراض کا عمومی اصول علاج General Principles of Treatment for Various Diseases** 33.2.1: امراض مفردہ *Amrāḍ Mufrada* (single diseases) 33.2.2: امراض مرکبہ *Amrāḍ Murakkaba* (complex diseases) 33.2.3: امراض حادہ *Amrāḍ Ḥādda* (Acute diseases) 33.2.4: امراض مزمنہ *Amrāḍ Muzmina* (Chronic diseases) 33.2.5: پیچیدہ امراض *Amrāḍ Iḍtirābāt al Ḥādda* (Complicated disease) 33.2.6: امراض مجہول السبب *Amrāḍ Majhūl al Sabab* (Idiopathic disease) 33.2.7: قروح خبیثہ *Qurūḥ Khabītha* (Non-healing ulcer) 33.2.8: امراض سدی *Amrāḍ Suddi* (Diseases caused by Obstruction) **• M 33U 3 دیگر امراض کا علاج Treatment approach for Other Clinical Conditions** 33.3.1: وجع *Waja'* (Pain) 33.3.2: ضعف الاعضاء *Ḍu'fal-A'ḍā'* (Weak/debilitating organs) 33.3.3: اعیائی *I'yāī* (Fatigue body/fibromyalgia) 33.3.4: امراض غیر مدونہ *Amrāḍ Ghayr Mudawwana* (Undocumented Diseases)					
		4	20	40	60	120

		16	80	160	240	480
		64	320	640	960	1920

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

Paper No : 1(Kulliyāt Umūr Ṭabī'iyya-I (Structural & Functional Basis of Human Body-I))

Semester No : 3

Module 1 : طبیعت Ṭabī'at (Physis/Phusis)

Module Learning Objectives

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

1. Analyze the concept of *Ṭabī'at*, comparing perspectives from Unani scholars and Aristotle while distinguishing it from other medical system frameworks.
2. Evaluate the regulatory role of *Ṭabī'at* in physiological balance, including its impact on homeostasis, feedback mechanisms, and defense functions.
3. Correlate the role of *Ṭabī'at* in immunity and *Buḥrān* (crisis response) by integrating classical theories with experimental observations.

Unit 1 طبیعت کا مفہوم Concept of Ṭabī'at (Physis/Phusis)

1.1.1:View of different Unani Scholars

1.1.2: Aristotle's Interpretation

1.1.3: Comparison of concept with other system of Medicine

References: 3,19,20,23,27,30,42,50,51,52,55,70,75,80,100,102,104,106,109,112,117,118

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learnin	3D Lecture/ Practical Training/	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods

		g Hours	Experiential Learning			
CO1,CO2,CO6	Describe the concept of *Ṭabī'at* and differentiate it from other key constructs	2	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO1,CO2,CO6	Compare and rank the views of different Unani Scholars on the basis of merits	2	Lecture	CAN	Knows-how	L&GD
CO1,CO2	Interpret and analyze Aristotle's understanding of *Ṭabī'at*	2	Lecture	CAN	Knows-how	L&GD,DIS
CO1,CO2	Compare & appraise the approach to concept of *Ṭabī'at* in various streams of Indian and other traditional systems of Medicine	4	Experiential-Learning1.1	AFT-SET	Shows-how	PER,SY
CO1,CO2,CO7	Analyze the basis of existence of *Ṭabī'at* in *Jism-i-ṭaba'i*	5	Practical1.1	CAN	Shows-how	RLE,C_L,DIS,PER
CO1,CO2,CO7	Compile and analyze classical and contemporary literature related to concept of *Ṭabī'at* and its optimization	5	Practical1.2	PSY-GUD	Shows-how	JC,LS
CO1,CO2,CO7	Correlate the role of *Ṭabī'at* as supreme planner and executer for all physiological functions	4	Experiential-Learning1.2	CE	Knows-how	DIS,SDL,SIM,RLE

Unit 2 آلاتِ طبیعت Ālat'-i-Ṭabī'at'(Tools of Physis)

1.2.1:Description and Analysis

1.2.2: Role and relation with *Kayfiyāt Arba'* کیفیاتِ اربعہ

References: 3,8,19,20,27,30,49,50,51,52,55,69,70,75,78,80,100,104,106,112,130

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO7	Describe *Ālat'-i-Ṭabī'at* and analyze view of different Unani scholars	2	Lecture	CAN	Knows-how	TUT,PER
CO1,CO2,CO6	Analyze *Ālat'-i-Ṭabī'at* according to their roles and relate their relation with *Kayfiyāt Arba'a*	4	Experiential-Learning1.3	PSY-GUD	Shows-how	PrBL

Unit 3 Ṭabī'at:Regulatory Functions قوت مدبرہ بدن

1.3.1: Regulatory functions of *Ṭabī'at* طبیعت

1.3.2: *Quwat al-Ṭabī'a al-Mudabbira li'l Badan* قوت مدبرہ بدن

1.3.3: *Ṭabī'at* طبیعت in terms of Homeostasis

References: 3,8,23,24,27,30,42,50,51,52,55,69,70,75,78,100,112,116,117,122,126,130

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Classify Regulatory functions of *Ṭabī'at* according to classical literature and correlate it with contemporary understanding	2	Lecture	CAN	Knows-how	L&PPT
CO1,CO6	Demonstrate Feedback Mechanisms and relate its findings with *Quwat al-Ṭabī'a al-Mudabbira li'l Badan*	5	Practical1.3	PSY-GUD	Shows-how	IBL,PT
CO1,CO2,CO6	Identify the significance of *Ṭabī'at* in physiological balance	4	Experiential-Learning1.4	CE	Knows-how	PrBL,L&GD
CO1,CO2,CO4,CO6	Analyze regulatory functions of *Ṭabī'at* in terms of Homeostasis	5	Practical1.4	CAN	Shows-how	PBL

Unit 4 طبیعت اور قوت مناعت Ṭabī'at : Defence Mechanism & Healing

1.4.1: طبیعت *Ṭabī'at* and Defence Mechanism of body

1.4.2: طبیعت *Ṭabī'at* as *Medicatrix Naturae*

1.4.3: بحران *Buḥrān* (Crisis)

References: 3,8,23,25,42,48,50,51,52,69,70,75,78,100,104,106,116,118,122,126,130

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO4,CO6	Integrate Concept of *Ṭabī'at* with Defence Mechanism of body and immunity	4	Experiential-Learning1.5	CAN	Knows-how	DIS
CO1,CO2,CO4,CO6	Describe *Medicatrix Naturae* (Healing power of nature) and its significance in classical and contemporary literature	3	Experiential-Learning1.6	CE	Shows-how	BS,CBL,JC
CO1,CO2,CO4,CO6	Explore the pivotal role of *Ṭabī'at* during *Buhrān*/Crisis	3	Experiential-Learning1.7	CE	Shows-how	C_L,CBL

Practical Training Activity

Practical Training 1.1 Analyzing the basis of existence of *Ṭabī'at* in *Jism-i-taba'i.*

Total Learning Hours-5 hours

1. Introduction & Concept Building (30 mins): The teacher introduces the concept of *Ṭabī'at* as a vital force governing balance, growth, and development. Visual aids, historical references, and real-life examples are used to enhance understanding.

2. Observation & Analysis (2:30 hrs): The teacher divides students into groups and assigns observation tasks:

- Group 1 observes plant growth by planting seeds and monitoring development.

- Group 2 observes human body functions, discussing developmental milestones like height growth or puberty. The teacher guides students in documenting their observations and identifying signs of influence of Ṭabī'at' .

3. Group Discussion & Analysis (1 hr): The teacher facilitates a discussion where groups share insights and connect their observations to classical Unani theories.

4. Presentation (1 hr): Each group presents their findings. The teacher concludes by emphasizing role of *Ṭabī'at'* in maintaining equilibrium in *Jism-i-ṭaba'i*.

Practical Training 1.2 Compilation of literary resources on concept of *Ṭabī'at* and its optimization

Total Learning Hours: 5 Hours

1. Introduction & Guidance (30 mins): The teacher introduces key classical texts and contemporary research related to *Ṭabī'at*. Explain how traditional theories align with modern scientific understanding. Provide students with reference materials, recommended readings, and online resources for research.

2. Research & Compilation (2 hrs): The teacher divides students into groups and assigns specific themes:

- Group 1 explores classical Unani texts and their interpretation of *Ṭabī'at*.
- Group 2 investigates contemporary scientific literature linking *Ṭabī'at* to physiological regulation and optimization.
- Group 3 analyzes case studies demonstrating role of *Ṭabī'at'* in maintaining health. The teacher circulates to guide students in sourcing credible materials and structuring their findings.

3. Content Analysis & Organization (1 hr): The teacher instructs groups on how to extract key concepts, theories, and applications from their research. Students compile findings into structured notes or summaries for easier comparison.

4. Presentation & Discussion (1.5 hrs): Each group presents their findings. The teacher facilitates a comparative discussion highlighting similarities, differences, and practical insights from classical and modern perspectives. Conclude by reinforcing the optimization of *Ṭabī'at'* remains relevant in both traditional and contemporary medicine.

Practical Training 1.3 Demonstration of existence of *Ṭabī'at* through Feedback Mechanisms

Total Learning Hours: 05 Hours

1.Introduction & Demonstration (1 hour): The teacher introduces the concept of feedback mechanisms, explaining their role in physiological regulation. A live demonstration is conducted to illustrate both positive and negative feedback systems. Key examples may include heart rate regulation, blood sugar control, or temperature balance. **2. Experimentation:(2 hours)** **2.1: Experiment 1 –** Negative Feedback - Students perform a physical activity such as jogging in place. They measure their heart rate before, immediately after, and at 2-minute intervals during recovery. The teacher assists in plotting the data to show how heart rate gradually returns to baseline, demonstrating negative feedback. **2.2. Experiment 2 –** Positive Feedback- Simulation (45 mins): The teacher presents a visual simulation or video. Students analyze the sequence of events where the initial signal amplifies until the process completes. **3. Data Analysis & Correlation (1 hour)**: The teacher guides students in comparing their recorded data with classical Unani concepts. Students relate the feedback mechanisms to the role of *Quwat al-Ṭabī'a al-Mudabbira li'l Badan* in sustaining homeostasis and responding to physiological changes. **4. Discussion (1 hour):** Students share insights on how their observations connect with the Unani understanding of self-regulation. The teacher reinforces *Ṭabī'at'* as guiding force mirrors modern scientific explanations of feedback systems.
Practical Training 1.4 Analyzing the Regulatory Role of *Ṭabī'at*
Total Learning Hours: 5 Hours **1. Introduction & Concept Building (1 hr):** The teacher introduces the concept of homeostasis and explains its connection to *Ṭabī'at* as the body's internal regulatory force. Examples like temperature control, fluid balance, and pH regulation are discussed to illustrate role of *Ṭabī'at'*. **2. Demonstration of Homeostatic Response (1 hr):** The teacher demonstrates practical scenarios that highlight homeostasis in action like body Temperature Regulation,Pulse & Respiration Observation **3. Interactive Analysis Activity (1 hr):** Students, working in pairs, analyze data from the above experiments. The teacher encourages them to connect their observations with classical Unani principles, highlighting role of *Ṭabī'at'*in balancing internal conditions.

4. Case-Based Discussion (1 hr): The teacher presents medical case studies showcasing disrupted homeostasis (e.g., fever, dehydration, or electrolyte imbalance). Students analyze the cases and discuss response of *Ṭabīʿat* to restore balance.

5. Reflection (1 hr): Students reflect on their learning experience, identifying how *Ṭabīʿat* serves as a natural regulator. The teacher reinforces key takeaways and answers remaining questions.

Experiential Learning Activity

Experiential-Learning Learning 1.1: Cross system analysis of concept of *Ṭabīʿat*

Total Learning Hours: 04 Hours

1. Exploration of Concepts (45 mins): Students explore the concept of *Ṭabīʿat* in Unani medicine and its equivalent concepts in Ayurveda , Siddha, Naturopathy, Homeopathy and Traditional Chinese Medicine . Using provided reference materials, digital resources, and classical texts, students create a concept map that outlines the attributes of each concept.

2. Comparative Analysis (2:30 hours): Students analyze the similarities and differences between *Ṭabīʿat* and related concepts. They organize their observations in a comparison table.

3. Reflection & Self-Assessment (45 mins): Students write a brief reflection outlining:the key insights they gained from comparing multiple systems. The teacher reviews reflections to provide individual feedback where needed.

Experiential-Learning Learning 1.2: *Ṭabīʿat* as supreme planner

Total Learning Hours: 4 Hours

1. Exploration of Concepts (45 mins): Students study provided texts, diagrams, and reference materials explaining the concept of *Ṭabīʿat* as the supreme planner and executor in Unani medicine using physiological processes as example.

Students summarize their understanding in a concept map to visualize the role of *Ṭabīʿat* in physiological functions.

2. Observation-Based Activity (1 hour): Students perform guided self-observations of their own physiological responses to various stimuli to connect these responses to the role of *Ṭabīʿat.*

Activities may include:

- Measuring pulse rate before and after mild physical exertion to understand Ṭabīʿat's role in circulation and energy balance.

-Observing changes in body temperature and perspiration in warm and cool environments to assess thermoregulation.

-Students document their observations, linking each finding to the underlying role of *Ṭabīʿat*.

3. Application Exercise (1 hour 30 mins): Students are provided with physiological case scenarios (e.g., fever, indigestion, fatigue). For each scenario, students will Identify the likely involvement of *Ṭabīʿat* in attempting to restore balance.

4. Reflection & Analysis (45 mins): Students write a brief report summarizing their personal observations.

The teacher reviews these reflections and provides individualized feedback to enhance understanding.

Experiential-Learning Learning 1.3: Analysis of *Ālat'-i-Ṭabīʿat* in terms of *Kayfiyāt Arbaʿa*

Total Learning Hours: 4 Hours

1. Concept Exploration (45 mins): Students examine provided reference materials that describe the concept of *Ālat'-i-Ṭabīʿat* (*Mizāj & Tarkīb*) and their functional roles.

Students create a diagram mapping the roles of different organs under these categories.

2. Observation-Based Analysis (1 hr): Students perform guided observations of their own bodily responses to various stimuli to connect the functions of *Ālat'-i-Ṭabīʿat* with the principles of *Kayfiyāt Arbaʿa* (Hot, Cold, Moist, Dry).

Activities may include:

- Measuring skin temperature in different conditions (e.g., warm vs. cool environment) to observe the influence of hot and cold qualities.

- Observing muscle activity during movement to assess active organ function and its relation to heat production (hot and dry qualities).

-Students record their findings in structured observation sheets, linking each observation to the respective type and its dominant *Kayfiyāt*.

3. Application Exercise (1 hr 30 mins): Students are provided with real-life scenarios (e.g., muscle fatigue, dry skin, poor digestion). For each scenario, students:

- Identify and relate the observed condition to the corresponding *Kayfiyāt* imbalance.

4. Reflection & Analysis (45 mins): Students write a brief reflection summarizing their observations and identify the role of *Ālat'-i-Ṭabīʿat* in each observation.

The teacher reviews reflections to provide personalized feedback where needed.
Experiential-Learning Learning 1.4: *Ṭabīʿat* and physiological balance
Total Learning Hours: 4 Hours **1. Exploration of Concepts (45 mins):** Students study provided resources explaining the role of *Ṭabīʿat* in maintaining homeostasis, regulating metabolic processes, and ensuring the equilibrium of humors. Key points include: - Thermoregulation and body temperature control. - Digestive balance for optimal nutrient absorption. - Immune response as a protective mechanism. Students create a concept map linking *Ṭabīʿat* to these key physiological functions. **2. Observation-Based Activity (1 hour 15 mins):** Students perform guided self-observations to experience how *Ṭabīʿat* maintains balance under different conditions: - Pulse Rate Observation: Students measure their pulse before and after light physical exertion, noting how *Ṭabīʿat* adjusts blood flow and heart rate to restore balance. - Breathing Pattern Observation: Students consciously alter their breathing pace (slow vs. rapid) and note how *Ṭabīʿat* automatically adjusts breathing depth to stabilize oxygen levels. - Body Temperature Response: Students expose one hand to warm water and the other to cool water, observing how *Ṭabīʿat* regulates circulation to maintain internal balance. - Digestive Response Observation: Students consume a light snack and observe feelings of satiety, digestion time, or energy fluctuations, connecting these observations to Ṭabīʿat's role in digestion. Students document their observations in a structured worksheet, linking their experiences to balancing role of *Ṭabīʿat*. **3. Analysis & Interpretation (1 hour 15 mins)**: Students analyze their recorded data, identifying patterns that demonstrate Ṭabīʿat's role in maintaining balance. Each student writes a report explaining: - Observations from their self-assessments.

- The role of *Ṭabīʿat* in regulating these responses.

- Potential signs of imbalance (e.g., excessive sweating, irregular digestion) and how *Ṭabīʿat* attempts to correct these issues.

4. Reflection (45 mins): Students reflect on their findings, summarizing how understanding role of *Ṭabīʿat* enhances their awareness of bodily responses. The teacher provides personalized feedback and highlights how observing *Ṭabīʿat*'s influence can guide lifestyle choices for improved well-being.

Experiential-Learning Learning 1.5: Role of *Ṭabīʿat* in Regulating the Body's Defense Mechanisms

Total Learning Hours: 4 Hours

1. Exploration of Concepts (45 mins): Students examine provided resources describing the role of *Ṭabīʿat* as the body's natural regulator and protector. Key points include:

- *Ṭabīʿat*s Role in Immunity: Its influence on healing, repair, and infection prevention.

- Examples from Unani texts describing role of *Ṭabīʿat* in fighting fevers, inflammation, and infections.

-The link between *Mizāj* types and immune strength (e.g., Hot & Dry *Mizāj* may respond aggressively to pathogens, while Cold & Moist *Mizāj* may show slower immune responses).

Students summarize key points in a concept map that links *Ṭabīʿat* to immune regulation.

2. Observation-Based Activity (1 hr 15 mins): Students conduct self-observations to assess their body's defense responses in various scenarios like Skin Defense Observation,Recovery from Minor Illness Observations are recorded in a structured worksheet to track responses and link them to defensive role *Ṭabīʿat*.

3. Application Exercise (1 hr 15 mins): Students are given brief case scenarios describing individuals with varied *Mizāj* types facing immune challenges (e.g., recurrent colds, inflammatory conditions, or delayed recovery). For each case, students:

- Identify the role of *Ṭabīʿat* in the body's defense response.

- Predict how different *Mizāj* types may react to the illness.

4. Reflection (45 mins): Students reflect on their observations and case analyses, summarizing how *Ṭabīʿat* contributes to both immediate defense responses and long-term immune strength. The teacher reviews student reflections and provides feedback on the accuracy of their interpretations and proposed interventions.

Experiential-Learning Learning 1.6: Role of *Medicatrix Naturae* in restoring Health

Total Learning Hours: 3 Hours

1. Exploration of Concepts (45 mins): Students study provided resources highlighting the concept of *Medicatrix Naturae/Ṭabīʿat* in Unani medicine and other traditional systems. Key points include:

- Classical Understanding: The role of *Ṭabīʿat* in healing, self-repair, and recovery described in Unani texts by scholars such as Ibn Sina, Galen, and Hippocrates.
- Contemporary Understanding: Modern references linking the body's self-healing mechanisms with concepts like homeostasis, immune response, and regenerative medicine.

Students create a timeline or comparison chart illustrating the evolution of this concept from classical to modern times.

2. Observation-Based Activity (1 hr): Students conduct guided self-observations to experience their body's natural healing responses like Wound Healing, Fatigue Recovery etc.

Observations are recorded in a structured worksheet to connect their experiences with natural healing processes.

3. Application Exercise (1 hr): Students are provided with short narratives describing individuals recovering from common conditions (e.g., fever, muscle injury, or stress-induced fatigue).

4. Reflection (15 mins): Students write a reflection summarizing:

- Key insights gained about the body's self-healing ability.
- Relevance of classical wisdom on *Medicatrix Naturae* remains in contemporary healthcare practices. The teacher reviews reflections and provides individualized feedback where needed.

Experiential-Learning Learning 1.7: Role of *Ṭabīʿat* during *Buhrān*/Crisis

Total Learning Hours: 3 Hours

1. Exploration of Concepts (45 mins): Students study provided resources explaining the concept of *Buhrān* (Crisis) in Unani medicine and the role of *Ṭabīʿat* in managing critical health conditions. Key points include Classical references by scholars and Signs of positive crisis (*Buhrān*) (e.g., fever breaking, improved consciousness) and negative crisis(*Buhrān*) (e.g., increased weakness, organ failure).Students organize their findings using a flowchart to depict the sequence of crisis response and role of *Ṭabīʿat* at each stage.

2. Observation-Based Activity (1 hr): Students conduct guided self-observations to recognize *Buhrān* like responses within their own body. Observations are recorded in structured worksheets to identify patterns. **3. Analysis & Application Exercise (1 hr)**: Students are provided with clinical scenarios describing patients in a state of *Buhrān* (e.g., fever spikes, acute digestive upset, or sudden weakness). For each scenario, students: - Identify signs of *Ṭabīʻat* active response of *Ṭabīʻat* during the crisis. - Predict outcomes based on observable signs (positive or negative crisis). **4. Reflection (15 mins):** Students write a reflection summarizing: - Key insights gained about the significance of supporting *Ṭabīʻat* during critical health situations. The teacher reviews reflections and provides personalized feedback as needed.	
Modular Assessment	
Assessment	**Hour**
Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6 C. **1.1. Literature Review & analysis (30 Marks):** Student will conduct a critical review on existing literature on the topic of *Ṭabīʻat*. The review will focus on applied aspect.Student will write a summary highlighting the key concepts. The task will be completed in in 2:30 hours. **1.2. Class Presentations: (20 marks):** Students will present in class to integrate and analyze the concept of *Ṭabīʻat*. The presentation will be completed in 1:30 hours Or **2.** Any practical in converted form can be taken for assessment (25 Marks) and Any of the experiential as portfolio/reflection/presentation/ group discussion can be taken as an assessment (25 Marks)	4

Module 2 : حرارت غریزیہ ورطوبت غریزیہ Ḥarārat Gharīziyya & Ruṭūbat Gharīziyya

Module Learning Objectives

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

1. Interpret the concept of *Ḥarārat Gharīziyya* and *Ruṭūbat Gharīziyya*, ranking the perspectives of different Unani scholars based on their merits.

2. Illustrate the role of *Ḥarārat Gharīziyya* and *Ruṭūbat Gharīziyya* in growth and development, with special emphasis on the aging process.

3. Identify the consequences of an imbalance in *Ḥarārat Gharīziyya* and *Ruṭūbat Gharīziyya*, understanding their role in pathological conditions

Unit 1 تفہیم Conceptual Understanding

2.1.1:Concept of حرارت غریزیہ *Ḥarārat Gharīziyya* & رطوبت غریزیہ *Ruṭūbat Gharīziyya*

2.1.2: حرارت غریزیہ *Ḥarārat Gharīziyya* and Basal Metabolic Rate (BMR)

2.1.3:Augmentation of حرارت غریزیہ *Ḥarārat Gharīziyya*

References: 3,8,19,20,23,25,27,42,44,50,51,69,70,75,78,100,106,116,117,118,126,130

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO7	Interpret the concept of *Ḥarārat Gharīziyya & Ruṭūbat Gharīziyya* and rank the views of different Unani Scholars on their merits	2	Lecture	CAN	Knows-how	DIS
CO1,CO2,CO6	Compare and contrast *Ḥarārat Gharīziyya* with Basal Metabolic Rate (BMR) identifying their physiological similarities and differences	2	Lecture	CAN	Knows-how	L&PPT
CO1,CO2,CO6	Identify the augmentation of *Ḥarārat Gharīziyya* through implication of different regimens	4	Practical2.1	AFT-VAL	Shows-how	IBL,BL
CO1,CO2,CO6,CO8	Communicate and defend the understanding of *Ḥarārat Gharīziyya* & *Ruṭūbat Gharīziyya* from classical and modern medical perspectives	3	Experiential-Learning2.1	CAN	Shows-how	DIS,Mnt,PER

CO1,CO2,CO6	Analyze the relationship between *Ḥarārat Gharīziyya* and Basal Metabolic Rate (BMR) across different age groups, evaluating their impact on metabolism.	3	Practical2.2	CE	Shows-how	PL,CBL,PBL
Unit 2 Growth and Ageing 2.2.1:Growth and Ageing process 2.2.2: Longevity & Natural Death طبعی موت **References:** 3,8,9,19,20,24,31,42,44,48,50,51						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO1,CO2,CO6	Illustrate the role of *Ḥarārat Gharīziyya & Ruṭūbat Gharīziyya* in Growth and development with special emphasis on Ageing process	1	Lecture	CAN	Knows-how	DIS,L
CO1,CO2,CO6	Apply the concept of *Ḥarārat Gharīziyya* & *Ruṭūbat Gharīziyya* with Longevity and Natural Death	5	Experiential-Learning2.2	CAN	Shows-how	SY
Unit 3 اطلاقی پہلو Applied Aspect 2.3.1: Imbalance of حرارت غریزیہ *Ḥarārat Gharīziyya* & رطوبت غریزیہ *Ruṭūbat Gharīziyya* 2.3.2:حرارت غریزیہ *Ḥarārat Gharība,* رطوبت غریزیہ *Ruṭūbat Gharība* and عفونت *Ufūnat* **References:** 3,4,5,6,8,9,10,13,20,21,24,26,27,30,31,34,35,36,42,44,50,51,69,70,71,75,82,84,88,89,95,96,100,104,106,112,116,118,126,137						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO1,CO2,CO6	Identify the consequences of imbalance of *Ḥarārat Gharīziyya & Ruṭūbat Gharīziyya*	5	Experiential-Learning2.3	CAN	Shows-how	TUT,PL,CBL

CO1,CO2,CO6	Identify the pathophysiology of *Ḥarārat Gharība, Ruṭūbat Gharība* and *Ufūnat* with reference to classical literature and correlate with contemporary understanding	3	Practical2.3	CC	Shows-how	DIS,CBL,SDL,BS

Practical Training Activity

Practical Training 2.1 Evaluating Regimen based modulation of *Ḥarārat Gharīziyya*

Total Learning Hours: 4 Hours

1. Introduction & Concept Explanation (30 mins): The teacher introduces the concept of *Ḥarārat Gharīziyya* (Innate Heat) as the vital energy responsible for metabolism, growth, and overall vitality. The role of regimens (e.g., diet, exercise, sleep, etc.) in maintaining and enhancing this heat is explained using Unani principles.

2. Demonstration of Dietary Influence (1 hour): The teacher demonstrates how specific foods influence *Ḥarārat Gharīziyya*.

3. Exercise-Based Experiment (1 hour): Students participate in light to moderate physical exercises to observe changes in body warmth and energy.

4. Sleep & Rest Analysis (1 hour): The teacher discusses the role of proper rest in preserving *Ḥarārat Gharīziyya*. Students participate in a guided relaxation session (e.g., breathing exercises) and record their observations.

5. Data Analysis & Discussion (30 min): Students analyze their recorded observations and discuss how different regimens impact *Ḥarārat Gharīziyya*. The teacher facilitates the discussion, encouraging students to connect their findings to Unani concepts and identify optimal practices for enhancing innate heat.

Practical Training 2.2 Impacts of Basal Metabolic Rate (BMR) on *Ḥarārat Gharīziyya.*

Total Learning Hours: 3 Hours

1. Introduction & Concept Explanation (30 mins): The teacher introduces the concept of *Ḥarārat Gharīziyya* as the innate heat responsible for metabolic processes and vitality. The teacher explains BMR as a modern physiological concept, describing its role in energy expenditure. Emphasis is placed on how BMR changes with age and its correlation with declining *Ḥarārat Gharīziyya* in Unani medicine.

2. Group-Based Data Collection (30 min): The teacher divides students into groups and assigns each group an age category (e.g., infants, adolescents, adults, and elderly). Each group collects data on factors such as body temperature, heart rate, and dietary habits linked to metabolic activity. The teacher provides guidance on safe data collection methods, including measuring pulse rate, observing activity patterns, and analyzing nutritional influences.

3. Analysis of BMR & Ṭabī'at's Role (30 min): Students compare their collected data across age groups. The teacher guides them in identifying patterns — such as higher BMR in youth aligning with stronger *Ḥarārat Gharīziyya*, and reduced BMR in older individuals linked to diminished innate heat.

4. Comparative Discussion (1 hour): Each group presents its observations. The teacher facilitates a discussion on how environmental factors, lifestyle, and diet influence both *Ḥarārat Gharīziyya* and BMR. Students are encouraged to relate these findings to Unani concepts of health maintenance and aging.

5. Recommendations (30 mins): The teacher summarizes key insights and discusses practical recommendations for optimizing metabolism through diet, exercise, and lifestyle choices that align with Unani principles. Students reflect on their findings and propose strategies for improving metabolic health across different age groups.

Practical Training 2.3 Pathophysiology of *Ḥarārat Gharība, Ruṭūbat Gharība* and *Ufūnat*

Total Learning Hours: 3 Hours

1. Introduction & Concept Explanation (30 mins): The teacher introduces the concepts of *Ḥarārat Gharība, Ruṭūbat Gharība,* and *Ufūnat* as described in classical Unani literature. Key differences in their causes, manifestations, and effects on bodily functions are explained. The teacher correlates these concepts with modern pathophysiological terms like fever (pyrexia), abnormal moisture imbalance, and infection/inflammation. Visual aids and examples enhance understanding.

2. Textual Analysis (30 min): Students are divided into groups and assigned key excerpts from classical Unani texts. Each group extracts key descriptions of the three conditions, focusing on symptoms, causes, and treatments. The teacher guides students in identifying parallels with contemporary medical explanations.

3. Case-Based Learning (30 min): The teacher presents clinical case scenarios illustrating conditions resembling Ḥarārat Gharība, Ruṭūbat Gharība, and Ufūnat. Students analyze the symptoms, relate them to Unani descriptions, and propose possible diagnoses and management strategies.

4. Comparative Analysis & Correlation (1hour): Each group presents their findings, comparing classical concepts with modern pathophysiological explanations. The teacher encourages discussion on diagnostic similarities, treatment approaches, and the relevance of Unani principles in contemporary practice.

5. Reflection (30 mins): The teacher summarizes the session by reinforcing the distinctions between the three conditions and highlighting how Unani wisdom can enhance modern medical insights. Students reflect on their learning outcomes and ask final questions.
Experiential Learning Activity
Experiential-Learning Learning 2.1: Reconciling Classical and Modern Views on *Ḥarārat Ghariziyya* & *Ruṭūbat Ghariziyya*
Total Learning Hours: 3 Hours **1. Preparation for Teaching (1 hour):** Each student reviews provided resources and classical texts explaining the concepts of *Ḥarārat Ghariziyya* and *Ruṭūbat Ghariziyya*. **2. UG Teaching Practice (1 hour)**: Each student conducts a peer teaching session, presenting their understanding of *Ḥarārat Ghariziyya* and *Ruṭūbat Ghariziyya*. Key points for their teaching should include: - Clear explanation of concepts in both classical and modern contexts. - Use of teaching aids such as visual charts or analogies to simplify complex ideas. - Interactive questioning to engage peers and assess understanding. **3. Defending the Concept (45 mins):** Following their presentations, students respond to peers' questions and defend their interpretations with evidence from classical texts, scientific principles, and personal insights gained through observation or analysis. **4. Reflection (15 mins):** Students write a reflection discussing: - The challenges faced in effectively communicating these concepts.
Experiential-Learning Learning 2.2: Link between *Ḥarārat Ghariziyya, Ruṭūbat Ghariziyya* and Life Expectancy
Total Learning Hours: 5 Hours **1. Concept Exploration (1 hour):** Students study provided resources explaining the physiological roles of *Ḥarārat Ghariziyya* and Ruṭūbat *Ghariziyya* in maintaining homeostasis. Students create a comparison table summarizing the effects of excess and deficiency of both.

2. Observation-Based Activity (1 hour): Students perform self-observations to identify potential signs of *Ḥarārat Gharīziyya* and *Ruṭūbat Gharīziyya* imbalance.

Activities include:

- Body Temperature Observation,Energy Level Tracking and Hydration Test etc.

Observations are recorded in structured worksheets to identify patterns of imbalance.

3. Case Analysis & Application (1 hour 30 min): Students analyze provided clinical scenarios describing individuals with conditions linked to Ḥarārat Gharīziyya and Ruṭūbat Gharīziyya imbalances. For each case, students:

- Identify whether the symptoms indicate excess or deficiency of *Ḥarārat Gharīziyya* and/or *Ruṭūbat Gharīziyya*.

4. Analysis & Discussion (1 hour): Students write a brief analysis summarizing:

- Observed patterns of heat and moisture imbalance.
- Predicted health risks associated with these imbalances.

5. Reflection (30 mins): Students reflect on:

- Observations that are provided insights into early signs of *Ḥarārat Gharīziyya* and *Ruṭūbat Gharīziyya* imbalances.

Experiential-Learning Learning 2.3: Imbalance of *Ḥarārat Gharīziyya & Ruṭūbat Gharīziyya*

Total Learning Hours: 5 Hours

1. Concept Exploration (1 hour): Students study provided resources explaining the physiological roles of *Ḥarārat Gharīziyya* and *Ruṭūbat Gharīziyya* in maintaining homeostasis. Key points include:

- The role of *Ḥarārat Gharīziyya* in supporting metabolism, digestion, and blood circulation.
- The function of *Ruṭūbat Gharīziyya* in maintaining tissue elasticity, cellular hydration, and cooling mechanisms.

2. Observation-Based Activity (1 hour): Students perform self-observations to identify potential signs of *Ḥarārat Gharīziyya* and *Ruṭūbat Gharīziyya* imbalance.

Activities may include: Body Temperature Observation,Hydration Test and Energy Level Tracking.

3. Case Analysis & Application (1 hour 30 mins): Students analyze provided clinical scenarios describing individuals with conditions linked to *Ḥarārat Gharīziyya* and *Ruṭūbat Gharīziyya* imbalances.

4. Analysis & Discussion (1 hour): Students write a brief analysis summarizing: - Observed patterns of heat and moisture imbalance. - Predicted health risks associated with these imbalances. **5. Reflection (30 mins):** Students reflect on: - Observations that are provided insights into early signs of *Ḥarārat Gharīziyya* and *Ruṭūbat Gharīziyya* imbalances.	
Modular Assessment	
Assessment	**Hour**
Instructions- Conduct a structured Modular Assessment. Assessment will be 25 marks. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6C. **1.1. Literature Review & analysis (15 Marks):** Student will conduct a critical review on existing literature on the topic of *Ḥarārat Gharīziyya* and *Ruṭūbat Gharīziyya*. The review will focus on applied aspect. Student will write a summary highlighting the key concepts.The task will be completed in in 1:15 hours. **1.2. Class Presentations: (10 marks):** Students will present in class to integrate with contemporary understanding and analyze the concept of *Ḥarārat Gharīziyya* and *Ruṭūbat Gharīziyya*. The presentation will be completed in 45 min Or **2.** Any practical in converted form can be taken for assessment (15 Marks) and Any of the experiential as portfolio/reflection/presentation/ group discussion can be taken as an assessment (10 Marks)	2
Semester No : 4	
Module 3 : ارکان Arkān (Primary components /Elements)	

Module Learning Objectives

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

1. Describe the conceptual development of *Arkān* theory across historical periods, analyzing Unani scholars' perspectives in comparison with contemporary scientific knowledge.

2. Evaluate the relationship between *Arkān*, *Mizāj* (temperament), and *Akhlāṭ* (humors) to understand their influence on human health.

3. Apply the understanding of *Arkān* by conducting practical experiments that explore their physical and chemical properties and their impact on human biology.

Unit 1 Conceptual Development

3.1.1: Evolution of concept

3.1.2: *Ta'dād-i-Anāṣir* تعداد عناصر

3.1.3: *Kayfiyāt Arba'a* کیفیات اربعہ

3.1.4: Natural position of *Arkān* عناصر کا طبعی مقام

3.1.5: *Anāṣir Kathīra* عناصر کثیرہ

References: 1,3,8,9,12,13,14,19,20,23,24,26,27,30,44,48,49,50,51,55,64,70,71,75,78,100,106,119,123,126,130,133,137

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Describe the conceptual development of theory of *Arkān* through ages	1	Lecture	CC	Know	L&PPT
CO1,CO2,CO6	Analyze different opinions of Unani Scholars on *ta'dād-i-Anāṣir* in the light of contemporary knowledge	2	Lecture	CAN	Knows-how	L&GD,SY
CO1,CO2,CO6	Compare and evaluate the concept of *Arkān* in Indian system and other traditional Systems of Medicine	2	Lecture	CE	Knows-how	LS,L&GD,C_L,PT

CO1,CO2,CO6	Describe *Kayfiyāt Arba'a* and evaluate the dynamic interactions between *Arkān, Mizāj'* and *Akhlāṭ*	5	Practical3.1	CAN	Knows-how	IBL,BS,CBL
CO1,CO2,CO6	Demonstrate the Physical Qualities of matter in relation to *Arkān Arba'a*	5	Practical3.2	PSY-GUD	Shows-how	CBL,Mnt,D
CO1,CO2,CO6	Compile and value the classical literature available on *Arkān* and *Kayfiyāt Arba'a* from antiquity to recent date	5	Experiential-Learning3.1	AFT-VAL	Knows-how	JC,LS
CO1,CO2,CO6	Apply and Defend the classical concept of *Arkān Arba'a* based on evidences	5	Experiential-Learning3.2	AFT-RES	Shows-how	BL,BS,Mnt,C_L,DIS
CO1,CO2,CO6	Review and discuss Aristotle understanding of natural position of *Arkān* and contrast it from Ibn al-Haytham's point of view	5	Experiential-Learning3.3	PSY-GUD	Shows-how	PrBL
CO1,CO2,CO6	Discuss theory of *Anāṣir Kathīra* and compare it with current understanding of chemical elements	5	Experiential-Learning3.4	CAN	Shows-how	PL,SDL,BL,C_L

Unit 2 ارکانArkān as precursors of Mawālīd Thalātha

3.2.1:Formation of *Mawālīd Thalātha* موالید ثلاثہ

3.2.2:صورت نوعیہ*Ṣūrat Naw'iyya* of *Mawālīd Thalātha* موالید ثلاثہ

3.2.3:ارکان اربعہ*Arkān Arba'a* and life in animate things

References: 1,3,8,9,11,12,13,14,19,20,23,24,26,30,42,48,49,50,53,55,64,69,70,71,75,78,79,80,100,102,106,112,118,123,126,137

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Describe the formation of *Mawālīd Thalātha* from *Arkān Arba'a*	5	Lecture	CAN	Knows-how	L&GD

CO1,CO2,CO6	Discuss *Ṣūrat Naw'iyya* of *Mawālid Thalātha* based on physical properties related to *Kayfiyāt Arba'a*	5	Practical3.3	CAN	Shows-how	SDL,RLE,PER,DIS
CO1,CO2,CO6	Explore and analyze dynamics of *Arkān Arba'a* for understanding of life in animate things	4	Experiential-Learning3.5	CAN	Shows-how	BS,RLE,C_L,LS
CO1,CO2,CO6	Justify classification of dietary substances based on primary constituents (*Arkān)*	5	Practical3.4	CAN	Shows-how	PL,EDU,PER,C_L

Unit 3 اطلاقی پہلو Applied Aspect & Medical Elementology

3.3.1:Effect of chemical elements on human health

3.3.2:Classification of اجزاءعائیہ *Ajzā' Mā'iyyah,* اجزاءنازیہ *Ajzā' Nā'iyah ,* اجزاءہوائیہ *Ajzā' Hawā'iyyah* and اجزاءارضیہ *Ajzā'Arḍiyah*

References: 1,3,8,13,19,20,23,24,26,30,35,42,50,55,64,70,75,78,80,100,106,116,119,123,130,132,133,134,137

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Appraise the importance *Arkān* and *Kayfiyāt Arba'a* in human health	5	Lecture	AFT-SET	Knows-how	LS,L&PPT
CO1,CO2,CO6	Illustrate interplay of *Arkān*/*Kayfiyāt Arba'a* within human body and its surroundings and its impact on human health	5	Experiential-Learning3.6	CAN	Shows-how	CBL,PL,DIS,IBL
CO1,CO2,CO6	Illustrate the classification of chemical elements present in human body and their impact on human health	5	Experiential-Learning3.7	PSY-GUD	Shows-how	PER,PL,DIS,CBL
CO1,CO2,CO6	Classify *Ajzā' Mā'iyyah, Ajzā' Nā'iyah , Ajzā' Hawā'iyyah* and *Ajzā'Arḍiyah* and justify the basis of classification	5	Practical3.5	CAN	Shows-how	IBL,EDU,C_L

CO1,CO2,CO6,CO7	Illustrate the imbalance of *Ajzā' Mā'iyyah, Ajzā' Nā'ṙiyah , Ajzā' Hawā'iyyah* and *Ajzā' Arḍiyah* and their impact on health using appropriate examples	5	Practical3.6	CAN	Shows-how	C_L,PER,CBL
CO1,CO2,CO6,CO7	Evaluate the role of chemical elements critically analyzing their biochemical interactions.	5	Experiential-Learning3.8	CE	Shows-how	CBL,IBL,PL

Practical Training Activity

Practical Training 3.1 Dynamic interactions between *Arkān, Mizāj',*A*khlāṭ and Kayfiyāt Arba'a*

Total Learning Hours: 5 Hours

1. Introduction & Concept Explanation (1 Hour): The teacher introduces the concept of *Kayfiyāt Arba'a* and their significance in Unani medicine. The teacher explains how these qualities influence the body's fundamental elements (*Arkān*), temperament (*Mizāj*), and humors (*Akhlāṭ*), ensuring balance in health. Visual aids are used to illustrate their interdependence.

2. Demonstration of Quality Effects (1 Hour): The teacher demonstrates the effect of *Kayfiyāt Arba'a* through suitable practical examples.

3. Interactive Group Experiment (1.5 Hours): Students work in groups to analyze selected food items, herbs, or environmental conditions that demonstrate different combinations of *Kayfiyāt Arba'a*. Each group identifies influence of these qualities on *Mizāj*, and *Akhlāṭ* in practical settings. The teacher guides students in interpreting outcomes.

4. Case Study Analysis (1 hr): The teacher presents clinical cases showing imbalances in *Kayfiyāt Arba'a* and their effect on body systems. Students analyze the symptoms, identify the underlying imbalance, and suggest corrective measures using Unani regimens.

5. Reflection (30 mins): Each group presents their observations, connecting their findings to the Unani framework. The teacher concludes the session by reinforcing the role of *Kayfiyāt Arba'a* in preserving health and offers guidance on practical lifestyle adjustments to maintain balance.

Practical Training 3.2 Physical qualities of matter in relation to *Arkān Arba'a*

Total Learning Hours: 5 Hours

1. Introduction & Concept Explanation (1 hour): The teacher introduces the concept of *Arkān Arba'a* and their association with *Kayfiyāt* (qualities like hot, cold, moist, and dry). The teacher links these concepts with scientific principles such as Boyle's Law, Dalton's Law, Charles's Law, and diffusion processes, emphasizing their relevance to Unani theories.

2. Demonstration of Physical Properties (1 hour): The teacher performs practical demonstrations illustrating the behavior of matter and its connection to *Arkān Arba'a*:

- Boyle's Law (Pressure-Volume Relationship): Using a syringe without a needle, students compress air to observe pressure changes, linking it to the qualities of 'Air' in Unani medicine.
- Charles's Law (Volume-Temperature Relationship): Demonstrating gas expansion with heat to connect the concept of 'Fire' as an expanding force.
- Diffusion Experiment: Demonstrating diffusion of colored dye in water to illustrate how 'Water' spreads and interacts with its environment.
- Solid Structure Observation: Examining soil or rock samples to demonstrate the stable and rigid nature of 'Earth'.

3. Group-Based Comparative Analysis (1 hour 30 min): Students are divided into groups. Each group conducts a selected experiment, records observations, and evaluates the connection between physical properties (e.g., temperature, pressure, diffusion) and *Kayfiyāt*. The teacher assists students in linking outcomes to Unani concepts.

4. Case Study Analysis (1 hour): The teacher presents scenarios where imbalances in *Arkān Arba'a* contribute to health conditions (e.g., dehydration, inflammation). Students analyze these cases and propose corrective measures based on Unani regimens.

5. Reflection (30 mins): Each group presents its findings, linking their observations to both scientific principles and Unani theories. The teacher concludes the session by reinforcing how the qualities of matter, as explained in modern science, align with the Unani understanding of *Arkān Arba'a* and *Kayfiyāt.*

Practical Training 3.3 Physical basis of *Ṣūrat Naw'iyya* in *Mawālīd Thalātha*

Total Learning Hours: 5 Hours

1. Introduction & Concept Explanation (1 hour): The teacher introduces the concept of *Ṣūrat Naw'iyya* (Specific Form) and its role in defining the structure and characteristics of *Mawālīd Thalātha* (Three Progenies: Minerals, Plants, and Animals). The teacher explains influence of *Kayfiyāt Arba'a* (Hot, Cold, Moist, Dry)on these forms by affecting texture, density, and behavior. Examples from classical Unani texts are discussed.

2. Material Observation & Analysis (1 hour): The teacher demonstrates practical examples:

- Minerals: Observing stones or crystals to discuss rigidity and stability (Cold & Dry qualities).

- Plants: Examining fresh leaves versus dried herbs to highlight differences in moisture retention and temperature influence.

- Animals: Observing muscle tissues (via models or diagrams) to understand warmth and moisture balance in living organisms.

Students document key physical properties for each category.

3. Interactive Group Activity (1 hour 30 mins): Students are divided into groups, each assigned to one category (Minerals, Plants, or Animals). Each group identifies how *Kayfiyāt Arba'a* influence the physical characteristics, growth patterns, and resilience of their assigned category. The teacher circulates to guide students in identifying key patterns.

4. Comparative Analysis (1 hour): Groups present their observations, comparing the role of *Ṣūrat Naw'iyya* in maintaining structure and function within each of the *Mawālid Thalātha*. The teacher encourages students to correlate classical Unani explanations with modern biological and chemical properties.

5. Reflection (30 mins): The teacher concludes the session by summarizing how *Kayfiyāt Arba'a* shapes the unique characteristics of minerals, plants, and animals.

Practical Training 3.4 Understanding the Basis for Classifying Dietary Substances by Primary Elements (Arkan)

Total Learning Hours: 5 Hours

1. Introduction & Concept Explanation (1 hour): The teacher introduces the concept of *Arkān Arba'a* and explains categorization of dietary substances based on these elements.

2. Food Sample Analysis (1 hour 30 mins): Students are divided into groups and provided with various food samples. Each group examines the texture, taste, moisture content, and thermal properties of the samples. The teacher guides students in linking these attributes to their corresponding *Arkān*.

3. Comparative Analysis (1 hour): Students analyze their collected data and categorize foods and they discuss influence of these qualities on digestion, metabolism, and overall health. The teacher facilitates connections between Unani concepts and nutritional science.

4. Presentation & Discussion (1 hour): Each group presents their findings, highlighting the alignment of dietary choices with elemental balance in the body. The teacher reinforces the importance of recognizing elemental properties in maintaining health.

5. Reflection (30 mins): The teacher concludes by summarizing the relevance of *Arkān / Kayfiyāt Arba'a* based dietary classification in promoting balanced nutrition and addressing imbalances. Students reflect on application of Unani dietary principles in daily life.

Practical Training 3.5 *Ajzā' Mā'iyyah Nāriyyah Hawā'iyyah* and *Arḍiyah*

Total Learning Hours: 5 Hours

1. Introduction & Concept Explanation (1 hour): The teacher introduces the four types of constituents — *Ajzā' Mā'iyyah* , *Ajzā' Nā'rīyah* , *Ajzā' Hawā'iyyah* , and *Ajzā' Arḍiyah*. The teacher explains the characteristics, physical properties, and biological roles of each category with relevant examples.

2. Demonstration of Physical Properties (1 hour): The teacher demonstrates practical examples to highlight distinct properties of each category:*Ajzā' Mā'iyyah, Ajzā' Nā'rīyah, Ajzā' Hawā'iyyah* and *Ajzā' Arḍiyah*

3. Group-Based Analysis (1 hour 30 mins): Students are divided into groups, each assigned one category. They analyze samples for texture, temperature response, density, and state (solid, liquid, gas). Each group documents their observations.

4. Comparative Analysis & Justification (1 hour): Each group presents their findings, justifying the classification of their assigned substances based on observable characteristics. The teacher guides students in connecting these qualities with Unani concepts of *Arkān* and *Kayfiyāt Arba'a*.

5. Reflection (30 mins): The teacher summarizes the session by reinforcing reflection on the classification according to Unani understanding of material behavior and its impact on the body.

Practical Training 3.6 Health Impact of *Ajzā' Mā'iyyah, Ajzā' Nā'rīyah , Ajzā' Hawā'iyyah* and *Ajzā'Arḍiyah*

Total Learning Hours: 5 Hours

1. Introduction & Concept Explanation (1 hour): The teacher introduces the concept of *Ajzā' Mā'iyyah , Ajzā' Nā'rīyah , Ajzā' Hawā'iyyah*, and *Ajzā' Arḍiyah* using audio-visual aids.

2. Demonstration of Imbalance Effects (1 hour): The teacher demonstrates practical examples of imbalances in *Ajzā' Mā'iyyah , Ajzā' Nā'rīyah , Ajzā' Hawā'iyyah*, and *Ajzā' Arḍiyah.*

3. Group-Based Case Analysis (1 hour 30 mins): Students are divided into groups, each assigned one imbalance type. Each group reviews real-life case studies showing symptoms, causes, and potential treatments. The teacher guides students in connecting these imbalances to classical Unani concepts.

4. Discussion & Treatment Strategies (1 hour): Groups present their case analyses, discussing potential corrective regimens using Unani therapies such as *Ilāj bit-Tadbeer* (regimenal therapy), *Ilāj bil-Ghidhā* (dietotherapy), and *Ilāj bid-Dawā* (pharmacotherapy). The teacher encourages students to explore preventive strategies as well.

5. Conclusion (30 mins): The teacher concludes by reinforcing the significance of maintaining elemental balance for overall health.

Experiential Learning Activity

Experiential-Learning Learning 3.1: Compilation of classical literature on the *Arkān* and *Kayfiyāt Arba'a*

Total Learning Hours: 5 Hours

1. Concept Exploration (1 hour): Students review provided reference materials outlining the foundational concepts of *Arkān* and *Kayfiyāt Arba'a* in classical Unani texts.

2. Resource Compilation (1 hour 30 mins): Students independently explore classical Unani texts and available academic resources to gather references on *Arkān* and *Kayfiyāt Arba'a.* They compile information from key authors such as:

- Buqrat, Jalinoos, and Ibn Sina for foundational ideas.
- Najibuddin Samarqandi,Qarshi and others for expanded insights.
- Contemporary references linking these concepts to modern physiology and pathology.

Students organize their findings chronologically, creating a timeline that maps key developments from antiquity to recent literature.

3. Content Analysis & Thematic Summary (1 hour): Students analyze collected material to identify:

- Evolution of the *Arkān* and *Kayfiyāt Arba'a* concepts over time.
- Shifts in interpretation or therapeutic applications across different eras.
- Modern scientific perspectives that align with or expand on classical concepts.

4. Documentation & Presentation (1 hour): Students compile their findings into a well-organized document that includes:

- A structured timeline of key classical references.

- A thematic summary highlighting the evolving understanding of *Arkān* and *Kayfiyāt Arba'a.*

- Notable references for further study.

The teacher reviews the compiled content and offers individual feedback on organization, clarity, and content accuracy.

5. Reflection (30 mins): Students reflect on:

- How classical interpretations of *Arkān* and *Kayfiyāt Arba'a* remain relevant to modern healthcare.

- The value of preserving traditional knowledge in advancing contemporary Unani practices.

Experiential-Learning Learning 3.2: Evidences on classical concept of *Arkān Arba'a*

Total Learning Hours: 5 Hours

1. Preparation for Teaching (1 hour): Students study provided classical texts and experimental studies related to *Arkān Arba'a* . Key points include:

- *Arḍ* (Earth): Linked to solid structures like bones and muscles.

- *Mā'* (Water): Associated with body fluids, mucus, and hydration.

- *Hawā'* (Air): Regulates respiration, circulation, and vitality.

- *Nār* (Fire): Governs metabolism, digestion, and body heat.

Students prepare concise teaching material using visual aids, charts, and historical references to explain these concepts.

2. UG Teaching Practice (1 hour 30 mins): Each student conducts a peer teaching session, presenting their understanding of *Arkān Arba'a*. Presentations should include:

- Explanation of classical descriptions supported by references.

- Presentation of experimental evidence linking concepts of *Arkān* to modern physiology .

The teacher observes and provides feedback on content clarity, scientific reasoning, and presentation style.

3. Defending the Concept (1 hour 30 mins): After each presentation, students participate in a structured debate where they:

- Defend the relevance of *Arkān Arba'a* in explaining human physiology.

- Respond to peer challenges by presenting supporting evidence from both classical Unani principles and modern scientific findings.

The teacher facilitates discussions to encourage critical thinking and ensure arguments are well-supported.

4. Reflection (1 hour): Students write a reflection summarizing:

- The strongest evidence they identified for validating *Arkān Arba'a*.

- Insights gained from defending classical Unani principles using contemporary scientific approaches.

The teacher concludes with final remarks emphasizing the relevance of combining Unani wisdom with modern research.

Experiential-Learning Learning 3.3: Natural position of *Arkān*

Total Learning Hours: 5 Hours

1. Concept Exploration (1 hour): Students study key excerpts from Aristotle's understanding of the natural position of *Arkān* and Ibn al-Haytham's contrasting viewpoint.Key points include:

- Aristotle's View: Elements seek their natural position — Earth moves downward, Water follows Earth, Air rises above Water, and Fire ascends to the top.

- Ibn al-Haytham's View: A geometric interpretation of space, challenging Aristotle's notion of 'natural places' and emphasizing spatial dimensions in defining elemental positioning.

Students organize these insights using a comparison chart highlighting philosophical contrasts.

2. Text Analysis Activity (1 hour 30 mins): Students closely examine selected excerpts from Nader El-Bizri's article and classical texts. They:

- Identify Aristotle's reasoning for elemental behavior based on their inherent qualities (e.g., heaviness, lightness).

- Analyze Ibn al-Haytham's critique, focusing on his arguments for a geometric understanding of space.

- Record key points in a structured analysis sheet that outlines core arguments, supporting evidence, and points of divergence.

3. Application Exercise (1 hour 30 mins): Students apply both Aristotle's and Ibn al-Haytham's viewpoints to real-life observations. They:

- Observe how different materials (e.g., sand, oil, air bubbles) behave in a layered medium like water to simulate Aristotle's elemental order.

- Reflect on how modern scientific ideas about density, gravity, and molecular structure relate to these classical perspectives.

Observations are documented with reflections on the strengths and limitations of each theory.

4. Reflection (1 hour): Students write a reflection discussing:

- Key differences between Aristotle's and Ibn al-Haytham's interpretations.

- Insights gained from analyzing these perspectives in relation to modern science.

- The significance of both philosophical views in shaping early scientific thought. The teacher reviews reflections and provides feedback where necessary.

Experiential-Learning Learning 3.4: *Anāṣir Kathīra* and chemical elements

Total Learning Hours: 5 Hours

1. Concept Exploration (1 hour): Students study provided materials detailing the concept of *Anāṣir Kathīra* in Unani medicine. Key points include:

- *Anāṣir Kathīra* as complex compounds formed by the interaction of the four fundamental elements (*Arkān Arba'a*).

- The classical explanation of how varying proportions of Earth, Water, Air, and Fire result in different material properties.

- Modern understanding of chemical elements as distinct substances defined by atomic structure and periodic behavior.

Students create a comparison chart outlining key differences and similarities between *Anāṣir Kathīra* and modern chemistry concepts.

2. Observation-Based Activity (1 hour 30 mins): Students conduct guided experiments to observe material behavior and identify possible links between classical and modern concepts:

- Solubility Test: Observing how substances dissolve in water, linking solubility properties to Unani concepts like moistness (*Ruṭūbat*) or dryness (*Yubūsat*).

- Combustion Demonstration: Observing the burning of materials to connect heat reactions with the element of *Nār* (Fire).

- Crystallization Process: Observing salt crystallization as an example of *Arḍ* (Earth) properties emerging from a dissolved state.

Observations are recorded in structured worksheets, with students noting how classical concepts align with or differ from modern chemical theories.

3. Analysis & Interpretation (1 hour 30 mins): Students analyze their observations and apply the findings to:

- Identify how the qualities of heat, cold, moisture, and dryness manifest in different substances.

- Explain how classical Unani scholars may have interpreted these behaviors through the *Anāṣir Kathīra* framework.

- Compare these interpretations with modern scientific explanations based on molecular interactions, atomic structure, and chemical bonding.

Students summarize their findings in a concept synthesis sheet linking classical and modern viewpoints.

4. Reflection (1 hour): Students write a reflection discussing:

- Enhanced understanding of *Anāṣir Kathīra*.

- The relevance of connecting classical Unani insights with contemporary scientific principles.

The teacher reviews reflections and provides personalized feedback to strengthen students' understanding of these integrated concepts.

Experiential-Learning Learning 3.5: Dynamics of *Arkān Arba'a*

Total Learning Hours: 4 Hours

1. Concept Exploration (1 hour): Students study provided reference materials describing the dynamics of *Arkān Arba'a* in sustaining life. Students compile these points into a diagrammatic flowchart illustrating role of *Arkān Arba'a* collectively sustain vital functions based on physical properties related to every *Rukn*.

2. Observation-Based Analysis (1 hour 15 mins): Students perform guided self-observations to recognize *Arkān* dynamics in their own bodies.Observations are recorded in structured worksheets to analyze the interplay of *Arkān Arba'a* in supporting vitality.

3. Analysis & Application Exercise (1 hour 15 mins): Students analyze their recorded data to identify the menifestation of bodily responses of the presence or imbalance of each element.

4. Reflection (30 mins): Students reflect on:

- Observations to enhance their understanding of *Arkān Arba'a* in sustaining life and importance of *Arkān* balance in maintaining overall vitality and well-being.

The teacher reviews student reflections and provides constructive feedback where needed.

Experiential-Learning Learning 3.6: Interplay of *Arkān*/*Kayfiyāt Arba'a* within human body

Total Learning Hours: 5 Hours

1. Concept Exploration (1 hour): Students study reference materials detailing the role of *Arkān Arba'a* / *Kayfiyāt Arba'a* in Unani medicine. Students create a concept map showing how *Arkān/Kayfiyāt Arba'a* interact in the body and with surroundings.

2. Observation-Based Analysis (1 hour): Students conduct guided self-observations and environmental assessments to recognize *Arkān/Kayfiyāt Arba'a* dynamics. Students document their observations in structured worksheets to analyze patterns.

3. Analysis & Interpretation (1 hour 30 mins): Students analyze their observations to:

- Identify influence of external environmental factors on internal *Kayfiyāt Arba'a*.

4. Illustrative Documentation (1 hour): Students create an illustrative diagram demonstrating:

- The natural alignment of *Kayfiyāt Arba'a* in a healthy state.

-Environmental shifts (e.g., heatwaves, cold climates) disturb this balance.

5. Reflection (30 mins): Students reflect on:

- Key insights gained from observing influence of *Kayfiyāt Arba'a* on their body.

- The importance of environmental awareness in maintaining optimal health.

The teacher summarizes key takeaways and reinforces practical strategies for managing balance in daily life.

Experiential-Learning Learning 3.7: Classification of chemical elements of human body

Total Learning Hours: 5 Hours

1. Concept Exploration (1 hour): Students explore provided resources outlining the classification of chemical elements found in the human body:Major Element, Minor elements and Minerals & Trace Elements.Students organize these elements into a classification chart highlighting their roles and significance.

2. Observation-Based Activity (1 hour): Students engage in guided observations and demonstrations to connect chemical elements to their physiological effects.Observations are recorded in structured worksheets to identify the effects of different chemical elements.

3. Analysis & Application (1 hour 30 mins): Students analyze their observations to iIdentify connections between the observed effects and the role of key elements in cellular, metabolic, and systemic processes.

4. Illustrative Documentation (1 hour): Students create an illustrated diagram that maps:

- The distribution of key chemical elements in various body systems (e.g., calcium in bones, iron in blood).

- The effects of element deficiencies or toxicities on organ systems.

The teacher reviews diagrams and provides constructive feedback on clarity and accuracy.

5. Reflection (30 mins): Students reflect on:

- Key insights gained about the significance of chemical elements in human health.

- The importance of balanced nutrition and environmental awareness in maintaining optimal element levels.

- The teacher summarizes the role of chemical elements in integrating classical Unani principles with biochemistry.

Experiential-Learning Learning 3.8: Biochemical interactions of elements of human body

Total Learning Hours: 5 Hours

1. Concept Exploration (1 hour): Students study provided reference materials detailing the roles and biochemical interactions of key chemical elements in the human body

Students prepare a biochemical pathway map that links these elements to cellular functions.

2. Observation-Based Analysis (1 hour): Students conduct guided activities to observe influence of chemical elements on body functions.Observations are recorded in structured worksheets, noting interactions and physiological responses.

3. Critical Analysis & Application (1 hour 30 mins): Students analyze their observations to identify the impact of deficiencies or excesses of elements on biochemical processes

4. Illustrative Documentation (1 hour): Students create a biochemical flowchart illustrating:

- The metabolic pathways involving key elements.

- The consequences of imbalances on cellular processes and organ function.

- Strategies for restoring optimal element balance in the body.

The teacher reviews the flowcharts, providing constructive feedback on content clarity and scientific accuracy.

5. Reflection (30 mins): Students reflect on key insights.

Modular Assessment

Assessment	**Hour**

Instructions- Conduct a structured Modular Assessment. Assessment will be 75 marks. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6C. **1.1. Literature Review & analysis (30 Marks):** Student will conduct a critical review on existing literature on the topic of *Arkān* & *Kayfiyāt Arba'a* and its contemporary understanding. The review will focus on interplay of *Kayfiyāt Arba'a* in health and disease. Student will write a summary highlighting the key concepts. The task will be completed in in 2:30 hrs. **1.2. Class Presentations: (20 marks):** Students will present in class to integrate with contemporary understanding and analyze the concept of *Arkān*. The presentation will be completed in 1:30 hours. **1.3. Making of Posters (25 marks):** Students will make a poster showing biochemical interactions of of essential elements present in human body. The task will be completed in 2:00 hours. Or **2.** Any practical in converted form can be taken for assessment (40 Marks) and Any of the experiential as portfolio/reflection/presentation/ group discussion can be taken as an assessment (35 Marks)	6
Module 4 : مزاج Mizāj -Conceptual Understanding & Classification	
Module Learning Objectives (At the end of the module, the students should be able to) 1.Describe the theoretical foundations of *Mizāj*, including its historical background, the concept of *Imtizāj*, and the principles underlying the classification of *Mizāj Mu'tadil*, such as *Nawʿī, Ṣinfī, Shakhṣī*, and *'Uḍwī*. 2.Analyze the effect of environmental factors (e.g., *Mamālik, Bilād*, and *Hawā' Muḥīṭ*), and epigenetics contribute to an individual's Mizāj, influencing their health patterns and susceptibility to disease.	

3. Examine the impact of *Mizāj* imbalances on specific organs (*Aʿḍā'*) and body systems, identifying conditions such as *Mizāj Ḥārra*, *Bārida, Raṭba,* and *Yābisa,* and their associated dysfunctions or disorders.

Unit 1 Theory and Philosophy

4.1.1: Conceptual understanding

4.1.2:امتزاج *Imtizāj* - Process of intermixture of elements

4.1.3: Classification of مزاج *Mizāj*

References: 3,8,9,11,12,13,19,20,23,24,26,27,28,30,42,48,50,51,52,53,55,65,69,75,78,80,100,102,106,117,122,123,130,136

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Describe concept of *Mizāj* and its theoretical framework including historical origin	2	Lecture	CAN	Knows-how	L&PPT
CO1,CO2,CO6	Illustrate the mechanism of *Imtizāj* using appropriate example	3	Practical4.1	CAN	Shows-how	C_L,D,DIS
CO1,CO2,CO6	Analyze the concept of *Adl fi'l Qisma* using appropriate examples in context of *Mizāj Insāni*	3	Experiential-Learning4.1	CAN	Shows-how	DIS,EDU
CO1,CO2,CO6	Appraise the concept of *Mizāj* in various streams of Indian System and other traditional systems of Medicine	4	Experiential-Learning4.2	AFT-SET	Shows-how	C_L,DIS
CO1,CO2,CO6	Categorize *Mizāj*, highlighting the underlying principles of classification	1	Lecture	CAN	Knows-how	L&GD

Unit 2 مزاج معتدل طبّی Mizāj Mu'tadil Ṭibbī

4.2.1:Understanding of *Mizāj* and its types

4.2.2: *Mizāj Mu'tadil Nawī bi'l Qiyās ila'l Khārij wa Dākhil* مزاج معتدل نوعی بالقیاس الی الخارج والداخل

References: 3,8,9,11,12,13,20,23,24,26,27,28,30,42,48,50,51,52,53,55,65,69,75,78,80,95,100,102,106,117,122,123,130,136,137

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Distinguish *Mizāj Mu'tadil Nawī bi'l Qiyās ila'l Khārij* from *Mizāj Mu'tadil Nawī bi'l Qiyās ila'l Dākhil* using appropriate examples	2	Lecture	CAN	Knows-how	L&GD

Unit 3 مزاج معتدل صنفی بالقیاس الی الخارج والداخل Mizāj Mu'tadil Ṣinfī bi'l Qiyās ila'l Khārij wa Dākhil

4.3.1: Effect of climatic zones

4.3.2: Effects of ممالک *Mamálik,* بلاد *Bilād,* and ہواءمحیط *Hawā' Muḥīṭ*

4.3.3: Role of Epigenetics

References: 3,8,11,13,20,23,24,30,42,48,50,51,52,53,55,65,69,75,78,80,95,100,102,106,117,122,123,130,136,137

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Distinguish *Mizāj Mu'tadil Ṣinfī bi'l Qiyās ila'l Khārij* from *Mizāj Mu'tadil Ṣinfī bi'l Qiyās ila'lDākhil* using appropriate examples	2	Lecture	CAN	Knows-how	L&PPT ,L_VC
CO1,CO2,CO6	Identify the effect of climatic zones on *Mizāj* of populations and individuals	3	Practical4.2	CAN	Shows-how	L_VC,PER,C_L
CO1,CO6	Identify the effects of *Mamálik, Bilād,* and *Hawā' Muḥīṭ on Mizāj*	3	Practical4.3	CE	Shows-how	C_L,RLE,PER ,CBL
CO1,CO2	Appraise the role of Epigenetics in understanding of *Mizāj Mu'tadil Ṣinfī bi'l Qiyās ila'l Khārij wa Dākhil*	4	Experiential-Learning4.3	AFT-SET	Shows-how	DIS,CBL

Unit 4 مزاج معتدل شخصی بالقیاس الی الخارج والداخل Mizāj Mu'tadil Shakhṣī bi'l Qiyās ila'l Khārij wa Dākhil

4.4.1: Distinction and understanding

4.4.2: مزاج اعمار *Mizāj -i- A'mār*

4.4.3: Changes in مزاج *Mizāj* throughout life

4.4.4: Applied aspects

References: 3,8,9,11,12,13,20,23,24,26,27,28,30,42,48,50,51,52,53,55,65,69,75,78,80,95,100,102,106,117,122,123,130,136,137

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Distinguish *Mizāj Mu'tadil Shakhṣī bi'l Qiyās ila'l Khārij* with *Mizāj Mu'tadil Shakhṣī bi'l Qiyās ila'l Dākhil* using appropriate examples	1	Lecture	CAN	Knows-how	L&GD
CO1,CO2,CO6	Analyze the theoretical framework of *Mizāj -i- A'mār* at different stages of life	1	Lecture	CAN	Knows-how	L&GD
CO1,CO2	Discuss the shift of *Mizāj* throughout the life cycle, and its effect on health, behavior, and disease susceptibility.	5	Experiential-Learning4.4	AFT-VAL	Shows-how	CBL,DIS,PER

Unit 5 مزاج معتدل عضوی بالقیاس الی الخارج والداخل ی Mizāj Mu'tadil 'Uḍwī bi'l Qiyās ila'l Khārij wa dākhil

4.5.1: Classification of اعضاء *A'ḍā'* based on their مزاج *Mizāj*

4.5.2: Structural and functional characteristics of اعضاء *A'ḍā'* based on مزاج *Mizāj*

4.5.3: Applied aspects

References: 3,8,9,11,12,13,20,23,24,26,27,28,30,42,48,50,51,52,53,55,65,69,75,78,80,95,100,102,106,111,117,122,123,130,136,137

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

CO1,CO2,CO6	Distinguish *Mizāj Mu'tadil Uḍwī bi'l Qiyās ila'l Khārij* with *Mizāj Mu'tadil Uḍwī bi'l Qiyās ila'l Dākhil* using appropriate examples	1	Lecture	CAN	Knows-how	L&GD
CO1,CO2,CO6	Evaluate the principles underlying the classification of *Mizaj-i-Aʻḍā* with justification based on structural and functional characteristics	5	Practical4.4	CE	Shows-how	CBL,D,DIS
CO1,CO2,CO6	Identify *Aʻḍā' Ḥārra* based on structural and functional characteristics	3	Experiential-Learning4.5	CAN	Shows-how	DIS,BS
CO1,CO2,CO6	Identify *Aʻḍā' Bārida* based on structural and functional characteristics	2	Experiential-Learning4.6	CAN	Shows-how	DIS,C_L
CO1,CO2,CO6	Identify *Aʻḍā' Raṭba* based on structural and functional characteristics	3	Experiential-Learning4.7	CAN	Shows-how	DIS,C_L
CO1,CO2,CO6	Identify *Aʻḍā' Yābisa* based on structural and functional characteristics	2	Experiential-Learning4.8	CAN	Shows-how	DIS,C_L
CO1,CO2,CO6	Discuss the effect of imbalance of *Mizāj* on individual *Aʻḍā'* and organ-specific disorders or dysfunctions	6	Practical4.5	CAN	Shows-how	CBL,BS,RP,PL
Practical Training Activity						
Practical Training 4.1 Explaining the process of *Imtizāj* through case examples						
Total Learning Hours: 3 Hours						

1. Introduction & Concept Explanation (30 mins): The teacher introduces the concept of *Imtizāj* in Unani medicine through an interactive lecture with visual aids. Students are encouraged to participate in a brief Q&A session to explore the mixing of *Arkān* with distinct *Kayfiyāt* creates a balanced *Mizāj*. The teacher uses practical illustrations such as diagrams and real-life examples for clarity. **2. Demonstration of *Imtizāj* Mechanism (1 hour 15 mins):** Using a hands-on demonstration, the teacher illustrates mixing of different sunbstances and Demonstrates blending of contrasting materials to illustrate that balanced *Mizāj* is achieved by combining opposite qualities. During the demonstration, students are invited to predict outcomes, enhancing engagement. **3. Interactive Analysis & Discussion (1 hour 15 mins):** Students are divided into pairs for guided experimentation. Each pair conducts controlled mixing experiments using substances with varying *Kayfiyāt*. The teacher circulates to provide individual support, encouraging students to observe changes in texture, temperature, and consistency. Each pair documents their results and presents their findings to the class, correlating observations with classical Unani principles.
Practical Training 4.2 Impact of climatic zones on *Mizāj* variation among populations
Total Learning Hours: 3 Hours **1. Introduction & Concept Explanation (30 mins):** The teacher introduces the concept of *Mizāj* and explains how environmental factors, particularly climatic zones (hot, cold, dry, moist), influence the *Mizāj* of populations and individuals. Using visual aids such as climate maps, the teacher highlights key characteristics of various regions and their impact on bodily functions, metabolic rates, and behavioral tendencies. **2. Group-Based Analysis Activity (1 hour 15 min)**: Students are divided into groups, with each group assigned a specific climatic zone (e.g., tropical, arid, temperate, polar). Each group analyzes: - Common physical traits and health conditions seen in populations from their assigned climatic zone and Dietary patterns, lifestyles, and environmental stressors influencing *Mizāj*. **3. Presentation & Comparative Discussion (1 hour 15 min):** Each group presents their findings, emphasizing effect of climatic conditions on overall temperament. The teacher facilitates a comparative discussion, encouraging students to link environmental science with Unani concepts. The session concludes with the teacher summarizing key insights and practical applications of understanding *Mizāj* in relation to climate.
Practical Training 4.3 Role of *Mamālik, Bilād,* and surrounding climate in shaping *Mizāj*

Total Learning Hours: 3 Hours

1. Introduction & Concept Explanation (30 mins): The teacher explain the effect of *Mamálik* , *Bilād* , and *Hawā' Muḥīṭ* . Using maps and visual aids, the teacher explains how geographic location, environmental conditions, and air quality influence individual and population *Mizāj*. Real-life examples from diverse regions are provided to illustrate these effects.

2. Case Study Analysis (1 hour): Students are divided into groups, with each group analyzing a case study representing different environmental conditions Hot & Dry Region, Cold & Moist and Temperate Region.

Groups identify how these environmental factors impact *Mizāj*, immunity, and susceptibility to diseases.

3. Discussion (1 hour 30 mins): Each group presents their findings. The teacher facilitates a comparative discussion, emphasizing collective influence of *Mamálik, Bilād*, and *Hawā' Muḥīṭ* on *Mizāj*. The session concludes with the teacher summarizing key insights and practical health recommendations for maintaining *Mizāj* balance in different environments.

Practical Training 4.4 Structural and functional basis for classification of *Mizāj-i-Aʿḍā'*

Total Learning Hours: 5 Hours

1. Introduction & Concept Explanation (45 mins): The teacher introduces the concept of *Mizāj-i-Aʿḍā'* in Unani medicine and explains the classification of organs based on their structural (density, texture, size) and functional (activity, metabolic rate, heat production) characteristics.

2. Comparative Demonstration (1 hour 15 min): The teacher demonstrates key structural and functional differences between various organs.Students observe anatomical models or diagrams to understand these distinctions.

3. Hands-on Analysis & Classification (1 hr 30 min): Students are divided into groups, with each group assigned a specific organ system (e.g., digestive, respiratory, nervous). Each group analyzes the structural and functional features of assigned organs and Identifies dominant *Mizāj* based on characteristics observed.

4. Justification & Discussion (1 hour): Each group presents their findings, justifying their assigned *Mizāj* classification using evidence from their analysis. The teacher leads a discussion comparing classical Unani classifications with modern anatomical and physiological insights.

5. Conclusion (30 mins): The teacher summarizes the session, reinforcing the understanding of *Mizāj-i-Aʿḍā'* to enhance diagnostic accuracy and treatment planning in Unani medicine.

Practical Training 4.5 Impact of altered *Mizāj* on the Structure and Function of *Aʿḍā*

Total Learning Hours: 6 Hours

1. Introduction & Concept Explanation (1 hour): The teacher introduces the concept of *Mizāj* and explains the effects of its imbalance on individual *Aʿḍā'* (organs) using a lecture with visual aids.

2. Demonstration of Imbalance Effects (1 hour): Using role-play and simulation, the teacher illustrates signs of various *Mizāj* imbalances. Students actively participate in identifying symptoms and discussing possible causes.

3. Case-Based Analysis & Group Discussion (2 hours): Students are divided into groups and assigned case studies reflecting organ-specific *Mizāj* imbalances. Each group analyzes symptoms, identifies the underlying *Mizāj* disturbance, and proposes Unani treatment strategies. The teacher uses brainstorming techniques to help students connect Unani concepts to real-life scenarios.

4. Presentation (2 hours): Each group presents their case findings using peer teaching methods, explaining the role of *Mizāj* imbalance in the disorder and suggesting corrective Unani therapies such as *Ilāj bit-Tadbeer, Ilāj bil-Ghidha*, and *Ilāj bid-Dawā*. The teacher concludes with a reflective discussion, encouraging students to apply these concepts in clinical practice.

Experiential Learning Activity

Experiential-Learning Learning 4.1: *Adl fi'l Qisma* in context of *Mizāj Insāni*

Total Learning Hours: 3 Hours

1. Concept Exploration (30 mins): Students review provided reference materials explaining the concept of *'Adl fi'l Qisma* in Unani medicine by using Examples of balanced *Mizāj* reflecting optimal health, vitality, and stable mental well-being.

Students create a concept map summarizing balance in *Kayfiyāt* of *Arkān* that leads to a stable *Mizāj*.

2. Observation-Based Analysis (1 hour): Students perform guided self-assessments to identify signs of balance or imbalance in their *Mizāj*.Students document their observations in structured worksheets. **3. Application & Case Analysis (1 hour):** Students are provided with case scenarios illustrating different *Mizāj* types. For each case, students Identify whether the presented individual demonstrates balanced *Mizāj* (*'Adl fi'l Qisma*) or an imbalance. **4. Reflection (30 mins):** students will discuss their experience with their peers.
Experiential-Learning Learning 4.2: Concept of *Mizāj* in various streams of Indian System and other traditional systems of Medicine
Total Learning Hours: 4 Hours **1. Concept Exploration (1 hour):** Students study provided resources detailing the concept of Mizāj in Unani medicine and its parallels in other traditional systems. (Unani, Ayurveda and Siddha) Students prepare a comparison table highlighting commonalities, differences, and conceptual overlaps. **2. Observation-Based Analysis (1 hour 15 mins):** Students conduct guided self-assessments to observe signs of *Mizāj* characteristics in themselves. Observations are recorded in structured worksheets to recognize patterns of temperament. **3. Comparative Analysis & Application (1 hour 15 mins):** Students analyze their findings to: identify *Mizāj* traits aligning with concepts from other systems (e.g., *Pitta* dominance resembling *Ṣafrāwi Mizāj*). **4. Reflection (30 mins):** Students reflect on the value of integrating Unani principles with Ayurvedic and Siddha. for a more holistic approach to health. The teacher reviews reflections and provides constructive feedback to enhance students' understanding.
Experiential-Learning Learning 4.3: Role of Epigenetics in understanding of *Mizāj Mu'tadil Ṣinfī bi'l Qiyās ila'l Khārij wa Dākhil*
Total Learning Hours: 4 Hours **1. Concept Exploration (1 hour):** Students study provided resources explaining: - *Mizāj Mu'tadil Ṣinfī*: A balanced temperament relative to both internal (*Dākhil*) and external (*Khārij*) factors and the role of Epigenetics in influencing gene expression without altering the DNA sequence, impacting health, behavior, and disease susceptibility.Students create a concept map linking *Mizāj Mu'tadil Ṣinfī*, epigenetic markers, and environmental triggers.

2. Observation-Based Activity (1 hour 15 mins): Students conduct guided self-assessments to identify the influence of environmental and internal factors on their own *Mizāj*.Observations are documented in structured worksheets to analyze patterns linked to potential epigenetic influences. **3. Analysis & Interpretation (1 hour 15 mins):** Students analyze their observations to: - Identify lifestyle patterns that may contribute to gene expression changes influencing *Mizāj*. - Recognize gradual shift in individual's *Mizāj* by habitual behaviors or environmental factors. **4. Reflection (30 mins):** Students reflect on their own responses and effect of their observations in improvement of their understanding of epigenetic influences on *Mizāj*.
Experiential-Learning Learning 4.4: Shift of *Mizāj* throughout the life cycle
Total Learning Hours: 5 Hours **1. Concept Exploration (1 hour):** Students study provided resources outlining the *Mizāj* from childhood to old age. **2. Observation-Based Analysis (1 hour 30 mins):** Students conduct guided observations to identify *Mizāj*-related changes across age groups. Observations are documented in structured worksheets, noting patterns evolution of *Mizāj* throughout life. **3. Case Analysis & Application (1 hour):** Students are provided with real-life case scenarios of individuals at different life stages. For each case, students identify the dominant *Mizāj* type based on physical, emotional, and behavioral traits. **4. Illustrative Documentation (1 hour)**: Students create an illustrated flowchart demonstrating: - The progressive shift in *Mizāj* qualities throughout the life cycle. - Common health risks associated with each stage. - Suggested interventions to promote healthy aging through balancing the *Mizāj* at every stage of life. **5. Reflection (30 mins):** Students reflect on characteristics related to *Mizāj* across different life stages to improve their understanding of preventive care.
Experiential-Learning Learning 4.5: Structural and functional characteristics of *Aʿḍā' Ḥārra*
Total Learning Hours: 3 Hours

1. Concept Exploration (45 mins): Students study provided resources explaining *Aṭhā' Hṛdaya* as organs that exhibit heat dominance in structure and function. Students create a concept map linking these characteristics to specific organs. **2. Observation-Based Analysis (1 hour):** Students conduct guided self-observations and anatomical model examinations to identify signs of characteristics of *Aṭhā' Hṛdaya* mentioned in classical texts. **3. Analysis & Application (1 hour):** Students analyze their observations and identify organs like the heart, liver, and muscles as examples of *Aṭhā' Hṛdaya*. They predict how imbalances in heat characteristics may lead to conditions. **4. Reflection (15 mins):** Students reflect on improvement in understanding by observing physical characteristics improved of *Aṭhā' Hṛdaya* and its physiological role.
Experiential-Learning Learning 4.6: Structural and functional characteristics of *Aṭhā' Bādira*
Total Learning Hours: 2 Hours **1. Concept Exploration (30 mins):** Students study provided resources explaining *Aṭhā' Bādira* as organs dominated by cold qualities. Students compile key points in a summary chart. **2. Observation-Based Analysis (45 mins):** Students perform guided self-observations to identify the characteristics of *Aṭhā' Bādira*.Observations are recorded in structured worksheets. **3. Analysis & Application (30 mins):** Students analyze their observations and identify organs like bones, cartilage, and nerves as examples of *Aṭhā' Bādira*. **4. Reflection (15 mins):** Students reflect on how understanding characteristics of *Aṭhā' Bādira* aids in diagnosing and managing related imbalances.
Experiential-Learning Learning 4.7: Structural and functional characteristics of *Aṭhā' Raṭba*
Total Learning Hours: 3 Hours **1. Concept Exploration (45 mins):** Students explore the concept of *Aṭhā' Raṭba* as organs with moist qualities. **2. Observation-Based Analysis (1 hour):** Students conduct self-observations and anatomical model assessments to identify characteristics of *Aṭhā' Raṭba*. Examining anatomical models to study organs like the brain, lungs, and stomach.Observations are recorded in structured worksheets.

3. Analysis & Application (1 hour): Students analyze their findings and predict the contribution of excess or deficient moisture may on conditions such as edema, congestion, or dryness. **4. Reflection (15 mins):** Students reflect on the role of *Aʻḍā' Raṭba* in maintaining bodily lubrication and stability.	
Experiential-Learning Learning 4.8: Structural and functional characteristics of *Aʻḍā' Yābisa*	
Total Learning Hours: 2 Hours **1. Concept Exploration (30 mins):** Students explore the concept of *Aʻḍā' Yābisa* as organs with dry qualities. Students compile examples in a concept chart. **2. Observation-Based Analysis (45 mins):** Students conduct guided self-observations and anatomical model analysis to identify characteristics of *Aʻḍā' Yābisa*. Examining models of bones, tendons, and hair to understand dry organ structure.Observations are recorded in structured worksheets. **3. Analysis & Application (30 mins):** Students identify organs such as bones, tendons, and nails as examples of *Aʻḍā' Yābisa.* **4. Reflection (15 mins):** Students reflect on how recognizing characteristics of A *ḍā' Yābisa* enhances understanding of body structure and function.	
Modular Assessment	
Assessment	**Hour**
Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks.Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6C. **1.1. Literature Review (30 Marks):** Student will conduct a critical review on existing literature on the topic of *Mizāj* , its in different streams of traditional systems of medicine and basis of classifcation. The review will focus on interplay of *Mizāj* and its diverse classification. Student will write a summary and present it their class highlighting the key concepts. The task will be completed in in 2:00 hours. **1.2. Making of Posters (20 marks)**: Students will make creative posters showing classification of *Mizāj* in one frame.The task will be completed in 2:00 hours. Or	4

2. Any practical in converted form can be taken for assessment (25 Marks) and Any of the experiential as portfolio/reflection/presentation/ group discussion can be taken as an assessment (25 Marks)	

Semester No : 5

Module 5 : مزاج انسانی Mizāj-i-Insānī and its determinants

Module Learning Objectives

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

1.Analyze the development of *Mizāj-i-Insānī* and examine the contributing factors influencing its development across various stages of life.

2. Evaluate the interplay between genetic predisposition and environmental influences in shaping an individual's *Mizāj-i-Insānī*, with a focus on health outcomes.

3. Develop personalized therapeutic strategies by identifying key physiological, morphological, and psychological determinants of *Mizāj-i-Insānī* to optimize wellness and disease prevention.

Unit 1 مزاج انسانی Mizāj-i-Insānī مزاج معتدل طبی &its dimensions

5.1.1: Formation of مزاج انسانی *Mizāj-i-Insānī*

5.1.2: Factors influencing the مزاج اولیٰ *M izāj Ūlā* and مزاج ثانوی *Mizāj Thānwī*

5.1.3: Genetic Basis of مزاج انسانی *Mizāj-i-Insānī*

References: 3,8,13,19,20,23,24,26,27,30,42,48,50,51,55,65,69,71,75,78,80,91,100,106,112,116,118,122,123,126,130,132,135,136,137

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Describe formation of *Mizāj-i-Insānī* and contributing factors in development of *Mizāj-i-Insānī* at different stages of life	3	Lecture	CAN	Knows-how	L&PPT

CO1,CO2,CO6	Identify the factors influencing the development of *Mizāj Ūlā / Khilqī* and *Mizāj Thānwī / Mizāj Iktisābi*	2	Practical5.1	CAN	Shows-how	DIS,RP,BS,CBL,JC
CO1,CO2,CO6	Analyze Genetic Basis of Mizāj to understand *Mizāj Ūlā / Khilqī*	3	Experiential-Learning5.1	CAN	Shows-how	PBL,CBL,RLE,L&GD,DIS
CO1,CO2,CO6,CO7	Evaluate interaction of hereditary traits and genetic predisposition with environmental factors in shaping *Mizāj-i-Insānī*	3	Experiential-Learning5.2	CE	Shows-how	DIS,RLE,IBL
CO1,CO2,CO6	Identify and compare the characteristics of *Mizāj-i-Insānī* based on predominance of *Akhlāṭ Arba'a*	3	Experiential-Learning5.3	CAN	Shows-how	PL,DIS,PER

Unit 2 مزاج اجناس Mizāj -i- Ajnās

5.2.1: Theoretical understanding

5.2.2: مزاج اجناس *Mizāj -i- Ajnās* and its role in gender specific traits

5.2.3: Applied aspect

References: 3,8,9,11,12,13,19,20,24,26,27,30,35,42,49,50,51,55,65,69,70,78,80,100,104,106,112,116,119,123,130,136

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Describe the Concept of *Mizāj -i- Ajnās* and Its role in Gender specific characteristics	3	Lecture	CAN	Knows-how	L&GD
CO1,CO2,CO6	Identify the distinct physiological, morphological, and psychological traits associated with each sex -*Mizāj Unūthī (female)*& *Mizāj Dhukūrī (male)*	3	Practical5.2	CAN	Shows-how	PrBL
CO1,CO2,CO6	Discuss and compare the typical differences in *Mizāj* between genders and their implications for overall health and wellness.	3	Experiential-Learning5.4	CAN	Shows-how	CBL,RLE,L&GD

CO1,CO2,CO6	Develop gender-specific recommendations for lifestyle, diet, and treatment based on the differences in *Mizāj*	3	Practical5.3	CAP	Does	PL,RLE,RP,EDU,C_L

Unit 3 Determinants of Mizāj-i-Insānī

5.3.1: Morphological parameters to determine مزاج انسانی *Mizāj-i-Insānī*

5.3.2: Physiological parameters to determine مزاج انسانی *Mizāj-i-Insānī*

5.3.3: Psychological parameters to determine مزاج انسانی *Mizāj-i-Insānī*

5.3.4: اجناس عشرہ *Ajnās –i- Ashrā*

References: 3,8,9,13,19,20,23,24,30,32,34,35,39,42,48,50,55,69,70,75,78,80,104,106,112,116,118,122,123,131,132,136,137

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Describe determinants of *Mizāj-i-Insānī* mentioned in classical literature	4	Lecture	CAN	Knows-how	PBL,L&PPT,BS
CO1,CO2,CO6	Discuss and analyze determinants of *Mizāj-i-Insānī* according to different Unani Scholars	3	Experiential-Learning5.5	CAP	Shows-how	PrBL
CO1,CO2,CO6	Determine *Mizāj-i-Insānī* through assessment of Morphological Parameters	3	Practical5.4	PSY-GUD	Does	PL,CBL,TBL,RLE
CO1,CO2,CO6	Determine *Mizāj-i-Insānī* through assessment of physiological parameters	3	Practical5.5	PSY-GUD	Shows-how	PAL,CBL,RLE
CO1,CO2,CO6	Determine *Mizāj-i-Insānī* through assessment of psychological parameters	3	Practical5.6	PSY-GUD	Shows-how	PL,RP,RLE

CO1,CO2,CO6	Analyze and evaluate the importance of different parameters mentioned in *Ajnās –i- Ashrā*	5	Experiential-Learning5.6	CAN	Shows-how	C_L,SDL
CO1,CO2,CO6,CO7	Compile and analyse available Research data on *Ajnās –i- Ashrā*	6	Experiential-Learning5.7	AFT-RES	Does	JC,SDL
CO1,CO2,CO6,CO7	Conduct a peer evaluation analysis to refine item selection for developing a questionnaire aimed at assessing *Mizāj-i-Insānī*	3	Practical5.7	CAP	Does	PAL,SDL,PrBL

Practical Training Activity

Practical Training 5.1 Determinants of *Mizāj Ūlā (Khilqī)* and *Mizāj Thānwī (Iktisābī)*

Total Learning Hours: 2 Hours

1. Introduction & Concept Explanation (15 mins): The teacher introduces the concepts of *Mizāj Ūlā / Khilqī* and *Mizāj Thānwī / Iktisābi* through a lecture with visual aids. The teacher explains how genetic factors, parental influence, and fetal environment shape *Mizāj Ūlā*, while lifestyle, diet, climate, and emotional states influence *Mizāj Thānwī.*

2. Interactive Brainstorming Activity (15 mins): Using mind-mapping, students identify key factors influencing each type of *Mizāj*. Each factor (e.g., age, gender, occupation, habits) is explored with examples. The teacher encourages students to share real-life observations to deepen understanding.

3. Group-Based Comparative Analysis (30 min): Students are divided into groups and assigned different scenarios reflecting the development of either *Mizāj Ūlā* or *Mizāj Thānwī.* Each group:

- Analyzes the given scenario, identifying contributing factors.
- Predicts the resulting *Mizāj* traits based on environmental and lifestyle conditions.

The teacher circulates to guide discussions and ensure connections to Unani principles.

4. Role-Play Demonstration (30 mins): Groups present their assigned scenarios using role-play to demonstrate how various factors shape an individual's temperament. The teacher provides feedback and highlights key insights.

5. Reflection (30 mins): The teacher concludes by summarizing the interplay between genetic and environmental influences in shaping temperament. Students are encouraged to reflect on how these insights apply to personalized treatment strategies in Unani medicine.
Practical Training 5.2 Analyzing Physiological Morphological and Psychological Features of *Mizāj* in different genders
Total Learning Hours: 3 **1. Introduction & Concept Explanation (30 mins):** The teacher introduces the concepts of *Mizāj Unūthī* and *Mizāj Dhukūrī* through an interactive lecture. The teacher explains influence of these temperaments by understanding differences in physiology, body structure, and psychological tendencies. Visual aids are used to highlight key traits. **2. Comparative Analysis Activity (1 hour):** Students are divided into pairs, with each pair assigned to compare a specific trait Each pair investigates the alignment of traits with Unani concepts of *Mizāj Unūthī* and *Mizāj Dhukūrī.* The teacher guides students in analyzing scientific and Unani perspectives on these traits. **3. Case-Based Group Discussion (1 hour):** The teacher presents case scenarios illustrating gender-specific health conditions . Students work in groups to analyze contribution of *Mizāj* contribute to these conditions. **4. Reflection (30 mins):** The teacher summarizes key insights on how physiological, morphological, and psychological differences influence temperament. Students are encouraged to reflect on understanding of these traits to improve diagnostic accuracy and treatment outcomes in Unani practice.
Practical Training 5.3 Designing Gender-Based Lifestyle and Treatment Guidelines According to *Mizāj* Variation
Total Learning Hours: 3 **1. Introduction & Concept Explanation (30 mins):** The teacher introduces the concepts of *Mizāj Ajnās* through an interactive lecture. Using diagrams and visual aids, the teacher explains key differences in metabolism, body composition, hormonal activity, and psychological tendencies. The teacher highlights how these differences influence dietary needs, lifestyle habits, and disease susceptibility. **2. Group-Based Analysis & Recommendations (1 hour):** Students are divided into two groups — one focusing on *Mizāj Unūthī* and the other on *Mizāj Dhukūrī*. Each group analyzes factors like Lifestyle Needs, Dietary Needs and Treatment Protocols. The teacher supervises and offers insights to ensure alignment with Unani principles.

3. Role-Play & Demonstration (1 hour): Each group prepares a brief role-play or demonstration where one student acts as a patient and another as a Unani practitioner. The practitioner recommends appropriate lifestyle modifications, dietary choices, and treatments based on the patient's gender-specific *Mizāj* traits. The teacher provides feedback and clarifies key points.

4. Reflection (30 mins): The teacher summarizes the activity, emphasizing how gender-specific recommendations support health optimization. Students reflect on how Unani principles provide personalized guidance for lifestyle, diet, and treatment planning.

Practical Training 5.4 Determining *Mizāj-i-Insānī* through assessment of Morphological Parameters

Total Learning Hours: 3

1. Introduction & Concept Explanation (30 mins): The teacher introduces the concept of *Mizāj-i-Insānī* and explains how morphological parameters such as body structure, skin texture, hair type, and facial features are used to assess *Mizāj*. Using visual aids and real-life examples, the teacher describes characteristics linked to different *Mizāj* types.

2. Morphological Assessment Demonstration (1 hour 30 mins): The teacher demonstrates how to assess key morphological parameters.Students are invited to participate by identifying their own or classmates' morphological traits under teacher supervision.

3. Pair-Based Practical Activity (30 mins): Students are paired and instructed to assess each other's morphological features using a checklist. Each pair identifies traits linked to specific *Mizāj* types and documents their findings. The teacher circulates to provide guidance and ensure accurate observations.

4. Discussion (30 mins): Students share their observations in a class discussion.

Practical Training 5.5 Determining *Mizāj-i-Insānī* through assessment of physiological parameters

Total Learning Hours: 3

1. Introduction & Concept Explanation (30 mins): The teacher introduces the concept of *Mizāj-i-Insānī* and explains physiological parameters as key indicators of *Mizāj*. Using visual aids and live demonstrations, the teacher illustrates the correlation between physiological traits and specific *Mizāj* types .

2. Demonstration of Physiological Assessment (1 hour 30 mins): The teacher demonstrates methods for assessing key physiological parameters.
Students are encouraged to participate actively in pulse and temperature assessments under teacher supervision.

3. Pair-Based Practical Activity (30 mins): Students are paired and conduct guided assessments of each other's pulse, skin temperature, and other observable signs. They compare their findings with *Mizāj* characteristics, documenting their observations. The teacher provides guidance to ensure accurate assessments. **4. Discussion (30 mins)**: Students share their observations in a class discussion. The teacher emphasizes the importance of combining multiple physiological parameters for accurate *Mizāj* identification.
Practical Training 5.6 Determining *Mizāj-i-Insānī* through assessment of psychological parameters
Total Learning Hours: 3 **1. Introduction & Concept Explanation (30 mins)**: The teacher introduces the concept of *Mizāj-i-Insānī* and explains how psychological parameters such as emotional responses, cognitive tendencies, and behavioral patterns are key indicators of *Mizāj*. Using interactive discussion and case-based examples, the teacher describes traits linked to various *Mizāj* types. **2. Scenario-Based Assessment Activity (1hour 45 mins):** The teacher presents real-life scenarios illustrating different psychological traits. Students, working in pairs, assess the described behaviors and predict the underlying *Mizāj*. The teacher encourages discussion to connect Unani principles with psychological responses. **3. Guided Self-Assessment (30 mins):** Students complete a guided questionnaire designed to identify their own *Mizāj* based on psychological tendencies. The teacher facilitates reflection discussions where students analyze their results and discuss how psychological traits align with their overall temperament. **4. Reflection (15 mins):** The teacher emphasizes the importance of combining multiple psychological parameters for accurate *Mizāj* identification.
Practical Training 5.7 Developing a *Mizāj-i-Insānī* Questionnaire by Analyzing Peer Evaluations of Item Selection
Total Learning Hours: 3 Hours **1. Introduction & Concept Explanation (30 mins):** The teacher introduces the purpose and structure of a *Mizāj-i-Insānī* assessment questionnaire, explaining its role in identifying temperament traits. The teacher outlines key criteria for effective questionnaire design, such as clarity, relevance, and alignment with Unani principles. Using sample questionnaires, the teacher demonstrates well-structured versus poorly framed questions.

2. Item Drafting & Group Review (1 hour): Students, working in small groups, draft a set of proposed questionnaire items targeting physiological, morphological, and psychological indicators of *Mizāj*. Each group prepares 8–10 items for peer evaluation. The teacher circulates, offering guidance on wording, content accuracy, and alignment with *Mizāj* principles.

3. Peer Evaluation & Feedback (1 hour): Groups exchange their drafted questionnaires for peer evaluation. Using a structured checklist provided by the teacher, students assess the clarity, relevance, and effectiveness of each question. Feedback is shared constructively, focusing on:

- Clear wording and unambiguous language.
- Cultural and contextual relevance for assessing *Mizāj-i-Insānī*.
- Ensuring a balance of questions covering physical, mental, and emotional traits.

The teacher moderates feedback discussions, encouraging students to refine their items based on peer input.

4. Final Refinement (30 mins): Each group revises their questionnaire based on peer feedback. The teacher concludes by emphasizing the importance of peer evaluation in improving assessment tools and highlights key elements that enhance questionnaire reliability and validity.

Experiential Learning Activity

Experiential-Learning Learning 5.1: Genetic Basis of *Mizāj*

Total Learning Hours: 3

1. Concept Exploration (45 mins): Students study genetic principles related to inherited traits and their influence on *Mizāj Ūlā / Khilqī*. Key points include:- Genetic predispositions affecting body structure, metabolism, and behavior, Classical Unani references linking genetic inheritance to stable *Mizāj* traits.Students create a gene-trait chart linking genetics to *Mizāj* characteristics.

2. Observation-Based Analysis (1 hour): Students conduct guided observations and family trait mapping to assess genetic influences on *Mizāj*. .Observations are recorded in structured worksheets to identify dominant traits and patterns.

3. Analysis & Application (1 hour): Students analyze their data to Identify common hereditary traits linked to *Mizāj Ūlā / Khilqī*.- Discuss effect of environmental and lifestyle factors in modification of genetic predispositions.

4. Reflection (15 mins): Students reflect on influence of genetic traits on individual Mizāj.The teacher reviews reflections and provides feedback to enhance understanding.
Experiential-Learning Learning 5.2: Interaction of hereditary traits and genetic predisposition with environmental factors in shaping *Mizāj-i-Insānī*
Total Learning Hours: 3 **1. Concept Exploration (45 mins):** Students study resources on how hereditary traits, genetic predisposition, and environmental influences interact to shape *Mizāj*. Students compile these insights into a concept map showing the interconnected roles of genetics and environment. **2. Observation-Based Analysis (1 hour):** Students conduct guided observations and environmental assessments to understand these interactions. Comparing family members' reactions to similar environmental conditions to identify hereditary influences on *Mizāj*. Observations are recorded in structured worksheets to track patterns. **3. Analysis & Application (1 hour):** Students analyze their observations to identify effect of hereditary traits and environmental triggers contribute to *Mizāj* variability. **4. Reflection (15 mins):** Students reflect on the role of environmental adaptation in preventing *Mizāj* imbalance and combining genetic insights with environmental awareness.
Experiential-Learning Learning 5.3: Characteristics of *Mizāj-i-Insānī* based on predominance of *Akhlāṭ Arba'a*.
Total Learning Hours: 3 **1. Concept Exploration (30 mins):** Students study provided resources outlining the relationship between *Akhlāṭ Arba'a* and their influence on *Mizāj-i-Insānī*. Students create a comparison chart summarizing these characteristics. **2. Observation-Based Activity (45 min):** Students conduct guided self-observations and analyze physical, emotional, and behavioral traits that align with *Mizāj* characteristics.Observations are documented in structured worksheets to highlight patterns linked to specific *Mizāj* types. **3. Comparative Analysis (45 min):** Using their observation data, students compare their own traits with those described in classical Unani texts. For each identified trait, students relate the observation to a predominant humor. **4. Illustrative Documentation (30 mins)**: Students compile their findings in a *Mizāj* Mapping Chart that includes:

- Identified traits for each predominant humor.

- Comparison of common characteristics across the humors.

The teacher reviews these charts, providing personalized feedback.

5. Reflection (30 mins): Students write a reflection summarizing key insights about their *Mizāj* characteristics.

Experiential-Learning Learning 5.4: Typical differences in *Mizāj* between genders and their implications for overall health and wellness.

Total Learning Hours: 3

1. Concept Exploration (30 mins): Students study provided resources explaining gender-specific differences in *Mizāj* characteristics. Students summarize key differences in a comparison chart for clarity.

2. Observation-Based Analysis (30 min): Students conduct guided observations to identify gender-specific *Mizāj* traits in themselves or their surroundings. Observations are documented in structured worksheets to analyze gender-related *Mizāj* traits.

3. Comparative Analysis & Application (1 hour): Using their observation data, students:

- Compare their findings with classical Unani descriptions of gender-specific *Mizāj*.

- Identify common health risks associated with these *Mizāj* traits.

- Propose preventive strategies such as dietary recommendations, lifestyle adjustments, and Unani interventions tailored to each *Mizāj* type.

4. Illustrative Documentation (30 mins): Students compile their insights in a gender-specific *Mizāj* chart, highlighting:

-Associated health concerns for each gender.

- Recommended strategies to maintain balance in these *Mizāj* types.

The teacher reviews and provides personalized feedback on accuracy and practical insights.

5. Reflection (30 mins): Students reflect on:

- Key insights gained about gender-specific *Mizāj* differences in health and disease patterns.

The teacher concludes by reinforcing the importance of addressing gender-specific *Mizāj* variations in clinical practice.

Experiential-Learning Learning 5.5: Determinants of *Mizāj-i-Insānī*

Total Learning Hours: 3

1. Concept Exploration (30 mins): Students explore classical texts and resources explaining key Unani scholars defined the determinants of *Mizāj-i-Insānī*. Students compile their findings in a comparison table, outlining each scholar's unique perspective.

2. Observation-Based Analysis (1 hour): Students conduct guided observations on themselves or individuals to identify traits linked to *Mizāj* determinants. Observations are recorded in structured worksheets to compare traits with classical descriptions.

3. Comparative Analysis & Application (30 mins): Using their observation data, students identify patterns aligning with specific scholars' views on *Mizāj* determinants.

4. Illustrative Documentation (30 mins): Students compile their insights in a Determinants of *Mizāj* Chart that includes a summary of major scholars' viewpoints.

5. Reflection (30 mins): Students reflect on Unani scholars' views deepened their understanding of *Mizāj* determinants.

The teacher concludes by reinforcing the importance of applying Unani scholars' perspectives in clinical practice.

Experiential-Learning Learning 5.6: Importance of parameters mentioned in *Ajnās –i- Ashrā*

Total Learning Hours: 5

1. Concept Exploration (1 hour): Students explore classical Unani texts describing the *Ajnās-i-Ashrā* parameters. Students create a summary chart explaining each parameter's role in evaluating *Mizāj*.

2. Observation-Based Analysis (1 hour 30 mins): Students conduct guided self-assessments and peer observations to evaluate these parameters. Observations are recorded in structured worksheets to track variations across individuals.

3. Critical Analysis & Evaluation (1 hour): Students analyze their observation data to identify links between observed traits and underlying *Mizāj* characteristics.

4. Case Analysis & Application (1 hour): Students are provided with case scenarios describing individuals with varied *Ajnās-i-Ashrā* parameters. For each case, students identify dominant *Mizāj* characteristics based on described parameters.

5. Reflection (30 mins): Students reflect on:

- *Ajnās-i-Ashrā* parameters evaluation in deepening of their understanding of *Mizāj* and health patterns.

The teacher reviews reflections and provides feedback on observation accuracy, analysis depth, and practical insights.

Experiential-Learning Learning 5.7: Compilation and analysis of Research data on *Ajnās –i- Ashrā*

Total Learning Hours: 6 Hours

1. Concept Exploration (1 hour): Students are introduced to the concept of *Ajnās-i-Ashrā* as a foundational Unani principle.The teacher provides guidance on:

- Sources for identifying relevant research.

- Strategies for evaluating the credibility, methodology, and outcomes of research articles.

Students receive a structured framework for documenting their findings.

2. Research Compilation (2 hours 30 mins): Students independently gather data from various sources such as:

- Classical Texts (e.g., Canon of Medicine, Kāmil-us-Ṣanā'a, etc.).

- Published Research on *Ajnās-i-Ashrā* in digital libraries, scientific journals, and databases.

- Comparative Studies linking classical Unani principles with contemporary medical insights.

Students organize their findings into a Research Compilation Table that includes:

- Study title and source.

- Key research focus (e.g., clinical significance, diagnostic applications).

- Major findings, outcomes, and practical implications.

3. Data Analysis & Evaluation (1 hour): Students analyze their compiled data to:

- Identify recurring themes across various research studies.

- Highlight trends supporting the relevance of *Ajnās-i-Ashrā* in modern healthcare.

- Identify gaps in the existing literature and potential areas for future research.

Students summarize their analysis in a Research Analysis Summary Sheet that emphasizes key patterns, findings, and conclusions.

4. Presentation & Discussion (1 hour): Students present their findings in small groups, highlighting:

- Significant contributions of research toward understanding *Ajnās-i-Ashrā*.

5. Reflection (30 mins): Students reflect on:

- Key insights gained from the compilation and analysis process.

- The value of integrating classical Unani knowledge with contemporary research for enhanced clinical understanding. The teacher provides personalized feedback on data quality, analysis depth, and presentation clarity.	
Modular Assessment	
Assessment	**Hour**
Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6C. **1.1. Literature Review (30 Marks):** Student will conduct a critical review on existing literature on the topic of *Mizāj-i-Insānī* and its determinants as mentioned by different Unani scholars. The review will focus on deteminants of *Mizāj-i-Insānī* and importance of *Ajnās –i- Ashrā.* Student will write a summary and present it their class highlighting the key concepts. The task will be completed in in 2:30 hours. **1.2. Conducting interview (20 marks):** Students will conduct interviews using questionnaire based on *Ajnās –i- Ashrā* to assess *Mizāj* of volunteers .The task will be completed in 1:30 hours. Or **2.** Any practical in converted form can be taken for assessment (25 Marks) and Any of the experiential as portfolio/reflection/presentation/ group discussion can be taken as an assessment (25 Marks)	4
Module 6 : مزاج Mizāj- Recent Advances & Applied Aspect	
Module Learning Objectives (At the end of the module, the students should be able to) 1. Analyze the evolving understanding of *Mizāj* by integrating traditional Unani concepts with contemporary biomedical research advancements. 2. Investigate the practical applications of *Mizāj* through research, case studies, and data analysis to develop evidence-based healthcare strategies.	

3. Design personalized treatment protocols based on *Mizāj* principles, incorporating factors such as environmental influences, lifestyle modifications, and technological advancements.

Unit 1 مزاج Mizāj: Interdisciplinary Approach

6.1.1: Effect of environmental factors

6.1.2: Dimensions for research

References: 3,8,13,19,20,27,28,30,42,48,50,55,75,100,106,112,116,118,123,126,130,132,136,137

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO7	Analyze the concept of *Mizāj* by examining its theoretical foundations in Unani Medicine and its connection with interdisciplinary sciences	4	Lecture	CAN	Knows-how	DIS,SY
CO1,CO6,CO7	Compile the cumulative effect of environmental factors in modifying *Mizāj* by analyzing the available data	3	Practical6.1	CAN	Shows-how	EDU,Mnt,FV,DIS
CO1,CO2,CO6,CO7	Evaluate the dimensions for research based on *Mizāj* through integrated approach	4	Experiential-Learning6.1	CE	Does	JC

Unit 2 Recent advancement in the determination of مزاج Mizāj

6.2.1:Technological advancement in determination of مزاج *Mizāj*

6.2.2: Meta analysis of Research Data

6.2.3: Future Research

References: 3,13,26,39,67,69,122,136,137

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

CO1,CO2,CO7	Describe the methodologies and technological advancements used in determining *Mizāj*	4	Lecture	CE	Knows-how	CBL,JC
CO1,CO2,CO6,CO7	Review and analyze the research work published on assessment of *Mizāj-i-Insānī* (Meta analysis)	4	Practical6.2	AFT-RES	Does	LS,JC
CO1,CO2,CO4,CO7	Evaluate the integration of research underlying Unani principles with contemporary scientific methods for *Mizāj-i-Insānī* validation.	4	Experiential-Learning6.2	CE	Shows-how	CBL,JC,DIS
CO1,CO2,CO6,CO7	Explore potential future developments in the scientific understanding and application of *Mizāj* , particularly in integrating genomics, epigenetics, and artificial intelligence.	4	Experiential-Learning6.3	AFT-RES	Does	EDU,BS
CO1,CO2,CO7	Evaluate the scope of *Mizāj* standardization in healthcare systems.	3	Experiential-Learning6.4	CE	Does	DIS,JC,BS,C_L,PER
CO1,CO2,CO6,CO7	Construct holistic assessment methods to diagnose *Mizāj-i-Insānī* using Artificial Intelligence	3	Practical6.3	PSY-ORG	Does	BS,PAL,PrBL,IBL

Unit 3 اطلاقی پہلو Applied Aspects

6.3.1:Role of مزاج *Mizāj* in diagnosis and treatment plan

6.3.2:مزاج *Mizāj* based protocol for clinical practice

6.3.3: Effect of مزاج انسانی *Mizāj-i-Insānī* in disease susceptibility

6.3.4:Influence of اسباب فاعلیہ *Asbāb Fā 'iliyya* on مزاج انسانی *Mizāj-i-Insānī*

References:

4,5,6,7,9,10,13,15,19,20,21,22,23,24,25,26,30,31,34,35,42,50,55,57,65,66,68,70,71,72,75,78,79,80,81,100,104,106,116,121,123,126,130,131,132,136,137

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Illustrate the role of *Mizāj* in diagnosis and treatment plan of diseases and its relevance to personalized treatment plans.	2	Lecture	CE	Knows-how	PER
CO1,CO6,CO7	Appraise the application of *Mizāj* for management of *hālat-i-thālitha*	3	Experiential-Learning6.5	AFT-SET	Shows-how	PBL,RLE
CO2,CO6,CO7	Develop *Mizāj* based protocols for clinical practice focusing on lifestyle modification, dietary recommendations, and pharmacological interventions.	3	Practical6.4	PSY-ORG	Does	RP,RLE,CBL
CO1,CO2,CO7	Examine the role of *Mizāj-i-Insānī* in influencing susceptibility, incidence, and prevalence of non-communicable diseases and emerging conditions.	2	Practical6.5	CE	Shows-how	DIS,PL
CO7	Evaluate drugs interactions and treatment responses based on the principles of *Mizāj-i-Insānī* and individual treatment responses	5	Practical6.6	PSY-MEC	Shows-how	DIS,DA,DL,C_L
CO2,CO6,CO7	Evaluate the influence of *Asbāb Sitta Ḍarūriyya* on *Mizāj-i-Insānī* and its role determining disease susceptibility, prevalence and treatment outcomes	4	Experiential-Learning6.6	CE	Shows-how	CBL,IBL,PSM,RLE
CO2,CO6,CO7	Evaluate the influence of *Asbāb Ghyr Ḍarūriyya* on *Mizāj-i-Insānī* and its role determining disease susceptibility, prevalence and treatment outcomes	4	Experiential-Learning6.7	CE	Shows-how	RLE,CBL,SDL
Practical Training Activity						

Practical Training 6.1 Assessing environmental contributions to changes in *Mizāj* through Data Analysis
Total Learning Hours: 3 **1. Introduction & Concept Explanation (30 mins):** The teacher introduces the role of environmental factors such as climate, geography, diet, lifestyle, and seasonal variations in influencing *Mizāj*. Using visual aids and case examples, the teacher explains the effects of these factors collectively on temperament over time. **2. Data Collection & Organization (1 hour):** Students are divided into groups, each assigned a specific environmental factor. Each group collects data from available sources such as: - Textual references (Unani literature describing environmental effects on *Mizāj*). - Observations from local community practices (e.g., dietary patterns in different climates). - Case studies or reports highlighting environmental influences on health. The teacher guides students in organizing their data into structured tables or charts for easier analysis. **3. Data Analysis & Interpretation (1 hour):** Each group analyzes the collected data to identify patterns showing how environmental factors modify *Mizāj*. The teacher facilitates a discussion encouraging students to correlate their findings with Unani concepts. **4. Presentation (30 mins):** Each group presents their compiled data and key insights. The teacher concludes by summarizing the cumulative impact of environmental factors on *Mizāj*, emphasizing preventive measures and Unani strategies to maintain *Mizāj* balance in different environments.
Practical Training 6.2 Evaluating Research Literature on assessment of *Mizāj-i-Insānī* through Meta-Analysis
Total Learning Hours:4 **1. Introduction & Concept Explanation (30 mins):** The teacher introduces the concept of Meta-Analysis and its importance in synthesizing multiple research findings. Using sample research papers, the teacher demonstrates how to critically evaluate published studies. **2. Research Paper Review (1 hour 30 mins)**: Students are divided into groups and assigned published research articles on *Mizāj-i-Insānī*. Each group reviews their assigned paper.The teacher circulates to guide students in identifying patterns, strengths, and limitations in the research. **3. Comparative Analysis & Data Synthesis (1 hour):** Each group compiles their findings and collaborates to identify common themes, trends, and gaps in the research. The teacher facilitates a group discussion to draw connections between different studies and align findings with Unani concepts of *Mizāj*.

4. Presentation (1 hour): Each group presents their analysis, summarizing key insights and highlighting gaps that may require further research. The teacher concludes by emphasizing how meta-analysis informs evidence-based practices in Unani medicine and *Mizāj* assessment.
Practical Training 6.3 Integrating Artificial Intelligence in holistic assessment of *Mizāj-i-Insānī*
Total Learning Hours:3 **1. Introduction & Concept Explanation (30 mins):** The teacher introduces the concept of *Mizāj-i-Insānī* and its diagnostic parameters. The teacher then explains the role of Artificial Intelligence (AI) technologies such as machine learning, data analytics, and pattern recognition can enhance *Mizāj* assessment. Using visual aids and case examples, the teacher highlights the role of AI in identifying physiological, morphological, and psychological traits to assess temperament. **2. Group-Based Brainstorming & Design (1 hour):** Students are divided into groups and assigned to design AI-based diagnostic models for *Mizāj* assessment. Each group develops ideas for AI integration, such as Image Analysis Software,Wearable Technology,AI-Driven Questionnaires etc.The teacher facilitates brainstorming by encouraging students to align AI methods with Unani diagnostic principles. **3. Prototype Presentation & Feedback (1 hour):** Each group presents their proposed AI-based *Mizāj* assessment model, detailing how the system will collect, analyze, and interpret data. The teacher facilitates a peer review session, where groups provide constructive feedback to refine ideas. **4. Discussion (30 mins):** The teacher concludes by summarizing the potential of AI in improving the accuracy and efficiency of *Mizāj* diagnosis. Students reflect on role of AI can complement traditional Unani assessment methods for personalized healthcare solutions.
Practical Training 6.4 Formulating *Mizāj*-Centered guidelines for lifestyle, diet and pharmacological management
Total Learning Hours:3 **1. Introduction & Concept Explanation (30 mins):** The teacher introduces the concept of *Mizāj* and its role in personalized healthcare. Using case-based discussion, the teacher explains the influence of *Mizāj* influences individual needs in lifestyle, diet, and medication. Examples of *Mizāj* types are presented alongside common health tendencies in different systems.

2. Group-Based Protocol Design (1 hour): Students are divided into groups, with each group assigned a specific body system (e.g., Digestive, Respiratory, Cardiovascular, Nervous). Each group develops comprehensive protocols for their assigned system including Lifestyle Modifications, Dietary Recommendations and Pharmacological Interventions The teacher circulates to provide guidance and ensure protocols align with Unani principles. **3. Role-Play Demonstration (1 hour):** Each group presents a simulated clinical consultation. One student acts as a patient presenting system-specific symptoms, while another plays the role of a Unani practitioner offering *Mizāj*-based recommendations. The teacher offers feedback to improve their consultation approach. **4. Reflection (30 mins):** Each group presents their final protocol. The teacher summarizes the importance of system-specific *Mizāj*-based approaches.
Practical Training 6.5 Examining the Impact of *Mizāj-i-Insānī* on disease susceptibility, prevalence, and emerging new diseases
Total Learning Hours:2 **1. Introduction & Concept Explanation (30 mins):** The teacher introduces the concept of *Mizāj-i-Insānī* and explains contribution of different *Mizāj* types to susceptibility, onset, and progression of various Non Communicable Diseases (NCDs)and emerging conditions. Using visual aids and case examples, the teacher illustrates *Mizāj* patterns in disease risks.The teacher highlights environmental, lifestyle, and genetic factors that influence disease risk in each *Mizāj* type. **2. Data Analysis & Group Discussion (1 hour):** Students are divided into groups, with each group assigned a specific NCD or emerging condition. Each group: - Analyzes real-life data or case scenarios linking *Mizāj* types to disease susceptibility. - Identifies lifestyle factors (e.g., diet, physical activity) that exacerbate or mitigate risks in their assigned condition. **3. Presentation (30 mins):** Each group presents its findings, emphasizing the relationship between *Mizāj* types and disease patterns. The teacher concludes by reinforcing the role of personalized interventions including dietary changes, lifestyle adjustments, and Unani treatments to reduce disease risks based on *Mizāj* assessment.
Practical Training 6.6 Evaluating treatment responses and drug interactions according to individual's *Mizāj*
Total Learning Hours:5

1. Introduction & Concept Explanation (30 mins): The teacher introduces the concept of *Mizāj-i-Insānī* and its influence on drug absorption, metabolism, and response. Using visual aids and case examples, the teacher explains how temperament influences individual reactions to medications.

2. Animal Experimentation Lab (2 hours): In the lab, students observe the effects of selected Unani drugs on animal models with simulated *Mizāj* conditions Each group conducts controlled experiments undersupervision of concerned teacher by:

- Administering herbal or Unani formulations to observe their impact on parameters such as body temperature, pulse, digestion, and behavior.
- Documenting variations in response based on induced *Mizāj* conditions.

The teacher emphasizes safety protocols and ethical considerations throughout the session.

3. Data Analysis & Interpretation (1 hour): Students analyze collected data, identifying patterns in drug interactions and responses linked to different *Mizāj* types. Each group organizes their findings into tables or charts to highlight trends. The teacher encourages students to connect observations with established Unani principles.

4. Discussion & Clinical Application (1 hour): Each group presents their results, discussing how their findings can inform personalized treatment strategies. The teacher leads a clinical case discussion, encouraging students to suggest optimal drug choices, dosage adjustments, and complementary therapies for different *Mizāj* types.

5. Reflection (30 mins): The teacher summarizes key insights, emphasizing the importance of *Mizāj*-based drug selection in minimizing adverse effects and improving treatment outcomes. Students reflect on their observations to enhance future clinical practice.

Experiential Learning Activity

Experiential-Learning Learning 6.1: Dimensions for research based on *Mizāj* through integrated approach

Total Learning Hours:4

1. Concept Exploration (45 mins): Students are introduced to the concept of *Mizāj* as a multidisciplinary framework for research. Key points include classical perspective with modern Scientific Integration.Students organize key ideas in a concept map to highlight possible research directions.

2. Case Study Analysis (1 hour): Students analyze provided case studies that illustrate research gaps and emerging trends in *Mizāj*-related studies.Students summarize each case in a Research Analysis Table outlining:

- Research focus and methodology.

- Identified gaps or limitations in the study.

- Opportunities for integrating Unani insights with modern scientific approaches.

3. Research Design Brainstorming (1 hour 30 mins): Working individually, students design potential research frameworks that integrate Unani concepts with modern methodologies.

Students present their proposed frameworks to peers for feedback.

4. Visual Documentation (30 mins): Students compile their insights in a Research Dimensions Map, which outlines:

- Core research themes based on *Mizāj* concepts.

- Integrated approaches combining Unani theories with modern scientific fields.

5. Reflection (15 mins): Students reflect on exploration of research dimensions and understanding of *Mizāj* as a dynamic concept.

- The potential impact of integrating Unani wisdom with contemporary research for advancing healthcare strategies.

The teacher concludes by reinforcing the value of evidence-based research in validating *Mizāj* concepts.

Experiential-Learning Learning 6.2: Integration of research underlying Unani principles with contemporary scientific methods for *Mizāj-i-Insānī* validation.

Total Learning Hours:4

1. Concept Exploration (45 mins): Students explore provided materials detailing Classical Unani approaches for identifying and validating *Mizāj-i-Insānī* and Contemporary scientific methods applied in *Mizāj* research, such as genetic analysis, biochemical markers, metabolic profiling, and psychological assessments. Students compile their findings in a concept map showing points of convergence between classical and contemporary approaches.

2. Case Study Analysis (1 hour): Students analyze selected case studies where Unani principles were integrated with modern research methods using appropriate examples.

3. Critical Analysis & Evaluation (1 hour 15 mins): Based on their case analysis, students evaluate:

- The reliability of contemporary methods in measuring *Mizāj* traits.

- The extent to which scientific methods validate Unani principles.

- Unresolved challenges or gaps in *Mizāj* validation research.

Students present their evaluations in a Strengths-Weaknesses-Opportunities-Challenges (SWOC) Chart to illustrate key insights.

4. Research Framework Design (30 mins): Students independently develop a proposed research model integrating Unani and scientific methodologies.Students present their frameworks for peer feedback.

5. Reflection (30 mins): Students reflect on integration of improved approaches in understanding of *Mizāj-i-Insānī* validation.

The teacher concludes by emphasizing the importance of interdisciplinary collaboration in advancing Unani research.

Experiential-Learning Learning 6.3: Future developments in the scientific understanding and application of *Mizāj*

Total Learning Hours:4

1. Concept Exploration (45 mins): Students are introduced to Genomics, Epigenetics and AI etc.Students create a concept map illustrating how these emerging fields can enhance *Mizāj* evaluation and treatment strategies.

2. Case Study Analysis (1 hour): Students analyze case studies or recent publications showcasing integrated research models.

For each case, students document:

-The scientific method employed.

- Observed outcomes and their alignment with Unani principles.

- Future research directions and potential healthcare applications.

3. Brainstorming & Research Design (1 hour 30 mins): Students independently brainstorm innovative research ideas that integrate *Mizāj* with genomics, epigenetics, or AIetc. Each proposed idea should include:

- A clearly defined research objective .

- Potential methodologies combining Unani diagnostics with modern tools.

- Expected outcomes and their potential impact on healthcare, diagnosis, or disease prevention.

Students present their research ideas for peer discussion and feedback.

4. Visual Documentation (30 mins): Students compile their insights into a Research Innovation Map, which highlights:

- Future research directions integrating *Mizāj* with genomics, epigenetics, and AI etc.

- Potential healthcare advancements using these integrated approaches.

The teacher reviews presentations and provides constructive feedback on innovation, feasibility, and alignment with *Mizāj* principles.

5. Reflection (15 mins): Students reflect on:

–Exploration of scientific advancements enhanced their understanding of *Mizāj*.

- The potential impact of integrating genomics, epigenetics, and AI in refining Unani healthcare practices.

The teacher concludes by reinforcing the significance of multidisciplinary research in advancing *Mizāj*-based healthcare solutions.

Experiential-Learning Learning 6.4: Scope of *Mizāj* standardization in healthcare systems.

Total Learning Hours:3

1. Concept Exploration (30 mins): Students are introduced to the need for *Mizāj* standardization in diagnosis, treatment planning, and preventive care and existing approaches to *Mizāj* assessment and their limitations due to subjective interpretation.

2. Case Study Analysis (1 hour): Students analyze selected case studies on *Mizāj* classification frameworks and standardization efforts. Examples may include:

- Studies attempting quantitative measurement of *Mizāj* (e.g., biometric markers, physiological traits).

- Efforts to integrate *Mizāj* assessment tools with modern diagnostic protocols.

- Regulatory challenges in standardizing Unani-based diagnosis and treatment.

For each case, students document:

- The methodology used for *Mizāj* classification.

- The feasibility of implementing standardized *Mizāj* assessments in modern healthcare.

- Barriers to *Mizāj* standardization, such as lack of universal criteria, inter-individual variations, and validation difficulties.

3. Brainstorming & Strategic Planning (1 hour): Students work individually to propose practical strategies for *Mizāj* standardization in healthcare. Each proposal should include:

- Standardized assessment protocols using objective physiological markers.

-Integration with modern medical frameworks.

- Implementation challenges and solutions for clinical adoption and regulatory approval.

Students present their proposals for peer discussion and refinement.

4. Reflection (30 mins): Students reflect on:

– Impact of *Mizāj* standardization on improvement of diagnostic accuracy and treatment outcomes.

Experiential-Learning Learning 6.5: Application of *Mizāj* for management of *hālat-i-thālitha*

Total Learning Hours:3

1. Concept Exploration (30 mins): Students explore the concept of *Hālat-i-Thālitha* (intermediate state between health and disease) in Unani medicine, focusing on:

- The role of *Mizāj* in disease predisposition and progression.

- Early signs and symptoms of *Hālat-i-Thālitha* based on *Mizāj* assessment.

- The importance of preventive strategies in restoring balance before full disease onset.

Students summarize key concepts in a concept map linking *Mizāj* characteristics with early pathological changes.

2. Case Study Analysis (1 hour): Students analyze real or simulated case studies of patients in *Hālat-i-Thālitha.*

For each case, students:

- Identify the dominant *Mizāj* and its contribution to the patient's intermediate disease state.

- Predict potential disease progression if *Mizāj* imbalance is not corrected.

3. Strategic Application & Treatment Planning (1 hour): Students independently develop *Mizāj*-based management strategies for patients in *Hālat-i-Thālitha*.

Students present their strategies for peer review and feedback.

4. Reflection (30 mins): Students reflect on:

- The significance of early *Mizāj* assessment in preventing disease progression.

- The advantages of *Mizāj*-based management compared to conventional reactive treatment approaches.

Experiential-Learning Learning 6.6: Influence of *Asbāb Sitta Ḍarūriyya* on *Mizāj-i-Insānī* and its role determining disease susceptibility, prevalence and treatment outcomes
Total Learning Hours: 4 **1. Concept Exploration (45 mins):** Students review the six essential factors influencing *Mizāj-i-Insānī* and their role in health and disease. Students create a cause-effect chart linking each factor to its influence on *Mizāj*. **2. Case Study Analysis (1 hour):** Students analyze real or simulated cases illustrating *Mizāj* imbalances caused by disruptions in *Asbāb Sitta Ḍarūriyya*. **3. Observation-Based Analysis (1 hour):** Students conduct self-assessments and peer evaluations to observe the effects of *Asbāb Sitta Ḍarūriyya*. Observations are documented in structured worksheets. **4. Strategic Application (1 hour):** Students develop personalized *Mizāj*-balancing plans based on their observations and case study findings. Each plan includes: - Adjustments in diet, activity levels, and sleep patterns. - Stress management techniques based on individual *Mizāj* needs. - Suggested regimenal therapies to restore balance. Students present their plans for peer discussion and teacher feedback. **5. Reflection (15 mins):** Students reflect on: - The significance of *Asbāb Sitta Ḍarūriyya* in maintaining *Mizāj* balance. - How lifestyle adjustments can prevent disease and optimize treatment outcomes. The teacher reinforces key takeaways and provides final insights.
Experiential-Learning Learning 6.7: Influence of *Asbāb Ghyr Ḍarūriyya* on *Mizāj-i-Insānī* and its role determining disease susceptibility, prevalence and treatment outcomes
Total Learning Hours:4 **1. Concept Exploration (45 mins):** Students explore the traditional Unani classification of *Asbāb Ghyr Ḍarūriyya* and their impact on *Mizāj*.Students create a mind map linking these factors to *Mizāj* variations.

2. Case Study Analysis (1 hour): Students analyze real or simulated cases illustrating *Mizāj* changes due to *Asbāb Ghyr Ḍarūriyya* with approprite case examples.

For each case, students:

- Identify the dominant *Mizāj* before and after exposure to *Asbāb Ghyr Ḍarūriyya*.

- Evaluate the potential health risks and disease predispositions linked to these changes.

- Recommend *Mizāj*-based preventive and corrective measures in line with Unani principles.

3. Observation-Based Analysis (1 hour): Students conduct self-assessments and peer evaluations to track the influence of non-essential causes on *Mizāj*. Activities may include:

- Tracking lifestyle patterns such as diet, exercise, and sleep over a period of time to assess habitual influences on *Mizāj*.

- Observing occupational effects by reflecting on mental or physical exhaustion linked to specific job roles.

- Identifying gender-based variations by comparing common *Mizāj* characteristics in male and female peers.

- Assessing *Umūr Ghaṅībah* influences by documenting changes in *Mizāj* due to emotional stress, travel, or sudden disruptions in routine.

Observations are documented in structured worksheets for analysis.

4. Strategic Application (1 hour): Students develop personalized *Mizāj* management plans based on their observations and case study insights.

Students present their strategies for peer discussion and refinement.

5. Reflection (15 mins): Students reflect on:

- The long-term effects of *Asbāb Ghyr Ḍarūriyya* on *Mizāj* stability.

- Targeted lifestyle changes to prevent disease susceptibility and improve treatment outcomes.

The teacher provides feedback and reinforces the importance of integrating traditional *Mizāj* assessment with preventive healthcare strategies.

Modular Assessment

Assessment	**Hour**

Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6C. **1.1. Class presentation (30 Marks):** Student will conduct a critical review on existing literature on the topic of *Mizāj-i-Insānī* and its determinants as mentioned by different Unani scholars. The review will focus on deteminants of *Mizāj-i-Insānī* and importance of *Ajnās –i- Ashrā*. Student will write a summary and present it their class highlighting the key concepts. The task will be completed in in 2:00 hours. **1.2. Problem based learning (20 marks):**Students will be given an elaborated problem related to *Mizāj*. Students will provide possible solutions to that problem highlighting the concerned concepts.The task will be completed in 2:00 hours. Or **2.** Any practical in converted form can be taken for assessment (25 Marks) and Any of the experiential as portfolio/reflection/presentation/ group discussion can be taken as an assessment (25 Marks)	4
Semester No : 6	
Module 7 : اخلاط Akhlāṭ : Concept , Classification and Formation	
Module Learning Objectives (At the end of the module, the students should be able to) 1. Describe the concept of *Akhlāṭ* as presented in classical literature and compare it with theories from other traditional medical systems. 2. Analyze the classification of *Akhlāṭ* based on their characteristics, sources, and physiological functions, with a focus on specific types like *Ruṭūbat Ūlā wa Thaniya*. 3. Examine the mechanisms involved in the production of *Akhlāṭ*, including the influence of *Asbāb Sitta Ḍarūriyya* and *Asbāb Ghayr Ḍarūriyya*, and evaluate their impact on bodily functions.	

Unit 1 Theory and Philosophy

7.1.1: Conceptual understanding

7.1.2: Cross system analysis

References: 3,8,9,13,14,23,24,26,27,30,35,42,48,50,55,69,70,71,75,76,78,80,100,106,116,117,122,123,126,130

3A	3B	3C	3D	3E	3F	3G
CO1,CO2	Describe concept of *Akhlāṭ* mentioned in classical literature.	2	Lecture	CAN	Knows-how	L&PPT
CO1,CO2,CO6	Compare and rank the views of prominent Unani Scholars on theory of *Akhlāṭ* and in the light of contemporary knowledge	2	Lecture	CAN	Knows-how	PL,L&GD
CO1,CO2,CO6	Analyze and compare the theory of *Akhlāṭ* with other traditional systems of medicine	5	Practical7.1	CAN	Shows-how	L_VC,DIS
CO1,CO2,CO6	Evaluate the theory of *Akhlāṭ Arba'a* by analyzing the supporting evidences	5	Practical7.2	CAN	Shows-how	PL,DIS,JC
CO1,CO2,CO6	Discuss & Analyze the theory of *Akhlāṭ Arba'a* in its epistemological perspective	5	Experiential-Learning7.1	CE	Shows-how	PL,PER,DIS
CO1,CO2,CO6,CO8	Communicate the understanding of *Akhlāṭ* and its significance	5	Experiential-Learning7.2	AFT-CHR	Does	PAL,RP,CBL,Mnt

Unit 2 Classification of Akhlāṭ

7.2.1: رطوبت اولیٰ وثانیہ *Ruṭūbat Ūlā* wa *Thaniya*

7.2.2: Physiological understanding

References: 3,8,13,23,24,26,27,30,35,39,42,48,50,55,69,70,75,76,78,80,100,106,116,118,123,126,130,132

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Analyze the classification of *Akhlāṭ* according to their characteristics, sources ,locations functions and interactions within body	3	Lecture	CAN	Knows-how	L&GD
CO1,CO2,CO6	Explore the understanding of *Ruṭūbāt badan* on physiological basis with special focus on *Ruṭūbat Ūlā wa Thaniya, Ruṭūbat Usṭuqussiyya, Urūq* & *Tajawīf* and *Akhlāṭ Latīfa wa Kathīfa*	6	Experiential-Learning7.3	CE	Shows-how	CBL,DIS,PER
CO1,CO2,CO6	Communicate and defend classification of *Akhlat* mentioned in classical literature and its current understanding	5	Experiential-Learning7.4	AFT-CHR	Does	RLE,Mnt,PL

Unit 3 تولیداخلاط Tawlīd –i- Akhlāṭ (Production of Akhlat)

7.3.1: Physiological understanding of ہضوم اربعہ *Huḍūm Arba'a*

7.3.2: Influence of اسباب فاعلیہ *Asbāb Fā'iliyya* on تولیداخلاط *Tawlīd –i- Akhlāṭ*

7.3.3: ہضوم اربعہ *Huḍūm Arba'a* and بدل مایتحلل *Badal Mā Yataḥallal*

References: 3,8,11,12,13,14,23,24,25,26,27,30,35,39,42,48,49,50,55,57,61,69,70,75,76,78,80,85,100,104,106,112,118,126

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Describe the mechanism of *Tawlīd –i- Akhlāṭ* mentioned in classical literature and discuss it in light of physiological understanding	3	Lecture	CAN	Knows-how	PER
CO1,CO2,CO6	Analyze the influence of *Asbāb Sitta Ḍarūriyya* on *Tawlīd –i- Akhlāṭ*	5	Practical7.3	CE	Shows-how	DIS,CBL
CO1,CO2,CO6	Analyze the influence of *Asbāb Ghayr Ḍarūriyya* on *Tawlīd-i-Akhlāṭ*	5	Practical7.4	CAN	Shows-how	DIS,PBL

CO1,CO2,CO6	Evaluate the role of *Huḍūm Arba'a* in *Tawlīd –i- Akhlāṭ* and *Badal Mā Yataḥallal*	5	Experiential-Learning7.5	CC	Shows-how	CBL,EDU,PrBL

Practical Training Activity

Practical Training 7.1 Comparing theory of *Akhlāṭ* with other traditional Medical frameworks

Total Learning Hours:5

1. Introduction & Concept Explanation (1 hour): The teacher introduces the concept of *Akhlāṭ* in Unani medicine and explains its role in maintaining health and causing disease. Using visual aids and comparative charts, the teacher highlights key features of the four humors and their corresponding qualities. The teacher then introduces parallel concepts from other traditional systems such as Ayurveda: Doshas, Traditional Chinese Medicine (TCM) and other medicines.

2. Comparative Analysis Activity (1 hour 30 mins): Students are divided into groups, with each group assigned a traditional system (e.g., Unani, Ayurveda, Siddha and TCM etc). Each group researches and documents:

- The role of these factors/humours in maintaining health and causing disease.
- Key similarities and differences with Unani *Akhlāṭ* theory.

The teacher circulates, guiding students in identifying core connections across systems.

3. Group Presentation & Discussion (1 hour 30 mins): Each group presents their findings using comparison charts, Venn diagrams, or visual timelines to illustrate similarities and differences. The teacher facilitates a class discussion encouraging students to reflect.

4. Reflection (1 hour): The teacher concludes by summarizing the comparative insights and encouraging students to consider the importance of cross-system knowledge in understanding of core Unani Philosophies.

Practical Training 7.2 Evaluating the theory of *Akhlāṭ Arba'a* by analyzing the supporting evidences

Total Learning Hours:5

1. Introduction & Concept Explanation (1 hour): The teacher introduces the theory of *Akhlāṭ* and explains its role in health and disease. .Key supporting evidence from classical Unani texts, modern scientific research, and clinical observations is presented to highlight connections between humoral theory and contemporary pathology.

2. Evidence Collection & Analysis (1 hour 30 mins): Students are divided into groups, with each group assigned a specific evidence type to analyze reviews classical Unani texts to identify descriptions of *Akhlāṭ Arba'a* imbalances and their associated symptoms, Analyzes modern scientific studies that link humoral imbalances and studies clinical case scenarios.

Each group organizes their findings into tables highlighting key observations and evidence strength.

3. Comparative Analysis & Discussion (1 hour 30 mins): Each group presents their evidence, comparing classical descriptions with modern interpretations. The teacher facilitates a class discussion, prompting students to evaluate the consistency of the evidence and identify gaps requiring further research.

4. Reflection (1 hour): Each group refines their findings based on peer feedback and presents key conclusions. Students are encouraged to reflect on the value of integrating classical knowledge with contemporary evidence.

Practical Training 7.3 Analyzing the influence of *Asbāb Sitta Ḍarūriyya* on *Tawlīd-i-Akhlāṭ*

Total Learning Hours:5

1. Introduction & Concept Explanation (45 mins): The teacher introduces the concept of *Asbāb Sitta Ḍarūriyya* (Six Essential Factors) and their influence on the formation and balance of *Akhlāṭ*. Using lecture with visual aids, the teacher explains effect of each factor that directly affects humoral production.

2. Group-Based Practical Investigation (1 hour 30 mins): Students are assigned one or two of the *Asbāb Sitta Ḍarūriyya.* Each student investigates the influence of their assigned factor on the quality and quantity of *Akhlāṭ* by conducting small-scale observations or experiments and reviewing clinical case scenarios that describe imbalances in *Tawlīd-i-Akhlāṭ ,* linked to their assigned factor.Each group records their findings in observation sheets to analyze patterns. The teacher circulates to guide observations and ensure key points are identified.

3. Data Analysis & Comparative Discussion (1 hours 30 mins): Each student presents their findings, emphasizing influence of their assigned factor on specific *Akhlāṭ*. The teacher leads a comparative discussion, encouraging students to connect patterns across all six factors. Students explore interactions between multiple factors.

4. Case-Based Application (45 mins): The teacher presents clinical cases where *Asbāb Sitta Ḍarūriyya* disturbances have influenced imbalances in *Tawlīd-i-Akhlāṭ*. Students analyze each case, identifying contributing factors and proposing lifestyle modifications, dietary changes, or Unani interventions to restore balance.

5. Reflection (30 mins): The teacher concludes by summarizing key insights, emphasizing the holistic role of *Asbāb Sitta Ḍarūriyya* in regulating *Akhlāṭ* and ask students to reflect on it.

Practical Training 7.4 Analyzing the influence of *Asbāb Ghayr Ḍarūriyya* on *Tawlīd-i-Akhlāṭ*

Total Learning Hours: 5

1. Introduction & Concept Explanation (45 mins): The teacher introduces the concept of *Asbāb Ghayr Ḍarūriyya* (Non-Essential Factors) and their influence on the formation and balance of *Akhlāṭ*. Using lecture with visual aids, the teacher explains the impact of these factors on the production and quality of humors.

2. Group-Based Practical Investigation (1 hour 30 mins): Students are assigned one or two of the *Asbāb Ghayr Ḍarūriyya*. Each student investigates their assigned factor's impact on *Akhlāṭ* through Observation-Based Exercises and Case Study Analysis Each student records their observations and key findings in a structured format. The teacher assists groups in identifying patterns and guiding analysis.

3. Data Analysis & Comparative Discussion (1 hour 30 mins): Each student presents their findings, describing how their assigned factor influences *Akhlāṭ* formation. The teacher facilitates a comparative discussion, prompting students to identify interconnected patterns.

4. Problem-Solving Activity (45 mins): The teacher presents real-life scenarios where *Asbāb Ghayr Ḍarūriyya* disturbances have led to *Akhlāṭ* imbalances. Students, working on their assigned factors, propose corrective measures such as lifestyle adjustments, mental well-being strategies, or Unani interventions to balance *Tawlīd-i-Akhlāṭ*.

5. Reflection (30 mins): Each group presents their proposed interventions. The teacher concludes by summarizing the role of *Asbāb Ghayr Ḍarūriyya* in modifying *Akhlāṭ* and highlights strategies for integrating this knowledge into preventive healthcare.

Experiential Learning Activity

Experiential-Learning Learning 7.1: Analysis of theory of *Akhlāṭ Arba'a* in its epistemological perspective

Total Learning Hours:5

1. Concept Exploration (1 hour): Students explore the historical evolution of the theory of *Akhlāṭ* and its epistemological shifts. Key focus areas include Classical Perspective,Deviations & Modifications and Integration with contemporary Science.

2. Text Analysis & Comparative Study (1 hour 30 mins): Students engage in a comparative reading of key texts and research papers that critique or expand upon the traditional Unani concept of *Akhlāṭ*. Students document their insights in a comparison charts, summarizing key differences in thought.

3. Case-Based Analysis & Application (1 hour): Students analyze case studies or historical shifts where *Akhlāṭ* theory influenced clinical decision-making.

4. Strategic Application & Research Proposals (1 hour): Students develop research proposals for validation and refinement of *Akhlāṭ* theory. Students present their research ideas for peer discussion and refinement.

5. Reflection (30 mins): Students reflect on:The significance of epistemological deviations in shaping Unani medicine.The teacher provides final insights, emphasizing the importance of historical context, philosophical reasoning, and scientific rigor in evaluating medical theories.

Experiential-Learning Learning 7.2: Mentoring of UG students to understand the concept of *Akhlāṭ*

Total Learning Hours:5

1. Preparation & Content Structuring (1 hour – PG Students): PG students review essential concepts and prepare structured teaching materials for UG students, covering *Akhlāṭ Arba'a* and their Functions & Imbalances. PG students organize content into simplified lecture slides, charts, and practical demonstrations to engage UG students effectively.

2. Lecture & Concept Delivery (1 hour – PG to UG Students): PG students conduct an interactive teaching session for UG students using Visual Aids, Simplified Explanations and UG students take notes and engage in active discussion.

3. Case-Based Discussion (1 hour – PG-Led): PG students present real-world case studies to UG students, illustrating *Akhlāṭ Arba'a* imbalances and their clinical significance. UG students participate by identifying the dominant *Akhlāṭ*, predicting health risks, and suggesting Unani interventions under PG supervision.

4. Interactive Demonstration & Peer Teaching (1 hour – UG Participation): PG students assign UG students to small groups, where they engage in explaining *Akhlāṭ* to peers using a structured approach by Role-Playing Exercise.

PG students observe and provide feedback on clarity, engagement, and scientific accuracy.

5. Reflection & Assessment (1 hour – PG-Led Evaluation): PG students assess UG students' understanding through Short quizzes or verbal questioning and feedback session.

The session concludes with PG students summarizing key takeaways and providing further reading resources for UG students.

Experiential-Learning Learning 7.3: *P*hysiological basis of *Ruṭūbāt badan*

Total Learning Hours: 6

1. Concept Exploration (1 hour): Students review classical Unani texts and physiological explanations of *Ruṭūbāt Badan*. Key discussion points include:

- *Ruṭūbat Ūlā* , *Ruṭūbat Thāniya, Ruṭūbat Usṭuqussiyya, Urūq* & *Tajawīf*

- *Akhlāṭ Latīfa wa Kathīfa*

Students create a concept map linking these categories to physiological functions.

2. Observation-Based Analysis (1 hour 30 mins): Students perform guided observations and practical exercises to identify *Ruṭūbāt* characteristics in the human body.Observations are documented in structured worksheets.

3. Case-Based Analysis (1 hour 30 mins): Students analyze real or simulated cases illustrating the effects of *Ruṭūbāt badaniya* imbalance on health.

4. Comparative & Functional Analysis (1 hour 30 mins): Students compare *Ruṭūbāt* types and their physiological functions and mapping of *Ruṭūbat badaniya* distribution across different organs and tissues.Students compile their findings into functional flowcharts.

5. Reflection (30 mins): Students reflect on the significance of *Ruṭūbāt Badan* in regulating bodily functions. The teacher summarizes key takeaways and provides feedback on students' analytical approaches.

Experiential-Learning Learning 7.4: Mentoring of UG students to defend classification of *Akhlat* mentioned in classical literature and its current understanding

Total Learning Hours:5

1. Preparation & Content Structuring (1 hour – PG Students): PG students review and prepare structured teaching materials covering:

- Classical Classification of *Akhlāṭ: Dam* , *Balgham*, *Ṣafrā'* and *Sawdā'*.

- Basis of Classification: Origins, formation, and physiological roles in the body.

- Contemporary Understanding: Interpretation with contemporary physiology, biochemistry, and pathology of humors.

- Defense of *Akhlāṭ* Theory: Addressing criticisms and explaining its continued relevance in diagnostics and treatment.

PG students organize content into structured lectures, diagrams, and discussion prompts to ensure UG students' engagement.

2. Lecture & Concept Delivery (1 hour – PG to UG Students): PG students conduct a teaching session using Interactive Lectures,Visual Aids and Guided Discussion.

3. Case-Based Discussion (1 hour 30 mins): PG students present case studies to UG students, illustrating real-life applications of *Akhlāṭ* classification.

UG students work in discussion groups to Identify the dominant *Akhlāṭ* in each case and Debate whether the classical system remains relevant or requires modification.

PG students guide discussions and challenge UG students to provide reasoned arguments.

4. Debate Session (1 hour – PG Supervision): UG students participate in a debate-style exercise, where they are divided into Defenders and critics classification of *Akhlāṭ* . PG students moderate and provide counterarguments, encouraging UG students to refine their reasoning.

5. Assessment & Reflection (30 mins – PG-Led Evaluation): PG students assess UG students' understanding through quizzes or rapid questioning.

The session concludes with feedback and further reading suggestions from PG students to UG students.

Experiential-Learning Learning 7.5: Role of *Huḍūm Arba'a* in *Tawlīd –i- Akhlāṭ* and *Badal Mā Yataḥallal*

Total Learning Hours: 5

1. Concept Exploration (1 hour): Students explore the *Huḍūm Arba'a* and their role in the formation and renewal of *Akhlāṭ*. Key discussion points include *Huḍm-i-Mi'dī* ,*Huḍm-i-Kabidī, Huḍm-i-'Uruqī* and *Huḍm-i-'Uḍwī* linking to *Badal Mā Yataḥallal*. Students summarize key concepts in a flowchart, linking digestion stages with *Akhlāṭ* production and tissue rereplenishment.

2. Observation-Based Analysis (1 hour): Students conduct guided observations to assess the impact of digestion on bodily functions. Observations are documented in structured worksheets for comparative analysis.

3. Case-Based Analysis (1 hour): Students analyze real or simulated cases illustrating the role of *Huḍūm Arba'a* in health and disease.Students evaluate how these disruptions impact *Mizāj* and propose corrective Unani interventions.

4. Comparative & Functional Analysis (1 hour 30 mins): Students compare classical Unani perspectives on digestion and metabolism with modern biomedical concepts including Mapping of *Huḍūm Arba'a* against contemporary physiological processes (e.g., enzyme activity, nutrient absorption, cellular metabolism).Students compile findings into comparative charts for discussion. **5. Reflection (30 mins):** Students reflect on: - The significance of *Huḍūm Arba'a* in sustaining health and preventing metabolic disorders. – Optimization of digestion at different levels to enhance *Akhlāṭ* balance and tissue regeneration.	
Modular Assessment	
Assessment	**Hour**
Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks.Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6C. **1.1. Class presentation (30 Marks)** Student will conduct a critical review on existing literature on the topic of *Akhlāṭ* and its physiological understanding.The review will focus on importance of *Akhlāṭ arba'a* in health and disease.Student will write a summary and present it their class highlighting the key concepts. The task will be completed in in 2:00 hrous. **1.2. Making of Charts (20 marks)** Students will make charts showing classification of *Akhlāṭ*, their interrelations and physiological correlates.The task will be completed in 2:00 hours. Or **2.** Any practical in converted form can be taken for assessment (25 Marks) and Any of the experiential as portfolio/reflection/presentation/ group discussion can be taken as an assessment (25 Marks)	4

Module 8 : اخلاطAkhlāṭ (Humours/ Body Fluids):Functional Importance & Applied Aspect

Module Learning Objectives

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

1. Describe the functional significance of *Akhlāṭ* in maintaining homeostasis, detailing their impact on various organs and systems, and their role in preventing diseases.

2. Assess patients using Unani diagnostic methods to identify *Akhlāṭ* imbalances, correlating these with clinical symptoms and physiological disturbances.

3. Develop personalized therapeutic interventions that combine Unani principles with modern healthcare strategies to restore humoral balance and improve patient outcomes.

Unit 1 Functional Importance of اخلاطAkhlāṭ Arba'a

8.1.1: مزاج *Mizāj*/کیفیات *Kayfiyat* of اخلاطاربعہ *Akhlāṭ Arba'a*

8.1.2: Functional importance of خلطدم *Khilṭ Dam*

8.1.3: Functional importance of خلطبلغم *Khilṭ Balgham*

8.1.4: Functional importance of خلطصفراء *Khilṭ Ṣafrā'*

8.1.5:Functional importance of خلطسوداء *Khilṭ Sawdā'*

References: 3,8,13,14,23,24,26,27,30,32,34,35,39,42,48,50,67,69,70,75,76,78,80,100,106,115,116,118,123,126

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Describe functions of *Akhlāṭ Arba'a* as mentioned in classical literature and compare it with contemporary knowledge	3	Lecture	CC	Knows-how	L&GD
CO1,CO2,CO6	Analyze the importance of *Mizāj/ Kayfiyat* to understand the variation in functions and characteristics of *Akhlāṭ Arba'a*	4	Experiential-Learning8.1	CAN	Shows-how	RLE,CBL,PrBL

CO1,CO2,CO6	Evaluate the functional importance of *Akhlāṭ Arba'a* by analyzing their roles in physiological processes, disease manifestation and overall health	4	Experiential-Learning8.2	CE	Shows-how	DIS,PAL,CBL
CO1,CO2	Analyze the functional role of *Khilṭ Dam* in maintaining physiological processes	3	Practical8.1	CAN	Shows-how	PL,CBL,DIS
CO1,CO2,CO6	Analyze the functional role of *Khilṭ Balgham* in maintaining physiological processes	3	Practical8.2	CAN	Shows-how	PER,PrBL,DIS,CBL
CO1,CO2,CO6	Analyze the functional role of *Khilṭ Ṣafrā'* in maintaining physiological processes	3	Practical8.3	CAN	Shows-how	CBL,PL,DIS
CO1,CO2,CO6	Analyze the functional role of *Khilṭ Sawdā'* in maintaining physiological processes	3	Practical8.4	CAN	Shows-how	DIS,CBL,PAL

Unit 2 اطلاقی پہلو Applied Aspect

8.2.1: اخلاط اربعہ *Akhlāṭ Arba'a* & internal environment

8.2.2: غلبہ اخلاط *Ghalaba'-i-Akhlāṭ*

8.2.3: Seasonal variations

8.2.4: Role in diagnosis and disease management

References: 3,8,13,14,23,24,26,27,28,30,31,32,34,35,36,42,48,50,55,69,70,75,76,78,80,82,83,95,96,100,106,112,115,116,117,118,123,126,131,132,137

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Evaluate and analyze the balance of *Akhlāṭ Arba'a* in maintaining the internal environment of the body	4	Lecture	CE	Knows-how	SY,SIM

CO1,CO2,CO6	Identify the imbalance in the *Kayfiyat wa kammiyat* of *Akhlāṭ Arba'a* with specific diseases and disorders	4	Experiential-Learning8.3	CAN	Shows-how	CBL,PER,DIS
CO1,CO2,CO6	Analyze and interpret *Ghalaba'-i-Akhlāṭ* using hematological, biochemical, and endocrine findings	3	Practical8.5	CAN	Shows-how	DIS,CBL,PL
CO1,CO2,CO6	Examine the physiological mechanism of cell membrane transport and explore its potential correlation with *Nufūdh-i-Akhlāṭ* in organs as *Ruṭūbat Thāniya*	4	Experiential-Learning8.4	CAN	Shows-how	DIS,C_L,DL
CO1,CO2,CO6	Illustrate the conditions of *Ghalaba'-i-Akhlāṭ* by assessing viscosity of blood and other fluids of the body	3	Practical8.6	PSY-GUD	Shows-how	DIS,D,CBL
CO1,CO2,CO6	Apply the understanding of *Akhlāṭ* in clinical settings to diagnose and manage diseases based on humoral imbalances	4	Experiential-Learning8.5	AFT-RES	Does	SDL,SIM,RP,RLE

Unit 3 Interpretation & Recent Advancement

8.3.1: Recent Understanding

8.3.2: Physiological and biochemical interpretations

8.3.3: Future Prospects

References: 3,8,13,14,23,26,35,39,50,67,69,75,76,95,115,122,123,137

3A	3B	3C	3D	3E	3F	3G
CO2,CO6	Analyze recent scholarly efforts in interpreting the understanding of *Akhlāṭ*	3	Lecture	CAN	Knows-how	DIS
CO2,CO6	Assess the recent scientific studies and technological advancements in physiological and biochemical understanding of *Akhlāṭ*	4	Experiential-Learning8.6	CE	Shows-how	C_L,DIS,JC,CBL

CO1,CO2,CO6	Formulate research problem to establish scientific evidence to validate the existence of *Akhlāṭ Arba'a*	2	Practical8.7	CAP	Does	C_L,DIS,BS
CO2,CO6,CO7	Identify future prospects for research based on *Akhlāṭ Arba'a*	2	Experiential-Learning8.7	AFT-RES	Does	C_L,DIS,BS

Practical Training Activity

Practical Training 8.1 Analyzing functional aspects of *Khilṭ Dam*

Total Learning Hours:3

1. Introduction & Concept Explanation (30 mins): The teacher introduces the concept of *Khilṭ Dam* and explains its qualities — hot and moist — and its role in nourishing tissues, enhancing vitality, and supporting bodily functions.

2. Demonstration of Blood's Functional Role (45 mins): The teacher demonstrates key physiological processes influenced by *Khilṭ Dam.* Students actively participate in these demonstrations, recording their observations in structured worksheets.

3. Group-Based Analysis Activity (1 hour): Students are divided into groups and assigned specific physiological processes linked to *Khilṭ Dam* Each group identifies the assigned functions of *Khilṭ Dam* and analyzes its imbalance which contributes to disorders.The teacher circulates, guiding students in connecting Unani concepts to modern physiological understanding.

4. Presentation & Discussion (30 mins): Each group presents their findings, illustrating the role of *Khilṭ Dam* in maintaining balance. The teacher facilitates a class discussion, encouraging students to explore the concept.

5. Reflection (15 mins): The teacher concludes by summarizing the essential role of *Khilṭ Dam* in sustaining vital functions. Students reflect on role of balanced *Khilṭ Dam* balance in maintaining health and prevention from diseases.

Practical Training 8.2 Analyzing functional aspects of *Khilṭ Balgham*

Total Learning Hours:3

1. Introduction & Concept Explanation (30 mins): The teacher introduces the concept of *Khilṭ Balgham* , explaining its qualities — cold and moist — and its role in lubricating tissues, maintaining hydration, and cooling the body. Using visual aids and diagrams, the teacher highlights *Khilṭ Balgham*'s role in physiological functions.

2. Demonstration of *Balgham's* Functional Role (45 mins): The teacher demonstrates key physiological processes influenced by *Khilṭ Balgham.*Students actively participate in these demonstrations, recording their observations in structured worksheets.

3. Group-Based Analysis Activity (1 hour): Students are divided into groups and assigned specific physiological processes influenced by *Khilṭ Balgham.*Each group identifies assigned functions of *Khilṭ Balgham* and analyzes its imbalance which may lead to disease conditions.

The teacher circulates, guiding students in connecting Unani principles to modern physiological understanding.

4. Presentation & Discussion (30 mins): Each group presents their findings, explaining the role of Khilṭ Balgham in maintaining balance. The teacher facilitates a class discussion, encouraging students to explore the concept.

5. Reflection (15 mins): The teacher concludes by summarizing the essential role of *Khilṭ Balgham* in sustaining moisture balance, cooling the body, and protecting mucosal linings. Students reflect on balancing of *Khilṭ Balgham* required for optimal physiological function.

Practical Training 8.3 Analyzing functional aspects of *Khilṭ Ṣafrā'*

Total Learning Hours:3

1. Introduction & Concept Explanation (30 mins): The teacher introduces the concept of *Khilṭ Ṣafrā'*, explaining its qualities — hot and dry — and its role in metabolic stimulation, digestion, and waste elimination.

2. Demonstration of *Ṣafrā's* Functional Role (45 mins): The teacher conducts demonstrations to illustrate physiological processes influenced by *Khilṭ Ṣafrā*'. Students actively participate in these demonstrations, recording their observations in structured worksheets.

3. Group-Based Analysis Activity (1 hour): Students are divided into groups and assigned specific physiological processes linked to *Khilṭ Ṣafrā'.*Each group identifies assigned functional role of *Khilṭ Ṣafrā'* and analyzes the imbalance of *Ṣafrā'* which may contribute to disease conditions.The teacher circulates to assist groups in linking their findings to Unani concepts.

4. Presentation & Discussion (45 mins): Each group presents their findings, discussing balancing role of *Khilṭ Ṣafrā* for maintainance of optimal metabolic and digestive health.
Practical Training 8.4 Analyzing functional aspects of *Khilṭ Sawdā'*
Total Learning Hours: 3 **1. Introduction & Concept Explanation (30 mins):** The teacher introduces the concept of *Khilṭ Sawdā'*, explaining its qualities — cold and dry — and its role in providing strength, stability, and structural integrity to the body. Using lecture with visual aids, the teacher explains *Khilṭ Sawdā's* role in maintaining bone density, enhancing mental focus, and stabilizing mood. **2. Demonstration of *Sawdā's* Functional Role (45 mins):** The teacher conducts practical demonstrations illustrating physiological processes influenced by *Khilṭ Sawdā'* like Bone Density Observation, Cognitive Function Activity, Skin & Hair . Students observe and identifying menifestation of excess or deficient *Sawdā'.* Students actively participate in these demonstrations, recording their observations in structured worksheets. **3. Group-Based Analysis Activity (1 hour):** Students are divided into groups and assigned specific physiological processes influenced by *Khilṭ Sawdā'.*Each group identifies assigned function of *Khilṭ Sawdā'* and analyzes the excess or deficiency in *Khilṭ Sawdā'* which may result in conditions like constipation, anxiety, or joint stiffness. The teacher circulates to provide guidance and ensure students connect their findings to Unani principles. **4. Presentation & Discussion (30 mins):** Each group presents their findings, explaining the role of balanced *Khilṭ Sawdā* for ensuring stability and long-term health. The teacher leads a class discussion on preventive strategies, lifestyle modifications, and Unani interventions that regulate *Khilṭ Sawdā'* balance. **5. Reflection (15 mins):** The teacher concludes by summarizing the essential role of *Khilṭ Sawdā'* in supporting strength, structure, and mental stability. Students reflect on maintainance of *Khilṭ Sawdā*' balance can promote long-term well-being.
Practical Training 8.5 Analyzing *Ghalaba'-i-Akhlāṭ* using hematological, biochemical, and endocrine findings
Total Learning Hours: 3

1.Introduction & Concept Explanation (30 mins): The teacher introduces the concept of *Ghalaba'-i-Akhlāṭ* and its physiological impact. Using lecture with visual aids, the teacher explains how an excess of each humor presents distinct patterns in hematological, biochemical, and endocrine markers. Examples include: *Ghalaba-i-Dam, Ghalaba-i-Balgham* , *Ghalaba-i-Ṣafrā'* and *Ghalaba-i-Sawdā'*

2. Lab-Based Hematological & Biochemical Analysis (1 hour): In the laboratory, students are introduced to Blood Sample Analysis, Biochemical Tests and Endocrine Indicators. Students document test results and correlate them with signs of humor imbalances. The teacher emphasizes safety protocols during sample handling.

3. Group-Based Case Analysis (1 hour): Students are divided into four groups, with each group assigned a case representing one type of *Ghalaba'-i-Akhlāṭ*. Each group:

- Interprets the provided lab results (hematological, biochemical, and endocrine markers).
- Identifies symptoms and correlates them with Unani descriptions of humor dominance.
- Proposes appropriate Unani interventions such as *Ilāj bit-Tadbeer* , *Ilāj bil-Ghidha* , or *Ilāj bid-Dawā*.

The teacher circulates to provide guidance and ensure connections between lab data and Unani theory are effectively made.

4. Presentation & Discussion (30 mins): Each group presents its findings, explaining the identified humor dominance, supporting lab evidence, and recommended interventions. The teacher facilitates a comparative discussion, encouraging students to evaluate patterns in lab data across different humor types.

Practical Training 8.6 Assessing the viscosity of blood and other fluids of the body to identify *Ghalaba'-i-Akhlāṭ*

Total Learning Hours: 3

1. Introduction & Concept Explanation (30 mins): The teacher introduces the concept of *Ghalaba'-i-Akhlāṭ* and its influence on blood viscosity and body fluids. Using visual aids and diagrams, the teacher explains the impact of humor imbalances on fluid properties in *Ghalaba-i-Dam, Ghalaba-i-Balgham*, *Ghalaba-i-Ṣafrā'* and *Ghalaba-i-Sawdā'* .

2. Demonstration of Viscosity Measurement (45 mins): The teacher demonstrates methods for assessing blood and fluid viscosity using:

- Capillary Tube Test: Demonstrating blood flow speed through a narrow tube to indicate viscosity levels.
- Plasma Protein Analysis: Showing how increased proteins may indicate thicker blood (linked to humor dominance).

- Mucus Consistency Observation: Demonstrating the thickness of mucus or saliva samples to assess moisture levels and link them to *Balgham* or *Sawdā'* dominance.

Students actively participate in performing viscosity-related assessments under teacher supervision. Observations are recorded in structured worksheets.

3. Group-Based Case Analysis (1 hour): Students are divided into four groups, each assigned a case scenario representing a specific humor imbalance. Each group:

- Reviews provided viscosity data (e.g., thickened blood, thin mucus, etc.).
- Identifies the underlying humor dominance based on viscosity patterns.

The teacher circulates to guide groups in correlating lab data with Unani concepts.

4. Presentation & Discussion (30 mins): Each group presents its findings, explaining how viscosity changes correlate with humor dominance. The teacher facilitates a class discussion, encouraging students to explore the clinical implications of altered blood and fluid viscosity.

5. Reflection (15 mins): The teacher concludes by summarizing the results of assessing fluid viscosity to serve as a diagnostic tool for identifying *Ghalaba'-i-Akhlāṭ*. Students reflect on the practical application of viscosity assessment in improving Unani diagnosis and treatment strategies.

Practical Training 8.7 Identifying Research Problems to substantiate the existence of *Akhlāṭ Arba'a*

Total Learning Hours: 2

1. Introduction & Concept Explanation (30 mins): The teacher introduces the concept of *Akhlāṭ Arba'a* and their physiological roles in Unani medicine. The teacher explains the identification of markers in hematological, biochemical, or immunological parameters to serve as scientific proof of *Akhlāṭ*.

2. Brainstorming Research Ideas (30 mins): The teacher facilitates a brainstorming session where students generate ideas for possible research problems. The teacher prompts students with guiding questions to refine their ideas.

3. Group-Based Problem Formulation (30 min): Students are divided into groups and tasked with formulating a clear research problem. Each group develops:

- A research title with clear focus.
- A problem statement that defines the research gap.
- Objectives that outline measurable outcomes.

- A brief hypothesis based on Unani principles. The teacher circulates to provide guidance and ensure the research problems align with scientific methods.

4. Presentation & Peer Review (30 mins): Each group presents its proposed research problem. Peer groups provide constructive feedback to improve clarity, focus, and feasibility. The teacher facilitates a discussion to refine ideas further and encourages students to consider practical methods for data collection and analysis.

Experiential Learning Activity

Experiential-Learning Learning 8.1: Importance of *Mizāj/ Kayfiyat* to understand the variation in functions and characteristics of *Akhlāṭ Arba'a*

Total Learning Hours: 4

1. Concept Exploration (45 mins): Students explore influence of *Mizāj* and *Kayfiyāt* influence the characteristics and functions of *Akhlāṭ Arba'a*. Key discussion point include *Mizāj/Kayfiyāt Arba'a* (Hot, Cold, Dry, Moist) and their influence on *Akhlāṭ*. Students create a comparative chart summarizing modification in properties of *Akhlāṭ*.

2. Observation-Based Analysis (1 hour): Students conduct guided observations and practical exercises to identify *Mizāj/Kayfiyāt* variations in *Akhlāṭ*.Observations are documented in structured worksheets for comparative analysis.

3. Case-Based Analysis (1 hour): Students analyze real or simulated cases illustrating the influence of *Mizāj/Kayfiyāt* on health conditions.Students evaluate *Mizāj/Kayfiyāt* related patterns, identify causative factors, and propose Unani interventions to restore balance.

4. Comparative & Functional Analysis (1 hour): Students compare classical Unani concepts with modern scientific perspectives.Students compile findings into comparative charts and present key insights.

5. Reflection (15 mins): Students reflect on significance of *Mizāj / Kayfiyāt* in influencing properties of *Akhlāṭ*. The teacher provides final insights, reinforcing key takeaways.

Experiential-Learning Learning 8.2: Functional importance of *Akhlāṭ Arba'a*

Total Learning Hours: 4

1. Concept Exploration (45 mins): Students review the physiological functions of *Akhlāṭ Arba'a* in classical Unani medicine and their relevance to modern biomedical understanding. Students create comparative charts linking each humor to corresponding physiological functions.

2. Observation-Based Analysis (1 hour): Students conduct guided self-assessments and peer evaluations to identify *Akhlāṭ* influences. Observations are documented in structured worksheets for analysis.

3. Case-Based Analysis (1 hour): Students examine real or simulated cases illustrating imbalance in *Akhlāṭ* and its contribution to disease development.

For each case, students:

- Identify the dominant or deficient humor.
- Analyze its impact on physiological functions.

Students present their findings and discuss treatment approaches.

4. Comparative & Functional Analysis (1 hour): Students compare the Unani concept of *Akhlāṭ* with modern biomedical perspectives. Findings are compiled into functional flowcharts illustrating the role of *Akhlāṭ* in health and disease.

5. Reflection (15 mins): Students reflect on the role of *Akhlāṭ* in maintaining health and preventing disease.

Experiential-Learning Learning 8.3: Imbalance in the *Kayfiyat wa kammiyat* of *Akhlāṭ Arba'a*

Total Learning Hours: 4

1. Concept Exploration (45 mins): Students explore the relationship between *Akhlāṭ* imbalances and disease development.Students create comparison tables linking humor imbalances with specific diseases.

2. Observation-Based Analysis (1 hour): Students conduct guided self-assessments and peer evaluations to identify signs of *Akhlāṭ* imbalance. Observations are documented in structured worksheets for analysis.

3. Case-Based Analysis (1 hour 15 mins): Students analyze real or simulated cases where *Akhlāṭ* imbalances contribute to disease.For each case, students identify whether the issue stems from *Kayfiyat* (quality) or *Kammiyat* (quantity) imbalance.Students present their findings and discuss possible interventions.

4. Comparative & Functional Analysis (45 mins): Students compare Unani perspectives with modern biomedical explanations.Students compile findings into comparative charts and present key insights.

5. Reflection (15 mins): Students reflect on the importance of balancing *Akhlāṭ* in disease prevention and management.

Experiential-Learning Learning 8.4: *Nufūdh-i-Akhlāṭ* in organs as *Ruṭūbat Thāniya*
Total Learning Hours: 4 **1. Concept Exploration (45 mins):** Students explore the mechanisms of cell membrane transport and their relation to Unani concepts.Students create concept maps linking classical Unani and modern physiological perspectives. **2. Laboratory-Based Observation (1 hr 15 mins):** Students conduct guided experiments to observe cellular transport processes and correlate them with humor penetration in organs. Activities may include: Students record observations in structured lab sheets and compare results with humor absorption properties in Unani medicine. **3. Case-Based Analysis (1 hour):** Students analyze real or simulated cases illustrating disruptions in cellular transport and humor penetration using appropriate examples. For each case, students: - Identify the transport mechanism involved. - Analyze the impact of humor imbalance contributes on disease progression. - Suggest Unani-based interventions to restore cellular and humoral balance. Students present their findings and discuss treatment strategies. **4. Comparative Analysis & Application (45 mins):** Students compare Unani and modern physiological perspectives. Students compile their findings into functional flowcharts illustrating cellular transport and movement of *Akhlāṭ* in organs. **5. Reflection (15 mins):** Students reflect on: - The relationship between cell membrane function and distribution of *Akhlāṭ*.
Experiential-Learning Learning 8.5: Role of understanding of *Akhlāṭ* in clinical settings to diagnose and manage diseases
Total Learning Hours:4 **1. Concept Exploration (45 mins):** Students explore the clinical application of *Akhlāṭ* theory in diagnosing and managing diseases.Students summarize key diagnostic indicators in a clinical assessment chart.

2. Patient Assessment Simulations (1 hour): Students engage in guided clinical examinations using simulated or real patient cases. Students document findings in structured case sheets and compare with classical Unani diagnostic criteria.

3. Case-Based Diagnosis & Management (1 hour 15 mins): Students analyze real or simulated clinical cases involving humoral imbalances.For each case, students:

- Identify the primary humor imbalance and its contributing factors.

- Compare clinical signs with modern pathophysiological explanations.

Students present their diagnostic reasoning and treatment plans for peer and instructor feedback.

4. Comparative Analysis & Clinical Application (45 mins): Students compare Unani approaches with modern medical diagnostic and treatment strategies. Tasks include:

- Mapping humoral imbalances to modern classification of diseases.

Students compile their insights into treatment flowcharts integrating Unani and modern approaches.

5. Reflection (15 mins): Students reflect on

integration of Unani diagnostics with modern medical insights to enhance patient-centered care.

Experiential-Learning Learning 8.6: Recent scientific studies and technological advancements in physiological and biochemical understanding of *Akhlāṭ*

Total Learning Hours:4

1. Concept Exploration (45 mins): Students explore the scientific basis of *Akhlāṭ* and relate modern physiology and biochemistry to humoral theory. Key discussion points include:

-Physiological correlates of *Akhlāṭ*

- Biochemical Basis of *Akhlāṭ*:

Students create concept maps linking classical Unani concepts with modern scientific discoveries.

2. Review of Scientific literature (1 hour): Students analyze recent research papers and scientific reviews on *Akhlāṭ* validation. Activities include:

- Identifying studies that explore humoral balance and biochemical interactions.

- Extracting key findings on humoral variations and disease correlations.

- Evaluating the strengths and limitations of available scientific methodologies.

Students summarize findings in research review tables, comparing classical Unani views with contemporary research.

3. Comparative Analysis & Critical Evaluation (1 hour): Students critically assess the alignment and divergence between Unani principles and modern discoveries. Students compile their insights into SWOC (Strengths-Weaknesses-Opportunities-Challenges) charts for discussion.

4. Research Discussion & Future Directions (1 hour): Students propose potential research areas and methodologies to further bridge the gap between Unani and modern medicine. healthcare.Students present their research proposals for peer review and refinement.

5. Reflection (15 mins): Students reflect on:

- The role of scientific advancements in validating traditional medical theories.

-The challenges and potential of interdisciplinary research on *Akhlāṭ*.

Experiential-Learning Learning 8.7: Future prospects for research based on *Akhlāṭ Arba'a*

Total Learning Hours:2

1. Exploration of Research Gaps (30 mins): Students review the current state of research on *Akhlāṭ* and identify gaps in scientific validation. Students create mind maps summarizing current gaps and potential areas for future exploration.

2. Brainstorming Future Research Directions (45 mins): Students work individually or in small groups to propose innovative research ideas.

3. Presentation of Research Proposals (30 mins): Students present their proposed research directions, focusing on:

- Study objectives and research questions.

- Proposed methodology and scientific tools.

- Potential impact on Unani medicine and integrative healthcare.

The teacher and peers provide feedback on feasibility, originality, and interdisciplinary integration.

4. Reflection (15 mins): Students reflect on the importance of bridging Unani medicine with modern scientific approaches.

Modular Assessment

Assessment	Hour
Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6C. **1.1. Case based assessment (30 Marks)** Students examine real or simulated cases illustrating imbalance in *Akhlāṭ* and its contribution to disease development. For each case, students will identify the dominant *Khilṭ* and analyze its impact on physiological functions. Students present their findings and discuss treatment approaches.The task will be completed in in 2:00 hours. **1.2. Patient Assessment Simulations (20 marks)** Students engage in guided clinical examinations using simulated or real patient cases to diagnose *Ghalaba'-i-Akhlāṭ* through *Nabḍ* Examination, Patient history analysis by assessing dietary habits, and lifestyle which contribute to *Ghalaba'-i-Akhlāṭ*. Students document findings in structured case sheets and compare with classical Unani diagnostic criteria.The task will be completed in 2:00 hours. Or **2.** Any practical in converted form can be taken for assessment (25 Marks) and Any of the experiential as portfolio/reflection/presentation/ group discussion can be taken as an assessment (25 Marks)	4

Paper No : 2(Kulliyāt Umūr Ṭabī'iyya-II (Structural & Functional Basis of Human Body-II))

Semester No : 3

Module 9 : اعضاء/A'ḍā' (Organs): Conceptual understanding 02 60 10 20 26

Module Learning Objectives

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

1. Describe the classical concept and classification of *A'ḍā'* (organs) in the light of contemporary anatomy and physiology.

2. Identify the structural differences between *A'ḍā' Mufrada* (simple organs) and *A'ḍā' Murakkaba* (compound organs).

3. Describe the development of *A'ḍā' Mufrada.*

4. Analyse *A'ḍā' Murakkaba* (compound organs) in relation to their anatomy and physiological functions.

Unit 1 Concept and Classification

9.1.1.Classical concept of اعضاء/*A'ḍā'* (Organs)

9.1.2.اعضاءمفردہ/A'ḍā'Mufrada (Simple Organs)

9.1.3.اعضاءمرکبہ/*A'ḍā'Murakkaba* (Compound Organs)

References: 3,8,19,20,23,24,25,26,30,39,42,47,48,49,50,51,52,53,55,59,69,70,75,78,80,100,106,111,112,126,129,130,132

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3	Compare and analyse the classical concept of *A'ḍā'* (organs) taking anatomical and physiological perspectives into account and identify the key areas of similarity and difference.	2	Lecture	CAN	Knows-how	L&PPT ,L&GD

CO1,CO2,CO3	Analyse the classical Unani classifications of *A'ḍā' Mufrada wa A'ḍā' Murakkaba* (simple and compound organs) and integrate with contemporary physiological knowledge.	4	Experiential-Learning9.1	CAN	Shows-how	DIS,LS,PL,BS
CO1,CO2,CO3,CO8	Describe the historical evolution of understanding of *A'ḍā* through ages.	4	Experiential-Learning9.2	CE	Shows-how	SDL,DIS,PL
Unit 2 Histological approach to اعضاءمفردہواعضاءمرکبہ/A'ḍā'Mufrada wa A'ḍā'Murakkaba (Simple and Compound Organs) 9.2.1.اعضاءمفردہ/*A'ḍā' Mufrada* (Simple Organs) 9.2.2. اعضاءمرکبہ / *A'ḍā' Murakkaba* (Compound Organs) **References:** 8,18,47,48,49,50,51,55,70,75,78,80,99,100,106,126						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO1,CO2,CO3,CO6,CO8	Classify *A'ḍā' Mufrada wa A'ḍā' Murakkaba* on histological basis.	2	Lecture	CAN	Knows-how	L&PPT
CO1,CO2,CO3,CO6,CO8	Conduct microscopic analysis of tissues to identify histological features and relate them to classical descriptions of *A'ḍā'* (Organs)	4	Practical9.1	PSY-GUD	Knows-how	D-M,D,PT
CO1,CO2,CO3,CO6,CO7,CO8	Analyse the classical literature enlisting *A'ḍā' Mufrada* (simple organs) within the framework of histological evidences.	3	Experiential-Learning9.3	CAN	Shows-how	LS,DIS,SDL,BS
Unit 3 Development of اعضاءمفردہ/A'ḍā'Mufrada (simple organs) 9.3.1.اعضاءاصلیہواعضاءدوموییہ / *A'ḍā' Manawiyya wa A'ḍā' Damawiyya* (essential organs and secondary organs) 9.3.2.تولیداعضاء / *Tawlīd A'ḍā'* from اخلاط کثیفہ / *Akhlāṭ Kathīfa* (dense humours)						

References: 3,8,12,14,19,24,25,35,42,50,51,52,53,55,75,76,78,100,106,120						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO1,CO2,CO3,CO6,CO7,CO8	Analyse the concept of *A'ḍā' Manawiyya wa A'ḍā' Damawiyya* (essential organs and secondary/hematogenic organs).	2	Lecture	CAN	Knows-how	L&PPT
CO1,CO2,CO3,CO6,CO7,CO8	Analyse the development of *A'ḍā'* in reference to *Akhlāṭ Kathīfa* (dense humours)	2	Lecture	CAN	Knows-how	L&GD,L&PPT
CO1,CO2,CO3,CO6,CO7,CO8	Review and analyse the classical literature on *A'ḍā' Manwiyya wa A'ḍā' Damwiyya* (essential organs and secondary/hematogenic organs)	3	Experiential-Learning9.4	CAN	Knows-how	DIS,LS,BS
Unit 4 اعضاءمرکبہ/A'ḍā'Murakkaba 9.4.1. عضاءحیوانیہ /*A'ḍā' Ḥaywānniyya* (Vital Organs): Applied anatomy and physiology 9.4.2. اعضاءنفسانیہ/*A'ḍā' Nafsāniyya* (Psychic Organs): Applied anatomy and physiology 9.4.3. اعضاءطبیعیہ /*A'ḍā' Ṭabī'iyya* (Natural Organs): Applied anatomy and physiology 9.4.4. اعضاءتناسلیہ/*A'ḍā' Tanāsuliyya* (Reproductive Organs): Applied anatomy and physiology 9.4.5 عضومعطی وعضوقابل/*'Uḍw Muʻṭī wa 'Uḍw Qābil* 9.4.6. عضومُہی وعضومؤدی/*'Uḍw Muhayyī wa 'Uḍw Mu'addī* **References:** 3,8,12,14,19,20,23,24,25,30,39,42,47,48,49,50,51,52,53,55,59,69,70,75,78,86,100,106,111,112,122,126,129,130,131,132						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**

CO1,CO2,CO3,CO6,CO7,CO8	Describe the classical concept of *Aʿḍāʾ Ḥaywāniyya Aʿḍāʾ Nafsāniyya, Aʿḍāʾ Ṭabīʿiyya* and *Aʿḍāʾ Tanāsuliyya*	2	Lecture	CAN	Knows-how	L&PPT
CO1,CO3,CO6,CO8	Demonstrate the anatomy of *Aʿḍāʾ Ḥaywāniyya,* describe systemic circulation and pulmonary circulation in reference to *ʿUḍw Muhayyī wa ʿUḍw Muʾaddī*	4	Practical9.2	PSY-GUD	Shows-how	L_VC,SIM,D,D-M
CO1,CO2,CO3,CO6,CO7,CO8	Analyse the role of *Qalb* (Heart) as *ʿUḍw Muʿṭī wa ʿUḍw Qābil*	3	Experiential-Learning9.5	CAN	Shows-how	DIS,SDL
CO1,CO3,CO6,CO8	Demonstrate the applied anatomy of *Aʿḍāʾ Nafsāniyya,* describe sensory neurons, motor nerves and reflex arc in reference to *ʿUḍw Muhayyī wa ʿUḍw Muʾaddī*	4	Practical9.3	PSY-GUD	Knows-how	D,L_VC,D-M,PT
CO1,CO2,CO3,CO6,CO7,CO8	Analyse the role of *Dimāgh* (Brain) as *ʿUḍw Muʿṭī wa ʿUḍw Qābil*	3	Experiential-Learning9.6	CAN	Shows-how	DIS,SDL,BS
CO1,CO3,CO6,CO8	Demonstrate the applied anatomy of *Aʿḍāʾ Ṭabīʿiyya*, describe Enterohepatic circulation, accessory glands and hepatic vein in reference to *ʿUḍw Muhayyī wa ʿUḍw Muʾaddī*	4	Practical9.4	PSY-GUD	Shows-how	D,L_VC,SIM,D-M
CO1,CO2,CO3,CO6,CO7,CO8	Analyse the role of *Kabid* (Liver) as *ʿUḍw Muʿṭī wa ʿUḍw Qābil*	3	Experiential-Learning9.7	CAN	Shows-how	BS,DIS,SDL

CO1,CO3,CO6,CO8	Demonstrate the applied anatomy of *Aʿḍā' Tanāsuliyya* in reference to *'Uḍw Muhayyī wa 'Uḍw Mu'addī*	4	Practical9.5	PSY-GUD	Shows-how	L_VC,D,SIM,D-M
CO1,CO2,CO3,CO6,CO7,CO8	Analyse the role of *Unthayayn* (gonads) as *'Uḍw Muṭī wa 'Uḍw Qābil*	3	Experiential-Learning9.8	CAN	Knows-how	SDL,LS,DIS

Practical Training Activity

Practical Training 9.1 **Histological Analysis of *Aʿḍā'* (Organs)**

Time Distribution: 04 Hours

1. Introduction & Theory (30 minutes)

The session includes a discussion on classical descriptions of Aʿḍā' (organs) focussing on the key differences between Aʿḍā'Mufrada and Aʿḍā' Murakkaba and a brief overview of histology explaining main histological features relevant to different tissues and organs. Teacher will also explain the objective of the practical and its expected outcomes.

2. Demonstration (45 minutes)

Teacher will demonstrate the procedure, from handling of the microscope handling to identifying the key histological features of Aʿḍā'Mufrada (tissues) and Aʿḍā' Murakkaba (organs)

3. Student Practical (60 minutes)

Students under the guidance of teacher will examine the prepared histological slides of organs & tissues like brain, heart, liver, bone, cartilages, adipose tissues, muscles, neurons, under the microscope, identifying tissue structures.

4. Analysis & Interpretation (45 minutes)

Students will relate their observations with the classical descriptions of Aʿḍā'Mufrada (tissues) and Aʿḍā' Murakkaba (organs) and critically analyse the classical

classification of A‘ḍā’Mufrada based on their microscopic characteristics. Students will also identify the similarities and differences between classical and modern histological perspectives.

5. Discussion (30 minutes)

Based on their analysis and interpretation, students will discuss the limitations of classical descriptions in light of modern histology and propose changes in the present their opinions on the existing list of list of A‘ḍā’Mufrada.

6. Documentation phase (30 minutes)

Students will record their observations with labelled diagrams in a structured format in their practical logbook.

SOPs Reference: students should follow institutional histology lab protocols, including proper slide handling, microscope usage, and biosafety guidelines.

Practical Training 9.2 ***A‘ḍā’ Ḥaywāniyya:*** **Applied Anatomy and Physiology**

Time Distribution: 04 Hours

1. Introduction & Concept Building (45 min)

In this session, the teacher will brief the classical descriptions of *A‘ḍā’ Ḥaywāniyya* (vital organs), their anatomy as described in Unani texts and explain the systemic and pulmonary circulations in reference to *‘Uḍw Muhayyī wa ‘Uḍw Mu’addī* of *Qalb*. Teacher will also explain the objective of the practical and its expected outcomes.

2. Demonstration (45 min)

Teacher will demonstrate the anatomical features of *A‘ḍā’ Ḥaywāniyya* through cadaveric dissection/digital simulations/models/videos, highlighting the functional significance of circulatory pathways and organ interactions as *‘Uḍw Muhayyī and ‘Uḍw Mu’addī.*

3. Student Practical (60 min)

The students will be divided into small groups of 2-3 students. Each group should will carefully study the cadavers/anatomical models/digital simulations/A-V Aids identifying key structures and their functions and will the refer to Unani medicine texts discussing ‘Uḍw Muhayyī wa ‘Uḍw Mu’addī of *A‘ḍā’ Ḥaywāniyya* and compare them with the systemic circulation and pulmonary circulation described in modern physiology. Guided observation is provided to ensure correct identification and understanding.

4. Analysis & Interpretation (30 min)

Students will analyse their findings and compare them with the theoretical concepts.

5. Discussion (30 min)

Each group will present their findings and discuss the anatomical and physiological significance of *Aʿḍāʾ Ḥaywānīyya*. Lastly, the teacher will provide concluding remarks, reinforcing key takeaways.

6. Documentation (30 min)

Students will document their observations with labelled diagrams and descriptions in a structured format in their practical logbook with emphasis on the role of ʻUḍw Muhayyī and ʻUḍw Mu'addī in maintaining physiological functions

SOPs Reference: Standard guidelines for practical demonstrations, ethical considerations in anatomical studies, and institutional laboratory safety protocols are followed throughout the session.

Practical Training 9.3 ***Aʿḍāʾ Nafsānīyya:*** **Applied Anatomy and Physiology**

Time Distribution: 04 Hours

1. Introduction & Concept Building Theory (45 min)

In this session, the teacher will brief the classical descriptions of *Aʿḍāʾ Nafsānīyya* (psychic organs), their anatomy as described in Unani texts and explain the sensory neurons, motor nerves and reflex arc in reference to *ʻUḍw Muhayyī wa ʻUḍw Mu'addī* of *Qalb.* Teacher will also explain the objective of the practical and its expected outcomes.

2. Demonstration (45 min)

Teacher will demonstrate the anatomical features of *Aʿḍāʾ Nafsānīyya* through cadaveric dissection/digital simulations/models/videos, highlighting the functional significance of different neurons and their interactions as *ʻUḍw Muhayyī* and *ʻUḍw Mu'addī.*

3. Student Practical (60 min)

The students will be divided into small groups of 2-3 students. Each group should will carefully study the cadavers/anatomical models/digital simulations/A-V Aids

identifying key structures and their functions and will the refer to Unani medicine texts discussing *'Uḍw Muhayyī wa 'Uḍw Mu'addī of Aʿḍā'* Nafsāniyya and compare them with the neural pathways in modern physiology. Guided observation is provided to ensure correct identification and understanding.

4. Analysis & Interpretation (30 min)

Students will analyse their findings and compare them with the theoretical concepts.

5. Discussion (30 min)

Each group will present their findings and discuss the anatomical and physiological significance of *Aʿḍā' Nafsāniyya*. Lastly, the teacher will provide concluding remarks, reinforcing key takeaways.

6. Documentation (30 min)

Students will document their observations with labelled diagrams and descriptions in a structured format in their practical logbook with emphasis on the role of *'Uḍw Muhayyī* and *'Uḍw Mu'addī* in maintaining physiological functions

SOPs Reference: Standard guidelines for practical demonstrations, ethical considerations in anatomical studies, and institutional laboratory safety protocols are followed throughout the session.

Practical Training 9.4 ***Aʿḍā' Ṭabīʿiyya:*** **Applied Anatomy and Physiology**

Time Distribution: 04 Hours

1. Introduction & Concept Building (45 min)

In this session, the teacher will brief the classical descriptions of *Aʿḍā' Ṭabīʿiyya,* (natural organs), their anatomy as described in Unani texts and explain the enterohepatic circulation, accessory glands and hepatic vein in reference to *'Uḍw Muhayyī wa 'Uḍw Mu'addī* of *Kabid*. Teacher will also explain the objective of the practical and its expected outcomes.

2. Demonstration (45 min)

Teacher will demonstrate the anatomical features of *Aʿḍā' Ṭabīʿiyya,* through cadaveric dissection/digital simulations/models/videos, highlighting the functional significance of different organs and their interactions as *'Uḍw Muhayyī and 'Uḍw Mu'addī.*

3. Student Practical (60 min)

The students will be divided into small groups of 2-3 students. Each group should will carefully study the cadavers/anatomical models/digital simulations/A-V Aids identifying key structures and their functions and will the refer to Unani medicine texts discussing *'Uḍw Muhayyī wa 'Uḍw Mu'addī* of *A'ḍā' Ṭabī'iyya,* and compare them with the neural gastrointestinal and hepatic physiology. Guided observation is provided to ensure correct identification and understanding.

4. Analysis & Interpretation (30 min)

Students will analyse their findings and compare them with the theoretical concepts.

5. Discussion (30 min)

Each group will present their findings and discuss the anatomical and physiological significance of *A'ḍā' Ṭabī'iyya*. Lastly, the teacher will provide concluding remarks, reinforcing key takeaways.

6. Documentation (30 min)

Students will document their observations with labelled diagrams and descriptions in a structured format in their practical logbook with emphasis on the role of *'Uḍw Muhayyī* and *'Uḍw Mu'addī* in maintaining physiological functions.

SOPs Reference: Standard guidelines for practical demonstrations, ethical considerations in anatomical studies, and institutional laboratory safety protocols are followed throughout the session.

Practical Training 9.5 ***A'ḍā' Tanāsuliyya:*** **Applied Anatomy and Physiology**

Time Distribution: 04 Hours

1. Introduction & Concept Building (45 min)

In this session, the teacher will brief the classical descriptions of *A'ḍā' Tanāsuliyya* (reproductive organs), their anatomy as described in Unani texts in reference to *'Uḍw Muhayyī wa 'Uḍw Mu'addī*. Teacher will also explain the objective of the practical and its expected outcomes.

2. Demonstration (45 min)

Teacher will demonstrate the anatomical features of *A'ḍā' Tanāsuliyya* through cadaveric dissection/digital simulations/models/videos, highlighting the functional significance of different organs and their interactions as *'Uḍw Muhayyī and 'Uḍw Mu'addī.*

3. Student Practical (60 min)

The students will be divided into small groups of 2-3 students. Each group should will carefully study the cadavers/anatomical models/digital simulations/A-V Aids identifying key structures and their functions and will the refer to Unani medicine texts discussing *'Uḍw Muhayyī wa 'Uḍw Mu'addī* of *A'ḍā' Tanāsuliyya* and compare them with physiological descriptions of reproductive organs. Guided observation is provided to ensure correct identification and understanding.

4. Analysis & Interpretation (30 min)

Students will analyse their findings and compare them with the theoretical concepts.

5. Discussion (30 min)

Each group will present their findings and discuss the anatomical and physiological significance of *A'ḍā' Tanāsuliyya*. Lastly, the teacher will provide concluding remarks, reinforcing key takeaways.

6. Documentation (30 min)

Students will document their observations with labelled diagrams and descriptions in a structured format in their practical logbook with emphasis on the role of *'Uḍw Muhayyī* and *'Uḍw Mu'addī* in maintaining physiological functions

SOPs Reference: Standard guidelines for practical demonstrations, ethical considerations in anatomical studies, and institutional laboratory safety protocols are followed throughout the session.

Experiential Learning Activity

Experiential-Learning Learning 9.1: **Classification of *A'ḍā'***

Time Distribution: 04 Hours

1. Introduction & Resource Allocation (30 min)

The teacher will act as a facilitator during the activity, explain the task at hand along with the learning objectives and outcomes. He/she will guide the students in identifying credible references, key areas to focus and extraction of relevant information from them.

2. Library Session (90 min)

Students will individually explore classical Unani literature and study contemporary physiological texts assigned to them to gather relevant information on *A'ḍā' Mufrada* and *A'ḍā' Murakkaba*, their classification and function. They will critically analyse texts in purview of physiological knowledge.

3. Brainstorming & Peer learning Session (60 min)

Each student will present and engage in critical discussion with peers, highlighting similarities, differences, and areas of possible integration between Unani and contemporary classifications *A'ḍā' Mufrada* and *A'ḍā' Murakkaba* helping them to refine their understanding of *A'ḍā'*.

4. Documentation (30 mins)

Students will compile the existing classical literature on *A'ḍā'* along with their insights and conclusions into structured summary in experiential activity logbook

5. Reflection (30 min)

Students will share their key takeaways, unresolved questions (if any)

Experiential-Learning Learning 9.2: **Tracing *A'ḍā'* through time**

Time Distribution: 04 Hours

1. Introduction (30 mins)

The teacher as a facilitator will brief the activity and assign each student a specific time period in history. He/she will explain the objectives of the session and outline the expected outcomes and guide the students wherever necessary.

2. Identification of Resources (30 mins)

Students will independently identify the relevant sources, including classical Unani texts, excerpts from historical manuscripts, digital databases, research articles on the scholarly views, and modern references. Teachers will guide them in selecting authentic and diverse sources.

3. Library Session (90 mins)

Each student will engage in self-directed learning (SDL) by exploring identified resources in the assigned era. They will analyse historical perspectives, noting shifts in the understanding of *A'ḍā'* (organs), related terminologies. They will also explore how the concept has evolved over time across different medical traditions. They will highlight the key historical milestones from classical Unani medicine to contemporary understanding. Students will take notes and prepare preliminary insights.

4. Brainstorming & Discussion (45 min)

Every student will share the key findings, emphasizing historical progress, influential scholars, identifying patterns, contradictions, and major developments in the historical evolution of *A'ḍā.* Discussions will be structured to encourage critical thinking to analyse shifts in perspectives. and comparative analysis between different eras and medical traditions. The teacher will moderate discussions, prompting deeper analysis and connecting historical concepts with modern applications.

5. Documentation (30 mins)

Students will compile their insights into structured notes in experiential activity logbook.

6. Reflection (15 mins)

Students will individually reflect on their learning experience, noting key takeaways and how historical perspectives shape contemporary medical understanding.

Experiential-Learning Learning 9.3: **Analysing *A'ḍā' Mufrada* in the light of histological evidences**

Time Distribution: 03 Hours

1. Introduction & Concept Building (30 mins)

The facilitator will brief the activity and explain the objectives of the session and outline the expected outcomes. He/she will guide through the key texts and scholars on the classification of *A'ḍā'Mufrada.*

2. Resources Identification & Library Session (60 mins)

Students will independently identify & explore the relevant primary Unani sources and modern histological references. They will review classical descriptions of tissue structures and compare them with contemporary microscopic findings, noting similarities and discrepancies.

3. Documentation (45 mins)

Students will compile key findings, citing classical texts and modern histological studies. They will document critical observations, focusing on areas where classical literature aligns or differs from modern histological knowledge in their experiential activity logbook.

4. Presentation & Discussion (45 mins)

Each student will present their documented findings. The teacher will moderate the discussion, encouraging critical evaluation of classical descriptions in light of histological evidence. The session will conclude with reflections on integrating classical wisdom with scientific developments.

Experiential-Learning Learning 9.4: **Development of *A'ḍā'Mufrada*.**

Time Distribution: 03 Hours

1. Introduction (30 minutes)

The facilitator will provide an overview of the activity and explain the objectives of the session and outline the expected outcomes.

2. Resources Identification & Library Session (60 mins)

Students will survey the classical Unani manuscripts, scholarly works, review articles etc to identify references and theories related to the development of *A'ḍā'Mufrada.* Each student will critically analyse the different schools of thoughts in context of *A'ḍā' Manawiyya* and *A'ḍā' Damawiyya*.

3. Brainstorming & Discussion (60 minutes)

Each student will share his/her interpretation of the classical texts followed by discussion, comparing different viewpoints, and critically analysing the validity and relevance of ancient descriptions in contemporary medical understanding.

4. Documentation (30 minutes)

All the students will summarize their findings, structuring key arguments, evidence, and critical insights in their experiential activity logbook.

Experiential-Learning Learning 9.5: ***Qalb* (Heart): *'Uḍw Muṭī wa 'Uḍw Qābil***

Time Distribution: 03 Hours

1. Introduction (30 mins)

The session begins with the teacher explaining the activity and setting the objectives for analysis. Students will be guided on how to extract and interpret information from classical and modern references

2. Resources Identification & Library Session (60 mins)

Students will identify the relevant Unani and contemporary texts, journals and digital resources independently, taking notes on the philosophical and physiological perspectives of Qalb.

3. Brainstorming (30 mins)

Students will engage in Self-Directed Learning (SDL) by exploring and critically analysing the classical Unani texts and contemporary cardiovascular physiology to assess the dual role of *Qalb* as '*Uḍw Muʻṭī* and *'Uḍw Qābil*, actively distributing *Quwā Ḥaywāniyya* while also receiving and responding to *Quwā Nafsāniyya* and *Quwā Ṭabīʻiyya.* Students will be encouraged to participate in group discussion to present their key findings and exchange insights, facilitating peer learning.

4. Presentation & Discussion (45 mins)

Each student will presents their analysis. The teacher moderates will moderate the discussion, encouraging critical thinking and comparative analysis.

5. Reflection (15 mins)

Students summarize key takeaways, reflecting on how the Unani concept of Qalb aligns with or differs from modern perspectives.

Experiential-Learning Learning 9.6: ***Dimāgh* (Brain): *'Uḍw Muʻṭī wa 'Uḍw Qābil***

Time Distribution: 03 Hours

1. Introduction (30 mins)

The session begins with the teacher explaining the activity and setting the objectives for analysis. Students will be guided on how to extract and interpret information from classical and modern references

2. Resources Identification & Library Session (60 mins)

Students will identify the relevant Unani and contemporary texts, journals and digital resources independently, taking notes on the philosophical and physiological perspectives of *Dimāgh*.

3. Brainstorming (30 mins)

Students will engage in Self-Directed Learning (SDL) by exploring and critically analysing the classical Unani texts and contemporary neurophysiology to assess the dual role of *Dimāgh* as '*Uḍw Muʻṭī* and *'Uḍw Qābil*, actively distributing *Quwā Nafsāniyya* while also receiving and responding to *Quwā Ḥaywāniyya* and *Quwā Ṭabīʻiyya.* Students will be encouraged to participate in group discussion to present their key findings and exchange insights, facilitating peer learning.

4. Presentation & Discussion (45 mins)

Each student will present their analysis. The teacher moderates will moderate the discussion, encouraging critical thinking and comparative analysis.

5. Reflection (15 mins)

Students summarize key takeaways, reflecting on how the Unani concept of *Dimāgh* aligns with or differs from modern perspectives.

Experiential-Learning Learning 9.7: ***Kabid*** **(Liver):** ***'Uḍw Muʻṭī wa 'Uḍw Qābil***

Time Distribution: 03 Hours

1. Introduction (30 mins)

The session begins with the teacher explaining the activity and setting the objectives for analysis. Students will be guided on how to extract and interpret information from classical and modern references

2. Resources Identification & Library Session (60 mins)

Students will identify the relevant Unani and contemporary texts, journals and digital resources independently, taking notes on the philosophical and physiological perspectives of *Kabid.*

3. Brainstorming (30 mins)

Students will engage in Self-Directed Learning (SDL) by exploring and critically analysing the classical Unani texts and contemporary gastrointestinal and hepatic physiology to assess the dual role of *Kabid* as '*Uḍw Muʻṭī* and *'Uḍw Qābil*, actively distributing *Quwā Ṭabīʻiyya* while also receiving and responding to *Quwā Ḥaywānniyya* and *Quwā Nafsānniyya.* Students will be encouraged to participate in group discussion to present their key findings and exchange insights, facilitating peer learning.

4. Presentation & Discussion (45 mins)

Each student will present their analysis. The teacher moderates will moderate the discussion, encouraging critical thinking and comparative analysis.

5. Reflection (15 mins)

Students summarize key takeaways, reflecting on how the Unani concept of *Kabid* aligns with or differs from modern perspectives.

Experiential-Learning Learning 9.8: ***Unthayayn*** **(gonads):** ***'Uḍw Muʻṭī wa 'Uḍw Qābil***

Time Distribution: 03 Hours

1. Introduction (30 mins)

The session begins with the teacher explaining the activity and setting the objectives for analysis. Students will be guided on how to extract and interpret information from classical and modern references **2. Resources Identification & Library Session (60 mins)** Students will identify the relevant Unani and contemporary texts, journals and digital resources independently, taking notes on the philosophical and physiological perspectives of *Unthayayn.* **3. Brainstorming (30 mins)** Students will engage in Self-Directed Learning (SDL) by exploring and critically analysing the classical Unani texts and contemporary reproductive physiology to assess the dual role of *Unthayayn* as '*Uḍw Muʿṭī* and *'Uḍw Qābil*, actively contributing to the continuation and preservation of species, while also receiving and responding to *Quwā Ḥaywāniyya*, *Quwā Nafsāniyya* and *Quwā Ṭabīʿiyya.* Students will be encouraged to participate in group discussion to present their key findings and exchange insights, facilitating peer learning. **4. Presentation & Discussion (45 mins)** Each student will present their analysis. The teacher moderates will moderate the discussion, encouraging critical thinking and comparative analysis. **5. Reflection (15 mins)** Students summarize key takeaways, reflecting on how the Unani concept of *Unthayayn* aligns with or differs from modern perspectives.	
Modular Assessment	
Assessment	**Hour**
Instructions- Conduct a structured Modular assessment. Assessment will be for 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. **1. Class Presentation (05 hours, 50 Marks)** Students will be assigned one of the following topics for presentation. • Histological basis of *Aʻḍāʼ Mufrada wa Aʻḍāʼ Murakkaba*	4

• Conceptual evolution of *Aʿḍā'* • Conceptual analysis of *Aʿḍā' Manawiyya wa Aʿḍā' Damawiyya* • Functional importance of *Aʿḍā'Murakkaba* Students will be given ample time before the day of presentation to allow students conduct an in-depth research, consult classical texts, review contemporary literature and prepare the topic. Students will ensure that it aligns with the learning objectives and domain provided in the curriculum. Assessment Criteria (10 marks each) a. Content Relevance & Accuracy b. Understanding and Critical Analysis c. Presentation Skills d. Engagement and Confidence e. Documentation and Structure Or 2. Any practical in converted form can be taken for assessment. (25 Marks) and 3. Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)	

Module 10 : اعضاء/Aʿḍā' (Organs): Applied Aspect

Module Learning Objectives

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

1. Identify *Aʿḍā' Sharīfa* and *Aʿḍā' Ghayr Sharifa* documented in the classical literature and differentiate them based on structural and functional characteristics.

2. Evaluate the clinical significance and hierarchical importance of *Aʿḍā' Sharīfa* and *Aʿḍā' Ghayr Sharīfa* in disease management, while discussing their ethical implications in clinical decision-making

3. Appraise the classical approach in the management of *Ḍu'f-i-A'ḍā'* (organ weakness) and use of *Muqawwiyāt* (tonics) and its relevance in contemporary healthcare.

Unit 1 Clinical significance of اعضاء/A'ḍā'(Organs)

10.1.1. اعضاءشریفہ/ *A'ḍā' Sharīfa*

10.1.2. اعضاءغیرشریفہ/ *A'ḍā' Ghayr Sharifa*

10.1.3. ضعف اعضاء/ *Ḍu'f-i-A'ḍā'* (weakness of organs)

10.1.4. مقویات/ *Muqawwiyāt* (tonics)

References:

4,5,6,7,8,12,14,19,21,22,23,24,30,37,40,42,47,48,49,50,51,52,55,59,70,71,72,75,77,78,79,80,81,87,88,89,90,91,93,94,100,101,102,103,104,105,106,111,112,118,119,125,126,130,131

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO4,CO5	Describe and enlist *A'ḍā' Sharīfa wa A'ḍā' Ghayr Sharifa*	2	Lecture	CE	Knows-how	L
CO1,CO2,CO3,CO6,CO7,CO8	Review and compile classical literature on *A'ḍā' Sharīfa* and *A'ḍā' Ghayr Sharifa*	5	Practical10.1	CAN	Shows-how	LS,DIS
CO1,CO2,CO3,CO6,CO7,CO8	Differentiate between *A'ḍā' Sharīfa* and *A'ḍā' Ghayr Sharifa* on structural and functional basis.	4	Experiential-Learning10.1	CAN	Shows-how	LS,DIS,PL,BS
CO1,CO3,CO6,CO7	Appraise the clinical significance of *A'ḍā' Sharīfa wa A'ḍā' Ghayr Sharifa*	3	Lecture	AFT-SET	Knows-how	L

CO1,CO2,CO3,CO6,CO7	Advocate *Uṣūl-i ʻIlāj* for *Ḍuʻf-i-Aʻḍā'*	5	Practical10.2	AFT-VAL	Knows-how	DIS,SDL,LS,BS
CO1,CO2,CO4,CO5,CO8	Demonstrate the order of preference of *Aʻḍā'* while devising treatment guidelines taking into consideration the ethical implications in patient care and medical practice	5	Experiential-Learning10.2	CAP	Does	LS,BS,PL,DIS
CO1,CO2,CO4,CO5,CO7,CO8	Apply the concept of *Muqawwiyāt* (tonics) as preventive, protective and promotive measures.	4	Experiential-Learning10.3	CAP	Shows-how	DIS,LS

Practical Training Activity

Practical Training 10.1 ***Aʻḍā' Sharīfa* and *Aʻḍā' Ghayr Sharifa* in Classical literature**

Time Distribution: 05 Hours

1. Introduction & Resource Allocation (45 mins)

The teacher will provide an overview of *Aʻḍā' Sharīfa* and *Aʻḍā' Ghayr Sharīfa* documented in classical texts and explain the learning objective and expected outcomes of the review activity. He/she will allocate classical texts to students and will also provide them a structured review framework and a list of essential classical references to guide their research.

2. Library Session (120 mins)

Students will work independently to review the classical Unani references allocated to them, identifying and compiling the content related to *Aʻḍā' Sharīfa* and *Aʻḍā' Ghayr Sharīfa*. They will analyse the terminology, principles, and differences among sources.

3. Presentation & Discussion (60 mins)

Students will present their compiled literature, highlighting the key points of their review, followed by a discussion on the significance of *Aʻḍā'* classification in Unani medicine and its relevance in contemporary practice.

4. Documentation (45 mins)

Each student will organise the findings collectively into structured summaries and systematically record in their in practical logbooks.

5. Reflection (30 mins)

The teacher will guide students in reflecting on the relevance & applicability of these classifications in physiology and pathology.

Practical Training 10.2 ***Uṣūl-i ʻIlāj*** **for** ***Ḍuʻf-i-Aʻḍā'***

Time Distribution: 05 Hours

1. Introduction & Conceptual Overview (60 mins)

The teacher will introduce the concept of *Ḍuʻf-i-Aʻḍā'* (weakness of organs) in Unani medicine and how it is traditionally managed. Teacher will discuss key classical references to establish foundational knowledge and will lead the students in exploring those resources for *Ḍuʻf-i-Aʻḍā' and Uṣūl-i ʻIlāj* (Treatment guidelines) of *Ḍuʻf-i-Aʻḍā'.*

2. Problem Solving (120 mins)

Students will be presented with a clinical case (real world or hypothetical) depicting symptoms of *Ḍuʻf-i-Aʻḍā'.* Working in small groups, they will analyse the case, identifying possible causes, and apply *Uṣūl-i ʻIlāj* to propose appropriate treatment plans and justify it based on Unani philosophy. The instructor will facilitate group discussion engaging students in peer learning to promote critical thinking and refine their understanding.

3. Documentation (45 Minutes)

Each group will document their findings, including differential diagnosis, treatment approach, and rationale. They will organize their reports in a structured format, ensuring clarity in presenting *Uṣūl-i ʻIlāj* for *Ḍuʻf-i-Aʻḍā'* in practical logbook.

4. Presentation & Discussion (60 mins)

Groups will present their treatment strategies to the class. The instructor will lead a discussion, comparing different approaches and addressing any misconceptions. Peer feedback will be encouraged to enhance learning.

5. Reflection (15 mins)

Students will reflect on their learning experience, identifying key takeaways and areas for improvement. The session will conclude with instructor feedback and guidance for further study.

Experiential Learning Activity

Experiential-Learning Learning 10.1: **Structural & Functional Basis of *Aʿḍā' Sharīfa and Aʿḍā' Ghayr Sharīfa***

Time Distribution: 04 Hours

1. Conceptual Overview & Resource Allocation (15 mins)

The teacher as facilitator of the task, will brief the topic, explaining the objective of the task and expected outcomes, encourage analytical thinking.

2. Literature Survey- Classical & Contemporary (60 mins)

Students will individually review the classical and contemporary sources focusing on structural features (anatomical significance, histological differences), functional importance (vital processes, role in homeostasis) and clinical implications. They will take notes on key interpretations and differing perspectives across classical scholars and modern science.

3. Brainstorming & Peer learning (45 mins)

Students in the light of review done by them will analyse and compare why *Aʿḍā' Sharīfa* are considered noble, how *Aʿḍā' Ghayr Sharifa* support *Aʿḍā' Sharīfa* in body functions, the physiological consequences of damage to *Aʿḍā' Sharīfa vs. Aʿḍā' Ghayr Sharifa.*

4. Presentation & Group Discussion (60 mins)

Each student will present their findings, discussing structural-functional distinctions of *Aʿḍā' Sharīfa* and *Aʿḍā' Ghayr Sharifa* from classical Unani perspectives with anatomical and physiological insights. The teacher will moderate.

5. Documentation (30 mins)

Students will organise their into structured notes, highlighting major differences in structure, function, and physiological importance.

6. Reflection (30 min)

Students will write a reflective summary on the importance of understanding structural-functional organ relationships in clinical practice.

Experiential-Learning Learning 10.2: **Hierarchy of *Aʿḍā'* in disease management**

Time Distribution: 05 Hours

1. Conceptual Overview & Resource Allocation (60 mins)

The teacher will provide foundational concepts, highlighting the importance of *Aʿḍā' Sharīfa* in Unani medicine and ethical considerations in clinical practice. Each student will be assigned relevant classical and contemporary resources to explore independently.

2. Literature Survey (60 mins)

Students will engage in SDL to study classical Unani texts to analyse how and why scholars prioritized *Aʿḍā'* when developing treatment guidelines.

3. Documentation (90 mins)

Each student will compile findings into a structured document outlining the order of preference in treating organs, supported by classical references. They will also include ethical considerations and real-world applications in medical practice.

4. Presentation & Discussion (60 mins)

Students will present their documented insights, justifying treatment guidelines and discussing variations in classical and modern approaches, followed by discussion focussing on ethical dilemmas in patient care. Teachers will moderate, encouraging critical evaluation of different perspectives.

5. Reflection (30 mins)

Students will summarize key takeaways, challenges faced, and the relevance of the order of preference of *Aʿḍā'* in effective patient care, emphasising on ethical responsibilities.

Experiential-Learning Learning 10.3: ***Muqawwiyāt Aʿḍā'***

Time Distribution: 04 Hours

1. Conceptual Overview & Resource Identification (45 mins)

Students will identify relevant references (books, manuscripts, and scholarly articles) to explore the fundamental concept of Muqawwiyāt (tonics) in Unani Medicine and their role in strengthening Aʿḍā' Raʾīsa (vital organs).

2. Literature Survey (60 mins)

Students will engage in SDL, conducting an in-depth literature review of Unani texts to extract principles related to Muqawwiyāt. They will analyse formulations, modes of action, and applications, ensuring a thorough understanding of their historical and theoretical basis.

3. Documentation (45 mins)

Students will compile their findings in a structured format, categorizing Muqawwiyāt based on specific organs and their preventive, protective, and promotive roles. They will also note key ingredients, and their mechanisms of action as described in Unani literature.

4. Presentation & Discussion (60 mins)

Students will present their findings, highlighting significant insights followed by a moderated discussion, encouraging critical analysis on the effectiveness of Muqawwiyāt..

5. Reflection (30 mins)

Students will document their key takeaways, challenges faced, and new perspectives gained.

Modular Assessment

Assessment	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 25 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. 1. Structured Viva Voce (2 hours, 25 Marks) student will respond to a structured set of questions drawn from each topic of the module no 10. Questions may range from basic definitions to clinical applications and integration of classical and modern perspectives. Or 2. Any practical in converted form can be taken for assessment. (25 Marks) Or 3. Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)	2

Module 11 : ارواح/Arwāḥ (Pneuma): Conceptual understanding & Applied Aspects

Module Learning Objectives

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

1. Analyse and critique the classical concept of *Arwāḥ* (pneuma), its relationship with the human body, and its distinction from Nafs, while comparing the concept of *Rūḥ* with similar constructs in other medical systems.

2. Describe the process of *Tawlīd-i-Rūḥ* (generation of Pneuma) and differentiate between *Tanqiya* and *Tarwīḥ* in context of recent physiological advancements.

3. Identify types of *Arwāḥ,* evaluating the interrelationship between *Arwāḥ, Quwā,* and *Afʿāl*.

4. Examine the applied aspects of *Rūḥ*, including its interaction with drugs, influence on emotional responses, and the consequences of *Qillat-i-Rūḥ* (deficiency of Pneuma) in various pathological conditions

Unit 1 Introduction

11.1.1. Classical Concept

11.1.2. Relationship with human body

11.1.3. Difference between روح/ *Rūḥ* and نفس/*Nafs*

11.1.4. Concept of روح/ *Rūḥ* in other systems of Medicine

11.1.5. مساکن روح ومسالک روح/ *Masākin-i-Rūḥ wa Masālik-i-Rūḥ* (Centres and pathways of Pneuma*)*

References: 3,8,12,14,19,20,23,24,25,30,39,42,47,48,49,50,51,52,53,55,59,69,75,78,86,100,106,112,122,126,130,131,132

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3,CO6,CO7	Analyse and rank the scholarly opinions regarding the classical concept of *Rūḥ* (Pneuma)	2	Lecture	CE	Knows-how	FC,L&PPT
CO1,CO2,CO3,CO6,CO7	Illustrate the relation of *Rūḥ* with human body & differentiate between *Rūḥ* (Pneuma) and *Nafs (Psyche)*	2	Lecture	CAN	Knows-how	JC,LS,IBL

CO1,CO2,CO3,CO6,CO8	Compile the classical text on the concept of *Rūḥ* (Pneuma) in Unani medicine with similar concepts in other traditional and contemporary medical systems	3	Practical11.1	CAN	Shows-how	PL,DIS,LS
CO1,CO3,CO4,CO6,CO7	Describe the structural and functional basis of *Masākin-i-Rūḥ wa Masālik-i-Rūḥ* (Centres and pathways of Pneuma*)* and evaluate the disruptions in *Masālik-i-Rūḥ* leading to systemic disorders.	4	Experiential-Learning11.1	CE	Shows-how	BS,LS,DIS
CO1,CO8	Communicate and defend the classical concepts of *Rūḥ* (Pneuma)	2	Experiential-Learning11.2	AFT-CHR	Does	DIS,Mnt,PrBL
Unit 2 Physiological approach to understand تولیدروح/Tawlīd-i Rūḥ (genesis of Pneuma) 11.2.1.تولیدروح / *Tawlīd-i Rūḥ* (genesis of Pneuma) 11.2.2. تنقیہوتروتیح/ *Tanqiya* and *Tarwīḥ (*purification and moderation of vital pneuma*)* **References:** 3,8,19,20,23,24,25,30,35,39,42,47,48,49,50,51,52,53,55,59,69,75,78,86,100,106,112,122,126,129						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO1,CO2,CO6,CO7	Review and analyse the classical literature related to *Tawlīd-i Rūḥ*, *Mādda-i-Ruḥ* and *Māhiyyat-i-Ruḥ*.	3	Practical11.2	CAN	Shows-how	DIS,PL,LS
CO1,CO3,CO6,CO7	Analyse the concept of *Tawlīd-i Rūḥ* through transport and exchange of respiratory gases	4	Experiential-Learning11.3	CAN	Knows-how	PL,LS,DIS,SDL,BS
CO1,CO2,CO3,CO6,CO7,CO8	Compare and analyse the processes of *Tanqiya* and *Tarwīḥ* (purification and moderation of vital pneuma) within physio-biochemical framework.	3	Experiential-Learning11.4	CAN	Knows-how	BS,DIS,LS,PrBL
Unit 3 Classification and Interpretation						

11.3.1. اقسام ارواح / *Aqsam-i Arwāḥ* (Types of Pneuma)

11.3.1.1. روح حیوانی / *Rūḥ Ḥaywānī* (Vital Pneuma)

11.3.1.2. روح نفسانی / *Rūḥ Nafsānī* (Psychic Pneuma)

11.3.1.3. روح طبیعی / *Rūḥ Ṭabīʿī* (Natural Pneuma)

11.3.2. منافع روح / *Manāfiʿ-i-Rūḥ* (Functions of pneuma)

References: 3,8,13,19,20,23,24,25,26,30,39,42,47,48,50,55,60,69,70,75,78,86,100,106,112,126

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3,CO6,CO7	Differentiate between *Rūḥ Ḥaywānī, Rūḥ Nafsānī* & *Rūḥ Ṭabīʿī*	1	Lecture	CAN	Knows-how	FC,L
CO1,CO2,CO3,CO6,CO8	Illustrate the role of *Rūḥ in Tawlīd-i-Ḥarārat Ghaṛīziyya* as the primary *Manāfiʿ-i-Rūḥ*	4	Practical11.3	PSY-GUD	Shows-how	D
CO1,CO2,CO8	Review and analyse classical texts on the classification of *Rūḥ* (Pneuma), integrating philosophical perspectives with scientific interpretations.	3	Experiential-Learning11.5	CE	Shows-how	BS,DIS,LS,SDL

Unit 4 Applied Aspect

11.4.1. The Synergistic Relationship of ارواح /*Arwah*, قویٰ /*Quwa* & افعال/*Afʿal*

11.4.2. Interaction with drugs

11.4.3. نفسانی عوارضات/*Nafsānī ʿAwāriḍāt* (Emotional responses)

11.4.4. قلت روح / *Qillat-i- Rūḥ*

References:

3,4,5,6,7,8,9,19,20,21,22,23,24,25,26,29,30,31,32,36,37,38,39,41,42,44,46,47,48,50,51,52,53,54,55,59,60,67,69,70,75,78,79,80,81,82,83,84,86,87,88,89,93,94,95,96,97,98,100,105,106,112,113,115,126,130,131,132

3A	3B	3C	3D	3E	3F	3G
CO1,CO8	Describe the dynamic interaction between *Arwāḥ, Quwā* and *Afʿāl*.	2	Lecture	AFT-SET	Shows-how	Mnt
CO1,CO2,CO3,CO6,CO7	Review and analyse the classical text with contemporary scientific interpretations to identify the connections between *Arwāḥ, Quwā* and *Afʿāl*	4	Practical11.4	CAN	Shows-how	LS,DIS,TUT
CO1,CO2,CO8	Create a concept map illustrating the dynamic interplay between *Arwāḥ, Quwā* and *Afʿāl*, highlighting their interactions and impact on the human body.	3	Experiential-Learning11.6	CS	Shows-how	PT,SDL,BS
CO1,CO2,CO3,CO6,CO7,CO8	Discuss the interaction of drugs with Rūḥ as described in classical literature	3	Lecture	CE	Knows-how	PrBL,SDL,JC,BS
CO1,CO2,CO3,CO8	Enlist the *Muqawwī-i-Rūḥ wa Mufarriḥ-i-Rūḥ* drugs and describe their mechanism of action	3	Practical11.5	CAN	Shows-how	LS,DA
CO1,CO3,CO8	Analyse the relation of *Intiqāl-i-Rūḥ* with *Infiʿālāt Nafsāniyya*.	3	Practical11.6	PSY-GUD	Shows-how	D
CO1,CO2,CO4,CO8	Demonstrate the effects of emotions on the *Intiqāl-i-Rūḥ* (movement of Pneuma), and its role in the development of psychological disorders.	4	Experiential-Learning11.7	CAN	Shows-how	CBL,DIS
CO1,CO2,CO4,CO8	Evaluate *Qillat-i-Rūḥ* in contemporary perspective of respiratory disturbances and its effect on *Aʾḍāʾ Raīsa* (vital organs),	3	Experiential-Learning11.8	CE	Shows-how	DIS,PER
Practical Training Activity						

Practical Training 11.1 **Comparative Analysis of *Rūḥ* in Traditional Medical Systems**

Time Distribution: 03 Hours

1. Conceptual Overview & Learning Objectives (30 mins)

Teacher will introduce the classical concept of Rūḥ (Pneuma) in Unani medicine along with similar concepts in other traditions such as Ayurveda, Chinese Medicine and the possible modern interpretations. He/she will brief the learning outcomes and expectations for the session.

2. Resource Identification & Allocation (30 mins)

Teacher will provide key textual resources, including classical Unani literature and primary sources from other traditional systems including translated manuscripts, contemporary research papers, and cross-disciplinary texts. Teacher will allocate a specific medical system to each student to ensure comprehensive coverage of the subject matter. Each student will identify specific resources for their literature survey.

3. Review & Compilation (45 mins)

Each student will conduct a literature review on their assigned topic, compiling relevant references from classical and modern sources focussing on key terminologies, functional descriptions, philosophical backgrounds and correlates of Rūḥ. Similarities and contrasts between Unani, Ayurvedic, TCM, and contemporary scientific perspectives will be noted.

4. Analysis & Discussion (45 mins)

Groups will engage in brainstorming, collectively synthesize their findings, fostering peer learning. Each group will focus on Conceptual differences and similarities in philosophy, physiology, function of *Rūḥ* and clinical applications of these concepts in traditional and modern healthcare.

6. Documentation (30 mins)

Students will compile findings, categorizing similarities and differences between Unani, Ayurveda, Traditional Chinese Medicine, and contemporary medical views. A structured comparison table will be prepared.

Practical Training 11.2 **Critical Appraisal of Classical Texts on *Tawlīd-i Rūḥ* and *Māhiyyat-i Rūḥ***

Time Distribution: 03 Hours

1. Introduction & Orientation (15 mins)

Teacher will introduce the objective and scope of the session. Key classical sources and other authoritative texts will be outlined for reference.

2. Literature Review & Compilation (90 mins)

Students will conduct a focused literature review of classical Unani texts in small groups, to extract relevant content on *Tawlīd-i Rūḥ, Mādda'-i-Rūḥ* and *Māhiyyat-i-Rūḥ*. Emphasis will be on identifying philosophical and physiological interpretations; similarities and variations in classical thought.

3. Presentation & Discussion (45 mins)

Groups will present their findings and will engage in a guided group discussion to critically analyse the texts reviewed, comparing classical perspectives with each other and with modern interpretations if applicable.

4. Documentation (30 mins)

Students will compile a brief analytical report summarising key findings, critical perspectives, and implications for understanding Unani physiology.

Practical Training 11.3 ***Rūḥ* and *Ḥarārat Ghanīziyya***

Time Distribution: 04 Hours

1. Introduction & Orientation (15 mins)

The teacher will introduce the classical concept of *Rūḥ* and its relationship with *Tawlīd-i-Ḥarārat Ghanīziyya*. Students will be briefed on expected learning outcomes and the relevance to Unani physiology.

2. Demonstration (45 mins)

Teacher will do a video demonstration of aerobic respiration at the cellular level, highlighting heat production and the physiological role of *Rūḥ* in generating *Ḥarārat Ghanīziyya*.

3. Student Practical (120 mins)

Students will be divided in small groups and will refer to classical Unani texts and modern physiology resources to correlate the demonstration with the concept of *Tawlīd-i-Ḥarārat Ghanīziyya* as the primary function of *Rūḥ.* Each group will explore the *Manāfi'-i-Rūḥ* as documented in classical literature, contemporary understanding of cellular respiration and energy production, the role of mitochondria in heat generation and the impact of *Rūḥ* on it. They will create concept maps linking *Rūḥ* to metabolic heat production via cellular respiration.

5. Presentation & Feedback (30 mins)

Each group will present their findings, drawing comparisons between Unani and modern concepts. They will discuss how *Rūḥ* functions as an essential energy and heat regulator. The teacher will offer feedback on accuracy, conceptual clarity, and interdisciplinary integration.

6. Documentation (30 mins)

Students will document their findings in a structured format in logbook.

Practical Training 11.4 **The Synergism of *Arwāḥ, Quwā, and Afʿāl***

Time Distribution: 04 Hours

1. Introduction & Orientation (30 mins)

Teacher will begin with a brief orientation outlining the importance of understanding the interplay between Arwāḥ, Quwā, and Afʿāl from both classical and modern scientific perspectives. Students will be introduced to the structure of the activity and expected outcomes, including critical analysis and comparative synthesis.

2. Review & Compilation (120 mins)

Students will be guided to identify key classical texts and contemporary resources. They will engage in focused literature review using primary classical sources and secondary scientific texts to understand the interplay of *Arwāḥ, Quwā, and Afʿāl*. Students will compile findings that explain how *Arwāḥ* govern or mediate specific *Quwā* and how these faculties manifest through *Afʿāl* under normal and abnormal conditions.

3. Presentation & & Discussion (60 mins)

Students will present their compiled literature, highlighting the key points of their review, followed by a discussion on the significance of the interaction between *Arwāḥ, Quwā* and *Afʿāl*.

4. Documentation (30 minutes)

Students will document their compiled information in a structured format in their practical logbooks

Practical Training 11.5 **Exploration of *Muqawwī-i-Rūḥ* and *Mufarriḥ-i-Rūḥ***

Time Distribution: 03 Hours

1. Introduction & Objective Setting (30 mins)

Teacher will provide a conceptual overview of *Muqawwī-i-Rūḥ wa Mufarriḥ-i-Rūḥ* in Unani Medicine and will explain the learning objectives of the activity.

2. Literature Review & Compilation (90 mins)

Students will be divided into groups to explore classical sources and compile a list of *Muqawwī-i-Rūḥ* and *Mufarriḥ-i-Rūḥ* drugs along with the mode of action. They will discuss the identified drugs and classify them based on their primary action on *Rūḥ*. Each group will also investigate the contemporary pharmacological studies (if available) to correlate Unani descriptions with modern mechanisms.

4. Presentation & Discussion (45 mins)

Each group will present the list of drugs with classical references, their roles in *Rūḥ* modulation, mechanism of action. Students will reflect on how *Muqawwī* and *Mufarriḥ* drugs can be incorporated into therapeutic protocols, especially for psychosomatic and cardiac conditions.

5. Documentation (15 mins)

Students will document their compiled information in a structured format in their practical logbooks

Practical Training 11.6 ***Intiqāl-i-Rūḥ*** **and** ***Infi'ālāt Nafsāniyya*****.**

Time Duration: 03 Hours

1. Introduction & Conceptual Briefing (30 mins)

The teacher will introduce the classical concept of *Intiqāl-i-Rūḥ* in relation to *Infi'ālāt Nafsāniyya* and explain how emotional stimuli impact physiological parameters. Practical outcomes, ethical considerations (informed consent), and safety protocols will be discussed.

2. Demonstration (30 mins)

In a teacher-led demonstration, an emotional response will be initiated in a volunteer with the help of Visual-Auditory Stimuli (Short, carefully chosen video clips (1–2 minutes) known to evoke specific emotional responses) and vital signs will be measured following the standard procedure.

3. Student Practical (90 mins)

Students will work in pairs to observe and record the changes in vital signs in response to different emotional stimuli (anger, happiness, fear, grief, regret) under supervision. Each student will experience and monitor at least two emotional simulations while the other records and interprets the vitals. Vitals will be recorded before, during, and after each emotional state to track variations linked with *Intiqāl-i-Rūḥ.*

4. Documentation (30 mins)

Each student will document their findings (baseline, during-emotion, and post-emotion values), interpretations, and personal reflections in logbook. Students will compare the collected data, analyse circulatory changes corresponding to each emotional state, and interpret the findings in light of *Intiqāl-i-Rūḥ.*

Experiential Learning Activity

Experiential-Learning Learning 11.1: **Exploring *Masākin-i-Rūḥ wa Masālik-i-Rūḥ***

Time Duration: 04 Hours

1. Conceptual Overview (30 mins)

Teacher will present a conceptual framework introducing *Masākin-i-Rūḥ* and *Masālik-i-Rūḥ.* Learning objectives and activity roadmap will be presented.

2. Resource Identification & Literature Review (120 mins)

Students will identify and review classical texts and relevant modern resources to study the anatomical and physiological basis of *Masākin-i-Rūḥ* and *Masālik-i-Rūḥ* and will highlight the vulnerable points in pathways. Students will brainstorm and map these *Masākin and Masālik,* with the help of labelled diagrams for visual representation. Groups will analyse the clinical implications of any disruptions in these channels, and the potential links with neurodegeneration, stroke, cardiac dysfunctions, etc.

4. Presentation & Group Discussion (60 mins)

Each student will present their key insights and interpretations followed by critical analysis of these interpretations and discussions on the importance of structural integrity of the *Masālik-i-Rūḥ*

5. Documentation (30 mins)

Students will document their findings in logbooks.

Experiential-Learning Learning 11.2: **Presentation of the Classical Concept of *Rūḥ***

Time Distribution: 02 Hours

1. Orientation & Objective Setting (10 mins)

Students will be briefed on the importance of effective communication. The role of teaching and mentoring UG students as a means of reinforcing knowledge and developing confidence in scholarly discourse will be emphasized.

2. Development of Teaching Strategy (20 mins)

Students will independently develop a structured approach to teach UG students, focusing on simplifying complex ideas for better understanding, anticipating potential questions and preparing responses, use of analogies or case-based examples to illustrate the concept and adopting an engaging and interactive teaching style

3. Mentoring & Assisted Teaching (60 mins)

Student randomly selected by the teacher will conduct short mentoring sessions with UG students, articulating the classical concept of *Rūḥ* and addressing their queries. They will practice asserting their arguments confidently, encouraging interactive learning while fostering a deeper understanding of the concept.

4. Feedback & Refinement (20 mins)

UG students, peers and faculty will provide constructive feedback on the clarity, effectiveness, and engagement of the teaching session. Mentors will reflect on their communication strategies, refine their explanations, and adjust their approach based on the feedback received.

5. Reflection & Self-Assessment (10 mins)

Students will individually reflect on their learning experience, challenges faced, and improvements needed in their mentoring approach. They will assess how effectively they communicated and defended the concept, reinforcing their commitment to scholarly excellence and character development in academic discourse.

Experiential-Learning Learning 11.3: ***Tawlīd-i Rūḥ:*** **A Respiratory Exchange Perspective**

Time Distribution: 04 hours

1. Introduction & Objective Framing (30 minutes)

Facilitator will introduce the classical concept of *Tawlīd-i Rūḥ* and its relation to respiratory physiology. The objective and expected outcomes will be explained.

2. Literature Review (120 minutes)

Students will engage in a self-directed review of both classical Unani texts and modern physiology literature regarding pulmonary function, oxygen transport, and systemic gas exchange. Relevant excerpts from Unani treatises and scientific research articles will be explored. Each student will map the process of *Tawlīd-i Rūḥ* against the physiological steps of gaseous exchange, highlighting parallels and distinctions. They will explore the role of lungs, heart, and blood in the process of *Tawlīd-i Rūḥ*.

3. Presentation & Group Discussion (60 minutes)

Students will present their analyses, followed by guided discussion. The focus will be on aligning Unani understanding with modern respiratory physiology and identifying how classical insights may enhance holistic perspectives on respiratory health.

4. Documentation (30 minutes)

Each student will document their findings, interpretations, and potential clinical implications in a structured report.

Experiential-Learning Learning 11.4: **Comparative Analysis of *Tanqiya* and *Tarwīḥ* within Physio-Biochemical Framework**

Time Distribution: 03 Hours

1. Introduction & Learning Objectives (15 mins)

The teacher will introduce the concepts of *Tanqiya* and *Tarwīḥ* from classical point of view, their relevance to the moderation of *Rūḥ*, and physiological implications. Learning objectives will be shared to guide the session's focus.

2. Literature Review (75 mins)

Each student will explore classical texts and contemporary biomedical literature to identify the historical and modern interpretations of purification and revitalization processes. They will create concept maps linking Unani terminology with biochemical processes like detoxification, oxidative balance, and homeostasis.

3. Analysis & Group Discussion (60 mins)

Each student will present their comparative analysis and integrative perspectives distinguishing *Tanqiya* from *Tarwīḥ*. Discussion will focus on corresponding biochemical processes.

4. Documentaion (30 mins)

Students will document their findings in the form of Project.

Experiential-Learning Learning 11.5: **Classification of *Rūḥ***

Time distribution: 03 Hours

1. Introduction & Learning Expectations (15 mins)

The facilitator will introduce the objective, outlining the importance of understanding the classification of *Rūḥ* from classical perspective and modern scientific viewpoints. Students will be briefed on activity, expectations, and key areas of inquiry.

2. Resource Allocation & Literature Review (90 mins)

Students will independently examine the classical texts, review articles or research papers related to the classifications of *Rūḥ*. They will explore the classical classifications, their interpretations and will discuss the philosophical foundations of the existing classification. Students will compare classical thought with the contemporary biological insights.

3. Presentation & Group Discussion (60 mins)

Groups will present their analysis in the form of a concept map illustrating the classical classifications of *Rūḥ,* philosophical roots, contemporary scientific equivalents followed by a debate on the relevance and reinterpretation of these classifications.

4. Documentation (15 mins)

Students will document their findings in logbooks.

Experiential-Learning Learning 11.6: **Concept mapping of *Arwāḥ, Quwā* and *Afʿāl*,**

Time Distribution: 03 Hours

1. Introduction & Objective Setting (30 mins)

The facilitator will explain the purpose of concept mapping and demonstrate sample formats. Students will be oriented to critically connect physiological roles of *Rūḥ,* functional expressions of *Quwā*, and resulting *Afʿāl* in health and disease.

2. Concept Mapping (90 minutes)

Each student will identify key elements and the hierarchical relationships among *Arwāḥ, Quwā,* and *Afʿāl* to develop a detailed concept map showing directional flows, feedback loops, and interactive influences.

3. Presentation & Discussion (60 minutes)

Each group will present their map and explain the rationale behind their structure. Peers and faculty will give constructive feedback on content accuracy, conceptual clarity, and clinical relevance.

Experiential-Learning Learning 11.7: **Psychological Disorders in the light of *Infiʿālāt Nafsāniyya* and *Intiqāl-i-Rūḥ***

Time Distribution: 04 Hours

1. Case Introduction (30 mins)

The instructor will present a clinically relevant case scenario involving a patient exhibiting symptoms related to psychological distress (e.g., anxiety, mania, melancholia). The emotional states will be linked to classical Unani understanding of *Infiʿālāt Nafsāniyya* and their impact on *Intiqāl-i-Rūḥ*. Key concepts such as vasoconstriction and vasodilatation, and their manifestations in different emotions, will be introduced.

2. Problem Identification & Conceptual Analysis (60 mins)

Students will work on identifying the key emotional triggers in the case and analyse their potential effects on movement of *Rūḥ* and circulatory changes. They will map each emotion (fear, anger, grief, happiness, regret) to its corresponding impact on *Quwwāt, Afʿāl,* and circulatory response using both classical literature and modern physiological understanding. Students will also explore additional cases or literature to support their findings. Reference to Unani classical texts and existing psychological theories will help activate prior knowledge.

3. Presentation & Discussion (60 mins)

Each group will present their analysis, highlighting how specific emotional states alter *Intiqāl-i-Rūḥ* through vasomotor responses. The discussion will focus on the link between persistent emotional imbalance and the development of psychological or psychosomatic disorders, drawing parallels with Unani and psychology.

4. Case Conclusion (45 mins)

The instructor will conclude the case by offering expert clinical interpretation based on classical Unani texts and contemporary psychosomatic medicine.

5. Reflection (45 mins)

Students will document their personal reflections on how emotions influence physiological and psychological balance, integrating classical wisdom with contemporary insight. Reflections will include self-awareness of emotional health and its role in patient care.

Experiential-Learning Learning 11.8: ***Qillat-i-Rūḥ* and its effect on *Aʿḍāʾ Raʾīsa***

Time Duration: 03 Hours

1. Pre-Class Learning (60 mins)

Students will be provided with curated reading materials covering the classical Unani concept of *Qillat-i-Rūḥ,* contemporary medical insights into respiratory insufficiency and mechanistic pathways linking respiratory insufficiency to systemic effects on vital organs. Students will submit 2-3 key reflections or questions before class.

2. In-Class Case Analysis (60 mins)

The session will begin with teacher introducing a clinical scenario of chronic respiratory disorder. Students will connect the case with signs of *Qillat-i-Rūḥ* from both classical and modern perspectives through guided discussion. They will:

• Apply classical concepts to interpret the case

• Analyse the impact of *Qillat-i-Rūḥ* on different *Aʿḍāʾ Raʾīsa*

• Correlate with modern pathophysiological explanations

• Identify signs, symptoms, and consequences from both Unani and modern perspectives

3. Presentation & Discussion (45 mins)

Each student will prepare and present a concise integrative summary of their discussion, with emphasis on pathophysiological pathways and organ-specific impact. The facilitator will highlight key takeaways, clarify complex ideas, and provide feedback on presentations.

4. **Reflection & Integration (15 mins)**

Students will reflect on how classical knowledge of *Rūḥ* enhances understanding of modern respiratory pathology and its significance in clinical settings.

Modular Assessment

Assessment	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. **1.A. Mentoring Skills (1 Hour, 10 marks)** Each student will mentor a small group of peers/UG students on the concept of Rūḥ based on classical Unani literature. They must explain the concept clearly, address queries, and justify their responses with logical arguments and textual references. Assessment Criteria (02 marks each) a. Conceptual Clarity b. Communication Skills c. Engagement and Interaction d. Justification and Defence of Concept e. Professionalism and Teaching Attitude **1.B. Class Presentation (03 hours, 40 Marks)** Students will be assigned any one of the topics from module 10 for presentation. They will be given ample time before the day of presentation to allow students conduct an in-depth research, consult classical texts, review contemporary literature and prepare the topic. Students will ensure that it aligns with the learning objectives and domain provided in the curriculum.Assessment Criteria (08 marks each) a. Content Relevance & Accuracy b. Understanding and Critical Analysis c. Presentation Skills d. Engagement and Confidence e. Documentation and Structure Or	4

2. Any practical in converted form can be taken for assessment. (25 Marks) and 3. Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)	

Semester No : 4

Module 12 : قوىٰ/Quwā (Faculties): Conceptual Understanding

Module Learning Objectives

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

1. Appraise the classical concept and classification of *Quwā* comparing it with other traditional medical systems.
2. Demonstrate the relationship between *Quwā, Afʿāl*, and *Kayfiyāt* and explain the significance of this interdependence
3. Reflect on the role of *Quwā* as a key determinant of health.

Unit 1 Concept and classification

12.1.1.Classical concept of قوى/ *Quwā*

12.1.2.Classification of قوى/ *Quwā:* general description

12.1.3.قوى/ *Quwā* in other systems of medicine.

References: 8,14,19,20,23,24,25,30,39,42,47,48,49,50,51,52,53,55,59,69,70,75,78,86,100,106,126

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO 3,CO6,CO7	Analyse the classical concept and classification of *Quwā* (faculties)	3	Lecture	CAN	Knows-how	L&PPT

CO1,CO2,CO3,CO6,CO7,CO8	Compile and evaluate the literature available on *Quwā* in Unani Medicine with similar concepts in other traditional systems.	5	Practical12.1	CE	Shows-how	SDL,LS,BS,PL,DIS
CO1,CO2,CO3,CO6,CO7,CO8	Interpret *Quwā* (faculties) in the light of physiological advancements	5	Experiential-Learning12.1	CE	Shows-how	SDL,DIS,BS
Unit 2 Applied Aspect 12.2.1. Relationship between قوی/ *Quwā*, افعال/ *Af'al* & کیفیات/*Kayfiyāt* 12.2.2. قوی/ *Quwā* as a key determinant of health **References:** 8,10,19,20,23,24,25,26,31,32,34,39,41,42,46,47,48,49,50,51,52,53,55,59,63,67,69,70,71,72,75,79,82,83,86,87,88,89,90,93,94,97,98,100,106,114,115,120,126,130						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO1,CO2,CO3,CO6,CO7,CO8	Describe the association between *Quwā, Af'ā/ & Kayfiyāt*	2	Lecture	CE	Knows-how	L,L&PPT
CO1,CO2,CO3,CO6,CO7,CO8	Categorize *Af'ā/* (functions) as a manifestation of *Quwā* in individuals of different *Mizaj* temperaments.	5	Practical12.2	PSY-GUD	Knows-how	PBL,BS,SDL
CO1,CO3,CO6,CO7,CO8	Identify the relationship between *Kayfiyāt, Quwā and Af'ā/* in different age groups	4	Experiential-Learning12.2	CAP	Shows-how	LS,DIS,BS

CO1,CO2	Distinguish status of *Quwā* in body as manifested by *Afʿāl Ḥaywānniyya, Afʿāl Nafsānniyya and Afʿāl Ṭabīʿiyya* in health and disease.	4	Experiential-Learning12.3	CAN	Shows-how	LS,PBL,BS

Practical Training Activity

Practical Training 12.1 **Comparative Analysis of *Quwā* in Traditional Medical Systems**

Time Distribution: 5 Hours

1. Learning Objectives & Expectations (30 mins)

The teacher will introduce the importance of *Quwā* (faculties) in the Unani system of medicine and its parallels in other traditional medical systems. Students will be briefed on evaluation criteria, expected learning outcomes. The session will outline the role of literature synthesis, concept mapping, and peer discussions in achieving the objective.

2. Resource Identification & Allocation (45 mins)

Students will collaboratively identify key textual resources, including classical Unani literature and primary sources from other traditional systems (e.g., Ayurveda, Siddha, Chinese Medicine etc.). Teacher will allocate a specific medical system to each groups to ensure comprehensive coverage of the subject matter.

3. Review & Compilation (60 mins)

Each group will review and compile relevant literature, focusing on the concept, classification, and role of Quwā in the Unani and other traditional medical systems. Students will explore theoretical and philosophical backgrounds of these concepts along with their applied aspects.

4. Group Analysis & Discussion (45 mins)

Groups will engage in brainstorming, collectively synthesize their findings and concept mapping which will foster peer learning. They will identify commonalities and differences across systems, discuss historical and philosophical interpretations, debate clinical relevance and integration into modern medicine.

5. Structured Documentation (45 mins)

Groups will systematically document their comparative analysis, structuring content into key similarities and differences in understanding *Quwā,* Philosophical, physiological, and clinical perspectives, Potential areas of integration in contemporary practice, Concept maps highlighting interrelationships between various systems

6. Presentation & Feedback (45 mins)

Each group will present their findings to illustrate key insights. The instructor will provide constructive feedback and address any gaps or misconceptions in their analysis

7. Reflection & Refinement (30 mins)

Students will reflect on their learning experience, identifying key takeaways from the comparative study, challenges faced in analysing traditional medical texts, improvements in their evaluative and analytical skills.

Practical Training 12.2 ***Afʿāl:*** **a manifestation of *Quwā***

Time Distribution: 05 Hours

1. Problem Identification & Scenario-Based Trigger (45 mins)

The teacher will present a case-based scenario involving individuals of different *Mizāj* (temperaments) exhibiting varied *Afʿāl* (functions). The scenario will illustrate physiological, psychological, and behavioural variations observed in different *Mizāj*, prompting students to identify key functional manifestations of *Quwā*. The instructor will guide brainstorming on how temperament influences functions in health and disease.

2. Self-Directed Learning & Literature Exploration (60 mins)

Students will independently research classical literature and research articles on *Mizāj* and *Quwā* exploring variations in *Afʿāl* (functions) across different *Mizāj*.

3. Brainstorming & Concept Mapping (60 mins)

Students will engage in collaborative brainstorming to generate hypotheses regarding the relationship between *Quwā* and *Afʿāl* in various *Mizāj*. They will create concept maps linking *Quwā* (faculties) to their respective *Afʿāl* (functions) across different temperaments.

4. Group Discussion & Categorization (45 mins)

Students will work in groups to synthesize their research, discussing categorization of *Afʿāl* based on *Quwā* in different *Mizāj*.. Discussions will emphasize how *Quwā* regulates physiological and psychological functions and how imbalances manifest in disease states. Each group will refine their conceptual framework and prepare for presentation

5. Presentation (60 mins)

Students will present their categorized framework of *Afʿāl,* justifying their reasoning using case-based evidence and literature references. The instructor will provide constructive feedback.

6. Reflection & Application (30 mins)

Students will reflect on their understanding of *Quwā* and its manifestation in different *Mizāj* and the practical applications of this knowledge in Unani diagnosis and treatment, enhancing patient-centred care.

Experiential Learning Activity

Experiential-Learning Learning 12.1: **Evaluating *Quwā* in light of physiological advancements**

Time Distribution: 05 Hours

1. Resource Identification (60 mins)

The facilitator will provide guidance on credible Unani and contemporary physiological resources and digital databases for reference while encouraging students to explore additional materials to strengthen their understanding. Each student will identify the key resources to aid their independent study. Students will explore relevant sources, including Unani classical texts, contemporary physiology books, and research articles.

2. Review of Literature (60 mins)

Students will participate in Self-Directed Learning to review the concept of *Quwā* across described across various classical texts and analyse them from the perspective of recent developments in the field of physiology.

3. Brainstorming & Discussions (120 mins)

Students will discuss their physiological interpretations of *Quwā* in concept maps*,* exchange perspectives, and refine their understanding. They will collectively analyse physiological advancements that align with or contradict classical views. Facilitators will oversee discussions, ensuring alignment with learning objectives.

4. Documentation (30 mins)

Each student will compile their collective insights into structured documentation, including a comparative analysis of classical and modern perspectives, a concept map to visually organize their understanding of Quwā in both classical and modern frameworks, key points that support their interpretation and evaluation and areas requiring further exploration in their logbook.

5. Reflection (30 mins)

Students will reflect on how their understanding of *Quwā* evolved through the session, the significance of integrating classical and modern perspective and how they can apply this knowledge in clinical or research settings.

Experiential-Learning Learning 12.2: **The Interplay of *Kayfiyāt, Quwā, and Afʿāl***

Time Distribution: 04 Hours

1. Overview & Resource Allocation (30 mins)

The teacher will brief the activity and assign each student a specific age group from *Asnan Arbaʿa* and Library resources, research papers, and classical Unani texts will be allocated to each group for focused study.

2. Library Session (90 mins)

Every student will identify classical sources and explore the concepts and evaluate connection of *Kayfiyāt* with *Quwā,* and *Afʿāl* and does that connection evolves with age. They will critically evaluate Unani principles and compare them with modern physiological perspectives.

3. Documentation (60 mins)

Each student will summarize and record their findings in logbook, emphasizing key points in the relationships between the three concepts in their assigned age group.

4. Presentation & Discussion (60 mins)

Students will present their findings, followed by a guided discussion where students will evaluate similarities and differences in perspectives. The instructor will encourage reflection on the practical applications of these relationships in Unani medicine.

Experiential-Learning Learning 12.3: ***Quwā* in health and disease**

Time Distribution: 04 Hours

1. Problem Presentation (30 mins)

The session will begin with a clinical scenario depicting disturbances in *Quwā* and their impact on *Afʿāl Ḥaywānniyya, Afʿāl Nafsānniyya, and Afʿāl Ṭabīʿiyya*. The teacher will pose thought-provoking questions about how these dysfunctions manifest in disease. **2. Problem Analysis (45 mins)** Students will analyse the presented case, identifying signs and symptoms linked to different types of *Afʿāl*. The teacher will facilitate a discussion on normal vs. abnormal Quwa, activating prior knowledge. Students will brainstorm initial ideas on how *Quwā* regulates normal bodily functions and how dysfunction in *Quwā* leads to abnormal functions/disease. The teacher will guide discussions, ensuring clarity in distinguishing normal and abnormal *Afʿāl*. Key resources such as classical Unani texts, modern research papers, and case reports will be introduced for further study. **3. Self-Directed Learning (60 mins)** Students will independently explore allocated resources to deepen their understanding. Case studies and Unani literature will be reviewed, and students will extract key principles that explain functional abnormalities. They will compare different views and document their findings. **4. Documentation (30 mins)** Students will organize key insights into structured notes, summarizing *Quwā* and its manifestations in health and disease with evidence-based explanations. They will develop a comparative analysis of normal and abnormal functions, linking them to specific disturbances in *Quwā*.. **5. Presentation & Discussion (45 mins)** Students will present their insights, explaining the physiological and pathological aspects of *Quwā*. A guided discussion will follow, where peers and the teacher will challenge reasoning, refine concepts, and integrate knowledge from different perspectives. **6. Reflection & Assessment (30 mins)** Students will reflect on their learning process, discuss unresolved questions and insights gained.
Modular Assessment

Assessment	**Hour**

Instructions - Conduct a structured Modular assessment. Assessment will be for 25 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. 1. Problem-Based Assessment (2 Hours, 25 Marks) Students will be presented with a scenario of different *Mizāj* exhibiting variations in *Afʿāl/Ḥaywāniyya/Nafsāniyya/Ṭabīʿiyya.* The task is to analyse and explain how *Afʿāl* manifest differently in each case due to the influence of underlying *Quwā,* from the classical Unani perspective. Assessment Criteria (5 Marks each) a. Identification of *Mizāj* in the case b. Correlation of *Mizāj* with relevant Quwā c. Analysis of *Afʿāl* as a result of *Quwā* in each temperament d. Application of classical references. e. Clarity, coherence, and justification of reasoning Or 2. Any practical in converted form can be taken for assessment. (25 Marks) Or 3. Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)	2
Module 13 : قوی حیوانیہ/Quwā Ḥaywāniyya (Vital Faculty)	
Module Learning Objectives (At the end of the module, the students should be able to) 1. Explain and analyse the classical concept of *Quwwat Fāʿila* and *Quwwat Munfaʿila,* contrasting them with contemporary physiological concepts. 2. Demonstrate the physiological relationship between *Quwwat Munfaʿila* and *Infiʿālāt Nafsāniyya.* 3. Evaluate the clinical implications of imbalances in *Quwwat Fāʿila* and *Quwwat Munfaʿila* by integrating Unani and modern diagnostic approaches.	

Unit 1 قوت فاعلہ/Quwwat Fā'ila: The Contractile power of قلب/Qalb (Heart)

13.1.1.Classical concept

13.1.2.Cardiovascular Physiology

13.1.3.Applied Aspect

References:

2,8,9,19,20,23,24,25,26,29,30,31,32,36,38,39,41,42,43,44,45,46,47,48,49,50,51,52,53,55,59,60,62,67,71,72,75,78,79,80,81,82,83,84,86,87,88,93,94,95,96,97,98,100,105,106,120,125,126,130,131,132

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3,CO5,CO6,CO7	Analyse the classical concept of *Quwwat Fā 'ila* taking into consideration the physiological advancements, identifying the key areas of agreement and divergence.	5	Lecture	CAN	Knows-how	L&PPT
CO1,CO2,CO3,CO6,CO7,CO8	Determine the relationship between *Quwwat Fā 'ila* and *Nabḍ* and describe the differences in the characteristics *Nabḍ* in states of health and disease.	5	Practical13.1	PSY-GUD	Shows-how	LS,PBL,BS
CO1,CO3,CO6,CO7,CO8	Demonstrate *Quwwat Fā 'ila* through echocardiogram Electrocardiography (ECG); recognize and interpret the basic ECG waveforms as a manifestation of *Inqibāḍ-o-Inbisāṭ Qalb.*	4	Practical13.2	PSY-GUD	Shows-how	PT
CO1,CO2,CO3,CO4,CO7,CO8	Perform a case-based evaluation of *Quwwat Fā 'ila* in patients with cardiovascular conditions.	4	Practical13.3	CAP	Shows-how	DIS,CBL,PER,LS

CO1,CO2,CO3,CO8	Compare the classical and contemporary concepts of *Quwwat Fā ‘ila* and endorse *Quwwat Ḥaywānniyya* as the sustainer of life.	5	Experiential-Learning13.1	AFT-CHR	Shows-how	LS,PL,DIS
CO1,CO8	Communicate and defend the classical concept of *Quwwat Fā ‘ila.*	3	Experiential-Learning13.2	AFT-CHR	Does	Mnt,DIS
CO1,CO2,CO3,CO4,CO8	Analyze the cause-effect relationship between *Quwwat-i Ḥaywānniyya* and *Imtilā’*	5	Experiential-Learning13.3	CAN	Shows-how	JC,LS,CBL,SIM

Unit 2 قوت منفعلہ/Quwwat Munfaila: the Mind-Heart Connect

13.2.1.Classical concept

13.2.2.Physiology of Autonomic Nervous System (ANS)

13.2.3.انفعلات نفسانیہ/*Infi’ālāt Nafsānniyya* (Psychological responses)

13.2.4.Applied Aspect

References:

8,9,19,20,23,24,25,26,29,30,31,32,36,38,39,41,42,44,46,47,48,49,50,51,52,53,54,55,59,60,61,62,67,69,70,71,72,75,78,79,80,81,82,83,84,86,87,89,90,93,95,96,97,98,100,105,106,113,120,126,130,131,132

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3,CO6,CO7,CO8	Analyse the classical and contemporary concept of *Quwwat Munfa‘ila*, identify the organs associated with *Quwwat Munfa‘ila*	3	Lecture	CAN	Knows-how	L&PPT
CO1,CO2,CO3,CO6,CO7,CO8	Enlist and discuss the key physiological responses of *A‘da’ Ḥaywānniyya* during psychological states.	2	Lecture	CE	Knows-how	L

CO1,CO4,CO6,CO8	Evaluate and document the long-term cardiovascular effects of prolonged psychological stress, drawing on evidence-based research.	4	Practical13.4	CE	Shows-how	CBL,JC
CO1,CO3,CO6,CO8	Perform Heart Rate Variability (HRV) test to demonstrate effect of psychological reactions on heart.	3	Practical13.5	PSY-GUD	Shows-how	PT,D
CO1,CO2,CO4,CO8	Enlist and evaluate the drugs which are useful in psychological diseases affecting cardiovascular function as mentioned in *Kitab Adwia Al-Qalbia* and describe their mechanism of action.	4	Experiential-Learning13.4	CE	Shows-how	BS,DIS,SDL,PL,LS
CO1,CO2,CO4,CO6	Demonstrate the pivotal role of heart for emotional well-being, reinforcing the need for emotional balance for a healthy life	4	Experiential-Learning13.5	AFT-VAL	Shows-how	CBL,DIS
CO1,CO4,CO8	Reflect on personal emotional states and their effect on physiological processes, fostering awareness of one's own stress responses.	5	Experiential-Learning13.6	AFT-CHR	Does	RLE

Practical Training Activity

Practical Training 13.1 **Exploring the relation between *Quwwat Fā 'ila* and *Nabḍ***

Time Distribution: 05 Hours

1. Overview (60 mins)

The teacher will explain the role of *Quwwat Fā 'ila* in *Taqwīm-i-Nabḍ*. Characteristics of *Nabḍ* in states of *Ṣiḥḥat wa Maraḍ* will also be explained through classical Unani literature and contemporary principles. Teacher will also demonstrate the techniques for examination of *Nabḍ*.

2. Problem Presentation (60 mins)

Students will be divided into small group and a real life or a hypothetical case of a patient showing features of *Ghayr Ṭabīʿī Nabḍ* will be presented. Students will be asked to analyse the characteristics of *Nabḍ* and assess if they are linked to *Quwwat Fā 'ila*, and discuss the underlying pathophysiology.

3. Problem Analysis (60 mins)

Students will survey the literature on *Ajnās-i-Nabḍ* to explore the role of *Quwwat Fā ʻila* in pulse regulation and identify the pulse characteristics reflecting health and disease. They will be guided to compare historical perspectives with modern diagnostic interpretations.

4. Group Discussion (45 mins)

Students will work in groups to synthesize their findings and develop a framework for diagnosing and differentiating pulse characteristics in various conditions. They will discuss impact of changes in *Quwwat Fā ʻila* on pulse patterns.

5. Presentation & Justification (45 mins)

Each group will present their findings, justifying their interpretations of pulse variations in health and disease. They will critically analyse how dysfunctions of *Quwwat Fā ʻila* manifests in *Nabḍ* and propose clinical applications of their knowledge. Teacher will provide feedback to refine their understanding.

6. Reflection & Assessment (30 mins)

Students will reflect on their learning experience, assessing how the study of *Quwwat Fā ʻila* and *Nabḍ* enhanced their diagnostic skills.

Practical Training 13.2 **Demonstration of *Quwwat Fā ʻila* through Electrocardiography (ECG)**

Time Distribution: 04 Hours

1. **Introduction & Theory (60 mins)**

The session will begin with a theoretical overview of *Inqibāḍ-o-Inbisāṭ Qalb* and its link with *Quwwat Fā ʻila*. The teacher will describe electrophysiological basis of *Inqibāḍ-o-Inbisāṭ Qalb* through Electrocardiography (ECG), explaining its fundamental waveforms and the interpretation of normal and abnormal ECG patterns. Students will be introduced to the standard lead placement.

2. **Teacher-Led Demonstration (60 mins)**

The teacher will perform a step-by-step demonstration of ECG following standard operating procedures (SOPs), identifying and explaining the basic ECG components related to cardiac contraction and relaxation

3. **Student Practical (60 mins)**

Students will be divided into small groups, and each group will take turns recording ECG readings under supervision following safety protocols. Teacher will ensure that readings are taken accurately.

4. **Documentation (20 mins)**

Each student will document the recorded ECG readings in their logbook.

5. **Analysis & Interpretation (20 mins)**

Students will interpret their ECG readings, identify the waveforms, and correlating them with *Inqibāḍ-o-Inbisāṭ Qalb.*

6. **Discussion (20 mins)**

The session will conclude with a group discussion where students will share their observations, correlate ECG findings with *Quwwat Fā ʻila* and cardiac physiology and reflect on the clinical importance of ECG interpretation in diagnosing cardiac abnormalities

Practical Training 13.3 **Case-Based Assessment of *Quwwat Fā ʻila***

Time Distribution: 04 Hours

1. Case Introduction (30 mins)

The teacher will present a clinical case of a patient with a cardiovascular condition, highlighting symptoms, history, and diagnostic findings. Students will be guided to identify key indicators of imbalance or dysfunction of *Quwwat Fā ʻila* and its relevance in cardiovascular function. The teacher will encourage critical thinking by posing guided questions on the physiological and pathological implications symptoms, history, and basic diagnostic findings.

2. Problem Identification & Conceptual Analysis (60 mins)

Students will individually analyse the case, identifying primary cardiovascular dysfunctions related to *Quwwat Fā ʻila*. They will correlate classical Unani concepts with modern pathophysiological mechanisms and discuss how weakened or excessive contractile power manifests in clinical conditions like heart failure, arrhythmias, or hypertension.

3. Literature Survey (60 mins)

Students will engage in a focused literature review using classical Unani texts and contemporary cardiovascular physiology references.

4. Discussion (40 mins)

Students will work in small groups to propose differential diagnoses, comparing classical Unani perspectives with contemporary medical interpretations. Each group will present their diagnostic reasoning, considering structural, functional, and psycho-emotional factors affecting heart health.

5. Expert Insights (30 mins)

The teacher will provide a consolidated analysis of the case, integrating insights from students' presentations and highlighting key learning points related to *Quwwat Fā ʻila* evaluation and clinical relevance.

6. Documentation (20 mins)

Students will record their findings in a structured format in their logbooks.

Practical Training 13.4 Evaluating Long-Term Cardiovascular Effects of Psychological Stress

Time Distribution: 04 Hours

1. Case Presentation (30 mins)

Students will be presented with a clinical case study of a patient experiencing chronic psychological stress (e.g., work-related stress, anxiety, or depression) with associated cardiovascular symptoms such as hypertension, tachycardia, or palpitations.

2. Case Analysis (45 mins)

Students will work in small groups to analyse the case. They will identify key stressors and hypothesize their long-term impact on cardiovascular health. They will explore the interaction between *Infiʻālāt Nafsānīyya* (psychological responses) and cardiovascular physiology, applying both Unani and modern conceptual frameworks. The focus will be on linking emotional states to autonomic responses and cardiovascular strain.

3. Literature Survey (60 mins)

Each group will review relevant classical references, contemporary texts clinical studies, and case reports to explore the relation between prolonged psychological stress and cardiovascular disease (e.g., HPA axis activation, sympathetic overdrive, oxidative stress). Each group will summarize key findings.

4. Group Discussion & Presentation (60 minutes)

Groups will present their findings discussing short-term vs. long-term adaptive responses and how prolonged psychological stress alters cardiovascular physiology. Students will also discuss the importance of stress management in preventing cardiovascular diseases.

5. Documentation (45 minutes)

Students will compile a structured format in their logbooks.

Practical Training 13.5 **Demonstrating Psychological Effects on Heart through HRV Test**

Time Distribution: 03 Hours

1. **Theoretical Overview (30 mins)**

The session will begin with an introduction to Heart Rate Variability (HRV) test, highlighting its correlation with sympathetic and parasympathetic modulation of the heart. The relationship between psychological reactions (stress, anxiety, relaxation) and HRV patterns will be discussed, emphasizing clinical significance.

2. **Demonstration (60 mins)**

The teacher will conduct a step-by-step live demonstration of HRV measurement using a smartwatch sensors or ECG setup. The demonstration will include proper electrode/sensor placement for accurate readings, baseline HRV measurement in a neutral state and during induced psychological reactions.

3. Student Practical (60 mins)

Students will perform HRV tests in pairs, taking turns as subjects and observers. They will:

• Record baseline HRV in a relaxed state

• Apply psychological stressors (Stress-Inducing Stimuli (Sympathetic Activation)

• Observe HRV changes during different emotional states

• Document HRV readings and physiological responses

4. Documentation & Analysis (30 mins)

Students will systematically record their findings, comparing HRV changes during different psychological conditions.

Experiential Learning Activity

Experiential-Learning Learning 13.1: ***Quwwat Ḥayawānniyya* as the sustainer of life.**

Time Distribution: 05 Hours

1. Introduction & Learning Objectives (15 minutes)

The instructor will introduce the significance of *Quwwat Fā ‘ila* and outline the expected learning outcomes. Students will be briefed on the comparative framework between classical and contemporary perspectives.

2. Resource Identification & Literature Review (90 minutes)

Students will engage in literature survey using classical texts and modern cardiovascular physiology references, focussing on the functions and mechanism of *Quwwat Ḥayawānniyya- Fā ‘ila* and its significance in sustaining life.

3. Comparative Analysis & Concept Mapping (90 minutes)

Students will create concept maps comparing classical and contemporary understandings of cardiac contractility, integrating physiological terms, underlying mechanisms, and clinical implications. They will also map the central role of *Quwwat Ḥayawānniyya* in sustaining life through circulatory functions.

4. Group Discussion & Peer Learning (60 minutes)

Each student will present their findings followed by discussions, fostering critical analysis of how traditional and modern views can complement each other in clinical understanding.

5. Documentation (45 minutes)

Students will compile their findings in logbooks.

Experiential-Learning Learning 13.2: **Presentation of the Classical Concept of *Quwwat Fā ‘ila***

Time Distribution: 03 Hour

1. Orientation & Objective Setting (15 mins)

Students will be briefed on the importance of effective communication. The role of teaching and mentoring UG students as a means of reinforcing knowledge and developing confidence in scholarly discourse will be emphasized.

2. Concept Familiarization & Discussion (45 mins)

Students will review the classical literature *Quwwat Fā ‘ila*, discussing its role in control and coordination. Through guided discussions, they will analyse key arguments, common misconceptions, and potential counterpoints, preparing them to defend the concept logically and persuasively.

3. Development of Teaching Strategy (30 mins)

Students will independently develop a structured approach to teach UG students, focusing on simplifying complex ideas for better understanding, anticipating potential questions and preparing responses, use of analogies or case-based examples to illustrate the concept and adopting an engaging and interactive teaching style

4. Mentoring & Assisted Teaching (60 mins)

Student randomly selected by the teacher will conduct short mentoring sessions with UG students, articulating the classical concept of *Quwwat Fā ʻila* and addressing their queries. They will practice asserting their arguments confidently, encouraging interactive learning while fostering a deeper understanding of the concept.

5. Feedback & Refinement (15 mins)

UG students, peers and faculty will provide constructive feedback on the clarity, effectiveness, and engagement of the teaching session. Mentors will reflect on their communication strategies, refine their explanations, and adjust their approach based on the feedback received.

6. Reflection & Self-Assessment (15 mins)

Students will individually reflect on their learning experience, challenges faced, and improvements needed in their mentoring approach. They will assess how effectively they communicated and defended the concept, reinforcing their commitment to scholarly excellence and character development in academic discourse.

Experiential-Learning Learning 13.3: **The role of *Quwwat-i Ḥaywānniyya* in *Imtilā'***

Time Distribution: 05 Hour

1. Problem Presentation (30 mins)

The session will begin with a clinical case scenario of a patient showing signs of *Imtilā'* (e.g., headache, palpitations, hypertension etc) to prompt inquiry into its potential connection with dysfunction of *Quwwat-i Ḥaywāniyya*. Key clinical features will be discussed, followed by questions to stimulate thought on correlating Unani diagnostic principles.

2. Problem Analysis (60 mins)

Students will analyse the case to identify the underlying mechanisms and key elements. Using guided questions, they will explore the influences of *Quwwat Fā'ila* on cardiac output and blood pressure, and its relation with *Imtilā'*. They will also explore the imbalances leading to *Imtilā'* and its complications.

3. Literature Survey (120 mins)

Students will individually conduct a literature survey, consulting classical texts to investigate how *Quwwat-i Ḥaywānniyya* regulates circulation and how its disturbance may lead to *Imtilā'*. Students will also refer to contemporary physiological and pathological texts, and research articles on cardiovascular regulation and its disturbances.

4. Group Discussion (60 mins)

Each student will present their analysis of the cause-effect relationship between *Quwwat-i Ḥaywānniyya* and *Imtilā'*, supported by references. They will correlate the classical concepts of *Imtilā'* with the modern understanding of cardiovascular pathology.

5. Reflection (30 mins)

Students will reflect on the role of *Quwwat-i Ḥaywānniyya in Imtilā'*.

Experiential-Learning Learning 13.4: **Exploring Ibn Sina's Kitab Al-Adwia Al-Qalbia**

Time distribution: 04 Hours

1. Learning Objectives & Expectations (30 mins)

The teacher will introduce the historical significance of *Kitab Al-Adwia Al-Qalbia* (A Tract on Cardiac Medicine) and its relevance in cardiac diseases. Learning objectives will be outlined, and expectations will be set.

2. Review & Compilation (90 mins)

Each student will engage in SDL, individually reviewing *Kitab Adwia Al-Qalbia* to enlist the drugs used in psychological conditions and compile key details such as drug names, therapeutic indications, and physiological effects. They will also search for clinical studies conducted on the listed drugs.

3. Analysis & Discussion (45 mins)

Students will engage in peer discussions, sharing insights on the identified drugs and their possible mechanisms. Brainstorming will focus on comparative analysis of classical interpretations with contemporary pharmacological and neuroscientific understanding. The instructor will moderate the discussion, ensuring alignment with cognitive evaluation and clinical applicability.

4. Structured Documentation (30 mins)

Students will systematically document their findings, categorizing drugs based on psychological conditions, mode of action, and efficacy in their experiential activity logbook.

5. Presentation (45 mins)

Students will present their findings followed by constructive feedback from the faculty and peers. Students will reflect on the integration of Unani wisdom with contemporary psychological therapeutics. The instructor will emphasize the clinical applicability of these drugs in holistic patient care.

Experiential-Learning Learning 13.5: **Heart and emotional well-being**

Time distribution: 04 Hours

1. Introduction & Case Presentation (30 mins)

The session will begin with an interactive discussion on the relationship between the heart and emotional well-being, drawing on classical and modern perspectives, emphasising on the balance of *Harakat wa Sukūn Nafsānī*. The teacher will present a real-life case study (e.g., stress-induced hypertension, Takotsubo cardiomyopathy etc) to illustrate the mind-heart-body connection. Students will be encouraged to analyse symptoms, psychological stressors, and physiological responses in the case.

2. Case Analysis (60 mins)

Each student will critically analyse the case to understand the impact of emotions distress on cardiovascular functions. They will explore the biochemical pathways involved during these responses and identify key risk factors and suggest psychological interventions for heart health.

3. Review of Literature (90 mins)

Students will explore scientific literature, and research articles on emotional balance and cardiovascular health. They will also investigate the role of *Asbāb Sitta Ḍarūriyya* particularly *Harkat wa Sukūn Nafsānī* in psychological health.

4. Presentation & Discussion (60 mins)

Students will present their findings, discussing the clinical significance of emotional regulation, strategies to maintain *Harakat wa Sukūn Nafsānī* and the role of counselling, mindfulness, and lifestyle modification in preventing stress-related cardiac disorders

Experiential-Learning Learning 13.6: **Self-Reflection on Emotional States**

Time Distribution: 03 hours

1. Introduction & Objective Setting (30 mins)

The instructor will introduce the importance of emotional awareness in understanding physiological responses. Students will be guided on how emotional states influence bodily functions. The objective of the experiential activity will be explained, emphasizing self-reflection and mindfulness in stress management and expectations, including honest self-reflection, consistency in journaling, and confidentiality, will be outlined

2. Real-Life Experience: Daily Journal Entry (10 mins every day for 6 Days/60 mins)

Students will engage in self-observation, recording their emotional states in real time during various daily activities or specific stressful situations. Each student will maintain a daily journal for one week, recording:

a. Emotional states experienced throughout the day.

b. Any noticeable physiological changes (e.g., increased heart rate, headaches, muscle tension, sleep disturbances).

c. Situations or triggers that led to these responses.

d. Coping mechanisms used and their effectiveness.

Students will self-assess patterns in their stress responses and emotional regulation.

3. Discussion (60 mins)

Students will share insights (voluntarily) from their journaling experience in a guided discussion. The teacher will facilitate comparisons of emotional responses and physiological effects, linking personal experiences to physiological mechanisms. Discussions will focus on stress regulation strategies and mindfulness-based approaches for emotional well-being.

4. Reflection (30 mins)

Each student will write a brief reflective summary, discussing key patterns identified in their stress responses, insights gained about their emotional regulation, possible lifestyle modifications for improved physiological balance. The session will conclude with a guided reflection on the importance of self-awareness in managing physiological and psychological health.	
Modular Assessment	
Assessment	**Hour**
Instructions- Conduct a structured Modular assessment. Assessment will be for 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. **1.A. Critical review of Classical Books (2.5 Hours, 30 Marks)** Students will conduct a critical review of the assigned classical texts related to *Quwā Ḥaywāniyya* examining and interpreting key concepts and highlighting their relevance in clinical settings. Students will submit a concise written summary (500–600 words) that includes references from classical literature. Assessment Criteria (10 marks each) a. Comprehension and Critical insight b. Clarity, coherence, and academic writing style c. Originality and use of references **1.B. Class Presentation (1.5 Hours, 20 Marks)** Students will do a class presentation on the autonomic nervous system's role in emotional states and how psychological triggers translate into cardiovascular responses. They will be given ample time before the day of presentation to prepare the topic. Students will ensure that it aligns with the learning objectives and domain provided in the curriculum. Assessment Criteria a. Conceptual clarity and content accuracy (6 marks)	4

b. Integration of classical and contemporary knowledge (4 marks) c. Presentation Skills (4 marks) d. Engagement and Confidence (2 marks) e. Documentation and Structure (4 marks) Or 2. Any practical in converted form can be taken for assessment. (25 Marks) and 3. Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)	

Semester No : 5

Module 14 : قویٰ نفسانیہ/Quwā Nafsāniyya (Psychic Faculty)

Module Learning Objectives

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

1. Describe the classical concept of *Quwā Mudrika* (Perceptive Faculty) and *Quwā Muḥarrika* (Motor Faculty) in Unani Medicine, comparing with the modern understanding of sensory processing and motor control.
2. Assess physiological variations in *Quwwat Muḥarrika* and *Quwā Mudrika* across individuals.
3. Analyse the *A'rāḍ Quwwat Muḥarrika wa Quwā Mudrika* in relation to neurological and psychiatric disorders.

Unit 1 قوت مدرکہ/Quwwat-i Mudrika: classical concept & applied physiology

14.1.1. Classical concept of حواس خمسہ ظاہرہ / *Ḥawās Khamsa Ẓahira*

14.1.2. Classical concept of حواس خمسہ باطنہ / *Ḥawās Khamsa Bāṭina*

14.1.3. Sensory organs

14.1.4. Somato-sensory nervous system

14.1.5. Applied Aspect

References:

8,9,19,20,23,24,25,26,29,30,31,32,36,38,39,41,42,44,46,47,48,49,50,51,52,53,55,59,60,67,69,70,71,72,75,78,79,80,81,82,83,84,86,87,88,89,90,93,94,95,96,97,98,100,105,106,120,125,126,130,131,132

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3,CO6,CO7,CO8	Analyse the classical concept of *Ḥawās Khamsa Ẓahira & Ḥawās Khamsa Bāṭina* and describe their physiological mechanisms.	5	Lecture	CE	Knows-how	L,FC
CO1,CO2,CO3,CO6,CO7,CO8	Conduct sensory assessments for sight, hearing, touch, taste, and smell, employing appropriate techniques and tools, record and interpret their results.	5	Practical14.1	CE	Shows-how	D
CO1,CO2,CO3,CO6	Identify and verify the centres of *Ḥawās Khamsa Bāṭina* as mentioned in classical literature in light of physiological advancements.	3	Practical14.2	CE	Shows-how	LS,DIS,PL
CO1,CO2,CO3,CO4	Review and analyse classical literature for *A'rāḍ Quwā Mudrika*	3	Practical14.3	CAN	Shows-how	PL,DIS,LS,PER
CO1,CO2	Review and rank the classification of *Quwā Mudrika* as given by different Unani scholars.	3	Experiential-Learning14.1	CAN	Shows-how	PER,DIS,BS,LS
CO1,CO2,CO3,CO6,CO7,CO8	Reflect on personal experiences related to *Ḥawās Khamsa Bāṭina*	5	Experiential-Learning14.2	AFT-RES	Shows-how	RLE,DIS

CO1,CO8	Communicate and defend the classical concepts of *Quwā Mudrika*	5	Experiential-Learning14.3	AFT-CHR	Does	DIS,Mnt
Unit 2 قوت محرکہ/Quwwat-i Muḥarrika: classical concept & applied physiology 14.2.1.قوت محرکہ/Quwā Muḥarrika 14.2.2. Motor nervous system 14.2.3. Applied Aspect **References:** 8,9,19,20,23,24,25,26,29,30,31,32,33,36,38,39,41,42,44,46,47,48,49,50,51,52,53,55,59,60,67,69,70,71,72,75,78,79,80,81,82,83,84,86,87,88,90,93,94,95,96,97,98,100,105,106,120,126,130,132						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO1,CO2,CO3,CO6,CO7,CO8	Compare and contrast the classical concept of *Quwā Muḥarrika* (motor faculty) with contemporary physiological concepts, highlighting areas of agreement and divergence.	5	Lecture	CE	Knows-how	FC,L
CO1,CO2,CO3,CO6,CO7,CO8	Evaluate reflex responses across different individuals to identify variations and interpret their clinical significance in relation to *Quwā Muḥarrika* (motor faculty)	3	Practical14.4	PSY-GUD	Shows-how	D,PT
CO1,CO2,CO3,CO6,CO7,CO8	Perform Manual Muscle Testing (MMT) to evaluate *Afʿāl Muḥarrika* (motor function) and understand nervous control of muscle contraction	3	Practical14.5	PSY-GUD	Shows-how	D,PT
CO1,CO2,CO3,CO4	Review and analyse classical literature for *Aʿrāḍ Quwwat Muḥarrika*	3	Practical14.6	CAN	Shows-how	PER,PL,DIS,LS

CO1,CO2,CO3,CO4,CO8	Present and analyse clinical case studies of patients with Neuromuscular disorders in light of Unani concepts	3	Experiential-Learning14.4	CAN	Shows-how	DIS,CBL,PER,LS,PL
CO1,CO2,CO4,CO5	Review literature for *Ilāj-bi'l Tadbīr* therapies that enhance neuromuscular function	5	Experiential-Learning14.5	CE	Shows-how	DIS,PL,LS
CO1,CO8	Communicate and defend the classical concepts of *Quwā Muḥarrika*	5	Experiential-Learning14.6	AFT-CHR	Does	DIS,Mnt

Practical Training Activity

Practical Training 14.1 **Assessment of *Ḥawās Khamsa Ẓahira***

Time Distribution: 05 Hours

1. Introduction & Theory (60 mins)

The session will begin with an overview of the five sensory modalities-sight, hearing, touch, taste, and smell, and their physiological mechanisms. The teacher will explain the sensory pathways, receptor types, and neurological integration involved in perception.

2. Teacher-Led Demonstration (60 mins)

The teacher will demonstrate step-by-step sensory assessments of visual acuity, audiometry, olfaction, gustation, tactile sensation using standard techniques and tools, ensuring accurate assessment techniques.

3. Student Practical (120 mins)

Students will be divided in small groups and each group will be required to conduct 1-2 sensory assessments on their peers under faculty supervision. Students will analyse their data, recording variability among individuals due to age, habits, or environmental exposure, and possible clinical conditions related to sensory impairments, if any.

4. Documentation (60 mins)

Each student will record their findings and variations in sensory perceptions in a structured format in their logbook

Practical Training 14.2 Classical Centres of *Ḥawās Khamsa Bāṭina*

Time Distribution: 03 Hours

1. Orientation & Learning Expectations (30 mins)

The instructor will introduce the concept of *Ḥawās Khamsa Bāṭina* from classical texts and relate it to modern neuroanatomical and physiological frameworks. Learning outcomes will be clearly defined, encouraging critical thinking and analytical skills.

2. Resource Allocation & Literature Exploration (45 mins)

Each student will be allocated one of the five internal senses and will be guided to refer to classical Unani texts along with modern physiology references. They will extract and compile information about the locations and functions of the internal senses.

3. Analysis & Group Discussion (60 mins)

Each student will present their comparative findings, followed by a moderated peer discussion. Students will compare classical centres with corresponding brain regions and functions.

4. Presentation (30 mins)

Students will present their findings, highlighting verified centres, functions, and any overlaps or gaps identified followed by feedback from teachers. The session will conclude with reflective insights on how classical perspectives of internal senses align or diverge from modern neuroscience.

5. Documentation (15 mins)

Students will document their synthesized findings in a structured format.

Practical Training 14.3 ***A'rāḍ Quwā Mudrika***

Time Distribution: 03 Hours

1. Overview & Resource Allocation (30 mins)

Teacher will provide an overview of *A'rāḍ Quwā Mudrika* and will guide students on primary sources and commentaries for literature review. Students will be assigned specific classical references, forming collaborative study groups.

2. Library Session (60 mins)

Students will independently explore classical texts and case studies on *A'rāḍ Quwā Mudrika.* They will identify descriptions of sensory dysfunctions, analyse terminology and explanations in different sources and compare classical perspectives with contemporary medical disorders.

3. Presentation & Discussion (40 mins)

Students will present their key findings using concept maps to visualize relationships between concepts followed by discussions to critique interpretations. The teacher will facilitate critical discussion, encouraging students to defend their interpretations, and provide active feedback.

4. Documentation (30 mins)

Each student will document their findings, ensuring structured analysis of the concept of *A'rāḍ Quwā Mudrika,* their clinical implications, comparative analysis with contemporary medical knowledge.

5. Reflection (20 mins)

Students will individually reflect on classical concept of *A'rāḍ Quwā Mudrika,* its integration with modern neurosciences and their applicability in clinical practice.

Practical Training 14.4 **Assessment of *Quwā Muḥarrika* through Reflex Responses**

Time Distribution: 03 hours

1. Introduction & Overview (15 mins)

The teacher will brief the role of *Quwā Muḥarrika* in neurological functions, emphasizing its role in movement and control. The physiological basis of reflex arcs, neural pathways, and variations in reflex responses will be explained. Teacher will also describe the individual differences in *Quwā Muḥarrika* based on *Mizāj Insānī* .

2. Demonstration (45 mins)

The teacher will demonstrate standard reflex testing techniques on a volunteer, including Deep tendon reflexes, Superficial reflexes, Pathological reflexes.

3. Student Practical (60 mins)

Students will work in small groups to perform reflex testing on peers, following standard protocols. Each student will conduct at least three different reflex tests and compare reflex responses between individuals. They will also assess the *Mizāj* of all the volunteers.

4. Analysis & Discussion (30 mins)

Groups will analyse their data collectively, discussing factors influencing reflex variability, both in Unani and contemporary contexts.

5. Documentation (30 minutes)

Each group will record their observations, using a structured reflex assessment chart, including Reflex type and grading, individual differences in neuromuscular activity, interpretations, potential clinical implications of observed variations.

Practical Training 14.5 **Manual Muscle Testing**

Time Distribution: 03 hours

1. Introduction & Overview (30 mins)

Teacher will explain Manual Muscle Testing (MMT) and its role in evaluating *Af'ā / Muḥarrika*. Teacher will brief neuromuscular physiology behind muscle contraction.

2. Teacher-Led Demonstration (45 mins)

The teacher will demonstrate the step-by-step process of MMT on a volunteer, explaining proper positioning of the patient and application of resistance to assess muscle strength.

3. Student Practical Session (45 mins)

Students will work in pairs to perform MMT on peers on different muscle groups, under the guidance of teacher. The teacher will monitor and provide feedback to ensure accurate technique and assessment.

4. Documentation & Analysis (30 mins)

Each student will document the following in their logbook:

• Target muscle group and corresponding nerve supply

• Muscle strength grading using MMT grading (0-5 scale)

• Any abnormal responses that indicate neurological involvement

• Possible clinical implications of weak or absent contractions

5. Discussion (30 mins)

The session will conclude with a group discussion on the factors affecting muscle strength, such as fatigue, injury, or neurological conditions and clinical significance of MMT in diagnosing neuromuscular disorders
Practical Training 14.6 ***A'rāḍ Quwwat Muḥarrika***
Time Distribution: 03 Hours **1. Overview & Resource Allocation (30 mins)** Teacher will provide an overview of *A'rāḍ Quwwat Muḥarrika* and will guide students on primary sources and commentaries for literature review. Students will be assigned specific classical references, forming collaborative study groups. **2. Library Session (60 mins)** Students will independently explore classical texts and case studies on neuromuscular disorders to extract information on *A'rāḍ Quwwat Muḥarrika.* They will identify descriptions of motor faculty dysfunctions, analyse terminology and explanations in different sources and compare classical perspectives with modern neuromuscular disorders. **3. Presentation & Discussion (40 mins)** Students will present their key findings using Concept maps to visualize relationships between concepts followed by discussions to critique interpretations. The teacher will facilitate critical discussion, encouraging students to defend their interpretations, and provide active feedback. **4. Documentation (30 mins)** Each student will document their findings, ensuring structured analysis of the concept of *A'rāḍ Quwwat Muḥarrika,* their clinical implications, comparative analysis with contemporary medical knowledge. **5. Reflection (20 mins)** Students will individually reflect on classical concept of *A'rāḍ Quwwat Muḥarrika,* its integration with modern neurosciences and their applicability in clinical practice.
Experiential Learning Activity

Experiential-Learning Learning 14.1: **Classifications of *Quwā Mudrika***

Time Distribution: 03 Hours

1. Orientation & Learning Expectations (30 mins)

The instructor will introduce the concept of *Quwā Mudrika* and explain the objective of reviewing and evaluating various classifications, understanding scholarly perspectives and forming justified rankings.

2. Resource Identification (30 mins)

Students will be guided to classical texts and relevant sources from prominent Unani scholars.

3. Literature Review & Compilation (60 mins)

Each student will thoroughly review the classical texts and through self-directed study, they will extract the various classifications of *Quwā Mudrika,* noting terminologies, hierarchies, and unique features of each scholar's framework. Comparative tables will be developed for clarity.

4. Presentation & Group Discussion (60 mins)

Students will present their ranked classification, justifying their evaluation through reasoning and textual references. They will also engage in group discussions to analyse their rank of classifications based on clarity, comprehensiveness, clinical relevance, and philosophical depth.

Experiential-Learning Learning 14.2: **A Reflective Experience on *Ḥawās Khamsa Bāṭina***

Time Duration: 05 Hours (divided over a week)

1. Introduction & Orientation (30 mins)

The instructor will introduce the concept of *Ḥawās Khamsa Bāṭina* and its physiological significance. Students will be guided on how to identify and reflect upon experiences associated with internal senses, including writing freely without judgment, focusing on authenticity, emotional response, and physiological awareness. Students may receive daily reflective prompts to explore their internal sensory experiences e.g., moments of instinctual judgment, deep memory recall, imagination, and internal conflict. Guidelines will

2. Personal Journaling (03 hours total over 5-7 days)

Students will maintain a daily journal entry (approx. 25 mins/day) documenting specific personal experiences where internal senses were activated. Emphasis will be on recognizing their emotional and cognitive responses and correlating them with internal physiological awareness.

3. Discussion (60 mins)

Students will voluntarily share insights from their journals, facilitating a space of empathy, shared learning, and deeper appreciation of *Ḥawās Khamsa Bāṭina in daily life.*

4. Reflection (30 mins)

The activity will conclude with a discussion, linking experiential insights with classical understanding and modern relevance. Students will be encouraged to integrate this awareness into clinical sensitivity and patient interactions.Bottom of Form

Experiential-Learning Learning 14.3: **Presentation of the Classical Concept of *Quwā Mudrika***

Time Distribution: 05 Hour

1. Orientation & Objective Setting (20 mins)

Students will be briefed on the importance of effective communication. The role of teaching and mentoring UG students as a means of reinforcing knowledge and developing confidence in scholarly discourse will be emphasized.

2. Concept Familiarization & Discussion (40 mins)

Students will review the classical literature on *Quwā Mudrika,* discussing its role in perception and processing of stimuli. Through guided discussions, they will analyse key arguments, common misconceptions, and potential counterpoints, preparing them to defend the concept logically and persuasively.

3. Development of Teaching Strategy (30 mins)

Students will independently develop a structured approach to teach UG students, focusing on simplifying complex ideas for better understanding, anticipating potential questions and preparing responses, use of analogies or case-based examples to illustrate the concept and adopting an engaging and interactive teaching style

4. Mentoring & Assisted Teaching (180 mins)

Student randomly selected by the teacher will conduct short mentoring sessions with UG students, articulating the classical concept of *Quwā Mudrika* and addressing their queries. They will practice asserting their arguments confidently, encouraging interactive learning while fostering a deeper understanding of the concept.

5. Feedback & Refinement (20 mins)

UG students, peers and faculty will provide constructive feedback on the clarity, effectiveness, and engagement of the teaching session. Mentors will reflect on their communication strategies, refine their explanations, and adjust their approach based on the feedback received.

6. Reflection & Self-Assessment (10 mins)

Students will individually reflect on their learning experience, challenges faced, and improvements needed in their mentoring approach. They will assess how effectively they communicated and defended the concept, reinforcing their commitment to scholarly excellence and character development in academic discourse.

Experiential-Learning Learning 14.4: **Neuromuscular Disorders in Unani Medicine**

Time Duration: 03 Hours

1. Case Introduction (15 mins)

The instructor will present a clinical or hypothetical case of a neuromuscular disorder. Key clinical features will be discussed, followed by questions to stimulate thought on correlating Unani diagnostic principles such as Mizāj, Su' Mizāj, and Quwā involvement.

2. Problem Identification & Conceptual Analysis (45 mins)

Students will analyse the presented cases, identifying the primary problem and drawing parallels with Unani pathophysiology. They will refer to classical texts for diagnostic insights.

3. Discussion & Differential Diagnosis (45 mins)

Students will collaboratively discuss possible diagnoses from both Unani and contemporary perspectives. Emphasis will be placed on evaluating the role of *Quwwat Muḥarrika* in the development of disorder. Students will reflect on similarities, differences, and potential integrative approaches between Unani and modern understanding of neuromuscular disorders.

4. Case Expert Insights (45 mins)

Each student will present their diagnosis, justification, and proposed treatment approach. The instructor will provide expert feedback, correcting misconceptions and offering clinical pearls that bridge traditional and modern understandings.

5. Documentation (30 mins)

students will document the case in a structured format in their logbook: patient profile, clinical features, Unani interpretation, differential diagnosis, and Unani therapeutic approach. Supporting references will be cited.

Experiential-Learning Learning 14.5: ***Ilāj-bi'l Tadbīr*** **for neuromuscular enhancement**

Time Distribution: 05 Hours

1. Introduction & Learning Objectives (15 mins)

The facilitator will present an overview of the activity. The learning outcomes and expectations from the session will be clearly defined.

2. Resource Identification & Allocation (45 mins)

Students will be guided to identify primary classical sources and clinical studies related to regimental therapies in neuromuscular disorders.

3. Literature Review (120 mins)

Students will review and compile literature on recommended regimental therapies in neuromuscular disorders, including their mechanism of action along with any modern validation or parallels.

4. Group Discussion & Peer learning (60 mins)

Students will present their findings, highlighting the clinical significance of selected *Ilāj-bi'l Tadbīr* procedures. They will engage in peer discussions to compare classical understanding with modern insights, critically evaluating the role of each therapy in enhancing neuromuscular functions.

5. Documentation (45 mins)

Each student will organize their findings into thematic sections (e.g., therapy name, classical reference, physiological effect, etc) and prepare a structured report.

7. Reflection (15 mins)

Students will reflect on the value of integrating classical regimens with neuromuscular care and future applications in Unani practice.

Experiential-Learning Learning 14.6: **Presentation of the Classical Concept of *Quwā Muḥarrika***

Time Distribution: 05 Hour

1. Orientation & Objective Setting (30 mins)

Students will be briefed on the importance of effective communication. The role of teaching and mentoring UG students as a means of reinforcing knowledge and developing confidence in scholarly discourse will be emphasized.

2. Concept Familiarization & Discussion (60 mins)

Students will review the classical literature *Quwā Muḥarrika*, discussing its role in control and coordination. Through guided discussions, they will analyse key arguments, common misconceptions, and potential counterpoints, preparing them to defend the concept logically and persuasively.

3. Development of Teaching Strategy (30 mins)

Students will independently develop a structured approach to teach UG students, focusing on simplifying complex ideas for better understanding, anticipating potential questions and preparing responses, use of analogies or case-based examples to illustrate the concept and adopting an engaging and interactive teaching style

4. Mentoring & Assisted Teaching (120 mins)

Student randomly selected by the teacher will conduct short mentoring sessions with UG students, articulating the classical concept of *Quwā Muḥarrika* and addressing their queries. They will practice asserting their arguments confidently, encouraging interactive learning while fostering a deeper understanding of the concept.

5. Feedback & Refinement (30 mins)

UG students, peers and faculty will provide constructive feedback on the clarity, effectiveness, and engagement of the teaching session. Mentors will reflect on their communication strategies, refine their explanations, and adjust their approach based on the feedback received.

6. Reflection & Self-Assessment (30 mins)

Students will individually reflect on their learning experience, challenges faced, and improvements needed in their mentoring approach. They will assess how effectively they communicated and defended the concept, reinforcing their commitment to scholarly excellence and character development in academic discourse

Modular Assessment

Assessment	Hour
Instructions- Conduct a structured Modular assessment. Assessment will be for 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. **1.A. Mentoring Skills (1 Hour, 25 marks)** Each student will mentor a small group of peers/UG students on the concept of *Quwā Nafsānīyya* based on classical Unani literature. They must explain the concept clearly, address queries, and justify their responses with logical arguments and textual references. **Assessment Criteria** • Conceptual Clarity (5 marks) • Communication Skills (5 marks) • Engagement and Interaction (5 marks) • Justification and Defence of Concept (5 marks) • Professionalism and Teaching Attitude (5 marks) **1.B. Class Presentation (3 hours, 25 Marks)** Students will be assigned one of the following topics for presentation • Classical vs Contemporary concept of *Quwā Muḥarrika* • Classical vs Contemporary concept of *Quwā Mudrika* • *A'rāḍ Quwwat Muḥarrika* • *A'rāḍ Quwā Mudrika* Students will be given ample time before the day of presentation to allow students conduct an in-depth research, consult classical texts, review contemporary literature and prepare the topic. Students will ensure that it aligns with the learning objectives and domain provided in the curriculum. **Assessment Criteria (05 marks each)**	4

• Content Relevance & Accuracy • Understanding and Critical Analysis • Presentation Skills • Engagement and Confidence • Documentation and Structure Or 2. Any practical in converted form can be taken for assessment. (25 Marks) and 3. Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)	

Module 15 : قوت طبیعیہ: قوت شخصیہ/Quwā Ṭabī'iyya: Quwā Shakhṣiyya (Natural Faculty)

Module Learning Objectives

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

1. Explore and apply the classical Unani concept of *Quwā Ṭabī'iyya Shakhṣiyya* within the framework of physiological developments.
2. Evaluate the irregularities of Quwwat Ghādhiya, including disorders of *Huḍūm Arba'a.*
3. Assess the role of *Asbāb Sitta Ḍarūriyya* and *Asbāb Ghayr Ḍarūriyya* in body's growth and development.
4. Reflect on the interdependence of *Quwwat Ghādhiya* and *Quwwat Nāmiya* in Unani medicine.

Unit 1 قوت غاذیہ/Quwwat Ghādhiya : The nutritive faculty

15.1.1. Classical concept

15.1.2. شرائط تغذیہ/Sharā'iṭ-i-Taghdhiya

15.1.3. ھضوم اربعہ/*Huḍūm Arba'a*

15.1.4. قوت مغیرہ / *Quwwat Mughayyira*

15.1.4. Applied Aspect

References: 8,9,10,19,20,23,24,25,26,29,30,31,32,36,37,38,39,41,42,44,46,47,48,49,50,51,52,53,55,57,59,60,61,63,67,69,70,71,72,75,77,78,79,80,81,82,83,84,86,87,88,89,90,93,94,95,96,97,98,100,105,106,120,121,126,130,131,132						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO1,CO3,CO6,CO7	Analyse the classical concept of *Quwwat Ghādhiya* (nutritive faculty), compare and contrast the process of *Taghdhiya-i badan* with the contemporary concepts of nutrition, digestion and metabolism.	6	Lecture	CE	Knows-how	L,DIS
CO1,CO2,CO3,CO5,CO6,CO7,CO8	Plan a balanced diet based on the *Sharā'iṭ-i-Taghdhiya* (dietary principles) for individuals of different temperaments and different age groups	4	Practical15.1	CS	Shows-how	PSM,PrBL
CO1,CO2,CO3,CO6,CO7,CO8	Review and analyse classical literature for the dysfunctions of *Quwā Ṭabī'iyya Makhdūma wa Quwā Ṭabī'iyya Khādima* and its role in *Fasād al-Taghdhiya* (impaired nourishment.), compare them with metabolic disorders.	4	Practical15.2	CAN	Shows-how	DIS,BS,LS,PrBL
CO1,CO2,CO3	Analyse the changing nutritional requirements of the body across *Asnān Arba'a* and their impact on *Taghdhiya-o-Tanmiya* with reference to *Madārij-i A'mal* of *Quwwat Ghādhiya.*	4	Practical15.3	CAN	Shows-how	DIS,BS
CO1,CO2,CO3,CO6,CO7	Describe *Quwwat Mughayyira* and distinguish *Quwwat Mughayyira Ūlā* (primary transformative faculty*)* from *Quwwat Mughayyira Thāniyya* (secondary transformative faculty) on functional basis.	3	Experiential-Learning15.1	CAN	Shows-how	LS,JC,DIS

CO1,CO3,CO6,CO7	Describe *Haḍm Mi'dī, Haḍm Kabidī, Haḍm 'Urūqī and Haḍm 'Uḍwī* highlighting the role of *Quwā Ṭabī'iyya Khādima* in facilitating digestion at each level.	5	Experiential-Learning15.2	CAN	Shows-how	BS,PL,DIS,LS
CO1,CO3,CO4,CO7	Analyse the disorders of *Huḍūm Arba'a* (Four Digestions), their pathophysiological impact, and clinical significance	5	Experiential-Learning15.3	CAN	Shows-how	BS,DIS,LS,PER,PL

Unit 2 قوت نامیہ/Quwwat Nāmiya: The faculty of growth

15.2.1. Classical concept

15.2.2. Physiology of growth and development

15.2.3. Applied Aspect

References:

8,9,10,19,20,23,24,25,26,28,29,30,31,32,36,38,39,41,42,44,46,47,48,49,50,51,52,53,55,59,60,67,69,70,71,72,75,78,79,80,81,82,83,84,86,87,88,89,90,93,94,95,96,97,98,100,105,106,120,126,130,131,132

3A	3B	3C	3D	3E	3F	3G
CO1,CO3,CO6	Describe the classical concept of *Quwwat Nāmiya*, illustrate the similarities and differences between *Quwwat Nāmiya* (faculty of growth) and the contemporary physiological understanding of growth and development.	4	Lecture	CAN	Knows-how	DIS,L&PPT
CO1,CO2,CO6,CO7	Review and analyse the classical literature on *Quwwat Nāmiya* (faculty of growth)	4	Practical15.4	CAN	Shows-how	DIS,LS
CO1,CO2,CO3	Compare the stages in growth and development of a child with the stages of *Sinn-i-Numū* (growing age) as described in the classical and contemporary literature.	4	Practical15.5	CE	Shows-how	LS,DIS

CO1,CO3,CO5,CO6	Analyse the role of *Asbāb Sitta Ḍarūriyya* and *Asbāb Ghayr Ḍarūriyya* in growth and development	5	Experiential-Learning15.4	CAN	Shows-how	CBL,LS,DIS
CO4	Describe the errors of *Quwwat Nāmiya* (faculty of growth) and compare with abnormal growth patterns in the light of contemporary medicine.	5	Experiential-Learning15.5	CE	Shows-how	DIS,JC,CBL
CO1,CO2	Evaluate the relationship between *Quwwat Nāmiya* and *Quwwat Ghādhiya* (nutritive faculty)	3	Experiential-Learning15.6	CE	Shows-how	DIS,PL,BS,LS

Practical Training Activity

Practical Training 15.1 **Balanced Diet for different *Mizāj* and *A'māir***

Time Distribution: 04 Hours

1. Problem Presentation (15 mins)

Students will be introduced to a case scenario depicting individuals of different age groups and temperaments with varying nutritional needs. The problem will outline the dietary challenges, health concerns, and lifestyle factors influencing their nutritional status. The instructor will explain the relevance of Sharā'iṭ-i-Taghdhiya in Unani Medicine for complete nutrition.

2. Problem Analysis (45 mins)

Students will be divided into small groups. They will analyse the allocated temperament and age group scenario, identifying key factors influencing dietary planning, including *Mizāj Insānī,* nutritional variations related to *Asnān Arba'a,* etc. The teacher will facilitate brainstorming to activate prior knowledge, encouraging students to recall fundamental Unani dietary concepts such as *Mizāj-o-Tarkīb* of *'Uḍw Mughtadhī , Kammiyat-o-Kayfiyat Ghidhā'* etc.

3. Research & Review (90 mins)

Each group will conduct research on the allotted scenario using classical Unani texts and contemporary nutritional guidelines to identify suitable foods for different temperaments, determine dietary adjustments for different age groups and explore Unani dietary regimens that promote health and prevent imbalances.

4. Group Discussion (45 mins)

Students will work in small groups to synthesize their findings and create a customized balanced diet plans based on temperament and age. They will justify food choices using Unani dietary principles, identify any contradictions or limitations between classical and modern dietary recommendations and refine meal plans to ensure balance and practicality.

5. Presentation (30 mins)

Each group will present their diet plans and defend their choices, explaining how the selected foods align with the individual's temperament and age, the expected health benefits of the planned diet and the rationale behind the recommendations.They will also point out any potential modifications based on clinical or lifestyle factors. The instructor will provide constructive feedback, encouraging students to critically evaluate and refine their dietary plans.

6. Reflection (15 mins)

Students will individually reflect on their understanding of Unani dietary principles and the importance of temperament based nutrition

Practical Training 15.2 ***Fasād al-Taghdhiya*** **and dysfunctions of** ***Quwā Ṭabī'iyya***

Time Distribution: 04 Hours

1. Conceptual Overview (30 mins)

The session will begin with an introduction to *Quwā Ṭabī'iyya Makhdūma* and *Quwā Ṭabī'iyya Khādima* and their roles in metabolism and nourishment. The teacher will explain how their dysfunctions contribute to *Fasād al-Taghdhiya* (impaired nourishment) and correlate them with modern metabolic disorders such as diabetes, malabsorption syndromes, and metabolic syndrome.

2. Resource Allocation (30 mins)

Students will be divided into groups and assigned specific classical Unani texts and contemporary scientific literature on metabolic disorders.

3. Library Session (90 mins)

Each group will explore the literature and search databases on how do classical texts describe dysfunctions of Quwā Ṭabī'iyya, what are the described causes and manifestations of Fasād al-Taghdhiya and how do these concepts align or differ from contemporary metabolic disorders? Each group will document their findings with supporting references.

4. Brainstorming (30 mins)

Students will reconvene to share their initial insights, mapping connections between classical Unani concepts and modern metabolic dysfunctions. The discussion will focus on the commonalities and differences in the understanding of nourishment disorders. The relevance of classical treatment approaches in modern clinical practice and possible areas for integrative research.

5. Presentation & Discussion (45 mins)

Each group will present their comparative analysis, justifying their conclusions with textual and scientific evidence. The teacher will moderate the discussion, encouraging critical evaluation of classical knowledge.

6. Reflection (15 mins)

Students will reflect on the applicability of Unani concepts in modern medicine

Practical Training 15.3 ***Madārij-i A'mal of Quwwat Ghādhiya.***

Time Distribution: 04 Hours

1. Conceptual Overview (30 mins)

The session will begin with teacher explaining the *Madārij-i A'mal* of *Quwwat Ghādhiya* across *Asnān Arba'a* and how it impacts the process of Taghdhiya-o-Tanmiya (nutrition and growth).

2. Resource Allocation (30 mins)

Students will be provided with reference materials, including classical Unani texts, research articles on age-specific nutritional requirements, case studies illustrating nutritional imbalances at different life stages. The instructor will guide students on how to extract relevant information from these resources.

3. Library Session (75 mins)

Students will explore the classical and contemporary perspectives on varying demands of *Quwwat Ghādhiya* and nutrition from infancy to old age and how *Quwwat Ghādhiya* adapts to age-related metabolic changes. They will also analyse its connection to the production of *Ruṭūbat Gharīziyya* and *Ḥarārat Gharīziyya*.

4. Brainstorming & Group Discussion (45 mins)

Students in small groups will compare their findings on nutritional needs across life stages and identify clinical implications of improper nutrition.

5. Presentation (40 mins)

Each group will present their key insights in the form of concept maps or timeline or flowcharts, addressing how Quwwat Ghādhiya changes from infancy to old age. age-wise nutrient demands and physiological changes

6. Reflection (20 mins)

Students will individually reflect on evolving nutritional requirements with age.

Practical Training 15.4 **Review of *Quwwat Nāmiya***

Time Distribution: 04 Hours

1. Overview & Resource Allocation (20 mins)

The session will begin with instructor explaining the learning objective and expected outcomes of the review and critical analysis. Teacher will provide list of key references and will guide on extracting relevant information from primary source.

2. Library Session (80 mins)

Students will independently review the classical texts and will do a comparative analysis of Unani scholars' perspectives on *Quwwat Nāmiya*.

3. Documentation (40 mins)

Each student will summarize findings in a structured format

4. Presentation & Discussion (60 mins)

Students will present their key insights, focussing on different perspectives on *Quwwat Nāmiya* and any discrepancies in literature across different scholars and texts. They will highlight relevance of classical concepts in modern-day physiology. Presentation will be followed by discussion and feedback

5. Reflection (40 mins)

Students will reflect on the importance of preserving, translating, and critically analysing historical medical knowledge

Practical Training 15.5 **Child development across systems**

Time Distribution: 04 hours

1. Literature Review & Resource Allocation (60 mins)

The teacher will provide an overview of *Sinn-i-Numū* from classical literature along with their corresponding physiological changes. Students will be provided with classical and contemporary resources and instructed on how to extract key information for comparison.

2. Analysis & Comparison (60 mins)

Students will critically analyse and compare the classical stages of *Sinn-i-Numū and* the accompanying changes with contemporary medical perspectives in growth and development. They will create a concept maps outlining comparing *Sinn-i-Numū* with contemporary age-based growth stages. Students will identify parallels and discrepancies between classical and contemporary models

3. Group Discussion (60 min)

Students will present their concept maps followed by discussions on how classical understanding aligns with or differs from modern growth theories.The instructor will moderate the discussion, prompting critical analysis of growth paradigms across historical and modern contexts.

4. Documentation & Report Writing (60 min)

Each student will compile their findings into a structured report.

Experiential Learning Activity

Experiential-Learning Learning 15.1: ***Quwwat Mughayyira:*** **The Transformative Faculty**

Time Distribution: 03 Hours

1. Learning Objectives & Expectations (30 mins)

The teacher taking up the role of a facilitator, will brief the topic, explaining the objective of the task and expected outcomes. Students will be guided in identifying credible references and how to extract relevant information from them.

2. Literature Review & Analysis (60 mins)

Students will individually study the descriptions of *Quwwat Mughayyira* documented in the classical literature and will compare and contrast *Quwwat Mughayyira Ūlā* with *Quwwat Mughayyira Thānīyya* in reference to the time of activation and the associated functions. They will also try to identify differences in interpretation across scholars and relate them to modern physiological knowledge.

3. Group Discussion (40 mins)

The facilitator will moderate the discussion, encouraging students to debate and refine their understanding. Each student will present their key insights, covering the functional basis of Quwwat Mughayyira Ūlā vs. Quwwat Mughayyira Thāniyya along with classical and modern perspectives on how transformation occurs at different physiological levels. The clinical implications of their disturbances will also be discussed.

4. Documentation (20 mins)

Students will document key findings for discussion.

5. Reflection (30 mins)

Students will reflect on how these faculties regulate transformation at different levels.

Experiential-Learning Learning 15.2: ***Huḍūm Arba'a*** **and the role of** ***Quwā Ṭabī'iyya Khādima***

Time Distribution: 05 Hours

1. Learning Objectives & Expectations (30 mins)

The teacher taking up the role of a facilitator, will brief the topic, explaining the objective of the task and expected outcomes. Students will be guided in identifying credible references and how to extract key information regarding digestive faculties and their physiological roles.

2. Resource Identification (40 mins)

Students will be guided in identifying reliable classical texts and modern physiology resources for comparative analysis.

3. Self-Directed Learning (90 mins)

Students will independently study the four stages of digestion i.e., *Huḍūm Arba'a* as documented in the classical literature and critically analyse the functional role of *Quwā Ṭabī'iyya Khādima* in enabling digestion at each of these four stage in the light of physiological knowledge. They will be encouraged to take notes on key concepts, mechanisms, and clinical relevance.

4. Brainstorming & Peer Learning Session (70 mins)

Each student will map out the sequential process of digestion and how each faculty contributes to transformation at each level and discuss these findings with their peers. It will facilitate knowledge sharing and critical thinking.

5. Documentation (40 mins)

Each group will summarize and document their discussion points into a structured format in experiential activity logbook.

6. Reflection (30 mins)

Students will reflect on the significance of *Quwā Ṭabī'iyya Khādima* regulate digestion and metabolism and how classical concepts correlate with modern physiology.

Experiential-Learning Learning 15.3: **Clinical Analysis of Disorders of *Huḍūm Arba'a***

Time Distribution: 05 Hours

1. Overview & Resource Allocation (60 mins)

The teacher will assume the role of a facilitator and will brief the topic, explaining the objective of the task and expected outcomes. The teacher will allocate one stage of digestion to each student for review. The guidelines for extracting and critically evaluating the information will also be provided.

2. Library Session (120 mins)

Students will independently research and review the pathological deviations of *Haḍm* allocated to them. They will evaluate and compare the Classical and contemporary texts the for clinical significance of disorders like indigestion, hepatic dysfunction, malabsorption, and tissue-level metabolic disorders..

3. Brainstorming & Peer Learning Session (60 mins)

Students will discuss findings and synthesize information on disorders of *Huḍūm Arba'a*. They will discuss real-life case studies or clinical manifestations related to these disorders. The instructor will facilitate critical thinking by posing guiding questions and encouraging debate.

4. Documentation (30 mins)

Each student will compile a structured report of key disorders related to each digestive level, their clinical symptoms, diagnostic findings, and interpretations. A brief outline of treatment principles based on classical and modern approaches. Each group will prepare a including

5. Reflection (30 mins)

Students will reflect on how digestion impacts systemic health and on the importance of diagnosing and managing digestive disorders holistically in Unani medicine

Experiential-Learning Learning 15.4: ***Asbāb Fā'ila*** **and growth**

Time Distribution: 05 Hours

1. Introduction & Conceptual Overview (60 mins)

The facilitator will introduce experiential activity all the while explaining the objective of the task and expected outcomes. Guidelines for extracting and critically evaluating information will also be provided.

2. Literature Review & Case-Based Learning (90 mins)

Students will review classical texts on *Asbāb Fā'ila* and their role in growth and development. They will critically review the researches,cases studies available on these factors, illustrating how imbalances in these factors affect health (e.g., malnutrition, lifestyle disorders, delayed growth).

3. Group Discussion & Analysis (60 mins)

Students will engage in small-group discussions to compare classical and contemporary perspectives on growth determinants, identifying which of the *Asbāb Fā'ila* have the most significant impact on different life stages. Discuss case-based scenarios demonstrating disturbances in these causes.

4. Presentation (60 mins)

Each student will present their key insights on the role of *Asbāb Sitta Ḍarūriyya wa Asbāb Ghayr Ḍarūriyya* and their clinical implications in the light of evidences.

5. Reflection (30 mins)

Students will reflect on the need for a balanced lifestyle to optimize growth and development.

Experiential-Learning Learning 15.5: ***Quwwat Nāmiya* and Growth defects**

Time Distribution: 05 Hours

1. Introduction & Overview (30 mins)

The instructor will introduce the key classical texts discussing growth abnormalities and guide the students in extracting relevant information from Unani and contemporary medical sources.

2. Library Session (120 mins)

Students will work individually to review literature on growth disorders in Unani and contemporary medicine. They will identify examples of dysfunctions of *Quwwat Nāmiya* and their clinical manifestations from classical texts. They will also explore literature and case studies on abnormal growth patterns, their causes, comparing traditional perspective with modern medical diagnoses.

3. Group Discussion & Analysis (60 mins)

Each student will present their insights, covering pathophysiology of growth in Unani and contemporary frameworks supported by case based discussions highlighting their clinical relevance.

4. Documentation (60 mins)

Each student will compile their findings into a structured report.

5. Reflection (30 mins)

Students will reflect on the dysfunctions of *Quwwat Nāmiya* in Unani medicine and the importance of understanding in disease management.

Experiential-Learning Learning 15.6: **Evaluating the relation between *Quwwat Nāmiya* and *Quwwat Ghādhiya***

Time distribution: 03 Hours

1. Learning Objectives & Expectations (30 mins)

The instructor will explain the learning outcomes and guide the students in locating classical and contemporary references from

2. Library Session (60 mins)

Each student will independently review selected literature on *Quwwat Nāmiya* and *Quwwat Ghādhiya* and critically analyse their functional interdependence in regulating growth.

3. Brainstorming & Discussion Session (30 mins)

Students will gather in small groups to share their findings and discuss the interplay between *Quwwat Nāmiya* and *Quwwat Ghādhiya* in different stages of life, they will discuss role of *Ruṭūbat Ghaṙīziyya* and *Ḥarārat Ghaṙīziyya* in mediating these faculties. They will explore how nutrition sustains growth and nutritional deficiencies or metabolic disorders as errors of *Quwwat Ghādhiya* impact growth.

4. Presentation (30 mins)

Each group will present their analysis. **5. Documentation (15 mins)** Each group will structure their findings into a concise comparative analysis. **6. Reflection (15 mins)** Students will reflect on the intricate relationship Quwwat Nāmiya and Quwwat Ghādhiya for the human growth and development.	
Modular Assessment	
Assessment	**Hour**
Instructions- Conduct a structured Modular assessment. Assessment will be for 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. **1.A. Problem-based learning (2.5 Hours, 25 Marks)** Each student will be presented with one of the following clinical or theoretical problem. Students will apply conceptual knowledge, analytical reasoning, and decision-making skills to propose intervention or identify the pathophysiological mechanims. • Planning a balanced diet for different *Mizāj* • Changing nutritional requirements with age • *Fasād Huḍūm Arba'a* leading to malnutrition • Impact of *Asbāb Fā'ila* on growth and development. **Assessment Criteria (5 marks each):** • Identification and understanding of the problem • Application of classical Unani concepts • Integration of contemporary/modern perspectives	4

• Clarity of reasoning and justification Structure, language, and referencing **1.B. Class Presentation (2.5 Hours, 25 Marks)** Students will do a class presentation on the process of *Taghdhiya-o-Tanmiya.* Presentations should reflect the integration of classical Unani knowledge with contemporary understanding and demonstrate analytical and critical thinking. They will be given ample time before the day of presentation to prepare the topic. Students will ensure that it aligns with the learning objectives and domain provided in the curriculum. **Assessment Criteria** • Conceptual clarity and content accuracy (6 marks) • Integration of classical and contemporary knowledge (5 marks) • Presentation Skills (5 marks) • Engagement and Confidence (4 marks) • Documentation and Structure (5 marks) Or 2. Any practical in converted form can be taken for assessment. (25 Marks) and 3. Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)	

Semester No : 6

Module 16 : قوت طبیعیہ:قوت تناسلیہ/Quwā Ṭabī'iyya: Quwā Tanāsuliyya (Reproductive Faculty)

Module Learning Objectives

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

1. Critically analyse the classical Unani concept of *Quwā Tanāsuliyya* (Reproductive Faculty) in contrast with modern embryology.

2. Evaluate the dependence of *Quwwat Tanāsuliyya* (Reproductive Faculty) on other faculties for reproductive health.

3. Assess the impact of *Asbāb Faila* (Efficient Causes) on *Quwā Tanāsuliyya* (Reproductive Faculty) and analyse the role of *Harakat wa Sukūn Nafsānī* in patient healthcare.

4. Describe and analyse *A'rāḍ Quwā Tanāsuliyya.*

Unit 1 قوت مولدّہ/Quwwat Muwallida

16.1.1. Classical concept

16.1.2. Classification and interpretation

16.1.3. Applied Aspect

References:

8,9,10,19,20,23,24,25,26,28,29,30,31,32,36,38,39,41,42,44,46,47,48,49,50,51,52,53,55,59,60,67,69,70,71,72,75,78,79,80,81,82,83,84,86,87,88,89,90,93,94,95,97,98,100,105,106,120,124,126,130,131,132

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3,CO7	Compare and evaluate the classical Unani concept and classification of *Quwwat Muwallida* with reference to *Imshaj Badan*, with contemporary embryological understanding, identifying key similarities and differences	5	Lecture	CE	Knows-how	DIS,L&PPT
CO1,CO2	Review and compile the classical text on *Quwwat Muwallida,* describe the relationship between *Quwwat Tanāsuliyya, Quwwat Nāmiya* and *Quwwat Ghādhiya*	3	Practical16.1	CS	Shows-how	BS,DIS,PER,PL,LS
CO1,CO3,CO6,CO7,CO8	Illustrate *Takwīn-i-Janīn* as outlined in Unani literature and compare it with the stages of foetal development modern embryology.	3	Practical16.2	PSY-GUD	Shows-how	D,DIS
CO1,CO4,CO5	Describe the effects of *Asbāb Sitta Ḍarūriyya wa Asbāb Ghayr Ḍarūriyya* on *Quwwat Muwallida.*	4	Practical16.3	CE	Shows-how	JC,DIS,CBL

CO1,CO2,CO4	Review and analyse classical literature on *A'rāḍ Quwwat Muwallida*.	5	Experiential-Learning16.1	CE	Shows-how	SDL,PL,LS,DIS,BS
CO1,CO4,CO5,CO8	Reflect on the emotional and psychological implications of infertility in patients and/or their families	4	Experiential-Learning16.2	AFT-RES	Shows-how	CBL,DIS,SDL
CO1,CO8	Communicate and defend the classical concept of *Quwwat Muwallida*	4	Experiential-Learning16.3	AFT-CHR	Does	Mnt,DIS

Unit 2 قوت مصورہ/Quwwat Muṣawwira

16.2.1. Classical concept

16.2.2. Classification and interpretation

16.2.3. Applied Aspect

References:

8,9,10,19,20,23,24,25,26,28,29,30,31,32,36,38,39,41,42,44,46,47,48,49,50,51,52,53,55,59,60,67,69,70,71,72,75,78,79,80,81,82,83,84,86,87,88,89,90,93,94,95,96,97,98,100,105,106,120,124,126,130,131,132

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3,CO7	Compare and contrast the classical concept of *Quwwat Muṣawwira* with contemporary concept of organogenesis, identifying key similarities and differences	5	Lecture	CE	Knows-how	L&PPT ,DIS
CO1,CO3,CO6,CO7,CO8	Identify and describe the key stages of organogenesis in context of *Quwwat Muṣawwira*.	3	Practical16.4	PSY-GUD	Shows-how	D,DIS

CO2,CO3,CO7	Analyse and rank Aristotle, Hippocrates, Galen and other Unani Scholars' opinions on organogenesis based on evidence.	3	Practical16.5	CE	Shows-how	LS,DIS
CO1,CO4,CO5	Describe the effects of *Asbāb Sitta Ḍarūriyya* and *Asbāb* Ghayr *Ḍarūriyya* on *Quwwat Muṣawwira*.	4	Practical16.6	CE	Shows-how	DIS,JC,CBL
CO1,CO2,CO4	Review and critically analyse the classical literature on *A'rāḍ Quwwat Muṣawwira* with reference to *Khilqi Amrāḍ Sū' al-Tarkīb.*	5	Experiential-Learning16.4	CE	Shows-how	PL,BS,DIS,SDL,PER
CO1,CO2,CO3	Analyse the concept of *Tawlīd-i A'ḍā'* in the context of organogenesis, evaluating structural differentiation	4	Experiential-Learning16.5	CE	Shows-how	LS
CO1,CO8	Communicate and defend the classical concept of *Quwwat Muṣawwira*	4	Experiential-Learning16.6	AFT-CHR	Does	Mnt,DIS

Practical Training Activity

Practical Training 16.1 ***Quwwat Muwallida:*** **Compilation and Critical Review of Classical Texts**

Time Distribution: 03 Hours

1. Learning Objectives & Expectations (20 mins)

The session will begin with an overview of Quwwat Muwallida and how its work is coordinated through other faculties in the body. The teacher will outline key learning objectives and the students will be briefed on expectations.

2. Resource Identification & Allocation (15 mins)

Essential classical texts will be identified, and specific references will be assigned for individual review. Resources may include primary Unani manuscripts, secondary literature, and modern comparative studies. Students will be encouraged to utilize library resources and relevant scholarly databases.

3. Review & Compilation (40 mins)

Students will independently review assigned texts, extract key concepts, and compile thematic insights on the definitions, mechanisms, and interdependencies of these faculties. Concept mapping techniques will be introduced to help structure their findings.

4. Analysis & Discussion (30 mins)

Students will engage in peer discussions, critically analysing and integrating their individual findings on Quwwat Muwallida and to build a collective understanding of the relationship between, *Quwwat Tanāsuliyya, Quwwat Nāmiya,* and Quwwat Ghādhiya.

5. Presentation & Feedback (30 mins)

Students will present their key insights and conceptual frameworks. The teacher will provide constructive feedback, clarifying ambiguities and addressing misconceptions.

6. Documentation (30 mins)

Students will systematically document their findings in a structured format, highlighting classical concepts, interdependence of faculties and functional hierarchy in their practical logbooks. Students will create concept maps for better visual representation

7. Reflection (15 mins)

Students will reflect on their learning process and key takeaways

Practical Training 16.2 **Comparative Study of *Takwīn-i-Janīn***

Time Distribution: 03 Hours

1. Introduction & Conceptual overview (30 mins)

The session will begin with an overview of *Takwīn-i-Janīn* as described in Unani literature, outlining the sequential stages of foetal development. The teacher will introduce key Unani concepts and compare them with modern embryological stages.

2. Demonstration (30 mins)

The teacher will demonstrate foetal development using models, charts, and/or digital animations to illustrate each stage of *Takwīn-i-Janīn* alongside modern embryology. Developmental milestones, and influential factors will be highlighted. The teacher will also explain how these concepts align or differ across the two traditions.

3. Student Practical (45 mins)

Students will work in small groups to study the models, charts or digital animations of developing organs to identify different stages of *Takwīn-i-Janīn*. They will create concept maps, to visualize the correlation between classical cand contemporary sciences, and identify similarities and distinctions.

4. Analysis & Discussion (30 mins)

Students in groups will their present findings and interpretations and analyse them to identify patterns and draw connections between Unani and modern embryological insights. They will reflect on how classical Unani scholars conceptualized foetal development and compare it with current scientific knowledge.

5. Conclusion (15 mins)

The teacher will facilitate a reflective dialogue on the evolution of embryological thought and the importance of integrating classical and contemporary knowledge in medical education. Key takeaways will be summarized, emphasizing the relevance of *Takwīn-i-Janīn* in understanding human development.

6. Documentation (30 mins)

Students will systematically record their observations and findings in practical logbook.

Practical Training 16.3 **The effects of *Asbāb Fā'ila* on *Quwwat Muwallida***

Time Distribution: 04 Hours

1. Case Presentation (30 mins)

The teacher will present a clinical case illustrating disturbances in *Quwwat Muwallida* due to imbalances in *Asbāb Sitta Ḍarūriyya wa Asbāb* Ghayr Ḍarūriyya. The case will highlight relevant symptoms, lifestyle factors, and external influences affecting reproductive strength. The session will set the foundation for critical analysis.

2. Problem Identification & Conceptual Analysis (120 mins)

Students will identify key pathological patterns in the case, linking them to *Asbāb Fā'ila.* Through journal club discussions, students will review classical Unani texts and contemporary researches, assessing how different causes influence *Quwwat Muwallida* at the physiological and pathological levels.

3. Discussion & presentation (45 mins)

Using case-based learning, students will discuss and debate the extent to which various *Asbāb* contribute to dysfunction in *Quwwat Muwallida*, integrating insights from Unani medicine and modern physiology. They will also propose treatment strategies targeting *Asbāb Sitta Ḍarūriyya wa Ghayr Ḍarūriyya* citing classical references and journal findings, ensuring a rationalized approach to restoring *Quwwat Muwallida.*

4. Expert Insights (30 mins)

The teacher will summarize key learning points, clarifying misconceptions and refining diagnostic reasoning. Expert perspectives on integrating Unani principles with modern clinical applications will be shared, reinforcing the importance of holistic treatment.

5. Reflection (15 mins)

Students will reflect on their learning, discussing takeaways from the case and journal club.

Practical Training 16.4 ***Quwwat Muṣawwira*** **and Organogenesis**

Time Distribution: 03 Hours

1. Introduction & Conceptual overview (30 mins)

The session will begin with an overview of *Quwwat Muṣawwira* and its role in organogenesis. The teacher will explain key developmental stages, highlighting classical Unani concepts alongside modern embryological perspectives. Essential terminologies, mechanisms, and the significance of *Quwwat Muṣawwira* in shaping organ structures will be discussed.

2. Demonstration (30 mins)

The teacher will demonstrate organogenesis using 3D models, animations, ultrasonography, and/or histological slides, illustrating the sequential development of organs. The relationship between *Quwwat Muṣawwira* and tissue differentiation will be highlighted. Students will observe key structural changes across different stages.

3. Student Practical (30 mins)

Students in small groups will study the microscopic slides, anatomical models, ultrasonographs or digital simulations of developing organs to identify different stages of organogenesis. They will create concept maps, to visualize the correlation between the two perspectives.

4. Analysis & Discussion (30 mins)

Students in groups will their present their findings and interpretations and analyse them to identify patterns and draw connections between Unani and modern insights. Students will also discuss how disruptions in *Quwwat Muṣawwira* could lead to congenital anomalies.

5. Conclusion (30 mins)

The teacher will reinforce key takeaways, emphasizing the clinical significance of *Quwwat Muṣawwira* in congenital disorders and modern embryology.

6. Documentation (30 mins)

Students will record their observations and annotate the role of *Quwwat Muṣawwira* in morphogenesis.

Practical Training 16.5 **Classical theories of Organogenesis**

Time Distribution: 03 Hours

1. Introduction & Conceptual overview (15 mins)

The session will begin with teacher introducing *Tawlīd A'ḍā'* from the perspective of classical Unani philosopher's and thinkers. The teacher will present key concepts and historical perspectives, emphasizing the evolution of embryological thought. Essential resources, including classical texts, research articles, and embryological evidence, will be assigned for further exploration. Teacher will outline the learning objectives and expected outcomes.

2. Resource Identification & Allocation (30 mins)

Students will be guided to locate and utilize classical manuscripts (original texts or translations), and recent embryological studies. Research articles comparing these historical views with contemporary evidence will also be identified. Students will be assigned specific references to support their critical analysis.

3. Analysis (60 mins)

Students will critically examine and compare the theories of Aristotle, Hippocrates, Galen, and Unani scholars, evaluating them based on philosophical reasoning, empirical evidence, and modern embryological findings. They will rank these theories based on their scientific validity and impact on later medical thought.

4. Presentation & Discussion (45 mins)

Students will present their findings, justifying their ranking of theories with evidence. Later, they will engage in a reflective discussion, considering the historical shifts in medical understanding.

5. Documentation (30 mins)

Students will compile a structured report detailing the comparative analysis, ranking rationale, and supporting evidence in their logbooks. The documentation will include references from classical literature and contemporary embryology.

Practical Training 16.6 **The effects of *Asbāb Fā'ila* on *Quwwat Muṣawwira***

Time Distribution: 04 Hours

1. Case Presentation (30 mins)

The teacher will present a clinical case illustrating the influence of *Asbāb Sitta Ḍarūriyya wa Asbāb* Ghayr *Ḍarūriyya* on *Quwwat Muṣawwira* affecting organ development, resulting in congenital malformations. The session will set the foundation for critical analysis.

2. Problem Identification & Conceptual Analysis (120 mins)

Students will identify key pathological patterns in the case, linking them to *Asbāb Fā'ila.* Through journal club discussions, students will review classical Unani texts and contemporary researches, assessing how different causes influence *Quwwat Muṣawwira* at the physiological and pathological levels.

3. Discussion & presentation (60 mins)

Using case-based learning, students will discuss and debate the extent to which various *Asbāb* contribute to dysfunction in *Quwwat Muṣawwira.*., integrating insights from Unani medicine and modern physiology. They will also propose preventive measures targeting *Asbāb Sitta Ḍarūriyya wa Ghayr Ḍarūriyya* citing classical references and journal findings, ensuring a rationalized approach to restoring *Quwwat Muṣawwira.*

4. Expert Insights (15 mins)

The teacher will summarize key learning points, clarifying misconceptions and refining diagnostic reasoning. Expert perspectives on integrating Unani principles with modern clinical applications will be shared, reinforcing the importance of holistic treatment.

5. Reflection (15 mins)

Students will reflect on their learning, discussing takeaways from the case and journal club.

Experiential Learning Activity

Experiential-Learning Learning 16.1: ***A'rāḍ Quwwat Muwallida***

Time Distribution: 05 Hours

1. Conceptual Overview (30 mins)

The session will begin with Teacher providing an overview of *A'rāḍ Quwwat Muwallida*, highlighting the key texts and explain search strategies for retrieving relevant literature. The teacher will outline the learning objective and

2. Library Session (120 mins)

Students will conduct an in-depth literature search on classical texts and extract main concepts, critically evaluate different perspectives, and note discrepancies or evolving interpretations of *A'rāḍ Quwwat Muwallida.*

3. Documentation (60 mins)

Students will compile their findings, organizing them under key themes such as normal and pathological states, therapeutic approaches, and philosophical interpretations.

4. Presentation & Discussion (60 mins)

Each student will present their findings, offering critical insights into their chosen texts. A guided discussion will follow, focusing on historical evolution, clinical relevance, and comparative analysis with contemporary knowledge.

5. Reflection (30 mins)

Students will reflect on key takeaways, discussing the relevance of classical literature in modern practice and how critical analysis of historical texts enhances understanding.

Experiential-Learning Learning 16.2: **Emotional & Psychological Impact of Infertility**

Time Distribution: 04 Hours

1. Problem Presentation (30 mins)

Students will be presented with a real-life case of infertility, highlighting its emotional, psychological, and social consequences. The case will describe their struggles, coping mechanisms, and societal pressures. Students will be encouraged to identify the key emotional and psychological challenges faced by the patients and their families.

2. Problem Analysis (45 mins)

Students will analyse the case, identifying psychological stressors, emotional responses, and social implications of infertility. They will evaluate assess stress, grief, depression, and societal stigmas related to reproductive health. The teacher will facilitate brainstorming on how emotional distress affects overall well-being and discuss preliminary approaches to counselling and intervention.

3. Research & Review (60 mins)

Students will independently research psychological theories related to infertility, counselling strategies, and Unani and contemporary approaches to emotional resilience. They will explore the concept of *Harakat wa Sukūn Nafsānī* and its relevance in managing psychological distress.

4. Group Discussion (45 mins)

In small groups, students will integrate their findings and develop an evidence-based strategies based on *Harakat wa Sukūn Nafsānī* to support patients and their families.

5. Presentation (30 mins)

Each group will present their results, justifying their approach in balancing *Harakat wa Sukūn Nafsānī* through counselling and psychological support. They will discuss how their strategies reduce emotional distress, improve coping mechanisms, and enhance family support systems.

6. Reflection (30 mins)

Students will individually reflect on infertility's impact on emotional well-being and the importance of compassionate, patient-centred care. They will discuss their personal insights on managing psychological stress in reproductive health and how this knowledge will inform their future clinical practice.

Experiential-Learning Learning 16.3: **Presentaion of the Classical Concept of *Quwwat Muwallida***

Time Distribution: 04 Hour

1. Orientation & Objective Setting (20 mins)

Students will be briefed on the importance of effective communication. The role of teaching and mentoring UG students as a means of reinforcing knowledge and developing confidence in scholarly discourse will be emphasized.

2. Concept Familiarization & Discussion (40 mins)

Students will review the classical literature Quwwat Muwallida, discussing its role in reproduction, tissue regeneration, and vitality. Through guided discussions, they will analyse key arguments, common misconceptions, and potential counterpoints, preparing them to defend the concept logically and persuasively.

3. Development of Teaching Strategy (30 mins)

Students will independently develop a structured approach to teach UG students, focusing on simplifying complex ideas for better understanding, anticipating potential questions and preparing responses, use of analogies or case-based examples to illustrate the concept and adopting an engaging and interactive teaching style

4. Mentoring & Assisted Teaching (120 mins)

Student randomly selected by the teacher will conduct short mentoring sessions with UG students, articulating the classical concept of *Quwwat Muwallida* and addressing their queries. They will practice asserting their arguments confidently, encouraging interactive learning while fostering a deeper understanding of the concept.

5. Feedback & Refinement (20 mins)

UG students, peers and faculty will provide constructive feedback on the clarity, effectiveness, and engagement of the teaching session. Mentors will reflect on their communication strategies, refine their explanations, and adjust their approach based on the feedback received.

6. Reflection & Self-Assessment (10 mins)

Students will individually reflect on their learning experience, challenges faced, and improvements needed in their mentoring approach. They will assess how effectively they communicated and defended the concept, reinforcing their commitment to scholarly excellence and character development in academic discourse.

Experiential-Learning Learning 16.4: ***A'rāḍ Quwwat Muṣawwira***

Time Distribution: 05 Hours

1. Overview & Resource Allocation (30 mins)

The teacher will provide an overview of *A'rāḍ Quwwat Muṣawwira* with reference to *Khilqi Amrāḍ Sū' al-Tarkīb* (Congenital Structural Disorders). Key classical sources will be introduced, and students will be guided on how to critically analyse these texts.

2. Library Session (60 mins)

Students will engage in independent research using classical texts and will extract key references on *A'rāḍ Quwwat Muṣawwira* .

3. Documentation (60 mins)

Students will compile their findings into structured notes, summarizing key classical concepts and their critical evaluation. They will integrate textual analysis with visual representations like concept maps or flowcharts for clarity

4. Presentation & Discussion (60 mins)

Each student will present their findings, offering critical insights into their chosen texts. A guided discussion will follow, focusing on historical evolution, clinical relevance, and comparative analysis with contemporary knowledge.

5. Reflection (30 mins)

Students will reflect on key takeaways, discussing the relevance of classical literature in modern practice and how critical analysis of historical texts enhances understanding.

6. Documentation (60 mins)

Students will compile their findings, organizing them under key themes such as normal and pathological states, therapeutic approaches, and philosophical interpretations.

Experiential-Learning Learning 16.5: **Critical Analysis of *Tawlīd-i A'ḍā'***

Time Distribution: 04 Hours

1. Learning Objectives & Expectations (15 mins)

The teacher taking up the role of a facilitator, will brief the topic, explaining the objective of the task and expected outcomes.

2. Resource Identification (30 mins)

Students will be guided in identifying credible references (Unani texts, embryology books, and research articles, etc.) related to *Tawlīd-i A'ḍā'* in reference of *A'ḍā' Damawiyya* and *A'ḍā' Manawiyya*

3. Library Session (90 mins)

Students will engage in Self-Directed Learning (SDL) by exploring primary sources and contemporary literature. They will critically evaluate the concept of *Aʿḍā' Damawiyya* and *Aʿḍā' Manawiyya* in the light of embryological development, tissue differentiation, and organogenesis. They will use concept mapping to visualize the structural differentiation of *Aʿḍā' Damawiyya* and *Aʿḍā' Manawiyya*.

4. Presentation & Discussion (60 mins)

Students will engage in peer learning and group discussions, presenting their findings and concept maps. They will critically evaluate the strengths and limitations of classical views on *Tawlīd-i Aʿḍā'*, debating the applicability of Unani concepts in modern medical science.

5. Documentation (30 mins)

Each student will synthesize key findings, noting the distinctions between *Aʿḍā' Damawiyya* and *Aʿḍā' Manawiyya*. They will prepare structured notes, highlighting the process of structural differentiation and conceptual links to contemporary developmental biology.

6. Reflection (15 mins)

Students will reflect on the relevance of the concept of *Aʿḍā' Damawiyya* and *Aʿḍā' Manawiyya* in modern developmental biology.

Experiential-Learning Learning 16.6: **Presentation of the Classical Concept of *Quwwat Muṣawwira***

Time Distribution: 04 Hours

1. Orientation & Objective Setting (20 mins)

Students will be briefed on the importance of effective communication. The role of teaching and mentoring UG students as a means of reinforcing knowledge and developing confidence in scholarly discourse will be emphasized.

2. Concept Familiarization & Discussion (40 mins)

Students will review the classical literature *Quwwat Muṣawwira*, discussing its role in organogenesis. Through guided discussions, they will analyse key arguments, common misconceptions, and potential counterpoints, preparing them to defend the concept logically and persuasively.

3. Development of Teaching Strategy (30 mins)

Students will independently develop a structured approach to teach UG students, focusing on simplifying complex ideas for better understanding, anticipating potential questions and preparing responses, use of analogies or case-based examples to illustrate the concept and adopting an engaging and interactive teaching style.

4. Mentoring & Assisted Teaching (120 mins)

Student randomly selected by the teacher will conduct short mentoring sessions with UG students, articulating the classical concept of *Quwwat Muṣawwira* and addressing their queries. They will practice asserting their arguments confidently, encouraging interactive learning while fostering a deeper understanding of the concept.

5. Feedback & Refinement (20 mins)

UG students, peers and faculty will provide constructive feedback on the clarity, effectiveness, and engagement of the teaching session. Mentors will reflect on their communication strategies, refine their explanations, and adjust their approach based on the feedback received.

6. Reflection & Self-Assessment (10 mins)

Students will individually reflect on their learning experience, challenges faced, and improvements needed in their mentoring approach. They will assess how effectively they communicated and defended the concept, reinforcing their commitment to scholarly excellence and character development in academic discourse.

Modular Assessment

Assessment	**Hour**
Instructions- Conduct a structured Modular assessment. Assessment will be for 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. **1.A. Critical review of Classical Books (3 Hours, 30 Marks)** Students will conduct a critical review of the assigned classical texts related to *Quwwat Tanāsuliyya* examining and interpreting key concepts. Students will submit a concise written summary (500–600 words) that includes references from classical literature. Assessment Criteria (10 marks each)	4

a. Comprehension and Critical insight b. Clarity, coherence, and academic writing style c. Originality and use of references **1.B. Concept Mapping (2 Hours, 20 Marks)** Students will create a concept map on to visually illustrates the process of *Takwīn-i-Janīn* (foetal development), extracting key concepts from both classical texts and contemporary sources. Assessment Criteria: a. Content Accuracy & Relevance (5 marks) b. Integration & Comparison (5 marks) c. Organization & Structure (4 marks) d. Creativity & Presentation (3 marks) e. Explanation & Justification (3 marks) Or 2. Any practical in converted form can be taken for assessment. (25 Marks) and 3. Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)	
Module 17 : افعال/Af ʻal (Functions)	
Module Learning Objectives (At the end of the module, the students should be able to) 1. Describe *Afʻāl* / (Functions) as the final cause of existence and key indicators of health and disease. 2. Classify *Afʻāl / Ḥaywānīyya* (Vital Functions), *Afʻāl / Nafsānīyya* (Psychic Functions), *Afʻāl / Ṭabīʻiyya* (Natural Functions), and *Afʻāl / Tanāsuliyya* (Reproductive Functions) into *Afʻāl / Mufrada* (Simple Functions) and *Afʻāl / Murakkaba* (Complex Functions).	

3. Examine and interpret the altered body functions in context of *Taghayyur*, *Nuqṣān wa Buṭlān Afʿāl*

Unit 1 Introduction and classification

17.1.1. Classical concept

17.1.2. Classification and interpretation

References: 8,23,24,25,30,39,42,44,47,48,49,50,51,53,55,60,69,70,75,78,86,100,106,112,122,126,130,131,132

3A	3B	3C	3D	3E	3F	3G
CO1,CO3,CO6,CO7,CO8	Describe the classical concept of *Afʿāl,* emphasizing its significance as the ultimate cause of existence and integrate with contemporary physiological concepts to develop a comprehensive understanding of body functions.	2	Lecture	CE	Knows-how	L&PPT
CO1,CO3,CO6,CO7,CO8	Appraise the importance of *Asbāb Fāʿila* (efficient causes) for maintaining *Afʿāl Tamāmiyya (final cause)*	3	Lecture	AFT-SET	Knows-how	L&PPT
CO1,CO2,CO3,CO6,CO7	Review and analyse the classification of *Afʿāl* by Unani Scholars documented in classical Unani texts.	4	Practical17.1	CAN	Shows-how	PER,DIS,LS
CO1,CO2,CO3,CO6,CO7,CO8	Classify and analyse *Afʿāl Ḥaywāniyya* within the framework of *Afʿāl Mufrada* (simple functions) and *Afʿāl Murakkaba* (compound functions) in the light of contemporary physiological advancements.	3	Experiential-Learning17.1	CAN	Shows-how	LS,BS,DIS
CO1,CO3,CO6,CO7	Classify and analyse *Afʿāl Nafsāniyya* within the framework of *Afʿāl Mufrada* (simple functions) and *Afʿāl Murakkaba* (compound functions) in the light of contemporary physiological advancements.	3	Experiential-Learning17.2	CAN	Shows-how	BS,DIS,PL,SDL,LS

CO1,CO3,CO 6,CO7	Classify and analyse *Af'ā l Ṭabī'iyya* within the framework of *Af'ā l Mufrada* (simple functions) and *Af'ā l Murakkaba* (compound functions) in the light of contemporary physiological advancements.	3	Experiential-Learning17.3	CAN	Shows-how	BS,SDL,DIS, PL,LS
CO1,CO3,CO 6,CO7	Classify and analyse *Af'ā l Tanāsuliyya* within the framework of *Af'ā l Mufrada* (simple functions) and *Af'ā l Murakkaba* (compound functions) in the light of contemporary physiological advancements.	3	Experiential-Learning17.4	CAN	Shows-how	PL,DIS,SDL,L S,BS

Unit 2 Applied Aspect

17.2.1. افعال حیوانیہ/*Af'ā l Ḥaywāniyya* (Vital functions)

17.2.2. افعال نفسانیہ / *Af'ā l Nafsāniyya* (Psychic functions)

17.2.3. افعال طبیعیہ/*Af'ā l Ṭabī'iyya* (Natural functions)

17.2.4. افعال تناسلیہ/*Af'ā l Tanāsuliyya* (Reproductive functions)

References:

4,5,6,7,9,10,19,20,21,22,26,31,32,34,42,48,49,50,51,52,53,55,67,70,71,72,75,82,83,84,93,94,95,96,97,98,102,103,104,105,106,114,115,120,130,131

3A	3B	3C	3D	3E	3F	3G
CO1,CO3,CO 5,CO7	Describe *Af'ā l* as the key indicators of health and disease, identify changes in *Af'ā l* as a reflection of underlying pathology.	3	Lecture	CC	Knows-how	L&PPT
CO1,CO4	Compare and evaluate the healthy and diseased states of body in relation to *Af'ā l Ḥaywāniyya, Af'ā l Nafsāniyya, Af'ā l Ṭabī'iyya & Af'ā l Tanāsuliyya*	2	Lecture	CE	Knows-how	L&PPT
CO1,CO2,CO 3,CO4,CO6	Review and analyse the classical texts on *Taghayyur, Nuqṣān wa Buṭlān Af'ā l Ḥaywāniyya,* drawing parallels with contemporary cardiovascular diseases	4	Practical17.2	CAN	Shows-how	LS,PER,DIS

CO1,CO2,CO 4,CO6	Differentiate between *Taghayyur Af'āl / Ḥaywānniyya, Nuqṣān Af'āl / Ḥaywāniyya* (Impaired Vital functions) and *Buṭlān Af'āl / Ḥaywāniyya* (Cessation of Vital functions), list their causes, and identify the associated clinical features.	4	Experiential-Learning17.5	CAN	Shows-how	DIS,SDL,BS, LS,PL
CO1,CO3,CO 4,CO6	Review and analyse classical texts on *Nuqṣān, Buṭlān wa Tashvīsh Af'āl / Nafsāniyya,* drawing parallels with contemporary neurological diseases and psychiatric disorders.	4	Practical17.3	CAN	Shows-how	LS,PER,DIS
CO1,CO2,CO 4	Differentiate *Nuqṣān, Buṭlān wa Tashvīsh Af'āl / Nafsāniyya*, list their causes, and identify the associated clinical features.	4	Experiential-Learning17.6	CAN	Shows-how	BS,PL,LS,DIS
CO1,CO2,CO 4,CO6	Review and analyse classical texts on *Taghayyur, Nuqṣān wa Buṭlān Af'āl / Ṭabī'iyya,* drawing parallels with contemporary gastrointestinal and hepatic diseases	4	Practical17.4	CAN	Shows-how	DIS,LS,PER
CO1,CO3,CO 4,CO6	Differentiate *Taghayyur, Nuqṣān Af'āl and Buṭlān Af'āl / Ṭabī'iyya*, list their causes and identify the associated clinical features.	4	Experiential-Learning17.7	CAN	Shows-how	SDL,BS,PL,L S,DIS
CO1,CO2,CO 4,CO6	Review and analyse classical texts on *Taghayyur, Nuqṣān wa Buṭlān Af'āl / Tanāsuliyya,* drawing parallels with contemporary reproductive disorders.	4	Practical17.5	CAN	Shows-how	PER,LS,DIS
CO1,CO3,CO 4,CO6	Differentiate *Taghayyur, Nuqṣān and Buṭlān Af'āl / Tanāsuliyya*, enlist their key causes, and identify the associated clinical features.	2	Experiential-Learning17.8	CAN	Shows-how	LS,SDL,PL,B S,DIS
Practical Training Activity						
Practical Training 17.1 **Analysis of *Af'āl* / Classification in Classical Unani Texts**						

Time Distribution: 04 Hours

1. Demonstration & Resource Allocation (60 mins)

The teacher will provide an overview of the key classifications of *Afʿāl* documented in classical texts. He Students will also receive a structured review framework and a list of essential classical references to guide their research.

2. Library Session (60 mins)

Students will independently review classical Unani texts allocated to them, identifying and comparing various classifications of *Afʿāl* by different scholars. They will analyse the terminology, principles, and differences among sources.

3. Documentation (45 mins)

Students will organize their findings into structured summaries, categorizing *Afʿāl* classifications, their rationale, and clinical relevance in practical logbooks.

4. Presentation & Discussion (45 mins)

Students will present the key points of their review, ensuring clarity in historical and conceptual analysis findings, explaining differences in *Afʿāl* classification across texts followed by discussion, where students will compare interpretations, critique inconsistencies (if any), and explore applications of these classifications in Unani medicine.

5. Reflection (30 mins)

The teacher will guide students in reflecting on the relevance & applicability of these classifications in physiology and pathology.

Practical Training 17.2 **Review of Cardiovascular Disorders in Classical Texts**

Time Distribution: 04 Hours

1. Demonstration & Resource Allocation (60 mins)

The session will begin with an overview of *Taghayyur, Nuqṣān, and Buṭlān* of *Afʿāl* / *Ḥaywānniyya* as described in classical Unani texts. The teacher will introduce key references and allocate relevant classical and contemporary resources to each group of 2-3 students. Students will be guided on how to critically analyse these texts and draw parallels with modern cardiovascular diseases.

2. Library Session (60 mins)

Each group will engage in literature review of classical as well as contemporary resources. They will critically examine the classical descriptions of dysfunctions of *Afʿāl Ḥaywāniyya,* exploring how Unani scholars conceptualized the disease processes and their impact on body. They will compare and contrast the classical findings with modern cardiovascular pathologies

3. Documentation (30 mins)

Students will compile their findings into structured notes, categorizing classical and modern perspectives on cardiovascular dysfunction. They will highlight similarities, differences, and key insights from the literature.

4. Presentation & Discussion (60 mins)

Groups will present their analyses, explaining how classical concepts of *Taghayyur, Nuqṣān, and Buṭlān* relate to modern cardiovascular diseases. The discussion will focus on the relevance of Unani principles in contemporary medicine, encouraging critical evaluation and scholarly debate.

5. Reflection (30 mins)

Students under the guidance of teacher will reflect on the significance of classical knowledge in clinical practice, contemplating on its role in enhancing disease understanding and treatment strategies.

Practical Training 17.3 **Review of Neurological diseases and Psychiatric disorders in Classical Texts**

Time Distribution: 04 Hours

1. Demonstration & Resource Allocation (60 mins)

The session will begin with an overview of *Nuqṣān, Buṭlān* and *Tashvīsh* of *Afʿāl Nafsāniyya* as described in classical Unani texts. The teacher will introduce key references and allocate relevant classical and contemporary resources to each group of 2-3 students. Students will be guided on how to critically analyse these texts and draw parallels with modern neurological diseases and psychiatric disorders.

2. Library Session (60 mins)

Each group will engage in literature review of classical as well as contemporary resources. They will critically examine the classical descriptions of dysfunctions of *Afʿāl Nafsāniyya,* exploring how Unani scholars conceptualized the disease processes and their impact on body. They will compare and contrast the classical findings with modern neurological diseases and psychiatric disorders.

3. Documentation (30 mins)

Students will compile their findings into structured notes, categorizing classical and modern perspectives on neurological and psychiatric dysfunction. They will highlight similarities, differences, and key insights from the literature.

4. Presentation & Discussion (60 mins)

Groups will present their analyses, explaining how classical concepts of *Nuqṣān, Buṭlān* and *Tashvīsh* relate to modern neurological diseases and psychiatric disorders. The discussion will focus on the relevance of Unani principles in contemporary medicine, encouraging critical evaluation and scholarly debate.

5. Reflection (30 mins)

Students under the guidance of teacher will reflect on the significance of classical knowledge in clinical practice, contemplating on its role in enhancing disease understanding and treatment strategies. The session will conclude with an instructor-led reflection on integrating classical Unani thought with modern physiology in clinical applications.

Practical Training 17.4 **Review of Gastrointestinal and Hepatic diseases in Classical Texts**

Time Distribution: 04 Hours

1. Demonstration & Resource Allocation (60 mins)

The session will begin with an overview of *Taghayyur, Nuqṣān wa Buṭlān* of *Afʿāl Ṭabīʿiyya* as described in classical Unani texts. The teacher will introduce key references and allocate relevant classical and contemporary resources to each group of 2-3 students. Students will be guided on how to critically analyse these texts and draw parallels with modern gastrointestinal and hepatic diseases.

2. Library Session (60 mins)

Each group will engage in literature review of classical as well as contemporary resources. They will critically examine the classical descriptions of dysfunctions of *Ṭabīʿiyya,* exploring how Unani scholars conceptualized the disease processes and their impact on body. They will compare and contrast the classical findings with modern gastrointestinal and hepatic diseases..

3. Documentation (30 mins)

Students will compile their findings into structured notes, categorizing classical and modern perspectives on gastrointestinal and hepatic dysfunctions. They will highlight similarities, differences, and key insights from the literature.

4. Presentation & Discussion (60 mins)

Groups will present their analyses, explaining how classical concepts of *Taghayyur, Nuqṣān* and *Buṭlān* relate to modern gastrointestinal and hepatic diseases. The discussion will focus on the relevance of Unani principles in contemporary medicine, encouraging critical evaluation and scholarly debate.

5. Reflection (30 mins)

Students under the guidance of teacher will reflect on the significance of classical knowledge in clinical practice, contemplating on its role in enhancing disease understanding and treatment strategies. The session will conclude with an instructor-led reflection on integrating classical Unani thought with modern physiology in clinical applications.

Practical Training 17.5 **Review of reproductive disorders in Classical Texts**

Time Distribution: 04 Hours

1. Demonstration & Resource Allocation (60 mins)

The session will begin with an overview of *Taghayyur, Nuqṣān wa Buṭlān* of *Afʿāl Tanāsuliyya* as described in classical Unani texts. The teacher will introduce key references and allocate relevant classical and contemporary resources to each group of 2-3 students. Students will be guided on how to critically analyse these texts and draw parallels with modern reproductive disorders.

2. Library Session (60 mins)

Each group will engage in literature review of classical as well as contemporary resources. They will critically examine the classical descriptions of dysfunctions of *Afʿāl Tanāsuliyya,* exploring how Unani scholars conceptualized the disease processes and their impact on body. They will compare and contrast the classical findings with modern reproductive disorders.

3. Documentation (30 mins)

Students will compile their findings into structured notes, categorizing classical and modern perspectives on reproductive dysfunction. They will highlight similarities, differences, and key insights from the literature.

4. Presentation & Discussion (60 mins)

Groups will present their analyses, explaining how classical concepts of *Taghayyur, Nuqṣān wa Buṭlān* relate to modern reproductive disorders. The discussion will focus on the relevance of Unani principles in contemporary medicine, encouraging critical evaluation and scholarly debate.

5. Reflection (30 mins)

Students under the guidance of teacher will reflect on the significance of classical knowledge in clinical practice, contemplating on its role in enhancing disease understanding and treatment strategies. The session will conclude with an instructor-led reflection on integrating classical Unani thought with modern physiology in clinical applications.

Experiential Learning Activity

Experiential-Learning Learning 17.1: ***Afʿāl / Ḥaywānniyya* from *Mufrada to Murakkaba***

Time Distribution: 03 Hours

1. Learning Objectives & Expectations (15 mins)

The teacher taking up the role of a facilitator, will brief the topic, explaining the objective of the task and expected outcomes, encourage analytical thinking.

2. Resource Identification (15 mins)

Students will be guided in identifying credible references (Unani texts, physiology books, and research articles, etc.).

3. Self-Directed Learning (60 mins)

Students will independently study *Afʿāl / Ḥaywānniyya,* as documented in the classical literature and critically analyse them by comprehending their physiological mechanisms. Thereafter, they will classify these *Afʿāl / Ḥaywānniyya* into *Afʿāl / Mufrada* (Simple Functions) and *Afʿāl / Murakkaba* (Compound Functions) based on the underlying mechanism and number of forces involved in execution of the function.

4. Brainstorming Session & Peer Learning (45 mins)

Students will discuss their individual findings with their peers, comparing their assessments and interpretations and refining their understanding of *Afʿāl / Ḥaywānniyya-Mufrada and Murakkaba.*

5. Documentation (30 mins)

Students will compile their insights into structured notes in experiential activity logbook

6. Reflection (15 mins)

Students will share their key takeaways, unresolved questions, and the clinical relevance of understanding *Afʿāl / Ḥaywānniyya*.

Experiential-Learning Learning 17.2: ***Afʿāl / Nafsānniyya* from *Mufrada to Murakkaba***

Time Distribution: 03 Hours

1. Learning Objectives & Expectations (15 mins)

The teacher taking up the role of a facilitator, will brief the topic, explaining the objective of the task and expected outcomes, encourage analytical thinking.

2. Resource Identification (15 mins)

Students will be guided in identifying credible references (Unani texts, physiology books, and research articles, etc.).

3. Self-Directed Learning (60 mins)

Students will independently study *Afʿāl / Nafsānniyya,* as documented in the classical literature and critically analyse them by comprehending their physiological mechanisms. Thereafter, they will classify these *Afʿāl / Nafsānniyya* into *Afʿāl / Mufrada* (Simple Functions) and *Afʿāl / Murakkaba* (Compound Functions) based on the underlying mechanism and number of forces involved in execution of the function.

4. Brainstorming Session & Peer Learning (45 mins)

Students will discuss their individual findings with their peers, comparing their assessments and interpretations and refining their understanding of *Afʿāl / Nafsānniyya-Mufrada and Murakkaba.*

5. Documentation (30 mins)

Students will compile their insights into structured notes in experiential activity logbook

6. Reflection (15 mins)

Students will share their key takeaways, unresolved questions, and the clinical relevance of understanding *Afʿāl / Nafsānniyya*.

Experiential-Learning Learning 17.3: ***Afʿāl / Ṭabīʿiyya* from *Mufrada to Murakkaba***

Time Distribution: 04 Hours

1. Learning Objectives & Expectations (15 mins)

The teacher taking up the role of a facilitator, will brief the topic, explaining the objective of the task and expected outcomes, encourage analytical thinking.

2. Resource Identification (15 mins)

Students will be guided in identifying credible references (Unani texts, physiology books, and research articles, etc.).

3. Self-Directed Learning (60 mins)

Students will independently study *Afʿāl / Ṭabīʿiyya,* as documented in the classical literature and critically analyse them by comprehending their physiological mechanisms. Thereafter, they will classify these *Afʿāl / Ṭabīʿiyya* into *Afʿāl / Mufrada* (Simple Functions) and *Afʿāl / Murakkaba* (Compound Functions) based on the underlying mechanism and number of forces involved in execution of the function.

4. Brainstorming Session & Peer Learning (45 mins)

Students will discuss their individual findings with their peers, comparing their assessments and interpretations and refining their understanding of *Afʿāl / Ṭabīʿiyya-Mufrada and Murakkaba.*

5. Documentation (30 mins)

Students will compile their insights into structured notes in experiential activity logbook

6. Reflection (15 mins)

Students will share their key takeaways, unresolved questions, and the clinical relevance of understanding *Afʿāl / Ṭabīʿiyya*.

Experiential-Learning Learning 17.4: ***Afʿāl / Tanāsuliyya*** **from** ***Mufrada to Murakkaba***

Time Distribution: 04 Hours

1. Learning Objectives & Expectations (15 mins)

The teacher taking up the role of a facilitator, will brief the topic, explaining the objective of the task and expected outcomes, encourage analytical thinking.

2. Resource Identification (15 mins)

Students will be guided in identifying credible references (Unani texts, physiology books, and research articles, etc.).

3. Self-Directed Learning (60 mins)

Students will independently study *Af'ā / Tanāsuliyya,* as documented in the classical literature and critically analyse them by comprehending their physiological mechanisms. Thereafter, they will classify these *Af'ā / Tanāsuliyya* into *Af'ā / Mufrada* (Simple Functions) and *Af'ā / Murakkaba* (Compound Functions) based on the underlying mechanism and number of forces involved in execution of the function.

4. Brainstorming Session & Peer Learning (45 mins)

Students will discuss their individual findings with their peers, comparing their assessments and interpretations and refining their understanding of *Af'ā / Tanāsuliyya-Mufrada and Murakkaba.*

5. Documentation (30 mins)

Students will compile their insights into structured notes in experiential activity logbook

6. Reflection (15 mins)

Students will share their key takeaways, unresolved questions, and the clinical relevance of understanding *Af'ā / Tanāsuliyya*.

Experiential-Learning Learning 17.5: **Stages of Dysfunction of *Af'ā / Ḥaywāniyya***

Time Distribution: 04 Hours

1. Learning Objectives & Expectations (30 mins)

The teacher taking up the role of a facilitator, will brief the topic, explaining the learning objective of the task and expectations from students by the end of session. They will be encouraged to explore historical and modern perspectives on disturbances of *Af'ā / Ḥaywāniyya*.

2. Resource Identification (30 mins)

Students will be guided in identifying relevant classical and contemporary literature on the subject (recommended texts, journal articles, and case studies etc.).

3. Self-Directed Learning (60 mins)

Students will independently study and analyse the available literature, focusing on the causes, clinical features distinguishing *Taghayyur, Nuqṣān* and *Buṭlān* in *Af'ā / Ḥaywāniyya* from each other. They will take notes, extract key concepts, and prepare for discussion.

4. Brainstorming Session & Peer Learning (45 mins)

Students will be encouraged to discuss their findings, compare different sources, analyse overlapping concepts, and refine their understanding through peer learning.

5. Documentation (30 mins)

They will take notes, extract key concepts, and prepare for the group discussion. Each student will document a structured summary of their findings in experiential activity logbook.

6. Reflection (45 mins)

Students will present key insights from their discussions. The session will conclude with a facilitated reflection, where students will connect their learnings to clinical applications and discuss how these concepts enhance diagnostic and treatment approaches in Unani medicine.

Experiential-Learning Learning 17.6: **Stages of Dysfunction of *Afʿāl / Nafsāniyya,***

Time Distribution: 04 Hours

1. Learning Objectives & Expectations (30 mins)

The teacher taking up the role of a facilitator, will brief the topic, explaining the learning objective of the task and expectations from students by the end of session. They will be encouraged to explore historical and modern perspectives on disturbances of *Afʿāl / Nafsāniyya*.

2. Resource Identification (30 mins)

Students will be guided in identifying relevant classical and contemporary literature on the subject (recommended texts, journal articles, and case studies etc.).

3. Self-Directed Learning (60 mins)

Students will independently study and analyse the available literature, focusing on the causes, clinical features distinguishing *Nuqṣān, Buṭlān* and *Tashvīsh Buṭlān* in *Afʿāl / Nafsāniyya*, from each other. They will take notes, extract key concepts, and prepare for discussion.

4. Brainstorming Session & Peer Learning (45 mins)

Students will be encouraged to discuss their findings, compare different sources, analyse overlapping concepts, and refine their understanding through peer learning.

5. Documentation (30 mins)

They will take notes, extract key concepts, and prepare for the group discussion. Each student will document a structured summary of their findings in experiential activity logbook.

6. Reflection (45 mins)

Students will present key insights from their discussions. The session will conclude with a facilitated reflection, where students will connect their learnings to clinical applications and discuss how these concepts enhance diagnostic and treatment approaches in Unani medicine.

Experiential-Learning Learning 17.7: **Stages of Dysfunction of *Afʿāl / Ṭabīʿiyya***

Time Distribution: 04 Hours

1. Learning Objectives & Expectations (30 mins)

The teacher taking up the role of a facilitator, will brief the topic, explaining the learning objective of the task and expectations from students by the end of session. They will be encouraged to explore historical and modern perspectives on disturbances of *Afʿāl / Ṭabīʿiyya*.

2. Resource Identification (30 mins)

Students will be guided in identifying relevant classical and contemporary literature on the subject (recommended texts, journal articles, and case studies etc.).

3. Self-Directed Learning (60 mins)

Students will independently study and analyse the available literature, focusing on the causes, clinical features distinguishing *Taghayyur, Nuqṣān* and *Buṭlān* in *Afʿāl / Ṭabīʿiyya* from each other. They will take notes, extract key concepts, and prepare for discussion.

4. Brainstorming Session & Peer Learning (45 mins)

Students will be encouraged to discuss their findings, compare different sources, analyse overlapping concepts, and refine their understanding through peer learning.

5. Documentation (30 mins)

They will take notes, extract key concepts, and prepare for the group discussion. Each student will document a structured summary of their findings in experiential activity logbook.

6. Reflection (45 mins)

Students will present key insights from their discussions. The session will conclude with a facilitated reflection, where students will connect their learnings to clinical applications and discuss how these concepts enhance diagnostic and treatment approaches in Unani medicine.

Experiential-Learning Learning 17.8: **Stages of Dysfunction of *Afʿāl / Tanāsuliyya***

Time Distribution: 02 Hours

1. Resource Identification (10 mins)

Students will be guided in identifying relevant classical and contemporary literature on the subject (recommended texts, journal articles, and case studies etc.).

2. Self-Directed Learning (55 mins)

Students will independently study and analyse the available literature, focusing on the causes, clinical features distinguishing *Taghayyur, Nuqṣān* and *Buṭlān* in *Afʿāl / Tanāsuliyya* from each other. They will take notes, extract key concepts, and prepare for discussion.

3. Brainstorming Session & Peer Learning (30 mins)

Students will be encouraged to discuss their findings, compare different sources, analyse overlapping concepts, and refine their understanding through peer learning.

4. Documentation (15 mins)

They will take notes, extract key concepts, and prepare for the group discussion. Each student will document a structured summary of their findings in experiential activity logbook.

5. Reflection (10 mins)

Students will present key insights from their discussions. The session will conclude with a facilitated reflection, where students will connect their learnings to clinical applications and discuss how these concepts enhance diagnostic and treatment approaches in Unani medicine.

Modular Assessment

Assessment	**Hour**

Instructions- Conduct a structured Modular assessment. Assessment will be for 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. **1.A. Case based Analysis (2 Hours, 30 Marks)** Students will be given a clinical scenario illustrating either *Taghayyur, Nuqṣān* or *Buṭlān* of *Af'ā l Ḥaywāniyya, Af'ā l Nafsāniyya, Af'ā l Ṭabī'iyya or Af'ā l Tanāsuliyya.* Students will analyse the case to identify the affected *Quwā* and the corresponding *A'ḍā',* potential causes, pathological implications and the nature of dysfunction. **Assessment Criteria:** a. Identification of the nature of altered function (7 marks) b. Classical and contemporary interpretations (7 marks) c. Analytical reasoning and clinical insight (6 marks) d. Clarity, structure, and coherence of Explanation (5 marks) e. Referencing (5 marks) **1.B. Mind Mapping (2 Hours, 20 Marks)** Students will create a mind map that classifies and analyses *Af'ā l* within the framework of *Af'ā l Mufrada* and *Af'ā l Murakkaba,* while incorporating contemporary physiological insights. The mind map must reflect conceptual clarity, logical classification, analytical depth, and integrative thinking. The map will be submitted at the end of the session for evaluation. **Assessment Criteria:** a. Logical Structure and Classification (5 marks) b. Integration of Classical and Contemporary Concepts (5 marks) c. Relevance and Accuracy of Content (4 marks) d. Creativity and Visual Presentation (3 marks) e. Clarity and Conceptual Depth (3 marks)	4

Or 2. Any practical in converted form can be taken for assessment. (25 Marks) and 3. Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)	

Paper No : 3(Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ)

Semester No : 3

Module 18 : 'Ilmul Asbāb علم الاسباب

Module Learning Objectives

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

1. Describe and classify Asbāb ʿUmūmī of the Marad.
2. Assess the impact of Asbāb ʿUmūmī on health and disease.
3. Apply the concept of Asbāb for the preservation of Health.

Unit 1 Asbāb 'Umūmī اسباب عمومی

18.1.1: مفاہیم عام و تقسیم /General description and classification

18.1.2: اسباب تاثیرات /Asbāb Tathirāt

References: 3,19,24,49,51,70,78,79,122,130

3A	3B	3C	3D	3E	3F	3G
CO2,CO4, CO7	Discuss the characteristics and significance of Asbāb ʿUmūmī and its general classification in disease development.	2	Lecture	CC	Knows-how	L&PPT
CO4,CO7	Analyze the classical Unani perspective on Asbāb Tathīrāt with modern scientific understanding.	2	Lecture	CAN	Knows-how	L&PPT
CO4,CO7	Differentiate between Asbab Sabiqa, Asbab Wasila and Asbab Badiya with appropriate examples.	2	Lecture	CC	Knows-how	L&PPT

CO4,CO5, CO7	Interpret Asbab Sabiqa, Wasila and Badiya in context to health and disease	5	Practical18.1	CE	Shows-how	L&GD,PBL

Unit 2 Asbāb Juz'iyya اسباب جزئیہ

18.2.1: مفاہیم عام /General description

18.2.2: مسخنات و مبردات /Musakhkhinaṯ-o-Mubarridaṯ

18.2.3: مرطبات و مجففات /Muraṭṭibat-o-Mujaffifat

18.2.4: مفسدات شکل /Mufsidaṯ Shakl

18.2.5: اسباب حرکت غیر طبعی /Asbāb Ḥarkat Ghyar Ṭabī'ī

References: 3,19,49,51,70,78,79

3A	3B	3C	3D	3E	3F	3G
CO4,CO7	Discuss Asbāb-i-Juz'iyya and explain its significance in the causation of diseases	2	Lecture	CC	Knows-how	L&PPT
CO1,CO4, CO7	Describe the concept and effects of Musakhinat, Mujaffifat, Mubarridat wa Murattibat with suitable examples.	5	Experiential-Learning18.1	CAP	Shows-how	DIS,LS,PBL
CO1,CO4, CO7	Discuss the concept and effects of Asbab Mufsidat Shakl with suitable examples	2	Lecture	CC	Knows-how	L&PPT ,TBL,PL,L_VC
CO1,CO4, CO7	Distinguish between normal and abnormal *Majari* conditions, linking Unani concepts with contemporary medical perspectives.	5	Experiential-Learning18.2	CAP	Knows-how	JC,DIS
CO4,CO7	Demonstrate the practical application of *Khala wa Mafariqat* in diagnosing pathological conditions through clinical case studies.	5	Practical18.2	CAP	Shows-how	DIS,L&PPT

CO4,CO7	Identify and classify the different categories of *Asbab Ziyadati* and *Asbab Nuqsan* based on classical Unani literature.	5	Practical18.3	CE	Shows-how	PBL,TUT,FV
CO4,CO7	Determine different causes of *Tafaruq* and *Ittisal* based on classical Unani literature	5	Practical18.4	CAN	Shows-how	D-M,D-BED
CO1,CO4, CO7	Compile and analyze case studies to differentiate between various types of Qarha in the light of Unani principles.	4	Experiential-Learning18.3	CAN	Shows-how	LS,JC
CO4,CO7	Analyze case studies highlighting different types of Zo'afe Adha and propose appropriate Unani treatment protocols.	4	Experiential-Learning18.4	CAN	Shows-how	CBL,CD
CO4,CO6	Summarize key differences and clinical implications of *Asbab Juziyya* and modern etiopathogenesis in disease management	4	Experiential-Learning18.5	CE	Shows-how	LS,PBL
CO4,CO7	Evaluate case studies to identify and interpret *Asbab Juziyya* in specific disease conditions	4	Experiential-Learning18.6	PSY-SET	Shows-how	PER,PrBL

Practical Training Activity

Practical Training 18.1 Asbab Sabiqa, Wasila and Badiya in context to health and disease

Time Distribution (5 Hours)

Library Research and Unani Text Interpretation.

1. Introduction (30 min):

The teacher will give structured lecture on a Asbabe Sabiqa, Wasila and Badiya compares it with modern pathology with practical example. Explain the different approach of Unani and Modern Medicine.

2. Group Research (1-hour 15min – Library study):

Students will visit to library and refer to classical and modern literature. Students will go through the literature and compare the same with examples.

3. Group discussion and Reflection (40 mins):

Students will engage in Critically evaluating their findings and discussion on collected literature focusing on examples.

4. Case Based Analysis:

Introduction (40 min):

Teacher will explain a complete case study, focused explanation on all its relation with Asbabe Sabiqa, Wasila and Badiya.

5. Group based case interpretation (1 hour 15 min):

Students will be given real or Hypothetical cases, and ask them to interpret the same way.

6. Discussion (40 min):

Teacher will analyze the case interpretation and critically appraise it with broader implication of the same adding some more examples.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 18.2 Practical application of *Khala wa Mafariqat*

Time Duration (5 hours)

1. Introduction & Theoretical Overview (30 mins):

The teacher gives a structured demonstration on dislocations and fractures, their clinical significance, and their differentiation in diagnosis. Brief discussion on Unani & modern perspectives on skeletal injuries.

2. Library & Literature Review (1 hour 30 min – Independent Study):

Students were asked to visit library and explore classical Unani literature and modern medical references on dislocation & fracture.

3. Case-Based Diagnosis Activity (1 Hours – Hands-on Clinical Approach):

The teacher provides X-rays, real or simulated case reports, and patient history of individuals with fractures and dislocations. Students will analyze the symptoms and differentiate between fractures and dislocations based on clinical signs.

4. Hospital Visit (2 hours):

Students will be taken to hospital by teacher and discussion on the real cases in OPD/IPD/Casualty (Isabat) Note: Student should document their observations, analysis and interpretation in log book.
Practical Training 18.3 *Asbab Ziyadati* and *Asbab Nuqsan* based on classical Unani literature.
Time Duration (5 hours) **1. Introduction & Concept Discussion (30 mins):** Teacher will explain Asbāb Ziyādat & Asbāb Nuqsān with examples from classical texts. **2. Literature Review & Group Research (1-hour 30mins – Library Study):** Students are divided into small groups (2-3 members per group). Each group researches one category, either Asbāb Ziyādati or Asbāb Nuqsān and asked to search in both Unani and Contemporary system of Medicine. **3. Clinical Case Study Analysis (30 min – Case-Based Learning):** Teacher provides real-life patient case studies with symptoms of excess or deficiency. Students diagnose whether it falls under Ziyādati or Nuqsān. Each group presents their diagnosis. **4. Hospital Visit & Patient Interaction (1 Hours 30 min – Clinical Exposure):** Students will be taken to hospital by the teacher, and were exposed to patients with conditions like anemia, hyperthyroidism, malnutrition, etc. and they were asked to freely interact with patients and teachers accordingly. **5. Group Discussion (1 hour – Reflection & Learning):** Groups present their findings from the library research & hospital visit. Discussion on how Unani principles align with modern medical understanding. Quick Quiz: Students match conditions with Asbāb Ziyādat or Asbāb Nuqsān. Note: Student should document their observations, analysis and interpretation in log book.
Practical Training 18.4 *Tafaruq* and *Ittisal* based on classical Unani literature

Time Duration (5 hours)

1. Introduction & Concept Discussion (30 mins):

Teacher will discuss the concept of Tafarruq wa Ittisāl in Unani Medicine.

2. Library & Literary Research (2 hours):

Students will be advised to visit library and collect literature from Unani classical texts.

3. Case Study Analysis (1 hour 30 mins):

Teacher will present X-ray reports, patient symptoms, or clinical images, students will be asked to analyze cases and identify the cause of Tafarruq-e-Ittisāl.

4. Group Discussion & Concept Mapping (1 hour):

Each student will present their library research findings and their clinical observation. A comparative discussion of Unani and modern perspective and how both of these can be connected.

Note: Student should document their observations, analysis and interpretation in log book.

Experiential Learning Activity

Experiential-Learning Learning 18.1: Effects of Musakhinat, Mujaffifat, Mubarridat wa Murattibat with suitable examples.

Time duration (5 hours)

1. Guidelines (30 min): Teacher will guide students on how to experience effect of Musakhinat, Mujaffifat, Mubarridat wa Murattibat with examples.

Experiential activity:

2. Musakhinat (1 hour):

Students will experience by applying Ginger, Black Pepper, Mustard Oil, on skin or they will taste or smell the same, whichever is applicable.

3. Mujaffifat (1 hour):

Students will experience by applying Alum, Clay, Pomegranate Peel on wet skin and experience the tightening effect, whichever is applicable.

4. Mubarridat (1 hour):

Students will experience by applying Rose Water, Sandalwood Paste, Cucumber on skin, or taste or inhale aroma, whichever is applicable.

5. Murattibat (1 hour):

Students will experience by applying Aloe Vera Gel, Olive Oil, Ghee on skin, or taste or rub on hands, whichever is applicable.

6. Conclusion (30 min):

Students will explain the experienced effects to the teacher.

Note: Documentation of the experience in log book, and its applicability in health and disease.

Examples can be changed accordingly.

Experiential-Learning Learning 18.2: Normal and Abnormal *Majari* conditions

Time Duration (5 hours)

Guidelines (30 min): Teacher will guide students on how to distinguish between normal and abnormal majari conditions linking Unani Concepts with Contemporary medical prospectives, Experimentally.

Experiential activity:

2. Feeling the flow - Understanding Normal Majari (1 hour 30 min):

Students will examine their own body for signs of normal Majari function by observing circulation and respiration, etc. Like Performing simple pulse palpation and note rhythm, strength, and consistency.

Observation to record:

Circulation: Is the pulse regular and smooth?

Respiration: Is breathing deep and effortless?

Skin & Temperature: Is skin warm and moist, or cold and dry?

3. Disrupt the Flow – Simulating an Abnormal Condition (1 hour 30 min)

Students will ask to mildly alter body conditions through safe, controlled actions:

Tight fist clenching for 3-5 min: Observe changes in blood flow.

Holding breath for 15 sec: Feel effect on oxygen circulation.

Observation to Record:

Pulse Response: Does it weaken after clenching a fist?

Breathing Difficulty: Does breathe-holding cause discomfort?

4. Diagnose Yourself – Comparing Normal vs. Abnormal Majari (1 hour 30 min)

Students select a past experience of abnormal Majari function (e.g., asthma, constipation, urethral stone, varicose vein, etc.)

Observation and findings:

They analyze it using both Unani & modern concepts:

What was the symptom?

Which Majari was affected? (Blood vessels, airways, digestive tract)

What could be the Unani explanation? (Imbalance in Akhlat or Mizaj)

What is the modern explanation? (Vasoconstriction, inflammation, ischemia, etc.)

How did it return to normal?

Note: - Students will also search literature based on each activity and compare both Unani and modern literature and co-relate their experiences.

Documentation of each and every experience in log book.

Experiential-Learning Learning 18.3: Various types of Qarha in the light of Unani principles

Time Duration (4 hours)

1. Literary Research on Classical Texts (1 hour 30 min - Library Study):

Students visit library and extract literature on different kinds of wounds mention in classical Unani literature.

2. Clinical Case Documentation & Reflection (2 hours): Students are advised to individually document 2 real cases of wound management from the hospital visit.

Task: Each student collects 2-3 case studies on wounds and asked to analyze and compile type of qarah.

3. Quick Written Reflection (30 mints):

Students will write a short analysis based on their observations: Like, What are key visual differences they noticed between wound types?
Experiential-Learning Learning 18.4: Zo'afe Adha and propose appropriate Unani treatment protocols.
Time Duration (4 hours) **1. Library Research on Classical Unani Texts – (2 Hours):** Students will visit the library individually and extract literature from classical Unani texts. Key areas to focus on: Different causes of Zoaf-e-Adha in Unani medicine. Unani diagnostic principles for organ weaknesses. Unani Treatment protocol of Zoaf-e-Adha. **2. Unani Clinical Case Analysis & Treatment Proposal (2 hours):** The teacher provides hypothetical case of Zoafe Adha (e.g., Zoaf-e-Meda, Zoaf-e-Dimagh, Zoaf-e-Qalb). Student Taks: Identify the possible causes of Zoaf-e-Adha. Write an initial Unani diagnosis and Treatment protocol based on the case.
Experiential-Learning Learning 18.5: Clinical implications of *Asbab Juziyya* and modern etiopathogenesis in disease management
Time Duration (4 hours) **1. Theoretical Review & Concept Mapping (2 Hours):** Students will independently review classical Unani texts to extract key Asbab-e-Juziyya while simultaneously referring to modern medical literature to understand modern etiopathogenesis. The focus will be on how both concepts contribute to disease management. Additionally, they will be advised to create a comparative table to highlight the differences and similarities between the two approaches.

2. Presentation on the Findings (2 hours): Students will present their finding, where they will explain their comparative analysis, discuss key insights, and highlight the clinical implications of integrating both Unani and modern perspectives in disease management.	
Experiential-Learning Learning 18.6: Interpret *Asbab Juz'iyya* in specific disease conditions	
Time Learning Hours: 4 hours **1. Theoretical Exploration & Literature Review (2 hours):** Students will independently review classical Unani texts to extract Asbab-e-Juziyya related to specific disease conditions like, diabetes, Hypertension, asthma etc. Simultaneously they refer modern medical literature to understand the contemporary etiology of these diseases and were asked to prepare summary table. **2. Case Study Analysis – Identifying Asbab-e-Juziyya (2 Hours)** Scholars will be provided with detailed patient case studies (hospital records, clinical reports) focusing on a specific disease. They will be asked to identify and interpret Asbab Juziyya. Based on their case study and patient findings, scholars will analyze and interpret the dominant Asbab-e-Juziyya in specific disease condition.	
Modular Assessment	
Assessment	**Hour**
Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks. Keep structure making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6 C. **1.1 Part A: Case Analysis & Interpretation (25 Marks)- 2.5 hours** a. Interpretation of a given scenario related to *Asbāb* and its effects on disease manifestation. b. Evaluation of the role of Asbāb in disease progression based on Unani principles. **1.2 Part B: Diagrammatic/Tabular Representation (15 Marks)- 1.25 hours**	4

Classification of *Asbāb* in a structured manner using diagrams, charts, or tables. Part C: Viva Voce (10 Marks)- 0.25 hours Oral questioning to assess conceptual clarity and critical thinking. or **2**. Any practical in converted form can be taken for assessment (25 Marks) and Any of the experientials as portfolio/reflection/presentation/ group discussion can be taken as an assessment (25 Marks)	

Module 19 : Asbāb Ḍarūriyya اسباب ضروریہ

Module Learning Objectives

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

1. Discuss the role of *Asbāb Ḍarūriyya* in context to health and disease.
2. Validate the effect of *Asbāb Ḍarūriyya* in health and disease.
3. Apply the principles of *Asbāb Ḍarūriyya* to develop strategies

Unit 1 Concept of Asbāb Ḍarūriyya مفاہیم اسباب ضروریہ

19.1.1: تعارف /Introduction

19.1.2: انسانی صحت سے وابستگی /Relation to Human health

References: 19,51,70,78,79,130

3A	3B	3C	3D	3E	3F	3G
CO1,CO7	Classify and describe Asbāb Fa'eliyah and their different types according to classical Unani literature.	5	Lecture	CC	Knows-how	L&GD,L&PPT

CO1,CO5 ,CO7	Ilustrate the concept of Asbab Sitta Dharuriyya with special reference to underline principles of Unani Medicine.	5	Lecture	CAP	Knows-how	L&PPT ,L&GD

Unit 2 Content of Asbāb Sitta Ḍarūriyya مشتملات اسباب ضروریہ

19.2.1: ہوائے محیط /Hawā-i-Muḥīṭ

19.2.2: ماکول و مشروب /Makūl-o-Mashrūb

19.2.3: حرکت و سکون بدنی /Ḥarkat-o-Sakūn-i- Badanī

19.2.4: حرکت و سکون نفسانی /Ḥarkat-o-Sakūn-i- Nafsānī

19.2.5: نوم و یقظہ /Nawm-o-Yaqẓā

19.2.6: استفراغ و احتباس /Istifrāgh-o- iḥtibās

References: 3,19,24,51,70,78,79,122

3A	3B	3C	3D	3E	3F	3G
CO1,CO7	Observe and record environmental changes under different Kafiyat, such as seasonal shifts, and geographical variations.	4	Practical19.1	CAP	Shows-how	DIS,JC
CO4,CO5	Develop a report summarizing findings on the health risks associated with imbalanced diet.	4	Practical19.2	PSY-SET	Does	TPW
CO4,CO5	Analyze and review data available on the effects of inadequate Harkat wa Sukune Nafsani.	4	Practical19.3	CAN	Knows-how	PrBL,PER
CO4,CO5	Analyze and review data available on the effects of inadequate Harkat wa Sukune Badani	4	Practical19.4	CAN	Shows-how	PER,PrBL

CO4	Apply Unani diagnostic approaches to identify signs of inadequate *Ehtibas wa Istifragh* in patients and propose appropriate therapeutic interventions.	4	Experiential-Learning19.1	CAP	Shows-how	CBL,CD
CO4,CO5, CO7	Analyze the relationship between *Istifragh wa Ehtibas* and life style disorders.	4	Experiential-Learning19.2	CE	Shows-how	LS,L&GD
CO4,CO5, CO7	Compile and review the available literature on sleep disorders and the principles of Unani management	4	Experiential-Learning19.3	CS	Knows-how	SY,W
CO4,CO5, CO7	Analyze the relationship between Harkat wa Sukune Badani and Nafsani with various life style disorders	4	Experiential-Learning19.4	CAN	Shows-how	DIS,CBL
CO4,CO7	Analyze the correlation between dietary imbalance and the pathogenesis of common lifestyle disorders.	5	Experiential-Learning19.5	CAN	Shows-how	TBL,PrBL,DIS
CO4,CO5	Apply evidence-based dietary interventions to prevent and manage lifestyle disorders	5	Experiential-Learning19.6	CAP	Shows-how	DIS,PBL,JC,TBL
CO1,CO4	Interpret the impact of environmental changes on human health and well-being according to Unani principles.	4	Practical19.5	CAP	Shows-how	L&GD,JC
Practical Training Activity						
Practical Training 19.1 Environmental Changes Under Different *Kaifiyat*						
Total Duration: 4 Hours						

1. Introduction (1 Hour) – The teacher will explain *Kaifiyat* in Unani medicine, emphasizing the effects of seasonal and geographical variations on health using visual aids and case examples.

2. Demonstration (1 Hour) – The teacher will demonstrate environmental data collection using tools like thermometers, hygrometers, and anemometers. Students will observe and take notes.

3. Analysis (1 Hour) – The teacher will provide pre-recorded data for students to analyze under supervision. Graphs and tables will be used to interpret environmental patterns.

4. Discussion (1 Hour) – The teacher will lead a discussion on the analyzed data, connecting findings to Unani principles. Students will document their reflections and insights in logbooks.

SOPs Reference: Follow Indian Meteorological Department (IMD) guidelines for environmental data interpretation.

Note: Logbooks will be assessed for completeness and analytical depth.

Practical Training 19.2 Health Risks of Imbalanced Diets: Report Development

Total Duration: 4 Hours

1. Introduction (1 Hour) – The teacher will provide a detailed lecture on health risks from imbalanced diets using visual aids and case studies. Guidelines for the report will be explained, with examples and key references provided.

2. Literature Review & Data Collection (2 Hours) – The teacher will curate pre-selected resources from WHO and FAO. Students will analyze the materials under teacher supervision.

3. Data Analysis (1.5 Hours) – The teacher will demonstrate data interpretation using sample datasets. Students will follow guided steps to apply the same analysis techniques to their assigned data.

4. Structured Report Writing (1 Hour) – The teacher will provide a report template and detailed instructions. Students will fill in their findings with close supervision.

5. Debriefing & Reflection (30 Minutes) – The teacher will lead a discussion on findings, emphasizing key lessons and ethical considerations.

SOPs Reference: WHO and Food and Agriculture Organization (FAO) guidelines for dietary research will be strictly followed.

Note: Reports and reflections will be evaluated based on teacher feedback for accuracy and depth.

Practical Training 19.3 Effects of Inadequate Harkat wa Sukune Nafsani
Total Duration: 4 Hours **1. Introduction (30 Minutes) –** The teacher will explain the concept and impacts of inadequate *Harkat wa Sukune Nafsani* using multimedia resources and case examples. **2. Demonstration (30 Minutes) –** The teacher will present and interpret data on chronic stress, cortisol levels, heart rate variability, and cognitive function. **3. Guided Data Analysis (2.5 Hours) –** Students, under teacher supervision, will analyze anonymized datasets on stress response, autonomic function, and cognitive performance using statistical tools. **4. Discussion (1.5 Hours) – The** teacher will interpret key findings, facilitate a comparative discussion, and explain physiological mechanisms and applications. **5. Supervised Reflection (1 Hour) –** The teacher will lead reflections on key takeaways, ethical considerations, and future research directions. Students will document their insights in logbooks. SOPs Reference: This practical will follow guidelines from the World Health Organization (WHO), American Psychological Association (APA), and European Federation of Psychologists' Associations (EFPA) for data analysis and interpretation. Note: Students should document their data analysis, discussion insights, and reflections on mental rest and its impact on health in their logbooks.
Practical Training 19.4 Effects of Inadequate *Harkat wa Sukune Badani*
Total Duration: 4 Hours **1. Introduction (1 Hour) –** The teacher will provide a comprehensive overview of the physiological effects of inactivity using visual aids, case studies, and theoretical explanations. **2. Demonstration (1 Hour) –** The teacher will demonstrate the cardiovascular and metabolic impacts of inactivity using simulations, recorded data, and practical examples. **3. Data Analysis (2 Hours) –** Under teacher supervision, students will analyze datasets in groups: Group 1: Cardiovascular markers Group 2: Metabolic indicators

Group 3: Musculoskeletal data

4. Interpretation & Discussion (1 Hour) – The teacher will present key interpretations of the analyzed data. Guided discussions will explore pathophysiological mechanisms and real-world applications.

5. Supervised Reflection & Documentation (1 Hour) – Under the teacher's supervision, students will summarize their observations and conclusions.

SOPs Reference: Follow guidelines from the World Health Organization (WHO), American College of Sports Medicine (ACSM), and European Society of Cardiology (ESC).

Note: Students must document their observations and conclusions in their logbooks.

Practical Training 19.5 Impact of Environmental Changes on Human Health (Unani Perspective)

Total Duration: 4 Hours

1. Introduction (45 Minutes) – The teacher will deliver a detailed lecture on Unani concepts of *Kaifiyat*, using visual aids and real-world examples to explain the impact of environmental changes on health.

2. Case Study Presentation (1.5 Hours) – The teacher will present pre-analyzed case studies, explaining symptoms and linking them to environmental factors using Unani principles. Key findings will be highlighted.

3. Group Discussion (1 Hour) – The teacher will guide students through specific questions, facilitating the interpretation process with a focus on *Asbab Sitta Zarooriya* in disease causation and prevention.

4. Debriefing & Reflection (45 Minutes) – The teacher will summarize key insights, ensuring students understand the application of Unani interventions. Students will document reflections under teacher supervision.

SOPs Reference: Based on Unani classical texts and environmental health guidelines.

Note: Students will document observations and reflections in their logbooks.

Experiential Learning Activity

Experiential-Learning Learning 19.1: Unani Diagnostic Approaches for *Ehtibas* and *Istifragh*

Total Duration: 4 Hours **1. Case Study Analysis (1.5 Hours) –** Students will analyze case studies to identify signs of inadequate *Ehtibas* (retention) and *Istifragh* (evacuation) using Unani diagnostic methods. They will assess symptoms, underlying causes, and contributing factors. **2. Concept Mapping (1 Hour) –** Students will create concept maps to illustrate the relationship between *Ehtibas*, *Istifragh*, and disease progression based on Unani principles. **3. Therapeutic Proposal (1 Hour) –** Using Unani principles, students will propose therapeutic interventions to restore the balance of *Ehtibas* and *Istifragh*, considering individual *Mizaj* (temperament) and disease conditions. **5. Reflection (30 Minutes) –** Students will reflect on the learning experience and document case study analyses, intervention plans, and key insights. Note: Students will document case studies, concept maps, and proposed interventions in their logbooks.
Experiential-Learning Learning 19.2: Relationship Between *Istifragh wa Ehtibas* and Lifestyle Disorders
Total Duration: 4 Hours **1. Case Study Analysis (2 Hours) –** Students will visit the library to review case studies to identify patterns of *Istifragh* (evacuation) and *Ehtibas* (retention) in the context of lifestyle disorders. **2. Concept Mapping (30 Minutes) –** Students will create a concept map illustrating the relationship between *Istifragh*, *Ehtibas*, and the pathogenesis of lifestyle disorders, highlighting key Unani principles. **3. Comparative Discussion (1 Hour) –** Students will compare findings, using their concept maps to discuss the role of improper *Istifragh* and *Ehtibas* in disease development from a Unani perspective. **4. Expert Insights (30 Minutes) –** The teacher will elaborate on the Unani rationale for maintaining a balance between *Istifragh* and *Ehtibas* to prevent or manage disorders. Note: Students should document their case study analyses, concept maps, discussion insights, and reflections in their logbooks.
Experiential-Learning Learning 19.3: Sleep disorders and their management

Total Duration: 4 Hours **1. Literature Compilation (1.5 Hours) –** Students will access academic databases, libraries, and relevant sources to gather literature on sleep disorders and their Unani management. **2. Critical Review (1.5 Hours) –** Students will analyze the collected literature, focusing on Unani principles, concepts, and therapeutic approaches. **3. Summary Development (1 Hour) –** Students will compile key findings, compare traditional Unani perspectives with contemporary views, and summarize insights. Note: Students should document the selected sources, key findings, and reflections in their logbooks.
Experiential-Learning Learning 19.4: Analyzing the Relationship Between *Harkat wa Sukune Badani* and *Nafsani* with Lifestyle Disorders
Total Duration: 4 Hours **1. Case Study Analysis (1.5 Hours) –** Students will review case studies illustrating the effects of physical and mental activity imbalances on health outcomes, focusing on disorders like obesity, hypertension, and anxiety. **2. Comparative Data Evaluation (1 Hour) –** Students will analyze anonymized data sets or public health reports to identify correlations between activity levels, rest patterns, and lifestyle disorders. **3. Discussion & Reflection (1.5 Hours) –** The teacher will facilitate a group discussion, encouraging students to interpret findings and propose Unani-based preventive and therapeutic approaches. Reflections will focus on the significance of balanced physical and mental activities. Note: Students will document their case analyses, comparative evaluations, and reflections in their logbooks.
Experiential-Learning Learning 19.5: Evaluating the Impact of Dietary Imbalance on Lifestyle Disorders
Total Duration: 5 Hours **1. Introduction (30 Minutes) –** The teacher will provide insights into dietary imbalance and its role in the development of lifestyle disorders, using evidence-based examples and visual aids.

2. Case Review & Analysis (1.5 Hours) – Students will visit the library and review documented case reports and research findings, identifying patterns of dietary imbalance and associated health outcomes. **3. Comparative Study (1.5 Hours) –** Students will compare dietary habits from different populations or regions to assess correlations with lifestyle disorders using data from public health reports. **4. Group Discussion (1 Hour) –** Guided by the teacher, students will discuss their findings, propose possible preventive strategies, and evaluate the effectiveness of dietary interventions. **5. Reflection & Documentation (30 Minutes) –** Students will reflect on their learning experience and document observations, comparative insights, and recommendations in their logbooks. Note: Students should ensure proper documentation of findings and reflections in their logbooks.
Experiential-Learning Learning 19.6: Evidence-Based Dietary Interventions for Lifestyle Disorders
Total Duration: 5 Hours **1. Introduction (1 Hour) –** Students will brainstorm on lifestyle disorders and evidence-based dietary interventions. **2. Case Study Analysis (1.5 Hours) –** Students will visit the library to analyze case studies to identify dietary factors and suggest interventions. **3. Dietary Planning Workshop (1.5 Hours) –** Guided by the teacher, students will design personalized dietary intervention plans for case study subjects. Plans will align with clinical recommendations from WHO, FAO, and other relevant guidelines. **4. Presentation & Review (30 Minutes) –** Students will present their dietary intervention plans. The teacher will moderate discussions, encouraging peer feedback and justification of dietary choices. **5. Reflection (30 Minutes) –** Students will reflect on the learning experience and document case study analyses, intervention plans, and key insights. Note: Students should document all activities, including case analyses, dietary plans, and reflections, in their logbooks.
Modular Assessment

Assessment	**Hour**

Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks. Keep structure making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6 C. 1.1 A. Project work (25 Marks – 2 Hours) 1.2 Practical Assessment (15 Marks – 1.5 Hour) 1.3 Case-based Analysis (10 Marks) Interpretation of disease causation based on Asbāb Ḍarūriyyah principles. 1.4 B. Diagrammatic Representation (5 Marks) Conceptual illustration of Asbāb Ḍarūriyyah in disease development. 1.5 C. Viva Voce (10 Marks – 0.5 Hour) Oral questioning on theoretical and applied aspects of Asbāb Ḍarūriyyah.Assessment of conceptual clarity and clinical correlation. Or 2. Any practical in converted form can be taken for assessment (25 Marks) and Any of the experientials as portfolio/reflection/presentation/ group discussion can be taken as an assessment (25 Marks)	4

Semester No : 4

Module 20 : Asbāb Ghyr Ḍharūriyya اسباب غیرضروریہ

Module Learning Objectives

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

1. DiscussAsbāb *Ghyar Ḍarūriyya* with their effects.
2. Interpret *Asbāb Ghyar Ḍarūriyya* through their distinctive features.
3. Validate the concept of *Asbāb Ghyar Ḍarūriyya* for health and disease

Unit 1 Introductionتعارف

20.1.1: حمام /Ḥammām

20.1.2: دلک /Dalak

20.1.3: حمام رملی /Sand bath

References: 19,24,51,70,78,79,130

3A	3B	3C	3D	3E	3F	3G
CO4,CO6	Discuss and review existing literature on Hammam therapy and summarize its scientific validation.	6	Practical20.1	CAN	Shows-how	JC,DIS
CO5,CO6	Demonstrate the preparation and application of different types of mud used in therapy.	4	Experiential-Learning20.1	PSY-SET	Does	DIS,PL
CO5,CO6	Analyze and Interpret findings to assess the effectiveness of sand bath therapy.	4	Experiential-Learning20.2	CAN	Shows-how	PBL,TPW,LS
CO5,CO6	Interpret patient responses to Dalk therapy and document clinical outcomes for different conditions.	4	Experiential-Learning20.3	CE	Shows-how	DIS,D-BED
CO4,CO6	Correlate the traditional Unani concept of Dalak with modern scientific perspectives on massage therapy.	4	Experiential-Learning20.4	CE	Shows-how	LS,DIS
CO1,CO4, CO7	Discuss the concept of Asbab Ghyr Dharuriyya in context to health and disease.	5	Lecture	CC	Knows-how	L&GD,L&PPT
CO1,CO4, CO7	Illustrate the correlation between Asbab Ghyr Dharuriyya and lifestyle disorders.	5	Lecture	CAN	Knows-how	L&PPT ,L&GD

Unit 2 Emerging health challenges ابھرتے صحتی مبارزات

20.2.1: غیر متحرک طرز زندگی /Sedentary life style

20.2.2: سگریٹ نوشی /Smoking

20.2.3: تمباکو نوشی /Tobacco

20.2.4: شراب نوشی /Alcohol

References: 31,34,35,67,82,83,84,95,97,98

3A	3B	3C	3D	3E	3F	3G
CO4,CO5	Interpret the significance of Asbab Ghyr Dharuriyya in disease causation through data analysis	5	Experiential-Learning20.5	CE	Shows-how	JC,TBL
CO4,CO6	Analyze the present research findings on the health impacts of tobacco chewing and alcohol use	4	Practical20.2	CE	Knows-how	SY,JC
CO4,CO6	Identify the key health risks associated with smoking by reviewing scientific literature and public health reports.	4	Practical20.3	CAN	Shows-how	DIS,JC
CO4	Analyze common unhealthy lifestyle practices and their potential health consequences	6	Practical20.4	CAN	Shows-how	DIS,JC
CO4,CO6	Construct a structured review report summarizing the impact of Asbab Ghyr Dharuriyya on disease causation with evidence-based conclusions	5	Experiential-Learning20.6	PSY-GUD	Does	BS,TPW

Practical Training Activity

Practical Training 20.1 Discuss and review of Hammam Therapy and Its Scientific Validation

Total Duration: 6 Hours

1. Introduction (30 Minutes) – The teacher will give an in-depth lecture on the historical and contemporary relevance of Hammam therapy, explaining research methodologies and evaluation criteria.

2. Teacher-Led Literature Review (1.5 Hours) – Students will follow the teacher in reviewing pre-selected articles, focusing on key findings, methodologies, and limitations.

3. Teacher-Guided Critical Analysis (1.5 Hours) – The teacher will lead a structured review, encouraging students to compare Unani perspectives with modern evidence through guided discussions.

4. Summary & Report Writing (1 Hour) – Under the teacher's supervision, students will develop a concise summary following a provided template, ensuring they include validated scientific findings and gaps in research.

5. Debriefing & Reflection (30 Minutes) – The teacher will lead a reflective discussion on the validity of Hammam therapy, addressing misconceptions and emphasizing clinical relevance.

SOPs Reference: Follow WHO guidelines and standard research methodologies.

Note: Students will submit reports and reflections in their logbooks for assessment.

Practical Training 20.2 Tobacco Chewing and Alcohol Use Findings

Total Duration: 4 Hours

1. Introduction (30 Minutes) – The teacher will provide an overview of the health impacts of tobacco and alcohol use, journal club objectives, and effective data presentation methods.

2. Journal Club (1.5 Hours) – Students, guided by the teacher, will critically analyze pre-selected research articles, focusing on key findings and data interpretation.

3. Visual Aid Creation (1.5 Hours) – Under teacher supervision, students will design charts, graphs, or infographics to effectively present research findings.

4. Presentation Rehearsal (1 Hour) – The teacher will monitor practice presentations, offering feedback on clarity, data accuracy, and delivery.

5. Discussion & Reflection (30 Minutes) – The teacher will facilitate a discussion on the significance of the findings and communication strategies.

SOPs Reference: Following WHO and CDC guidelines for research analysis and presentation.

Note: Students will submit visual aids and reflections in their logbooks.

Practical Training 20.3 Health Risks of Smoking: Literature Review and Analysis

Total Duration: 4 Hours

1. Introduction (30 Minutes) – The teacher will give a comprehensive lecture on the health risks of smoking using scientific evidence and public health data.

2. Literature Review (1.5 Hours) – Students will follow the teacher in reviewing pre-selected studies and reports, focusing on findings, methods, and limitations.

3. Critical Analysis (1.5 Hours) – The teacher will lead a structured evaluation, emphasizing trends, risk factors, and evidence-based conclusions.

4. Report Writing (1 Hour) – Under supervision, students will summarize key insights, comparisons, and recommendations using a provided template.

5. Debriefing & Reflection (30 Minutes) – The teacher will lead a reflective discussion on the societal impact of smoking and prevention strategies.

SOPs Reference: Follow guidelines from the World Health Organization (WHO) and Centers for Disease Control and Prevention (CDC).

Note: Students will submit reports and reflections in their logbooks for evaluation.

Practical Training 20.4 Unhealthy Lifestyle Practices and Their Potential Health Consequences

Total Duration: 6 Hours

1. Introduction (30 Minutes) – The teacher will explain the health impacts of unhealthy lifestyle practices using visual aids and examples.

2. Case Study Presentation (1.5 Hours) – The teacher will present and analyze case studies, highlighting risk factors and health outcomes.

3. Data Analysis (1.5 Hours) – The teacher will provide datasets for students to analyze under supervision, focusing on identifying trends and correlations.

4. Discussion (1 Hour) – The teacher will facilitate a guided discussion on findings and propose preventive strategies.

5. Debriefing & Reflection (30 Minutes) – The teacher will summarize key insights, clarify doubts, and oversee student reflections.

SOPs Reference: Follow guidelines from the World Health Organization (WHO) and Centers for Disease Control and Prevention (CDC) for data analysis and health impact evaluation.

Note: Students will document findings and reflections in their logbooks.

Experiential Learning Activity
Experiential-Learning Learning 20.1: Preparation and Application of Therapeutic Mud
Total Duration: 4 Hours **1. Introduction & Demonstration (1 Hour) –** The teacher will demonstrate the selection, preparation, and properties of different types of therapeutic mud used in Unani and traditional therapies. **2. Hands-on Preparation (1 Hour) –** Students will actively participate in preparing various types of mud by mixing with water or herbal infusions, ensuring the correct consistency and texture for therapeutic use. **3. Application Techniques (1 Hour) –** Under supervision, students will practice applying mud using appropriate methods for different conditions. The teacher will explain the therapeutic benefits and precautions. **4. Reflection & Discussion (1 Hour) –** Students will reflect on the practical experience, discuss observed outcomes, and evaluate the suitability of different mud types for specific conditions. Note: Students should document the preparation methods, application techniques, and reflections in their logbooks.
Experiential-Learning Learning 20.2: Assessing Sand Bath Therapy Effectiveness
Total Duration: 4 Hours **1. Case Study Analysis (1.5 Hours) –** Students will analyze case studies on sand bath therapy to identify therapeutic goals, patient responses, and outcomes. **2. Data Interpretation (1 Hour) –** Students will interpret case data to evaluate therapy effectiveness, focusing on symptom relief, functional improvements, and adverse effects. **3. Comparative Discussion (1 Hour) –** Groups will present interpretations, comparing outcomes across cases. The teacher will guide discussions on the therapy's physiological basis and alignment with Unani principles. **4. Reflection (30 Minutes) –** Students will reflect on key insights and challenges in therapy assessment. Note: Students should document their analyses, interpretations, and reflections in their logbooks.

Experiential-Learning Learning 20.3: Patients' Responses to Dalk Therapy
Total Duration: 4 Hours **1. Clinical Observation (1.5 Hours) –** Students will observe Dalak therapy sessions under supervision, noting patient responses, immediate effects, and therapist techniques. **2. Data Collection (1 Hour) –** Students will gather data on patients' symptoms, comfort levels, and any physiological or psychological changes post-therapy. **3. Analysis & Interpretation (1 Hour) –** Using Unani principles, students will interpret patient responses and assess clinical outcomes for various conditions. **4. Discussion & Feedback (30 Minutes) –** The teacher will facilitate a discussion on observations, encouraging students to compare findings and suggest improvements. Note: Students should document observations, interpretations, and key insights in their logbooks.
Experiential-Learning Learning 20.4: Unani *Dalk* and Modern Massage Therapy: A Comparative Perspective
Total Duration: 4 Hours **1. Literature Review (1 Hour) –** Students will explore classical Unani texts and modern scientific articles to understand the principles and applications of *Dalk* and massage therapy. **2. Visual Analysis (1 Hour) –** Students will analyze videos or images demonstrating various *Dalk* and modern massage techniques. They will observe the methods, pressure application, and targeted areas, comparing them with Unani therapeutic principles. **3. Case Study Analysis (1 Hour) –** Students will analyze case studies presenting scenarios where *Dalk* and modern massage therapy were used. They will assess therapeutic outcomes, identify the rationale behind treatment choices, and discuss physiological effects. **4. Concept Mapping (1 Hour) –** Students will collaboratively create concept maps illustrating the relationship between *Dalk* principles and modern massage therapy benefits. Note: Students should document their literature review findings, visual analysis observations, case study insights, concept maps, and reflections in their logbooks.
Experiential-Learning Learning 20.5: Interpreting the Significance of Asbab Ghyr Dharuriyya in Disease Causation

Total Duration: 5 Hours

1. Case Study Analysis (1.5 Hours) – Students will visit the library to analyze case studies to identify the role of *Asbab Ghyr Dharuriyya* (non-essential causes) in disease causation, examining lifestyle, environmental, and psychological factors.

2. Data Interpretation (1.5 Hours) – Using collected data, students will interpret findings to evaluate the impact of *Asbab Ghyr Dharuriyya* on disease progression and patient outcomes.

3. Comparative Discussion (1 Hour) – Groups will present their interpretations and compare findings. The teacher will facilitate a discussion to align insights with Unani principles of disease causation.

4. Reflection & Application (1 Hour) – Students will reflect on their learning, proposing preventive and therapeutic approaches based on Unani medicine.

Note: Students should document their case analyses, interpretations, and reflections in their logbooks.

Experiential-Learning Learning 20.6: Structured Review Report on *Asbab Ghyr Dharuriyya* in Disease Causation

Total Duration: 5 Hours

1. Literature Search & Data Collection (1.5 Hours) – Students will visit the library to gather relevant research articles, case studies, and Unani texts to explore the role of *Asbab Ghyr Dharuriyya* (non-essential causes) in disease causation.

2. Data Analysis & Thematic Categorization (1 Hour) – Using the collected data, students will identify patterns and categorize findings into key themes related to disease progression and contributing factors.

3. Report Structuring (1 Hour) – Students will develop a structured outline for the review report, including sections for background, methodology, findings, and evidence-based conclusions.

4. Report Writing (1 Hour) – Based on the structured outline, students will write a comprehensive report, synthesizing evidence to conclude the impact of *Asbab Ghyr Dharuriyya* on disease causation.

5. Review & Reflection (30 Minutes) – The teacher will facilitate a discussion on the significance of evidence-based conclusions in Unani medicine. Students will reflect on their learning and document key insights.

Note: Students should submit the completed reports and reflections in their logbooks.

Modular Assessment	
Assessment	**Hour**
Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks. Keep structure making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6 C. 1.1 Literature Review & analysis (30 Marks) Student will conduct a critically on existing literature on the topic of Asbab Gyr Dharuriyya. The review will focus on research advancement and clinical approach. The task will be completed in in 2.5 hrs. 1.2 Case-Based Discussion – (20 Marks) Student will analyze and identify the disease related to unhealthy habits and present their findings through group discussions. Or 2. Any practical in converted form can be taken for assessment (25 Marks) and Any of the experientials as portfolio/reflection/presentation/ group discussion can be taken as an assessment (25 Marks)	4
Module 21 : 'Ilmul Amarāḍ علم الامراض	
Module Learning Objectives (At the end of the module, the students should be able to) 1. Describe different types of *Maraḍ*. 2. Differentiate sui-i *Mizāj* through their distinctive features. 3. Identify different types of *Amrāḍ A'ḍ'a*	

Unit 1 Ḥālāt-i- Badanحالاتبدن

21.1.1: حالت صحت /Ḥālāt-i- Siḥḥat

21.1.2: حالت مرض /Ḥālāt-i- Maraḍ

21.1.3: حالت ثالثہ /Ḥālāt-i- Thālitha

References: 19,24,30,49,74,78,79,100,102,130,132

3A	3B	3C	3D	3E	3F	3G
CO1,CO2 ,CO7	Compare and evaluate the views on Halat-i-badan proposed by different Unani Scholars	4	Experiential-Learning21.1	CE	Shows-how	LS,BS,DIS
CO1,CO2 ,CO7	Discuss classical Unani literature references regarding Halat-i-thalitha with suitable examples.	2	Lecture	CE	Knows-how	L&PPT ,L&GD

Unit 2 Ajnās Amrāḍاجناسامراض

21.2.1: امراض مفردہ /Amrāḍ Mufrada

21.2.2: امراض مرکبہ /Amrāḍ Murakkaba (Awrām)

References: 3,16,19,24,49,70,74,78,79,100,101,120,130

3A	3B	3C	3D	3E	3F	3G
CO6,CO7	Evaluate and review available literature relevant to ajnas amrad, practice using data base to find Research Papers related to Ajnas Amrad	5	Practical21.1	CE	Shows-how	JC,D,TBL,LS
CO1,CO4, CO7	Describe etiopathogenesis of warm and its classification mentioned in Unani literature.	4	Lecture	CAN	Knows-how	L&GD,L&PPT

CO4,CO6	Differentiate between various Ajnas Amrad Using classical Unani Text and its modern Interpretation	6	Experiential-Learning21.2	CE	Shows-how	DIS,PL,LS,PAL,PER
CO4,CO7	Differentiate warm and Iltihab in the context to classical and contemporary literature.	6	Experiential-Learning21.3	CE	Shows-how	PER,LS,DIS,BS

Unit 3 Amrāḍ A'ḍā (Disease related to organ) امراض اعضاء

21.3.1: اعضاء طبیعیہ /A'ḍā Ṭabī iyya

21.3.2: اعضاء حیوانیہ /A'ḍā Ḥaywāniyya

21.3.3: اعضاء نفسانیہ /A'ḍā Nafsāniyya

21.3.4: اعضاء تناسلیہ /A'ḍā Tanāsuliyya

References: 3,4,5,6,19,25,49,51,70,74,100,101,102,120,130,132

3A	3B	3C	3D	3E	3F	3G
CO6,CO7	Describe the concept of sui mizaj sada wa maddi of A'da Tanasuliya	4	Lecture	CC	Knows-how	L&PPT
CO4,CO7	Identify and categorize diseases affecting A'da Nafsaniya based on their pathological nature.	5	Practical21.2	CAP	Shows-how	DIS,PER,CBL,D,PAL
CO4,CO7	Identify and categorize diseases affecting A'da Haiwaniyya based on their pathological nature.	5	Practical21.3	CAP	Shows-how	PAL,PER,D,CBL,DIS
CO4,CO7	Identify and categorize diseases affecting A'da Tabiya based on their pathological nature.	5	Practical21.4	CAN	Shows-how	PER,DIS,D,CBL

Unit 4 Amrāḍ Motarfarriqa امراض متفرقہ

21.4.1: امراض امور زینت /Amrāḍ Umūr Zīnat

21.4.2: حمیات /Ḥummayāt

References: 16,19,49,51,57,70,73,74,100,101,102,120,130,132

3A	3B	3C	3D	3E	3F	3G
CO6,CO7	Conduct a survey of existing literature on Amrade Umoore Zeenat	6	Experiential-Learning21.4	CAN	Does	PER,D,LS,PAL,DIS
CO6,CO7	Compare the concept of Hummiyat with contemporary knowledge of fever	4	Experiential-Learning21.5	CAN	Shows-how	LS,PER,D,BS

Practical Training Activity

Practical Training 21.1 Practice using data base to find Research Papers related to Ajnas Amrad

Time Duration: 5 hours

1. Introduction (1 hour):

Teacher will introduce definition and classification of Ajnas Amraz in Unani medicine. How different Unani physicians defined diseases and their causes.

How to use research database (PubMed, Google scholar, science direct, etc.)

How to make search strategies for finding relevant studies related to Ajnas Amrad.

2. Hands-on Research Using Databases (2 hours)

Students will be divided in groups of 2-3, and will be asked to formulate different search strategies on Ajnas Amrad and will be taken to computer library for hands on experience to extract literature using different database and search strategies designed on Ajnas Amrad.

Guidelines for Research:

Note the key points from each paper (objective, methodology, findings).

Identify gaps in research & how Unani views can be further explored.

Compare research findings with classical Unani texts.

3. Journal Club (2 hours):

Teacher will act as Moderator and ask students to present any one of the papers in Journal club.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research

Practical Training 21.2 A'da Nafsaniya based on their pathological nature.

Time Duration: 5 hours

1. Introduction and concept briefing (1 hour):

Teacher will discuss the concepts of A'da, A'da Nafsaniya, and also discuss how possibly we can identify and categorize disease affecting A'da Nafsaniya specifically focusing on their pathological nature.

2. Case Study & Literature Research (2 hours):

Students will be divided into small groups 2-3 members per group. Each group will receive a case study or a patient profile related to A'da Nafsaniya (real anonymized cases from hospital data OR hypothetical cases).

and will be asked to evaluate the disease based on:

Affected A'da Nafsaniya (e.g., Brain. etc.,)

Pathological nature (Sue-i-Mizaj, iltihabi, etc.)

Etiology & classification according to Unani principles.

Comparison with modern medical classification.

3. Group Discussion & Categorization (1 hour):

Each group will present their findings in (disease name, affected organ, pathological nature, etc.)

The instructor will moderate the discussion, helping refine concepts and clear doubts.

A master classification chart will be created on the board, compiling all diseases under respective categories.

4. Hospital Visit & Clinical Interaction (1 hour):

Under Teacher's supervision, Students will be taken to Hospital to interact with patients related to diseases relating to A'da Nafsaniya. They will observe and document real case of the same.

Post visit discussion follows in the Laboratory.

Practical Training 21.3 A'da Haiwaniyya based on their pathological nature

Time Duration: 5 hours

1. Introduction and concept briefing (1 hour):

Teacher will discuss the concepts of A'da, A'da Haiwaniya, and also discuss how possibly we can identify and categorize disease affecting Aza Haiwaniya specifically focusing on their pathological nature.

2. Case Study & Literature Research (2 hours):

Students will be divided into small groups 2-3 members per group. Each group will receive a case study or a patient profile related to A'da Haiwaniya (real anonymized cases from hospital data OR hypothetical cases).

and will be asked to evaluate the disease based on:

Affected A'da Haiwaniya (e.g., heart. etc.,)

Pathological nature (Sue-i-Mizaj, iltihabi, etc.)

Etiology & classification according to Unani principles.

Comparison with modern medical classification.

3. Group Discussion & Categorization (1 hour):

Each group will present their findings in (disease name, affected organ, pathological nature, etc.)

The instructor will moderate the discussion, helping refine concepts and clear doubts.

A master classification chart will be created on the board, compiling all diseases under respective categories.

4. Hospital Visit & Clinical Interaction (1 hour):

Under Teacher's supervision, Students will be taken to Hospital to interact with patients related to diseases relating to A'da Haiwaniya. They will observe and

document real case of the same.

Post visit discussion follows in the Laboratory.

Practical Training 21.4 A'da Tabiya based on their pathological nature

Time Duration: 5 hours

1. Introduction and concept briefing (1 hour):

Teacher will discuss the concepts of A'da Tabiya and also discuss how possibly we can identify and categorize disease affecting A'da Tabiya specifically focusing on their pathological nature.

2. Case Study & Literature Research (2 hours):

Students will be divided into small groups 2-3 members per group. Each group will receive a case study or a patient profile related to A'da Tabiya (real anonymized cases from hospital data OR hypothetical cases).

and will be asked to evaluate the disease based on:

Affected A'da Tabiya (e.g., liver, etc.)

Pathological nature (Sue-i-Mizaj, iltihabi, etc.)

Etiology & classification according to Unani principles.

Comparison with modern medical classification.

3. Group Discussion & Categorization (1 hour):

Each group will present their findings in (disease name, affected organ, pathological nature, etc.)

The instructor will moderate the discussion, helping refine concepts and clear doubts.

A master classification chart will be created on the board, compiling all diseases under respective categories.

4. Hospital Visit & Clinical Interaction (1 hour):

Under Teacher's supervision, Students will be taken to Hospital to interact with patients related to diseases relating to A'da Tabiya. They will observe and

document real case of the same.

Post visit discussion follows in the Laboratory.

Experiential Learning Activity

Experiential-Learning Learning 21.1: The views on Halat-i-badan proposed by different Unani Scholars

Time duration (4 hours)

1. Library Research & Literature Exploration (2 hours) - Discovering Scholarly Perspectives: Students will be asked to visit the library to explore Classical Unani texts (e.g., Al-Qanun fi'l-Tibb by Ibn Sina, Kitab al-Hawi by Razi, Kamil al-Sina'a al-Tibbiyya by Majusi, Tibb-e-Jalinoos, etc.) and develop the thorough understanding of different scholars on the same.

2. Scholar Analysis (1 hour) - Diving into Perspectives: Students will use their library research, and create a structured comparison table of different scholars' views. and will reflect on questions like Which scholar's view is most applicable today? Are there contradictions between scholars? If yes, why? Etc.

3. Report writing (1 hour): Students will be asked to write in detail report on their research discussion presentation:

A Comparative Analysis – Key similarities and differences among scholars.

Personal Understanding – Which view do they align with most, and why?

Modern Applications – How can these perspectives help in Unani practice today?

Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 21.2: Various Ajnas Amrad Using classical Unani Text and its modern Interpretation

Time Duration: 6 hours

1. Individual Literary research and Information mapping (2 hours):

Each student is assigned one type of Ajnas Amrad to research (e.g., Sue Mizaj, Sue Tarkeeb, Tafarruq Ittesal, Warm, etc.) Students visit the library or digital resources to gather information from, Classical Unani texts, Modern medical sources, and differentiate Ajnas Amrad and their application, and will be asked to form comparative Information Map.

Task:

Identify the definition, characteristics, causes, and examples of the assigned Amrad.

Compare classical Unani understanding vs. modern medical interpretation.

2. Group discussion (2 hours):

All students will be asked to share their insights among themselves in group discussion.

Task:

Discuss the key insights from their research.

Raise questions to gain deeper insights.

3. Timeline Reconstruction: Evolution of Ajnas Amrad (1 hour):

Timeline Reconstruction: Evolution of Ajnas Amrad, each student chooses one Ajnas Amrad and researches its historical evolution, Students create a digital or hand-drawn timeline marking: Key discoveries, changing definitions, etc.

4. Presentation (1 hour):

Students will act as teacher and explain the learned concepts and differences.

Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 21.3: Warm and Iltihab in the context to classical and contemporary literature.

Time Duration: 6 hours

1. Brain storming and concept exploration (1 hour):

Students will be engaged in guided discussion in exploring the concept related warm and iltihab in classical and contemporary literature.

2. Library research and comparative analysis (2 hours):

Students will visit library and extract literature from classical Unani Text and Modern literature.

They also search for research papers on the same.

They will be asked to do comparative analysis and establish the key differentiation found in Unani and Contemporary literature.

3. Group discussion and conceptual mapping (2 hours):

Students will be asked to discuss How classical Unani literature explains these conditions versus contemporary medical science.

Each individual will create a concept map mentioning his insights from the research.

4. Departmental presentation (1 hour):

Students will be asked to present their findings in the form of presentation in the department.

Note: Students will document key details of their research, discussion and reflections in their log books

Experiential-Learning Learning 21.4: Survey of existing literature on Amrade Umoore Zeenat

Time Duration: 6 hours

1. Introduction & Literature Review Guidelines (1 hour 30 min):

Teacher will lead a session to give an Overview of Amrade Umoor-e-Zeenat and its impact on beautification. Next, he will proceed with:

Explanation of literary survey methods (how to find, analyze, and interpret existing literature, etc.)

Discuss sources (Unani classical texts, research papers, dermatology textbooks, WHO reports).

Assign keywords for research to each student (e.g. diseases of hair, skin, etc.)

2. Individual Literature Collection, Analysis & Disease Categorization (3 hours)

Each student will visit the library or access digital resources to explore existing literature on Amrade Umoor-e-Zeenat. They will note key concepts, classical references, and research findings related to Unani and modern literature.

Following that they will analyze the literature critically.

Task:

Students will create a structured summary of their findings.

3. Writing an analytical report (1 hour):

Students will write analysis based on their research, under the headings,

Introduction: Importance of beautification in Unani Medicine.

Discussion: Causes and classification

Reflection: Why these diseases matter in healthcare and society?

Conclusion: How Unani concepts align with modern dermatology?

4. Creative Visual Representation (30 mins):

Students will be asked to convert their findings in visual format to the Teacher.

Note: Students will document key details of their research, discussion and reflections in their log book and one analytical report in this case.

Experiential-Learning Learning 21.5: Concept of Hummiyat with contemporary knowledge

Time Duration: 4 hours

1. Introduction & Conceptual Framework (30 min):

Teacher will lead a discussion on Definition and types of Hummiyat mentioned in Unani and modern literature.

2. Literary Research (1 hour 30 min):

Students will visit library and search for different sources on Hummiyat and Fever from classical Unani text, research papers and modern medical literature on fever.

3. Comparison and analysis (1 hour 30 min):

Students will be asked to develop link between Hummiyat and fever with robust evidence with comparative table.

4. Representation (30 min):

Task: Students create either:

Mind Map (Hummiyat vs. Modern Fever: Causes, Symptoms, Treatment).

Flowchart (How Unani Medicine explains fever progression vs. how modern medicine describes it). Infographic, etc.

Modular Assessment

Assessment	**Hour**

Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks. Keep structure making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6 C. 1.1 Literature Review & analysis (30 Marks) Student will conduct a critically on existing literature on the topic of *Amrāḍ Aʿḍ'a*. The review will focus on research advancement and clinical approach. The task will be completed in 2.5 hrs. 1.2 Case-Based Discussion – (20 Marks) Student will analyze and identify the disease related to Amrad Umoore Zeenat and present their findings through group discussions in 1.5 hrs. Assessment Criteria Content accuracy (5 marks) Classical and contemporary knowledge (5 marks) Presentation Skills (5 marks) Engagement and Confidence (5 marks) Documentation and Structure (5 marks) Or 2. Any practical in converted form can be taken for assessment (25 Marks) and Any of the experientials as portfolio/reflection/presentation/ group discussion can be taken as an assessment (25 Marks)	4
Semester No : 5	
Module 22 : Waja' & Ladhdhat وجع ولذت	

Module Learning Objectives

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

1. Describe the concept of *Waja'* and *Ladhdhat* with contemporary understanding.
2. Differentiate the *Waja'* and *Ladhdhat* through their distinctive features.
3. Identify the types of *Waja'* and *Ladhdhat*.

Unit 1 Conceptual understanding تصوراتی تفہیم

22.1.1: تعارف وجع /Introduction of Waja'

22.1.2: وجع کی ماہیت مرضی اور تقسیم/Etiopathological classification of Waja'

22.1.3: لذت /Ladhdhat

References: 24,51,70,101,132

3A	3B	3C	3D	3E	3F	3G
CO1,CO6 ,CO7	Compare the concept of waja with contemporary knowledge of Pain	2	Lecture	CC	Knows-how	L&PPT
CO3,CO6	Design management strategies by correlating different type of *Waja* with their characteristic effects on health.	4	Experiential-Learning22.1	PSY-GUD	Does	CBL,CD,DIS,PER,LS
CO1,CO2	Appraise the understanding of Waja and Ldhdhat mentioned in classical text	6	Experiential-Learning22.2	AFT-SET	Shows-how	SY,DIS,BS,CBL
CO1,CO7	Categorize different types of Waja according to their characteristic features mentioned in Unani literature.	3	Experiential-Learning22.3	AFT-RES	Shows-how	CD,CBL,LS

Unit 2 Contemporary interpretation عصری تعبیر و تشریح

22.2.1:وجع کا مرضیاتی عمل/Pathophysiology of pain

References: 10,34,67,95,97,98,114

3A	3B	3C	3D	3E	3F	3G
CO1,CO5 ,CO7	Evaluate Asbab Taskeen Waja on the basis of Ilaj bil zid	5	Practical22.1	CE	Knows-how	L&GD,LS
CO4,CO6	Describe the basic mechanisms of pain, including nociceptive (Injury-induced) and neuropathic (Nerve-related) pain pathways.	3	Lecture	CAN	Knows-how	L&GD,L&PPT
CO4,CO7	Ilustrate Waja originating from Harkat, Riyah and Khilte Raddi.	5	Practical22.2	CAN	Shows-how	LS

Practical Training Activity

Practical Training 22.1 Taskeen Waja on the basis of Ilaj bil zid

Time Duration: 5 hours

1. Introduction (1 hours):

The teacher explains the concept of Asbab-e-Taskeen Waja and how Ilaj bil Zid is applied in Unani medicine. With examples.

Examples of Ialj Biz Zid:

Cold for Heat: Sponging during high grade fever

Moisture for Dryness: Oil Massage for dry skin conditions. Etc.

With special focus on how Ilaj biz zid helps in taskeen of Waja.

2. Experimental activity (2 Hours):

Students will perform three mini-experiments to validate Asbab-e-Taskeen Waja by applying oppositional therapies and observing their effects.

Experiment No. 1:

Setup: Ice packs and warm compresses will be provided.

Procedure:

Apply ice to one hand and warm compress to the other for 3 minutes.

Record changes in pain, sensation, and relaxation.

Learning Outcome: Validation of cold therapy for acute pain relief and heat therapy for muscle relaxation.

Experiment No. 2:

Setup: Dry powder (Multani mitti) vs. Moist oil (Olive oil).

Procedure:

Apply Multani mitti on one part of the skin and olive oil on another.

Observe effects after 15 minutes (dryness vs. hydration).

Learning Outcome: Demonstrating the effect of Ilaj bil Zid in dermatological conditions.

Experiment No. 3:

Setup: Fast-paced hand rubbing vs Gentle massage.

Procedure:

Rub palms vigorously for 30 seconds and note the heat sensation.

Perform a gentle massage and note the relaxation response.

Learning Outcome: Understanding how stimulation relieves stiffness, while gentle touch relieves stress.

3. Case Study analysis (1 hour 30 mins):

Teacher will divide students into groups and assign different patient cases to them.

Like, A patient with cold extremities (Burudat), what opposite therapy should be given?

A Patient with high body heat (hararat), what cooling methods will be applied?

Students will have to analyze symptoms, suggest type of Ilaj Biz Zid and justify their choices.

4. Discussion and conclusion (30 mins):

Students present their observations, case study findings, and conclusion. The teacher provides corrections and additional insights on how Ilaj bil Zid is used for Taskeen-e waja.

Reflection: Students write a short self-analysis on their learnings

Note:

Student should document their research, analysis and interpretation and its applicability or approach in research.

Experiments and examples can be altered accordingly.

Practical Training 22.2 Waja originating from Harkat, Riyah and Khilte Raddi

Time Duration: 5 hours

1. Introduction & Instruction (1 hour):

The teacher will explain the concept of Waja (cause) in Unani Medicine and its classification. A brief discussion on how excessive movement (Harkat), accumulation of gases (Riyah), and imbalanced humors (Khilte Raddi) contribute to diseases. Key clinical manifestations & examples (e.g., bloating, joint pain, metabolic disorders, etc.).

2. Group-Based case analysis (2 hour)

Find the cause – clinical case interpretation

Formation of Groups: Divide students into 3 groups, assigning each one of the following causes:

Group 1: Harkat

Group 2: Riyah

Group 3: Khilte Raddi

Each group is given a set of case studies describing real-life clinical conditions.

Task:

Identify which cause is primarily responsible for the waja in each case and provide reasoning based on Unani principles.

3. Clinical Scenario Role-Play (1.5 hours)

Students will be divided into three teams, and each team will be assigned a role:

Patients: - who will act out symptoms related to Harkat, Riyah, or Khilte Raddi

Hakims: - who will diagnose based on symptoms

Observers: - who will note down the discussion and provide feedback.

Case Presentation:

Each "patient" describes their symptoms e.g., excessive fatigue, bloating, skin changes.

"Hakims" must diagnose the cause of primary Waja (Harkat, Riyah, or Khilte Raddi).

Observers will evaluate the reasoning behind diagnoses and treatment recommendations.

4. Discussion & Concept Integration (30 mins)

Each team shares their findings and understanding. The teacher corrects misconceptions, provides additional insights, and links practical observations to Unani classical texts.

Reflection: Students write a short self-analysis on how they experienced or observed different Waja in real-life.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Experiential Learning Activity

Experiential-Learning Learning 22.1: Management strategies by correlating different type of *Waja* with their characteristic effects on health.

Time Duration: 4 hours

1. Literature Review & Theoretical Correlation (1 Hour):

Students will study classical Unani texts to only extract Waja (pain) and their characteristic effects on overall health.

Task:

Correlate pain with systemic effects (e.g., impact on digestion, circulation, sleep, mobility).

Create a structured comparison table of Waja types and their health implications.

2. Clinical Exposure (1 Hour):

Students will visit OPD/IPD to observe real-time cases of pain disorders, and how it impacting on health.

Task:

Identify type of waja.

Observe Its implication on health.

Discuss with physicians the diagnostic approach & what would be the best management strategy for specific pain.

Like any particular management strategy should have Hijama, Dalak etc. for managing waja.

3. Management strategies development and critical discussion (1 hour):

Develop management strategies for any 1-2 kind of waja after mutually dividing it among themselves to avoid overlapping.

Task:

Propose dietary, herbal, and regimental therapies.

Compare with modern pain management strategies.

Discuss limitations & effectiveness in a clinical setting.

4. Discussion and Conclusion (1 hour):

Teacher will ask Students to present collected material, interpretation and analysis and critically discuss it.

Note: Student should document their observations, analysis and interpretation in log book.

Experiential-Learning Learning 22.2: Understanding of Waja and Ladhdhat mentioned in classical text

Time Duration: 6 hours

1. Symposium – Conceptual Appraisal (2 hours)

Students will present on theories of Waja (Pain) & Ldhdhat (Pleasure) based on classical Unani literature in detail.

2. Seminar – Clinical Implications & Case Discussions (2 hours)

Students will present case studies linking waja and Ladhdhat with disease conditions and Unani interventions.

Task:

To critically appraise the theory through case studies.

3. Panel Discussion (2 hours)

Students, along with experts, will critically appraise the concepts of Waja (Pain) and Ladhdhat (Pleasure) as mentioned in classical Unani texts. Through expert insights and scholarly discussions, participants will engage in an in-depth analysis, leading to a comprehensive and holistic understanding of these fundamental concepts in Unani medicine.

Note: Student should document their observations, analysis and interpretation in log book.

Experiential-Learning Learning 22.3: Waja according to their characteristic features

Time Duration: 3 hours

1. Literature Review & Classification (2 Hours):

Students will independently review classical Unani texts to extract types of Waja (pain) based on:

Nature (Hakkak, Nakhis, Khashin, etc.)

Affected organs (Muscles, Joints, Nerves, Bones, etc.)

2. Clinical Case Observations – Hospital Visit (1 Hour):

Students will be asked to visit hospital and observe real cases of Waja in OPD/IPD and correlate them with Unani pain classifications.

Note: Student should document their observations, analysis and interpretation in log book.

Modular Assessment

Assessment	**Hour**
Instructions- Conduct a structured Modular Assessment. Assessment will be 25 marks. Keep structure making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6 C.	2

1.1 Case based assessment – 15 Marks Student will conduct a critically review on existing literature on the topic of *Waja'* and *Ladhdhat*. The review will focus on research advancement and clinical approach. This review requires analysis and application of concepts related to Waja & Ladhdhat in Unani medicine. The task will be completed in 1.5 hrs. 1.2 Oral Viva (10 Marks) Verbal questioning on *Waja'* and *Ladhdhat*, the assessment of conceptual clarity and clinical correlation Or 2. Any practical in converted form can be taken for assessment (10 Marks) and Any of the experientials as portfolio/reflection/presentation/ group discussion can be taken as an assessment (15 Marks)	

Module 23 : 'Ilmul 'Alamāt علم العلامات

Module Learning Objectives

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

1. Describe and differentiate normal and abnormal *'Alamāt of badan-i- Insānī*.
2. Conduct physical examination to differentiate between *'Alamāt 'Amma* and *'Alamāt Khāṣṣa*.
3. Evaluate *'Alamāt siḥḥat-o- maraḍ* based on classical texts.

Unit 1 Conceptual understanding تصوراتی تفہیم

23.1.1: تعارف /Introduction

23.1.2: علامات صحیحیہ /'Alamāt ṣiḥḥiyya

23.1.3: علامات مرضیہ /'Alamāt Maraḍiyya

23.1.4: علامات ظاہرہ و باطنہ /'Alamāt Amrāḍ Zāhira-o- Bāṭina

References: 16,49,51,66,70,74,78,79,101,102,130

3A	3B	3C	3D	3E	3F	3G
CO4,CO7	Differentiate between Zahiri and Batini Alamat based on their clinical presentation and diagnostic relevance.	5	Practical23.1	CAN	Knows-how	DIS,CBL,D,LS,PER
CO4,CO7	Identify the different types of Alamat Mard and classify them based on their clinical relevance in Unani medicine.	5	Experiential-Learning23.1	CAN	Knows-how	D,DIS,LS,PER,CBL
CO4,CO7	Analyze the relationship between Alamat Mard and underlying pathological processes through case studies.	5	Experiential-Learning23.2	CAN	Shows-how	PL,CBL,D,CD,PER
CO1,CO4	Classify and analyze Alamat Amrad Zahira wa Batina in relation to specific organ systems.	5	Practical23.2	CAN	Shows-how	PER,PrBL,D,CBL,DIS
CO1,CO2	Evaluate Alamat Sehat described in classical text	5	Lecture	CAN	Knows-how	L&PPT ,PrBL,L&GD
CO1,CO4, CO7	Describe the role of Alamat in assessing the state of health and disease.	5	Lecture	CAN	Knows-how	L&PPT ,L_VC

Unit 2 Istidlāl Amrāḍ استدلال امراض

23.2.1: افعال /Af'āl

23.2.2: استفراغ و احتباس /Istifrāgh-o-iḥtibās

23.2.3: ورم /Waram

References: 3,16,24,49,51,70,74,78,79,100,101,120,130

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

CO1,CO6	Integrate Unani principles of Istidlal with contemporary diagnostic methods to enhance clinical decision-making.	5	Experiential-Learning23.3	CAN	Knows-how	CBL,PER,DIS,BS
CO3,CO4, CO7	Examine and clinical presentations of Waram (inflammation) and identify key diagnostic indicators through Istidlal	4	Experiential-Learning23.4	CAN	Shows-how	PBL,CBL,DIS,LS
CO3,CO4	Apply istidlal in diagnosis of disease with abnormal Ehtebas wa istifragh.	5	Practical23.3	CAN	Shows-how	DIS,SIM,PER,D,LS
CO3,CO4	Apply istidlal in diagnosis of disease with abnormal functions.	5	Practical23.4	CAN	Shows-how	PER,D,LS,CD,CBL
CO4,CO7	Discuss istidlal in diagnosis of disease with musharikat Ad'a	5	Lecture	CAN	Knows-how	CBL,CD

Unit 3 'Alamāt Mutafarriqa علامات متفرقہ

23.3.1: غلبہ اخلاط /Ghalaba-i-Akhlaṭ

23.3.2: سوء مزاج /Sūʾ-i-Mizaj̄

23.3.3: امتلاء /Imtilaʾ

23.3.4: سدہ /Sudda

23.3.5: ریاح /Riyaḥ

References: 3,19,24,49,51,70,76,78,79,100,130

3A	3B	3C	3D	3E	3F	3G
CO1,CO4, CO7	Analyze and compare Alamat Ghalba Akhlat.	5	Experiential-Learning23.5	CAN	Shows-how	PER,DIS,SDL,BS,LS

CO1,CO4, CO7	Analyze and compare Alamat sui mizaj.	3	Experiential-Learning23.6	CAN	Shows-how	CD,C_L,LS,CBL
CO2,CO4, CO5	Analyze and compare Alamat Imtila wa sudda.	2	Experiential-Learning23.7	CAN	Shows-how	C_L,CBL,JC
CO3,CO4, CO6	Evaluate the relevance of Unani disease classification in modern medical frameworks through group discussions and peer-reviewed presentations	5	Experiential-Learning23.8	CAN	Shows-how	BS,PAL,DIS,PER,LS
CO3,CO6	Appraise the integration of *Amrad Asli wa Shirki* with contemporary disease classification using evidence-based literature review	5	Experiential-Learning23.9	AFT-SET	Shows-how	PAL,DIS,LS,BS,PER
CO4,CO7	Analyze differential diagnosis of Amrad Asli wa Shirki based on understanding in classical texts	5	Practical23.5	CAN	Shows-how	PAL,DIS,LS,D,PER
CO4,CO7	Examine critically and differentiate between *Amrāḍ Aslī* and *Amrāḍ Shirkī* by analyzing patient case studies.	5	Practical23.6	CE	Shows-how	TBL,D,TPW,CBL

Practical Training Activity

Practical Training 23.1 Zahiri and Batini Alamat based on their clinical presentation and diagnostic relevance.

Time duration 5 hours

1. Introduction and conceptual understanding (2 hours): Explain the difference between Zahiri Alamat (visible signs) and Batini Alamat (internal symptoms) with examples. Provide a classification framework for different organ systems. Discuss how Unani physicians diagnose diseases by correlating Zahiri and Batini Alamat.

2. Individual case study and library research (2 hours): Each student receives a unique patient case with a description of symptoms, including both Zahiri and

Batini Alamat. Students will analyze the case and categorize the symptoms accordingly. and also extract literature from classical Unani texts and modern medical sources related to their cases and build the possible co-relation between Zahiri and batini signs.

3. Interpretation & Discussion (1 hour): Each student presents their case findings. The instructor facilitates comparative and indepth discussions to highlight the role of Zahiri and Batini Alamat in diagnosis.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 23.2 Alamat Amrad Zahira wa Batina in relation to specific organ systems

Time duration 5 hours

1. Introduction and conceptual understanding (1 hour): Teacher will Explain Alamat Amrad Zahira wa Batina and their classification based on organ systems. Provide a framework on how symptoms manifest externally (Zahira) and internally (Batina) with examples.

E.g., Cardiovascular System

Zahira: - Swelling, cyanosis, Visible Veins.

Batina: - Palpitations, chest pain.

2. Practical case study Analysis (2 hours): Each student will be given case studies with Zahira and Batina symptoms related to specific organ system.

Student Task:

Extract Alamat Zahira wa Batina from the case and related organ system. Use Unani classical texts and modern medical books to validate and categorize the symptoms. Analyze and classify the symptoms under their respective organ system.

3. Individual Presentation & Discussion (2 hours): Each student presents their case findings. Teacher facilitates a discussion on how different symptoms align with Unani principles focused on different organ system.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 23.3 Diagnosis of disease with abnormal Ehtebas wa istifragh

Time duration 5 hours

1. Introduction and conceptual understanding (1 hour): Teacher will Explain Ehtebas (Retention) and Istifragh (Elimination) in Unani medicine. Discuss normal and abnormal retention/elimination, their impact on health, and the diseases associated with them. With Providing examples of abnormal Ehtebas and Istifragh:

Abnormal Ehtebas (Retention Issues): Urinary retention, constipation, anuria, amenorrhea, etc.

Abnormal Istifragh (Excessive Elimination): Diarrhea, excessive sweating, polyuria, hemorrhage, vomiting, etc.

2. Practical Application (2 Hours) – Simulation & Research:

Simulated Diagnostic Exercise: Students work individually on a set of real-world symptom descriptions, provided by the Teacher, they apply Istidlal to infer whether the symptoms indicate an Ehtebas or Istifragh disorder. Each student must justify their reasoning (e.g., excessive sweating linked to Safravi Mizaj or excessive urination due to cold Mizaj).

Literature Exploration & Documentation: Students explore Unani classical texts by visiting library to find references related to their observed symptoms, they classify findings under:

Diseases of Retention (Ehtebas)

Diseases of Excessive Elimination (Istifragh).

3. Discussion & Reflection (2 hours): Students share their observations and insights from the simulation and literary research. The teacher facilitates an in-depth discussion on Common diagnostic mistakes in differentiating Ehtebas and Istifragh conditions, how Unani diagnosis compares to modern medical approaches. Etc.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 23.4 Diagnosis of disease with abnormal functions

Time duration 5 hours

1. Introduction and conceptual understanding (1 hour): Explain Istidlal as a diagnostic approach in Unani medicine, where physicians interpret Alamat (signs and symptoms) to infer underlying disease conditions. Discuss different types of abnormal functions (e.g., elevated body temperature → fever, irregular heartbeat → cardiovascular dysfunction, abnormal urine colour → renal disorder). Provide real-world examples of how Unani scholars used Istidlal to identify diseases.

2. Case-Based Analysis & Literature Research (2 hours):

Teacher will assign unique patient case to Each student describing a set of abnormal functions (e.g., increased thirst, yellowish skin, irregular digestion). Students extract all relevant signs from the case, especially abnormal functions then develop probable diagnosis about the disease, after searching for its literature in the library from both classical Unani Texts as well as modern.

3. Interpretation & Discussion (2 hours):

Each student presents their case analysis and the Istidlal process they used to reach a diagnosis. The teacher will lead discussions on how Unani diagnosis through Istidlal differs from or aligns with modern clinical reasoning, critically. and conclude by providing a broader perspective of istidlal to students.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 23.5 Differential diagnosis of Amrad Asli wa Shirki based on understanding in classical texts

Time duration 5 hours

1. Introduction (1 hour): Teacher explains the concept of Amrāḍ Aslī & Amrāḍ Shirkī, their importance in Unani diagnosis, and their references in classical texts. Teacher will design and explain the search strategy, and ask students to extract literature from the classical Unani books such as Al-Qanoon Fit tib, Kitab al-hawi, etc. Students will be divided in the group of 2-3 to ease the literature extraction, and teacher will allot every group classical books to be referred.

2. Library/Resource Exploration & Literary Research (2 hours): Students will be asked to visit the library to extract literature based on the designed search strategy. They note down definitions, examples, and criteria for differential diagnosis, etc. They interpret findings and prepare a short summary based on the understanding of classical Unani text.

3. Group Discussion & Peer Review (1.5 hours): Each group presents their findings & interpretations in front of the class. Other groups ask questions and give constructive feedback. Teacher clarifies doubts and provides insights to ensure conceptual clarity.

4. Reflective Writing (30 mins): Students write a short reflective summary on what they learned. Teacher gives final remarks on the importance of differential diagnosis in Unani clinical practice.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 23.6 Examine and differentiate between *Amrāḍ Aslī* and *Amrāḍ Shirkī* by analyzing patient case studies.

Time duration 5 hours

1. Introduction and Concept Briefing (1 hour): Briefly revise the concepts of Amrāḍ Aslī & Shirkī based on Unani classical texts, explain the clinical significance of differentiating between them. After this teacher will provide a structured approach to analyze case studies. Provide a case analysis framework template for systematic evaluation.

2. Case Study Examination – Patient Data Collection (1.5 hour): Students are divided into small clinical teams of 2-3. Each team is given two real or hypothetical patient case studies with detailed symptoms, history, and Mizāj-based descriptions. They must critically analyze each case, differentiating whether it is Amrāḍ Aslī or Amrāḍ Shirkī based on:

Primary vs. Secondary nature of disease

Core Pathology (Asbab & Alamat) in Unani perspective

Temperamental predisposition (Mizāj aur Akhlāt ka Asar)

Progression & Complications, etc.

Teacher will Supervises, provides hints, and ensures students apply classical Unani principles correctly.

3. Clinical Correlation with Modern Medicine (30 min): Teacher will present a few cases from modern medicine (e.g., diabetes, hypertension, peptic ulcers, etc.). Students map these conditions to Unani concepts, identifying their Aslī or Shirkī nature in both frameworks.

4. Interactive Differential Diagnosis Debate (1 hour 30 min): Each clinical team presents their analysis of both cases (Unani and modern). The opposing group challenges their diagnosis by questioning or presenting alternative interpretations. Teacher will act as moderator and corrects misconception where necessary.

5. Reflective Learning & Report Submission (30 min): Each student writes a 1-page report, summarizing:

Key learnings from literature and case studies.

Challenges in differential diagnosis

Insights from peer discussions & modern correlation

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Experiential Learning Activity

Experiential-Learning Learning 23.1: Different types of Alamat Mard and classify them based on their clinical relevance in Unani medicine.
Time duration 5 hours **1. Introduction & Conceptual Framework (1 hour):** Instructor will explain the major types of Alamat Mard and their classification based on Unani principles. E.g., Epistaxis: Alamat Galbae Dam. Etc. **2. Library Visit, Case Study-Based Diagnosis & Classification (2 Hour):** Each student receives a unique patient case with a disease description and symptoms. They are required to extract relevant literature from classical Unani texts as well as modern medical books. The focus should be on studying the Alamat (symptoms) from the case, analysing the literature, determining a probable diagnosis based on the symptoms, and classifying the disease according to its clinical relevance in Unani medicine. **3. Conclusion and Case Presentation and Group Discussion (2 hours):** Students will be asked critically to present their cases and their classification in Group discussion and also justify their claim with empirical evidence. Note: Documentation of the experience in log book, is must.
Experiential-Learning Learning 23.2: Relationship between Alamat Mard and underlying pathological processes through case studies
Time duration 5 hours **1. Introduction & Case Study Briefing (1 hour):** Teacher will instruct students how Alamat Mard serve as indicators of diseases. Provide a structured template on how to analyze case studies. Share 1-2 Examples to guide the students for the same. **2. Case Study Analysis (2 hours):** Students can proceed both with real cases (if feasible), by visiting hospital, observing physical symptoms, record patient complaints and analyze the pattern involving pathological process. or Instructor will provide 3-4 case files to students and will be asked to outline the relationship between Alamat Mard and underlying pathological process. **3. Case Presentation and Debate (2 hours):** Each student will present case studies explaining every aspect of the case related to Alamat, and will also explain their underlying pathological process. The same will be debated critically among all the students. Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 23.3: Unani principles of Istidlal with contemporary diagnostic methods
Time duration 5 hours **1. Introduction and Brainstorming session (1 Hour):** Teacher will Explain the core principles of Istidlal in Unani medicine comparing it with modern perspective. Discuss how Istidlal aligns with modern diagnostic parameters (e.g., pulse reading in Unani vs. blood pressure monitoring in modern medicine, etc.) **2. Hospital Visit & Comparative Diagnosis (2 hours):** Students visit the hospital or clinical setting and observe real-life cases, they record patient symptoms such as complexion, pulse, temperature, and other Unani diagnostic markers. Simultaneously, they note modern diagnostic findings. (e.g., lab reports, imaging, ECG, etc). **3. Comparative Analysis & Diagnostic Integration (1 hour):** Students compare their Unani-based Istidlal diagnosis with modern clinical assessments. They must: Correlate Unani signs with modern pathology (e.g., Safrawi Waram linked to increased WBC count in blood reports). Identify cases where Unani diagnosis provides additional insights that modern medicine may overlook. **4. Case Presentation and Group Discussion (1 hour):** student presents case study, explaining: Their Istidlal-based diagnosis, Modern diagnostic findings, How the integration of both approaches enhanced clinical understanding, etc. Instructor provides feedback and expert insights on improving Unani-modern diagnostic integration. Note: Documentation of the experience in log book, is must.
Experiential-Learning Learning 23.4: Clinical presentations of Waram (inflammation) and identify key diagnostic indicators through Istidlal
Time duration 4 hours **1. Interactive Introduction and Conceptual Framework (1 Hour):** Teacher will discuss the basic concept of warm and how can it be identified by using key diagnostic indicators through Istidlal. **2. Literature Review & Istidlal (2 hour):** Students visit the library andc explore classical Unani texts to extract descriptions of Waram. They document how Unani scholars described inflammation and compare it with modern medicine. **3. Hospital Visit (1.5 hours):** Students will visit the hospital to observe patients, apply diagnostic indicators, and examine the clinical presentation of Waram

(inflammation), and students will note down the same.

4. Reflection & Discussion (30 minutes): Each student presents their case analysis and explains their Istidlal-based diagnosis. Instructor provides expert feedback on the accuracy of their symptom interpretation, provide the broader perspective of the same, with probable application of research.

Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 23.5: Compare Alamat Ghalba Akhlat.

Time duration 5 hours

1. Introduction (1 hour): Teacher will discuss the core concept about the Ghalba Akhlat mentioned in Unani Literature and how it affects the body's Mizaj (temperament) and function. Teacher will also trigger brainstorming session among students by asking questions such as Have you ever noticed any of these signs in yourself or others? Can multiple Ghalba conditions coexist in one person? etc.

2. Self-Analysis of Ghalba Akhlat (30 mins): Each student examines their own physical and behavioral traits to determine if they show signs of a specific Ghalba Akhlat. They document their observations, such as: Skin color changes, body temperature, digestion pattern, emotional state, and pulse rate, etc.

3. Literature Research & Comparative Study (2 Hours): Students will be asked to explore classical Unani texts in the library to validate their findings.

Presentation (1.5 hours): Each student will present their findings in the form of PPT presentation Infront of the teacher.

Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 23.6: Compare Alamat sui mizaj

Time duration 3 hours

1. Library Research (2 hour): Students will individually explore classical Unani texts to identify the core concept of Su'I Mizaj and how Su'i Mizaj (altered temperament) manifests in different diseases. They will study different Su'I Mizaj and compare the Alamat of the Su'I Mizaj. Going through modern literature and comparing it too is recommended.

Example: Su'i Mizaj Haar (hot temperament) may be linked to inflammatory conditions (fever, gastritis, skin eruptions), while Su'i Mizaj Barid (cold temperament) may relate to hypothyroidism or sluggish metabolism.

2. Clinical Observation & Symptom Mapping (1 hour): Students will visit hospitals, clinics, or case study databases to observe real cases where altered Mizaj plays a role in disease manifestation. They will document patient symptoms and identify dominant Su'i Mizaj types (Haar, Barid, Ratab, Yabis) based on diagnostic indicators.

Example: A patient with red, inflamed skin and high pulse rate may indicate Su'i Mizaj Haar, while one with cold extremities and lethargy suggests Su'i Mizaj Barid.

Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 23.7: Compare Alamat Imtila wa sudda.

Time duration 2 hours

1. Literature Research & Case Review (1 hour): Each student will individually explore classical Unani texts to understand how Imtila and Sudda are described in different diseases. They will then review modern medical sources to compare symptomatology and underlying pathology.

Example:

Imtila Damwi (vascular congestion) can relate to hypertension, varicose veins, or stroke risk.

Sudda Balghami (mucous obstruction) may correlate with bronchitis, sinusitis, or intestinal blockages.

2. Clinical Observation & Comparative Analysis (1 hour): Students will observe real patients in hospitals or refer to case studies to identify clinical presentations of Imtila and Sudda. Each student will: Identify patients with (Imtila) or (Sudda).

Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 23.8: Unani disease classification in modern medical frameworks through group discussions and peer-reviewed presentations

Time duration 5 hours

1. Introduction and Brainstorming session (30 min): Teacher will explain the concept in brief and also highlights how Unani Disease classification is relevant in modern medical perspective.

2. Literature Review & Comparative Analysis (2 hours): Each student will individually explore classical Unani texts to understand disease classification based on Mizaj, Asbab, Alamat, Tarkeeb, etc. Students will also research modern medical classification systems (ICD, pathophysiology-based categorization). and were

asked to write a report based on their findings.

3. Peer-Reviewed Presentations & Evaluation (2 hour 30 mins): Each student will present their findings to the class. A peer-review system will be used where students evaluate each other's presentations based on: Depth of analysis, Clarity of Unani-modern integration, Relevance to clinical application, etc. Teacher will act as moderator for this session and summarize the key take aways and highlight areas where Unani classification can enhance modern medical diagnostics.

Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 23.9: Integration of *Amrad Asli wa Shirki* with contemporary disease classification using evidence-based literature review

Time duration 5 hours

1. Independent Literature Exploration (2 hours): Each student will research classical Unani texts to define and categorize Amrad Asli wa Shirki. They will compare these concepts with contemporary disease classification frameworks such as:

ICD (International Classification of Diseases)

Etiological & Pathophysiological Disease Models

System-based Disease Classification (e.g., Cardiovascular, Neurological, Endocrine, etc.), etc.

Students will identify clinical examples where Unani classifications align or contrast with modern classifications.

2. Data Interpretation & Comparative Analysis (2 hours): Students will synthesize their findings with empirical evidence and critically evaluate:

How Amrad Asli wa Shirki compare with Primary vs. Secondary Diseases in modern medicine.

The role of systemic vs. localized pathologies in both Unani and contemporary frameworks, etc.

Key Questions like, Can Amrad Shirki provide additional insights into complex, multi-organ diseases? etc. will be self-generated and answered by the students.

3. Peer Discussion & Expert Feedback (1 hour): Students will present their findings, highlighting areas of convergence/divergence between Unani & contemporary classifications. Teacher after seeing their work will highlight and appraise in broad perspective the integration of Amrad Asli wa Shirki with contemporary disease classification using empirical evidence.

Note: Documentation of the experience in log book, is must.

Modular Assessment

Assessment	Hour
Instructions- Conduct a structured Modular Assessment. Assessment will be 75 marks. Keep structure making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6 C. 1.1 Debate – 45 Marks (3 Hours) Students will engage in a structured debate on the topic of *'Ilmul 'Alamāt* to explore its significance, applications, and potential challenges. Practical/Skill-Based Assessment – 20 Marks (2 Hours) 1.2 Case-Based Analysis Interpretation of given symptoms in a case scenario and correlation with classical Unani texts. Identification of *Mizāj* (temperament) and *Asbāb* (causes) based on symptomatic evaluation. 1.3 Viva Voce (Oral Examination) – 10 Marks (1 Hour) Discussion on fundamental concepts of *'Ilmul 'Alamāt*. Correlation of classical Unani principles with modern clinical interpretations. Justification of diagnostic approaches based on symptoms. Or 2. Any practical in converted form can be taken for assessment (40 Marks) and Any of the experientials as portfolio/reflection/presentation/ group discussion can be taken as an assessment (35 Marks)	6
Semester No : 6	
Module 24 : Adilla-i- Tashkhīṣ ادلہ تشخیص	

Module Learning Objectives

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

1. Discribe Usoole Tashkhīṣ and its parameter of Nabḍ.
2. Correlate traditional diagnostic methods with modern medical perspectives for a comprehensive understanding of disease assessment.
3. Identify and interpret various diagnostic methods, with the help of Nabd.

Unit 1 Nabḍ: General discussionعمومی مباحث

24.1.1: حرکت نبض /Ḥarkat Nabḍ

24.1.2: معائنہ نبض /Mu'aīn-i- Nabḍ

References: 34,78,79,114

3A	3B	3C	3D	3E	3F	3G
CO4,CO7	Illustrate and differentiate between various pulse, types and understand their characteristics.	3	Practical24.1	CAN	Knows-how	DIS,PER,CBL,D-BED
CO1,CO4, CO7	Identify adilla tashkhees and their use in the diagnosis of different diseases	3	Practical24.2	CAP	Shows-how	PER,D,LS,RP,DIS
CO1,CO2	Describe Usool-e tashkhees based on views of different Unani Scholars	2	Lecture	CC	Knows-how	L&PPT ,L&GD

Unit 2 Adilla-i- Nabḍ ادلہ نبض

24.2.1: مؤثرعوامل /Influencing Factors

24.2.2: اہمیت /Significance

References: 19,24,78,79,101

3A	3B	3C	3D	3E	3F	3G
CO4,CO7	Conduct evaluation of Nabd in clinical setting	3	Practical24.3	CAP	Shows-how	D,LS,PER,DIS,TBL
CO3,CO4	Illustrate the concept of Pulse in other streams of Indian System of Medicine	4	Experiential-Learning24.1	CC	Shows-how	PrBL,DIS,D-BED,L&GD,PER
CO4,CO7	Analyze the significance of Nabd in clinical practice	4	Experiential-Learning24.2	CAN	Knows-how	D-BED,DIS,CBL,PER
CO1,CO7	Discuss conceptual understanding of Nabd by different Unani scholars	4	Lecture	CC	Knows-how	L&GD,L&PPT

Unit 3 Nabḍ Murakkabنبض مرکب

24.3.1: مؤثرعوامل /Influencing Factors

24.3.2: اہمیت /Significance

References: 19,24,78,79,101

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Evaluate the effectiveness of Unani interventions in comparison with contemporary management approaches.	3	Practical24.4	CE	Shows-how	LS,D,D-BED,DIS,PER
CO4,CO7	Identify the clinical features and symptoms associated with Naz Murakkab.	6	Experiential-Learning24.3	CAN	Shows-how	D,DIS,JC,CBL,PER

CO1,CO7	Describe Nabd Murakkab and discuss its concept in Unani medicine.	2	Lecture	CAN	Knows-how	D,L&PPT ,L&GD

Unit 4 Asbāb Nabḍ اسبابِ نبض

24.4.1: اسباب مقومہ /Asbāb Muqawwima

24.4.2: اسباب غیر مقومہ /Asbāb Ghayr Muqawwima

References: 19,24,34,78,79

3A	3B	3C	3D	3E	3F	3G
CO1,CO4, CO7	Differentiate Nabz murakkab tabai and Ghyr tabai with their characteristic features mentioned in classical text.	2	Lecture	CC	Knows-how	L&PPT
CO1,CO4, CO7	Ilustrate Asbab Muqawwima and Ghyr Muqawwima of Nabz	4	Practical24.5	CAN	Knows-how	PER,SIM,DIS,D,CBL
CO1,CO3 ,CO4	Compare and apply traditional pulse patterns with contemporary advancements to highlight improvements and challenges.	6	Experiential-Learning24.4	CAN	Shows-how	D,PER,DIS,CBL,JC
CO4,CO7	Differentiate the characteristics of various pulse patterns and their implications on human health.	4	Practical24.6	CC	Shows-how	DIS,D,D-BED,PER,CBL
CO4,CO6	Evaluate research studies linking pulse characteristics with early detection of diseases like cardiovascular disorders	6	Experiential-Learning24.5	CE	Shows-how	CBL,D,PER,DIS,LS

Practical Training Activity

Practical Training 24.1 Various pulse, types and understand their characteristics

Time duration 3 hours

1. Introduction (30 mins): Teacher will explain the concept of Alamat Mard, their role in diagnosis, and how they correlate with Ilmul Nabd (Pulse Reading). Explanation of different types of pulses, their characteristics, and their link with different pathological conditions.

2. Experiential Task - Pulse Examination & Data Collection (1 hour): Students will be divided into small groups. Each student will take turns examining the radial pulse of their peers and document findings based on: Rate (slow, fast), Rhythm (regular, irregular), Strength (weak, strong, bounding), Temperature of skin, moisture, tension of artery, etc., Compare with given case studies.

3. Group Discussion - Interpretation & Correlation (1 hour): Students will analyze findings and relate pulse variations to pathological conditions e.g., tachycardia in fever, weak pulse in hypotension etc. Discussion on differences in pulse types (Wiry, Thready, Bounding, Irregular, etc.). Groups will present their observations and clinical correlations with diseases.

4. Interactive Q & A session- (30 mins): Each student shares their experience and teacher will solve doubts and summarize the whole concept to the students.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 24.2 Adilla tashkhees and their use in the diagnosis of different diseases

Time duration 3 hours

1. Introduction and conceptual understanding (30 minutes): Teacher will explain significance of Alamat Mard and diagnosis. Examples of different Adilla Tashkhees (diagnostic signs) and their use in disease identification will be explained.

2. Experiential Task: Role-Play Patient Examination (1 hour): Students will be divided into small groups and assigned a case scenario. Each case will include a real or hypothetical patient profile with detailed symptoms, history, and clinical signs.

One student in each pair will play the role of a patient, while the other will act as a Tabib (physician) and attempt to diagnose the condition. They will observe, document, and analyze symptoms using principles of Ilmul Alamat. Students will identify key Adilla Tashkhees (e.g., pulse, complexion, urine color, pain localization) and link them to possible pathological conditions.

3. Library visit and case analysis (1 hour): After role-playing, students will conduct literature research on the case they analyzed. They will compare their initial diagnosis with textbook knowledge and classical Unani Literature.

4. Group Discussion & Reflection (30 minutes): Each group will present their case analysis, discussing their observations, interpretations, and final diagnosis based on Adilla Tashkhees.

The Teacher will guide a Q&A session, clarifying doubts and discussing alternative interpretations. Students will reflect on how Adilla Tashkhees play a role in differential diagnosis. The teacher will also summarize the key learning points.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 24.3 Conduct evaluation of Nabd in clinical setting

Time duration 3 hours

1. Introduction & Instruction (30 mins) – Classroom Session: - The teacher will explain the significance of Alamat Mard in diagnosing disease and briefly introduce the role of Nabd (pulse diagnosis) in assessing underlying pathological processes.

2. Case-Based Clinical Exploration (1 hour): Divide students into small groups of 2-3. Each group will visit a clinical setting where they will:

Observe patients with different disease signs (Alamat Mard).

Conduct Nabd evaluation under supervision.

Record pulse characteristics and relate them to potential pathological conditions.

Data Collection & Interpretation:

Students will document their observations and compare them with classical Unani descriptions.

They will use reference books or digital resources for immediate interpretation.

3. Group Discussion & Comparative Analysis (1 hour): Students will present their findings from Nabd evaluation. Compare their observations with case studies from classical Unani texts. Discuss variations in Nabd due to different pathological processes.

4. Reflection (30 mins): The teacher will moderate the discussion, highlighting key points.

Provides feedback on students' diagnostic reasoning.

Encourages reflections on challenges faced and how to improve pulse analysis skills.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 24.4 Unani interventions in comparison with contemporary management
Time duration 3 hours **1. Introduction and conceptual understanding (30 minutes):** The teacher will explain Alamat Mard and its significance in Ilmul Alamat through a short lecture. Students will receive case study briefs involving patients with specific diseases e.g., Humma (fever), Waja-ul-Mafasil (arthritis), etc. **2. Clinical Case Observation (1 hour):** Students will visit a Unani or Allopathic clinical setting (under supervision). Observe patient symptoms, diagnosis, and prescribed treatment. Interact with physicians and take notes on patient Alamat (signs) and prescribed Unani vs. contemporary treatment. **3. Literature Research (1 hour):** Students will go to the library or use digital resources to research: Classical Unani texts e.g., Al-Qanoon fi al-Tibb, Kitab al-Hawi etc. Modern pathological explanations of the diseases observed. Research papers comparing Unani & contemporary treatments. **4. Group Discussion & Analysis (30 minutes):** Divide students into small group. Discuss their findings from clinical observation + literature review and compare the Unani interventions with modern treatments in terms of: Effectiveness, Side effects, Holistic benefits. Each group will present its analysis in front of faculty/expert physicians and Experts will give feedback on the accuracy of interpretations and comparative evaluation. Note: Student should document their research, analysis and interpretation and its applicability or approach in research.
Practical Training 24.5 Asbab Muqawwima and Ghyr Muqawwima of Nabz
Time duration 4 hours **1. Introduction and conceptual understanding (1 hour):** The teacher will explain the concept of Alamat Mard, its role in identifying diseases, and how signs relate to underlying pathology. Quick revision of Nabz (Pulse) & its variations as an indicator of disease. Discussion of Asbab Muqawwima (Strengthening Factors) and Asbab Ghayr Muqawwima (Weakening Factors) of Nabd. **2. Case-Based Pulse Analysis & Diagnosis Student-Centered Activity (2 hours):** Literature Research (1 hour): Students will visit the library or use digital resources to study classical and modern references on Nabd (Pulse), including its variations and pathological indications. Types of Nabd e.g., Shadeed, Rae'aan, Mutaghayar, etc. Link between Nabd and Asbab (causative factors), Pathological interpretation in the light of Unani medicine.

3. Experiential Pulse Analysis (1 hour):

Role Play & Simulation:

Each student will be given a case study with symptoms and signs.

They will act as Hakim (Unani Physician) and perform a mock diagnosis based on given Nabd variations.

Students will analyze the Alamat Mard and its pathological background.

Correlate their findings with classical Unani principles.

Discussion & Diagnosis Justification (1 hour): Students will present their interpretations based on pulse readings and case details. Group Discussion: Each student will challenge or validate their peers' interpretations. Teacher moderates and provides feedback on accurate diagnosis.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 24.6 Characteristics of various pulse patterns and their implications on human health

Time duration 4 hours

1. Introduction to Pulse Patterns and Their Implications (45 minutes): Teacher will discuss different pulse patterns and their significance in diagnosing various health conditions, including traditional and modern methods.

2. Hands-on Pulse Palpation: Traditional Pulse Patterns (1 hour 15 minutes): To palpating and differentiating traditional pulse patterns as per Unani, Ayurvedic, and Chinese Medicine systems. To demonstrate how to palpate the pulse at various points on the body (e.g., radial artery, carotid artery) and explain how to identify:

Unani Pulse Patterns: How to identify humoral imbalances (e.g., Dam for hot, strong pulses; Sauda for cold, sluggish pulses).

Focus on identifying:

Rate, rhythm, force, and quality of the pulse.

Recognition of the subtle differences in pulse patterns.

3. Hands-on Modern Pulse Diagnostics (1 hour): To explore the modern techniques for measuring pulse and understand their clinical significance, including the use of digital tools and ECG. To use digital tools (e.g., smartwatches, pulse oximeters, heart rate monitors) to measure pulse rate, rhythm, and variability. ECG:

Brief introduction to how an ECG machine records the electrical activity of the heart and how it correlates with pulse irregularities. Heart Rate Variability (HRV): How HRV is measured and interpreted in diagnosing stress and cardiac health.

4. Case Study Analysis and Discussion (1 hour): Present a clinical case studies where pulse characteristics (both traditional and modern) can help in diagnosing different conditions, such as:

Case 1: A 45-year-old with high blood pressure and a rapid, strong pulse. Diagnosis might suggest hypertension.

Case 2: A patient with a slow, weak, and irregular pulse, suggesting a possible arrhythmia or heart failure.

Case 3: A young person with an irregular and rapid pulse, pointing to potential stress or anxiety.

Provide pulse readings (traditional palpation results and digital data, like heart rate and ECG).

Group Analysis; In each group, students will:

Analyze the pulse patterns and identify the pulse qualities (rate, rhythm, force).

Use traditional pulse analysis and correlate it with possible health conditions (e.g., Vata, Pitta, Kapha).

Use modern pulse data (e.g., HR, ECG, and HRV) to confirm or refute their findings from the traditional pulse assessment.

Discuss the implications of pulse findings on the patient's health, potential diagnosis, and treatment.

A discussion follows on how traditional pulse patterns and modern diagnostic tools can complement each other in a clinical setting.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Experiential Learning Activity

Experiential-Learning Learning 24.1: Concept of Pulse in other streams of Indian System of Medicine

Time duration 4 hours

1. Introduction to the Concept of Pulse (1 hour): Teacher will discuss concept of pulse (Nabd) in different streams of Indian medicine like Ayurveda (three doshas), Unani (four Humors), Siddha (five elements and three humors) and establish the importance of pulse diagnosis in these systems.

2. Hands-on Pulse Assessment (1 hour): Palpate the pulse at various locations (e.g., radial, carotid) and describe the characteristics based on Ayurvedic, Unani, and Siddha principles. Identify pulse qualities such as speed, force, rhythm, and strength, and how each system would interpret those findings.

3. Case Study Analysis and Group Discussion (1.5 hours): Case studies representing different health conditions (e.g., digestive issues, fever, hypertension, anxiety, etc.). Each case study will include:

Patient history (symptoms, lifestyle, medical background).

Pulse description based on one or more systems of Indian medicine.

Group Analysis: Students are divided into groups (3-4 students per group) and assigned different case studies. These groups analyze the case studies and use pulse characteristics to hypothesize possible diagnoses. Each group presents their findings to the class.

4. Reflection and Debriefing (30 minutes): To encourage students to reflect on their learning experience, discuss challenges, and solidify key takeaways from the session. Discuss the value of pulse diagnosis in traditional Indian systems and integrated into modern clinical practice.

Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 24.2: Significance of Nabd in clinical practice

Time duration 4 hours

1. Introduction and Overview (1 hour): Teacher will discuss importance of pulse in clinical diagnosis and its significance in clinical practice.

2. Hospital visit - Pulse Examination and Skills Development (1.5 hours): Students will visit hospital and assess pulse and interpret its significance, and focus on palpating the pulse noting rate, rhythm, and strength etc.

3. Case Study Analysis (1 hour): Students with several real or hypothetical patient case studies include patient history, pulse description (e.g., tachycardia, weak pulse etc.), physical examination findings (e.g., blood pressure, temperature etc.)

4. Group Presentations and Peer Discussion (30 minutes): Each group will present their case analysis, feedback or ask questions.

Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 24.3: Clinical features and symptoms associated with Naz Murakkab

Time duration 6 hours

1. Introduction to Nabd Murakkab and Its Clinical Significance (1 hour): Teacher will discuss Nabd Murakkab in the context of Unani Medicine, and explain its

significance as a diagnostic tool.

2. Pulse Examination and Hands-on Practice (1.5 hours): students will identify and palpate Nabd Murakkab by feeling for multiple qualities of the pulse at different sites (e.g., radial, carotid, femoral etc). Highlight the common clinical features of Nabd Murakkab, such as:

Uneven rhythm or intermittent beats

Variable strength (alternating between weak and strong)

Irregular timing (i.e., pulse that speeds up and slows down)

Multiple layers or waves felt at the same time.

3. Case Study Analysis (1.5 hours): Students will identify Nabd Murakkab by analyzing real or hypothetical patient case studies describe patients with complex, multifactorial conditions (e.g., a patient with chronic kidney disease and hypertension, or a patient with a mixed infection and metabolic imbalance). Each case will include the patient's clinical history, symptoms, and pulse characteristics. Discuss the potential causes and pathological processes behind the irregular pulse. Suggest possible diagnoses and recommend appropriate treatments based on pulse and symptoms.

4. Pulse Diagnosis and Pathological Process Linkage (1 hour): Nabd Murakkab correlates with specific underlying health conditions, such as:

Cardiovascular diseases (e.g., arrhythmias, congestive heart failure)

Endocrine disorders (e.g., thyroid imbalances, diabetes)

Chronic infections (e.g., tuberculosis, sepsis)

Metabolic disorders (e.g., obesity, metabolic syndrome)

Emphasize the role of pulse as an indicator of imbalance in the four humors (Dam, Balgham, Safra, and Sauda) in Unani medicine and how these relate to different organ systems. Students will use a pulse mapping chart to link the irregularities of Nabd Murakkab to specific organ systems and humoral imbalances.

5. Reflection and Case Integration (1 hours): Students to reflect on the activity in a journal or through a guided questionnaire, addressing questions like:

What clinical features and symptoms were most significant when identifying Nabd Murakkab?

What were the challenges in distinguishing Nabd Murakkab from other pulse patterns?

How will this be learning help in diagnosing complex conditions in clinical settings?

Experiential-Learning Learning 24.4: Traditional pulse patterns with contemporary advancements

Time duration 6 hours

1. Introduction to Traditional Pulse Diagnosis and Contemporary Advancements (1 hour): Teacher will discuss both traditional pulse diagnosis systems and contemporary advancements in pulse-related diagnostics.

2. Hands-on Pulse Examination and Analysis (1,5 hours): Students to practice both traditional pulse palpation techniques and modern pulse diagnostics. Focus on recognizing pulse qualities such as:

Rate, rhythm, force, and quality.

Categorization of pulse based on Doshas (Ayurveda) or Humors (Unani).

Deep vs. superficial pulse (Chinese Medicine).

Contemporary Approach: After traditional palpation, students will then use digital pulse sensors or wearable devices (if available) to measure pulse rate and rhythm.

3. Case Study Analysis and Critical Comparison (2 hours): Present several clinical case studies that require pulse examination for diagnosis (e.g., arrhythmia, hypertension, metabolic disorders etc). Include both traditional symptoms (according to Unani, Ayurveda, Chinese Medicine) and modern clinical symptoms (such as abnormal heart rate, arrhythmias, or hypertension etc). Provide pulse data from both traditional and modern diagnostic methods (e.g., pulse characteristics, ECG readings, or digital sensor outputs). Students are divided into small groups (4-5 students per group). Each group is assigned one case study.

Comparison: Critically compare the insights gained from both diagnostic approaches. Discuss:

What does traditional pulse diagnosis reveal that modern tools may not?

How does modern technology provide more accurate or real-time data compared to traditional pulse palpation?

What are the limitations of both systems in diagnosing complex diseases?

4. Reflection and Discussion on Improvements and Challenges (1.5 hours): Students to reflect on the advantages, improvements, and challenges posed by both traditional and modern pulse diagnostics. Facilitate a group discussion where students share their reflections and insights.

Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 24.5: Research studies linking pulse characteristics with early detection of diseases like cardiovascular disorders

Time duration 6 hours

1. Introduction to Pulse Characteristics and Cardiovascular Disorders (1 hour): Teacher will discuss connection between pulse characteristics and cardiovascular disorders, both in traditional and contemporary medical practices.

2. Research Review on Pulse Characteristics and Cardiovascular Disorders (1 hour): To critically review and evaluate research studies that link pulse characteristics with the early detection of cardiovascular disorders. Key studies might include:

Heart Rate Variability (HRV) as a diagnostic tool for early detection of arrhythmias and risk of heart failure.

Pulse wave velocity and its association with arterial stiffness and hypertension.

Research on how traditional pulse analysis (e.g., in Unani or Chinese Medicine) has been used to identify early signs of cardiovascular issues.

3. Hands-on Practice: Pulse Palpation and Modern Diagnostic Tools (1.5 hours): Students demonstrate traditional pulse palpation methods used in Unani, Ayurveda, and Chinese Medicine, with emphasis on identifying abnormalities such as irregular pulse, weak pulse, or thready pulse, which may indicate cardiovascular problems. Present modern pulse measurement techniques, such as digital pulse sensors, ECG, and heart rate monitors. Discuss how these tools can identify irregularities in heart rate, rhythm, and variability.

4. Case Study Analysis and Clinical Application (1.5 hours):

Present a clinical case study of a patient with potential cardiovascular risk factors (e.g., a 55-year-old with high blood pressure, irregular heart rate, and fatigue).

Include details such as the patient's medical history, symptoms, and pulse findings (both traditional and modern).

Provide both pulse readings from traditional palpation and digital diagnostics (e.g., heart rate variability, ECG, etc.).

5. Reflection and Discussion on the Role of Pulse Diagnosis in Early Detection (1 hour): Students in a reflective discussion about the importance of pulse diagnosis in the early detection of cardiovascular disorders. Students will individually reflect on their experience during the activity. They will answer the following questions:

How can pulse characteristics (both traditional and modern) contribute to early detection of cardiovascular disorders?

What are the potential challenges and limitations of using pulse diagnosis for early detection?

How can traditional pulse assessment be integrated with modern technologies in a clinical setting?

Group Discussion; The complementary nature of traditional pulse diagnosis and modern tools.

The potential for early intervention in cardiovascular health by combining pulse diagnostics with other tests. The challenges that arise in integrating traditional methods with modern technologies, such as training, standardization, and cost.	
Modular Assessment	
Assessment	**Hour**
Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks. Keep structure making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6 C. 1.1 Literature Review & analysis (30 Marks) Student will conduct a critically on existing literature on the topic of Adill-i-Tashkhīṣ. The review will focus on research advancement and clinical approach. The task will be completed in 2.5 hrs. 1.2 Clinical application and case study – (20 Marks) Student will analyze to Advanced Research in Nabḍ and present their findings through prestation and group discussions in 1.5 hrs. Recent studies on pulse diagnosis. Digital advancements in pulse assessment. Future directions in Unani pulse research. Or 2. Any practical in converted form can be taken for assessment (25 Marks) and Any of the experientials as portfolio/reflection/presentation/ group discussion can be taken as an assessment (25 Marks)	4
Module 25 : Bawl-o-Barāz	

Module Learning Objectives

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

1. Describe *Uṣūl-i Tashkhīṣ* parameters of *Bawl-o- Barāz*
2. Analyze the diagnostic significance of Bawl-o- Barāz changes in various disease conditions
3. Identify the normal and abnormal characteristics of *Bawl-o- Barāz*, including color, consistency, quantity, and odor.

Unit 1 Bawl بول

25.1.1: عمومی مباحث /General discussion

25.1.2: دلائل بول (رنگ، قوام، صفائی و کدورت، رسوب ، زبدہ) /Dalāīl-i-Bawl (Rang, Qiwām, Ṣafāʾī-o- Kadūrat, Rasūb, Zubdā)

25.1.3: اطلاقی پہلو (مرض، مزاج، حاملہ) /Applied Aspect (Disease, Temperament, Ḥāmila)

References: 19,24,34,67,70,73,74,76,78,79,82,84,98,101,114,130

3A	3B	3C	3D	3E	3F	3G
CO2,CO7	Identify urine patterns associated with specific temperamental states	2	Lecture	CAP	Knows-how	L&PPT ,L&GD
CO4,CO6	Distinguish the physiological changes in urine composition during pregnancy.	2	Experiential-Learning25.1	CAP	Shows-how	CBL,TBL,D,SIM
CO4,CO6	Perform and document the physical examination of a urine sample, accurately identifying and describing the parameter of clarity.	3	Practical25.1	PSY-SET	Does	PAL,LS,LRI,DL
CO4,CO6	Illustrate the clinical importance of urine analysis in diagnosing and monitoring the diseases.	1	Lecture	CAP	Knows-how	L&PPT ,L_VC

CO4,CO6	Perform and document the physical examination of a urine sample, accurately identifying and describing the parameters of color.	3	Practical25.2	PSY-SET	Does	LRI,LS,PAL,DL

Unit 2 Imtiḥān-i- Bawl امتحان بول

25.2.1: بول کا معمول معائنہ /Routine Examination of Urine

25.2.2: بول کا خوردبینی معائنہ / Microscopic Examination of Urine

References: 31,34,67,82,83,84,95,98,114

3A	3B	3C	3D	3E	3F	3G
CO4,CO6	Demonstrate the importance of patient education in proper sample collection techniques to avoid contamination.	3	Practical25.3	CAN	Shows-how	BS,CBL,DL,DIS
CO2,CO7	Describe sharait moana'e bawl and discuss its clinical significance	2	Lecture	CC	Knows-how	L&GD,DIS,L&PPT
CO6	Discuss the method of Urine sample collection	1	Lecture	CAP	Shows-how	L&PPT ,L&GD
CO4,CO6	Demonstrate the ability to perform and interpret results from common tests like pH, specific gravity etc.	3	Practical25.4	CAN	Shows-how	LRI,CBL,DL,PT
CO4,CO6	Analyze and quantify the protein concentration in the urine sample.	2	Practical25.5	CE	Does	DL,PT,LRI
CO4,CO6	Identify the clinical significance of albuminuria in diagnosing renal disorders.	5	Experiential-Learning25.2	CAP	Shows-how	DIS,CBL,BS,PAL

CO4,CO6	Analyze and interpret the results of the urea and creatinine estimation to evaluate kidney function and diagnose potential abnormalities	5	Experiential-Learning25.3	CAN	Shows-how	LS,BS,DIS,CBL,JC
CO4,CO6	Perform the estimation of glucose in a urine sample using qualitative and quantitative methods	2	Practical25.6	PSY-GUD	Does	LRI,DIS,PER,DL
CO4,CO6	Perform the qualitative and/or quantitative estimation of ketone bodies in a urine sample using standard biochemical methods	2	Practical25.7	PSY-GUD	Does	LRI,PER,DL,DIS

Unit 3 Barāz براز

25.3.1: General discussion (Barāz Maḥmūd)/ عمومی مباحث (براز محمود)

25.3.2: Dalāīl-i-Barāz (Rang, būˉ, miqdārˉ, qiwāˉm, Zubdā)/ دلائل براز (رنگ، بو، مقدار، قوام، زبدہ)

References: 24,34,67,70,73,74,78,79,82,83,84,95,101,114

3A	3B	3C	3D	3E	3F	3G
CO4	Identify the key components that make up human stool, including water, undigested food, bacteria, and waste products.	1	Lecture	CC	Knows-how	L&PPT ,L&GD
CO4	Describe the characteristics of Barāz Mahmūd, focusing on color, smell, quantity, consistency, and foam.	1	Lecture	CC	Knows-how	L&PPT ,PER,L&GD
CO4	Appraise the normal characteristics of stool, including color, consistency, frequency, smell and quantity.	5	Experiential-Learning25.4	AFT-SET	Shows-how	DIS,SDL,LS,PER

Unit 4 Diagnostic parameter of Barāz براز کے تشخیصی پیرامیٹر

25.4.1 (color, smell, quantity, consistency, foam)رنگ،بو،مقدار،قوام،زبدہ

References: 24,34,67,70,73,74,78,79,82,83,84,95,101,114

3A	3B	3C	3D	3E	3F	3G
CO4,CO6	Appraise the variations in color, smell, quantity, consistency, and foam of the stool that indicate normal and pathological conditions.	3	Experiential-Learning25.5	AFT-SET	Shows-how	CBL,D
CO4,CO6, CO7	Analyze the diagnostic implications of deviations in Barāz Mahmūd parameters and their association with gastrointestinal or systemic disorders.	3	Experiential-Learning25.6	CAN	Shows-how	SIM,LS,PL,D

Unit 5 Digar dhrāy' Tashkhīṣ دیگر ذرائع تشخیص

25.5.1: نفث /Nafth

25.5.2: لعاب /Saliva

25.5.3: عرق یا پسینہ /Arq

25.5.4: دماغی و نخاعی رطوبت /CSF

References: 34,35,67,82,83,84,95,97,98,114

3A	3B	3C	3D	3E	3F	3G
CO4,CO6	Recognize common symptoms related to sweat abnormalities, such as excessive sweating or reduced/absent sweating.	1	Lecture	CC	Knows-how	L&GD,L&PPT
CO4,CO6	Outline the importance of sputum analysis (macroscopic, microscopic, and biochemical tests) in diagnosing respiratory diseases.	2	Practical25.8	CAN	Does	DL,FV,DIS,CBL,PL
CO4,CO6	Asses salivary biomarkers are linked to conditions such as diabetes and infectious diseases	3	Experiential-Learning25.7	CE	Shows-how	CBL,D,BS,SIM

CO4,CO6	Discuss the diagnostic significance of CSF analysis and its clinical implications in neurological disorders	1	Lecture	CC	Knows-how	L&GD,L&PPT

Practical Training Activity

Practical Training 25.1 Physical examination of a urine sample, accurately identifying and describing the parameter of clarity.

Time duration 3 hours

1. Introduction & Concept Explanation (30 mins): Teacher will Explain the significance of urine color in diagnosing diseases according to Unani Medicine & Modern Medicine. Discuss normal vs. abnormal urine colors and their implications. Provide reference charts (e.g., straw-colored, dark yellow, red, brown, etc.). Broadly explain the topic like relating it with Mizaj, etc.

2. Library Visit (1 hour): Students will visit library and refer to Unani classical texts and modern pathology books. Go through What Unani scholars (e.g., Ibn Sina, Zakariya Razi) wrote about urine examination, and also Link findings with renal function and metabolic disorders.

3. Sample Collection and Examination (1 hour): Students will be grouped (2-3), each group will be provided with different urine samples (artificially colored if needed). Use white background sheets to examine the color properly. Compare with a standard urine color chart, and also analyze and compare with diseased condition according to the literature mentioned in classical Unani text.

4. Feedback (30 minutes): The teacher will summarize key points. Examine their work, answer student queries, Highlight the importance of integrating Unani principles with modern diagnostics and Encourage students to reflect on how this knowledge can be applied in clinical practice.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 25.2 Physical examination of a urine sample, accurately identifying and describing the parameters of color.

Time duration 3 hours

1. Introduction & Concept Explanation (30 mins): Teacher will Explain the significance of urine color in diagnosing diseases according to Unani Medicine & Modern Medicine. Discuss normal vs. abnormal urine colors and their implications. Provide reference charts (e.g., straw-colored, dark yellow, red, brown, etc.). Broadly explain the topic like relating it with Mizaj, etc.

2. Library Visit (1 hour): Students will visit library and refer to Unani classical texts and modern pathology books. Go through What Unani scholars (e.g., Ibn Sina, Zakariya Razi) wrote about urine examination, and also Link findings with renal function and metabolic disorders.

3. Sample Collection and Examination (1 hour): Students will be grouped (2-3), each group will be provided with different urine samples (artificially colored if needed). Use white background sheets to examine the color properly. Compare with a standard urine color chart, and also analyze and compare with diseased condition according to the literature mentioned in classical Unani text.

4. Feedback (30 minutes): The teacher will summarize key points. Examine their work, answer student queries, Highlight the importance of integrating Unani principles with modern diagnostics and Encourage students to reflect on how this knowledge can be applied in clinical practice.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 25.3 Proper sample collection techniques to avoid contamination

Time duration 3 hours

1. Introduction and Brainstorming session (1 hour): The teacher will give a broad overview of why patient education is crucial in sample collection (e.g., blood, urine, sputum), and will also discuss common errors due to poor patient instructions and their impact on sample. Briefly introduces how different sample types need different instructions.

2. Group Activity: Case-Based Role-Play (1 hour): Students are divided into small teams (2-3 members each), each group gets a real-world scenario related to improper sample collection, example cases:

A diabetic patient collecting a random blood glucose sample instead of a fasting sample.

A patient not discarding the first urine stream for a midstream sample.

A TB patient not collecting an early morning sputum sample properly.

One student plays the patient, another plays the healthcare provider, and one acts as an observer (who later gives feedback). Groups perform the role-play, explaining correct & incorrect methods to each other.

3. Visit to Pathology Lab or Virtual Lab Demonstration (30 mins): Students visit the pathology lab (if available) to observe real-life patient education and sample collection procedures. If a visit is not feasible, a virtual simulation or recorded demonstration can be shown.

4. Discussion and Reflection (30 mins): Each group shares their learning from the role-play. The teacher will highlight the most common mistakes made by patients and ask observer counter questions to validate his/her claim. Students Critically discuss how cultural, educational, and psychological factors affect patient compliance. Conclusion with key takeaways on how to effectively educate patients.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 25.4 Perform and interpret results from common tests like pH, specific gravity etc

Time duration 3 hours

1. Introduction (1 hour): The teacher will provide a detailed explanation of common urinalysis parameters such as pH and specific gravity. Additionally, the teacher will demonstrate the correct sample collection techniques and the proper methods for interpreting results.

2. Hands-on Lab Activity: Performing Tests (1 hour): Students will be divided into small medical teams (2-3), each team receives any specimen sample (e.g. urine), students perform tests using dipstick method & urinometer:

pH Test (using pH strips)

Specific Gravity Test (using urinometer or refractometer)

Glucose & Protein Test (using dipsticks).

Each team will record the observations and note the numerical readings if any.

3. Case base learning (30 mins): Teams will compare their findings with normal reference values. Teacher will provide case scenarios for discussion, for e.g.,

A patient with high urine pH Possible UTI?

A patient with low specific gravity Possible kidney dysfunction?

Presence of glucose in urine Diabetes suspicion?

4. Reflection (30 mins): Each group will analyze and present their interpretations to the Teacher; teacher will ask key questions related to case and provides clinical summary of each case.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 25.5 Quantify the protein concentration in the urine sample

Time duration 2 hours

1. Introduction and Brainstorming session (30 mins): Teacher will in detail discuss about protein and proteinuria. Focus on how to analyze and quantify the protein concentration in the urine sample and overview of all the methods for protein detection, e.g.

Qualitative: Heat coagulation test, etc.

Quantitative: Biuret method, etc. brief revision of how to collect proper urine sample collection techniques.

2. Hands-on Lab Activity (1 hour): Students will be taken to laboratory to perform hand on lab activity under the supervision of teacher and lab attendant. Students will perform both Qualitative analysis and Quantitative analysis.

e.g., Quantitative Analysis

Heat coagulation test: Teacher will ask Lab attendant to arrange every equipment needed to perform the test. Such as Urine Container, Test-Tube, Test-Tube holder, Spirit, Spirit lamp, etc.

Procedure:

Urine is collected in Urine container.

Then pour 5ml of Urine in test tube.

Heat the upper portion.

Observation:

Observe for turbidity/cloudiness (indicates protein presence).

3. Interpretation & Case Discussion with conclusion (30 mins): Students compare their values with normal reference ranges. Teacher provides clinical case scenarios:

High protein concentration: Possible nephrotic syndrome or glomerulonephritis.

Mild protein presence: Possible early kidney disease or diabetes.

Practical will be concluded with Recap of key learnings and Discussion on errors, challenges, and practical implications in diagnosis.

Note:

Performing of at least 2 Qualitative and 2 quantitative test is recommended.

Student should document their research, analysis and interpretation and its applicability or approach in research, in contrast with Unani Medicine. Examples can be changed accordingly.
Practical Training 25.6 Estimation of glucose in a urine sample using qualitative and quantitative methods
Time duration 2 hours **1. Brief Introduction & Theoretical Overview (30 min) -** Understanding the Methods: Teacher will give brief account on the core concept related to glucose and about the pathological conditions in which glucose can be seen in urine. He will also differentiate between qualitative (presence/absence) & quantitative (exact concentration) tests, clinical significance and brief overview of all the tests involved in it. **2. Hands-on Laboratory Experiment (1 hour):** Students will be taken to laboratory to perform test. Initially Teacher will demonstrate then the students will be asked to perform the tests. **3. Result Interpretation and Discussion (30 min):** Students will analyze results and compare qualitative vs. quantitative methods. Discussion will be taken on Which method was faster/easier? Which method is recommended for precise result? What are the limitations of urine glucose tests? etc. Note: Student should document their research, analysis and interpretation and its applicability or approach in research.
Practical Training 25.7 Qualitative and/or quantitative estimation of ketone bodies in a urine sample
Time duration 2 hours **1. Introduction & Theoretical Overview (30 mins):** Teacher will discuss the concept about ketone bodies, focusing on What are ketone bodies (Acetoacetate, Beta-hydroxybutyrate, Acetone)? When do ketone bodies appear in urine? etc. and brief overview of standard biochemical tests (Rothera's test, Gerhardt's test, Enzymatic methods, etc.) **2. Hands-on Laboratory Experiment (1 hour) –** Performing the Tests: Initially teacher will demonstrate test then students will perform both qualitative test and quantitative tests, guided by the teacher. **3. Result Interpretation & Discussion (30 min) –** comparing the Methods: Teacher will ask students to analyze and interpret their results and in detail discuss about Which method was most sensitive? How does qualitative vs. quantitative estimation differ in clinical applications? How does ketonuria correlate with conditions like

diabetic ketoacidosis or fasting states? What are the limitations of each method? etc.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Practical Training 25.8 Sputum analysis (macroscopic, microscopic, and biochemical tests) in diagnosing respiratory diseases.

Time duration 2 hours

1. Introduction and conceptual understanding (30 minutes): The teacher will explain the significance of Alamat Mard in diagnosing diseases through case studies. Explain the role of sputum analysis (macroscopic, microscopic & biochemical tests) in identifying underlying pathological processes in respiratory diseases like tuberculosis, pneumonia, chronic bronchitis, and lung cancer. Discuss clinical symptoms associated with sputum changes (color, consistency, presence of blood, etc.).

2. Fieldwork – Visiting the Pathology Lab (30 min): Students will visit Interactive a pathology lab or diagnostic centre (if feasible) OR A simulated lab setup can be arranged in the classroom with sample images and microscopic slides.

Observe real sputum samples or reference images showing different respiratory conditions. Identify variations in color, texture, and viscosity (macroscopic analysis).

Use a microscope or microscopic images to study bacterial presence, WBCs, RBCs, fungal elements (microscopic analysis).

Learn about biochemical tests (e.g., pH, protein content) through instructor-led demonstrations or videos.

3. Group Work – Case Study Interpretation (30 min):

Students are divided into small Groups (4-5 students each)

Each group is given a case study with clinical symptoms and sputum characteristics.

Students will:

Correlate symptoms with probable diseases.

Identify possible pathological processes (inflammation, infection, malignancy).

Suggest additional diagnostic tests (e.g., X-ray, CBC, CT scan).

4. Discussion & Peer Learning (30 min):

Each group presents its interpretation & diagnosis to the class.

Instructor will moderate the discussion, correcting misconceptions and highlighting key learning points. Open discussion on challenges in diagnosis and importance of integrating Alamat Mard with diagnostic tools.

Note: Student should document their research, analysis and interpretation and its applicability or approach in research.

Experiential Learning Activity

Experiential-Learning Learning 25.1: Physiological changes in urine composition during pregnancy.

Time duration 2 Hours

1. Interactive Concept Introduction (30 Minutes): Teacher will Briefly explain the hormonal and physiological changes in pregnancy that affect urine composition, focused discussion on key parameters that change in urine during pregnancy. Relate these findings to Unani Medicine perspectives on pregnancy and urine examination.

2. Case-Based Group Activity (1 hour): Students will receive a different case scenario of a pregnant woman with urine test results, provided by the teacher.

Example Cases:

Case 1: A pregnant woman with mild glycosuria Discuss normal vs. gestational diabetes.

Case 2: A pregnant woman with proteinuria Discuss normal vs. preeclampsia risk.

Case 3: A pregnant woman with ketonuria Discuss effects of fasting/nutrition. etc.

Groups will analyze their case, discuss and distinguish the physiological changes in urine composition.

3. Practical Demonstration: Simulated Urine Testing (30 Minutes): Students will get synthetic urine samples simulating different pregnancy conditions (e.g., glycosuria, proteinuria, ketonuria, etc.). Compare results with normal pregnancy urine samples. Record findings and correlate with pregnancy physiology.

Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 25.2: Clinical significance of albuminuria in diagnosing renal disorders

Time duration 5 Hours

1. Introduction and brain storming session by teacher (1 hour): Teacher will discuss in broader sense the overview of albumin and familiarize the students with all the introductory concepts related to albumin. Teacher will then give overview to albuminuria and its role in renal disorders. In detail discussion on the stages of albuminuria:

Microalbuminuria (30-300 mg/day): Early indicator of kidney damage.

Macroalbuminuria (>300 mg/day): Advanced kidney disease. Clinical significance in conditions like diabetes, hypertension, nephrotic syndrome.

2. Hands-on Lab Activity (1 hour): Students will be taken to lab for both qualitative and Quantitative detection of Albuminuria.

3. Case Study Discussion (2 hour): Teacher presents case scenarios, and students interpret results, for e.g.,

Case 1: A diabetic patient with persistent microalbuminuria – Early-stage diabetic nephropathy.

Case 2: A hypertensive patient with macroalbuminuria – Possible kidney damage. etc., more such case studies can be presented.

4. Reflection and Application (1 hour): In concluding session the teacher will ask every student to present their clinical findings and clinical relevance in their own words with case study interpretation. Teacher will conclude by providing final insights on albuminuria's role in early diagnosis & disease management.

Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 25.3: Urea and creatinine estimation to evaluate kidney function and diagnose potential abnormalities

Time duration 5 Hours

1. Introduction & Conceptual Understanding (30 min): Teacher will discuss fundamentals of biomarkers, in addition shed light on role of urea and creatinine in kidney function evaluation, mechanism of filtration, reabsorption, and secretion in the nephron, importance of Glomerular Filtration Rate (GFR) Clinical significance of BUN/Creatinine Ratio., etc. Common renal disorders Associated with Urea & Creatinine Imbalance.

2. Library Research & Literature Review (2 hours) - Building Conceptual Understanding: Students will visit the library and explore the books, research papers, and classical Unani texts along with modern nephrology sources to get the in-depth understanding of Physiological Role of Urea & Creatinine for e.g.,

High Urea & Creatinine Renal dysfunction, dehydration, protein metabolism disorders.

Low Urea & Creatinine ⟶ Liver dysfunction, malnutrition, fluid overload.

Students prepare a summary table differentiating high and low level of Urea and creatinine, mentioning the reason of abnormalities and potential diagnosis that

can be made.

3. Journal Club Discussion (1 Hour) - Reviewing Recent Research & Case Studies: Students will select a recent research article related to kidney function, urea/creatinine markers, and present journal club on the same.

4. Case-Based Interpretation & Diagnostic Analysis (1.5 Hours) - Applying Knowledge to Clinical Scenarios: Each student is provided with anonymized patient reports containing urea & creatinine values, along with patient history. Students should interpret whether values are within the normal range. Determine possible kidney conditions (Acute Kidney Injury, Chronic Kidney Disease, Prerenal Azotaemia), Justify potential cause.

Diagnostic Discussion:

Students present their findings & interpretations. Teacher will correct & clarify to refine analytical skills.

Discussion on limitations of biochemical tests and the need for additional markers like GFR (Glomerular Filtration Rate), etc..

Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 25.4: Normal characteristics of stool, including color, consistency, frequency, smell and quantity.

Time duration 5 Hours

1. Literature Review & Concept Discussion (1 Hour) - Understanding Stool Characteristics in Unani & Modern Medicine: Students will visit the library and review Classic Unani texts and modern texts to extract literature related to stool and explore about the Colour, consistency, frequency, smell, quantity, etc., students prepare a comparative table of Unani vs Modern perspective.

2. Observational & Analytical Activity (1.5 Hours) - Analyzing Stool Charts: Images of different types of stools is provided by the teacher and students will analyze the same based on the literature searched. Students can use Bristol Stool Chart, for the same.

3. Discussion of Self Experiment on stool (1.5 hours): Students will document their own stool characteristics for 3 days before the session. They compare their findings with dietary patterns and discussion will be focused mostly on the normal characteristics of stool and also observe: How fibre, hydration, and food type and other factors affect stool. Variations based on Mizaj (Balghami, Safravi, Saudawi, Damwi) is also recommended.

4. Group Discussion & Reflection (1 hour): Each student will present their observations from literature, self-observed findings, etc. In detail discuss about What are

the key differences between Unani and modern views on stool? How does stool analysis help in diagnosis? How does Mizaj influence bowel habits? Note: Documentation of the experience in log book, is must.
Experiential-Learning Learning 25.5: Variations in color, smell, quantity, consistency, and foam of the stool that indicate normal and pathological conditions
Time duration 3 Hours **1. Introduction to Normal and Pathological Variations (1 hour):** Teacher will discuss urine (normal Vs pathological), and Sputum ((normal Vs pathological) etc. **2. Exploring Stool and Vomitus Variations (1 hour):** Examine the significance of stool and vomitus variations and variations can indicate health issues. Stool (Normal vs. Pathological), and Vomitus (Normal vs. Pathological). **3. Integrating Knowledge with Practical Skills (1 hour):** Recognize red flags in patient presentations based on bodily substance variations. Integrating Knowledge: Using case studies, students will analyze scenarios where patients exhibit variations in bodily substances. These scenarios will cover common conditions like dehydration, kidney disease, infections, and more. Red Flags: Persistent cloudiness or foam in urine (proteinuria, kidney disease). Frothy sputum with a pink tinge (pulmonary oedema, heart failure). Bloody stool or vomit (GI bleeding, ulcers). Persistent diarrhea (infection, IBD). Mock Patient Assessment Activity: Each student will play the role of a healthcare provider, conducting a patient assessment. They will receive patient histories and bodily substance samples (real or simulated). The learner will: Analyze color, smell, consistency, and quantity of the sample. Offer a diagnosis based on the findings. Present treatment options or next steps for management. Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 25.6: Diagnostic implications of deviations in Barāz Mahmūd parameters

Time duration 3 Hours

1. Introduction & Orientation (30 minutes): Teacher will give a Brief overview of Barāz Maḥmūd in Unani literature – what is Maḥmūd, and when is it ghair maḥmūd (abnormal)? Highlight the diagnostic value in discerning disorders like imtela, zuhām, qūlanj, istiqrār-e-mizāj, or sue mizāj, etc. Explains the key parameters: color, consistency, smell, quantity, frequency, associated symptoms. Shares real-life clinical examples from Unani perspective (e.g. connection of pale stool with Sue Mizaj-e-Kabid, etc.)

2. Library + Digital Research Rotation (1 hour): Task for each student Choose any two deviations in Barāz Mahmūd (e.g., black stool and mucus-filled stool).

Using Unani classical texts, identify:

What each deviation implies in terms of Mizaj and Akhlat

The probable organs involved

Then, refer to a modern source (book or e-resource) to find the contemporary medical interpretation of the same deviation.

Each student will maintain a personal worksheet.

3. Clinical Observation Simulation (1 hour): Teacher will use colored clays, digital images, or sample cards to simulate various stool appearances with mock symptoms.

Task:

Each student will rotate through 5 individual stations, observe one scenario at a time, and fill a diagnostic sheet.

Sample Case Example:

Stool color: Greenish, Consistency: Loose, Symptoms: Flatulence, recent stress episode

Student must write:

Likely Unani interpretation (Baroodat of Mi'da or Afaal-e-Nafsani effect)

Probable Mizaj imbalance

One disorder it may indicate

4. Individual reflection and peer exchange (30 mins):

Each student will write a short note:

Which Barāz Mahmūd deviation was hardest to interpret and why?

What new insight did they gain about gut health through this?

Then, students will be invited (optional) to share any one insight with the class, creating an open and low-pressure peer-learning environment.

Followed by Q & A session and concluding remarks by the teacher.

Note: Documentation of the experience in log book, is must.

Experiential-Learning Learning 25.7: Salivary biomarkers are linked to conditions such as diabetes and infectious diseases

Time duration 3 hours

1. Introduction & Conceptual Overview (30 min): The teacher will provide a brief lecture on the role of Alamat Mard in diagnosing diseases. Focus on case-based discussions highlighting key salivary biomarkers linked to diseases like diabetes and infections.

Introduction to diagnostic techniques (e.g., pH strips, salivary glucose tests, or infection markers).

2. Field-Based Experiential Learning (1 hour) - Student-Driven Diagnosis: Students will work individually or in pairs to conduct a salivary biomarker test on themselves or simulated patients (using sample data).

Literary Research & Data Interpretation: Students visit the library or online databases to research biomarkers and their links to diseases.

3. Interactive Data Analysis & Discussion (1 hour):

Peer-to-Peer Discussion: Students will share findings and compare biomarker variations in case studies.

Case Study Analysis: Each student presents a correlation between a patient's symptoms (Alamat Mard) and the pathological process.

4. Reflection & Assessment (30 min):

Self-Reflection: Students will write a short report or record a voice note summarizing key insights.

Assessment: Teacher evaluates understanding through quick oral Q&A or a rubric-based reflection submission.

Note: Documentation of the experience in log book, is must.

Modular Assessment

Assessment	Hour
Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks. Keep structure making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per table 6 C. 1.1 Literature Review & analysis (30 Marks) Student will conduct a critically on existing literature on the Traditional vs. Modern Perspectives: Unani medicine views Bawl-o-Barāz as a natural detoxification process. The task will be completed in 2.5 hrs. 1.2 Clinical Application and Case Studies – (20 Marks) Case study presentations & written reports. The task will be completed in 1.5 hrs. Diagnostic significance in Unani clinical practice. Therapeutic implications of urine and stool findings. Role of *Bawl-o-Barāz* in preventive medicine. Or 2. Any practical in converted form can be taken for assessment (25 Marks) and Any of the experientials as portfolio/reflection/presentation/ group discussion can be taken as an assessment (25 Marks)	4

Paper No : 4(Iṭlāqī Kulliyāt (Applied Kulliyāt))

Semester No : 3

Module 26 : اطلاق:نظری جائزہ Iṭlāq: Conceptual Overview

Module Learning Objectives

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

1. Describe *Kulliyāt* and its application in overall understanding of Unani medicine.
2. Conduct a detailed analysis of *Kulliyāt* (general principles) and its systematic application to *Juzʾiyāt* (specific cases) for prevention, protection, promotion, diagnosis and treatment.
3. Identify the practical applications of *Kulliyāt* in enhancing the precision of therapeutic measures.

Unit 1 مباحث عام Mabaḥith-i-ʻĀm (General Discussion)

26.1.1: اطلاق کا تعارف، علمی اطلاق، عملی اطلاق، کلیات اور اطلاقی کلیات Introduction of *Iṭlāq, ʻIlmī Iṭlāq, ʻAmalī Iṭlāq, Kulliyāt* and *Iṭlāqī Kulliyāt*

References: 12,14,99,138

3A	3B	3C	3D	3E	3F	3G
CO1	Compare and contrast the difference between *ʻIlmī Iṭlāq* and *ʻAmalī Iṭlāq* with examples.	2	Practical26.1	PSY-GUD	Knows-how	PL
CO1	Describe the terms *Iṭlāq, ʻIlmī Iṭlāq, ʻAmalī Iṭlāq, Kulliyāt* and *Iṭlāqī Kulliyāt* with relevant examples.	1	Lecture	CC	Know	DIS,L&PPT

Unit 2 کلیات کے نظریاتی اور عملی پہلو Theoretical and practical perspectives of Kulliyāt

26.2.1: درجہ بندی (کلیات کا علمی اطلاق، کلیات کا عملی اطلاق) Classification (*Kulliyāt Ka ʻIlmī Iṭlāq, Kulliyāt Ka ʻAmalī Iṭlāq*

26.2.2: اہمیت اور مطابقت (Significance and Relevance)

References: 12,14,50,51,52,55,75,78,88,90

3A	3B	3C	3D	3E	3F	3G
CO4	Value on the relevance of *Kulliyāt* in healthcare set up and grade its integration into practice.	6	Experiential-Learning26.1	AFT-VAL	Shows-how	DIS
CO7	Demonstrate the application of *Kulliyāt* through case studies and clinical frameworks pertaining to Unani medicine.	4	Practical26.2	PSY-GUD	Shows-how	PBL,CD,CBL
CO1	Describe the classification of *Kulliyāt*, its significance and relevance in theoretical and practical frameworks.	2	Lecture	CC	Knows-how	L&PPT

Unit 3 کلیات سے جزئیات کا استقراء Inference from Kulliyāt to Juz'īyyāt

26.3.1: کلیات سے جزئیات کا استدلال *Kulliyāt* se *Juzīyāt* ka *Istidlāl* (Inference from general to specific)

References: 12,14,50,51,52,55,75,78,138

3A	3B	3C	3D	3E	3F	3G
CO4	Evaluate the effectiveness of treatment plans derived from unani principles in managing specific diseases	7	Experiential-Learning26.2	CE	Knows-how	PBL
CO4	Identify clinical cases where *Kulliyāt* principles can be applied to diagnose diseases and formulate treatment plans.	4	Practical26.3	PSY-MEC	Knows-how	CD,DIS
CO1	Describe the logical process of deriving specific conclusions from general principles	2	Lecture	CC	Knows-how	L&PPT ,DIS

Practical Training Activity

Practical Training 26.1 Comparison of ʻIlmī Iṭlāq and ʻAmalī Iṭlāq: Differences and Examples

Total Learning Hours: 2 Hours

1. **Introduction (30 min)** – The teacher will clarify the concepts of ʻIlmī Iṭlāq (theoretical application) and ʻAmalī Iṭlāq (practical application), highlighting their key differences and the importance of understanding both in Unani practice.
2. **Peer Learning: Compare and Contrast (60 min)** – Students will form small groups to discuss real-life examples and scenarios illustrating ʻIlmī Iṭlāq and ʻAmalī Iṭlāq. They will collaborate to create concise, practical demonstrations or role-plays that showcase the theoretical underpinnings and practical executions of these concepts. The teacher will circulate to guide discussions and ensure that each group focuses on demonstrating both the similarities and differences in a hands-on manner.
3. **Reflection & Peer Assessment (30 min)** – Each group will present its findings or demonstrations to the class. Peers will provide structured feedback on clarity, accuracy, and practical relevance, focusing on how effectively each group compared and contrasted ʻIlmī Iṭlāq and ʻAmalī Iṭlāq. This feedback session will serve as a practical performance assessment, encouraging students to refine their understanding through guided response and reflection.

Note: Students should document their discussions, examples, and reflections in their records, highlighting the distinctions between ʻIlmī Iṭlāq and ʻAmalī Iṭlāq and how each applies to real-world practice.

Practical Training 26.2 Application of Kulliyāt in Unani Medicine: Case Studies and Clinical Frameworks

Total Learning Hours: 4 Hours

1. **Introduction (30 min)** – The teacher will introduce the foundational aspects of Kulliyāt in Unani medicine, clarifying how these principles underpin clinical frameworks and case studies.
2. **Case Diagnosis & Problem-based Learning (90 min)** – Students will be divided into groups and provided with case scenarios that require the application of Kulliyāt principles. They will diagnose and formulate management strategies using classical Unani frameworks, discussing potential challenges and solutions. The teacher will circulate, offering guidance and ensuring students engage in hands-on, guided practice to build psychomotor skills.

3. **Practical Demonstration & Direct Observation of Procedural Skills (60 min)** – Each group will demonstrate the practical steps involved in their proposed management strategies. The teacher will perform direct observations of procedural skills (DOPS), assessing each student's ability to accurately and safely execute the required techniques.
4. **Discussion, Reflection, Practical Exam & Viva (60 min)** – Groups will present their findings and rationale in a structured format, followed by a short practical exam to evaluate individual competencies. A practical viva will then be conducted, allowing students to articulate their understanding of Kulliyāt principles, defend their clinical decisions, and reflect on potential improvements for real-world applications.

Note: Students should document their case analyses, procedural demonstrations, and reflections in their practical records, emphasizing how they applied Kulliyāt principles to diagnose and manage cases within a Unani clinical framework.

Practical Training 26.3 Application of Kulliyāt in Clinical Diagnosis and Treatment

Total Learning Hours: 4 Hours

1. **Introduction (30 min)** – The teacher will introduce the fundamental principles of *Kulliyāt* and their role in diagnosing diseases and formulating treatment plans. Practical examples will be provided to illustrate the clinical relevance of these principles. The teacher will demonstrate how *Kulliyāt* can be applied systematically in case diagnosis, emphasizing key diagnostic indicators and treatment approaches.
2. **Case Analysis & Group Research (90 min)** – Students will engage in case-based discussions and research clinical cases where *Kulliyāt* principles can be effectively applied. Each group will analyze patient histories, symptoms, and diagnostic patterns based on classical Unani medicine. The teacher will guide students in correlating the observed cases with *Kulliyāt* principles to ensure accurate interpretation. Groups will document their findings, highlighting the logical reasoning behind their diagnoses and treatment plans.
3. **Presentations, Discussion & Critical Appraisal (60 min)** – Each group will present their case analysis, explaining their approach to diagnosis and treatment planning based on *Kulliyāt* principles. The teacher will facilitate discussions to critically appraise each group's findings, guiding students to refine their clinical reasoning. The discussion will focus on logical coherence, evidence-based decision-making, and applicability of *Kulliyāt* in contemporary medical practice.

4. **Practical Demonstration & Skill Assessment (60 min)** – Students will participate in a structured practical assessment where they will apply *Kulliyāt* principles in simulated or real clinical scenarios. The teacher will conduct direct observation of procedural skills and assess students using a checklist-based evaluation. Objective structured practical examination (OSPE) and viva will be conducted to assess individual understanding and application of *Kulliyāt* in diagnosis and treatment formulation.

Note: Students should document their case analyses, discussions, and practical observations in their logbooks. This documentation should include patient symptoms, diagnostic indicators, treatment strategies, and reflections on the logical significance of *Kulliyāt* in clinical practice.

Experiential Learning Activity

Experiential-Learning Learning 26.1: Evaluating the Role of Kulliyāt in Healthcare: Reflection and Integration Assessment

Total Learning Hours: 6 Hours

1. **Introductory Reflection & Overview (45 min)** — Students begin with an open discussion on the concept of Kulliyāt in Unani Tibb and its relevance in contemporary healthcare setups. They will share prior knowledge and personal experiences, focusing on the affective dimension of valuing traditional principles in modern practice.
2. **Group Literature Review & Discussion (90 min)** — Students will form small groups to explore key texts and classical references on Kulliyāt. Each group will discuss how these foundational principles can be integrated into current medical practice, identifying areas of synergy and potential barriers. They will also reflect on their own attitudes toward bridging classical knowledge with modern healthcare.
3. **Brainstorming & Concept Mapping (60 min)** — Building on the literature review, students will engage in a brainstorming session to identify practical strategies for integrating Kulliyāt principles into clinical care, research, and patient management. They will create concept maps to visualize the relationship between Kulliyāt and contemporary medical approaches.
4. **Case-based Analysis & Role-Play (45 min)** — Students will analyze hypothetical clinical scenarios that highlight the application of Kulliyāt in diagnostic reasoning and treatment planning. They will conduct brief role-plays, taking on roles of healthcare providers and patients to explore the affective dimension of valuing and respecting traditional concepts in patient care.

5. **Presentations & Peer Feedback (60 min)** — Each student will present their concept maps, case analyses, and role-play experiences. Peers will provide constructive feedback, focusing on how effectively the student has identified the value of Kulliyāt in practice and the feasibility of integration strategies.
6. **Summation & Action Plan (60 min)** — The teacher will lead a concluding session, summarizing key insights and guiding students to develop an action plan for continued exploration and application of Kulliyāt principles in their professional practice. Students will conduct a self-assessment of their own learning journey, evaluating how their attitudes toward integrating classical knowledge have evolved.

Note: Students should document their observations, examples, reflections, and self-assessment findings in their logbooks. They are encouraged to note the frameworks, justifications, and key insights that highlight the relevance and integration of Kulliyāt in contemporary healthcare practice.

Experiential-Learning Learning 26.2: Evaluating Unani Treatment Plans for Disease Management

Total Learning Hours: 7 Hours

1. **PBL Introduction & Problem Identification (30 min)** — Each student is introduced to the problem-based learning approach and assigned a specific disease scenario where Unani principles can be applied. The student reviews the clinical context and outlines a personal plan to investigate and address the problem.
2. **Case Study Analysis & Brainstorming (90 min)** — The student thoroughly examines the assigned case, identifies key clinical features, and explores possible Unani-based treatment options. They brainstorm initial hypotheses for disease management, grounding their reasoning in classical Unani concepts.
3. **Development of Unani Treatment Plans (60 min)** — The student formulates a comprehensive treatment plan guided by classical Unani principles, incorporating diet, lifestyle modifications, and therapeutic measures. They clearly define expected outcomes and anticipate challenges in implementing the plan.
4. **Resource Exploration & Evidence Gathering (60 min)** — The student consults Unani texts, current research literature, and expert opinions to validate and refine their treatment plan. Emphasis is placed on critically evaluating sources and aligning traditional knowledge with modern clinical standards.
5. **Self-Reflection & Peer Sharing (90 min)** — Each student shares highlights of their treatment plan with peers, receiving feedback on clarity, feasibility, and evidence-based support. Through discussion, they refine their approach, integrating constructive insights from others.

6. **Case-based Assessment & Individual Reflection (60 min)** — The student evaluates the potential effectiveness of their final treatment plan, considering anticipated outcomes and areas for improvement. They reflect on how well Unani principles address disease management in a contemporary healthcare context.
7. **Summation & Q&A (30 min)** — The instructor summarizes key takeaways and addresses any remaining questions. Students finalize their learning points regarding the application of Unani principles to disease management and note future steps for deeper exploration.

Note: Students should document their treatment plans, justifications, peer feedback, and reflective insights in their logbooks. They are encouraged to note frameworks, key observations, and any adjustments that enhance the application of Unani principles in clinical settings.

Modular Assessment

Assessment	**Hour**
Instructions- Conduct a structured Modular Assessment. Assessment will be 25 marks. Keep structure-making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per Table 6 C. **1. Part A: Literature Review & Analysis (15 Marks)** Students will conduct a critical review of existing literature on the concepts of Iṭlāq, ‘Ilmī Iṭlāq, ‘Amalī Iṭlāq, Kulliyāt, and Iṭlāqī Kulliyāt. The review will focus on their theoretical classifications, practical significance, and relevance. Students will write a summary highlighting key concepts and gaps in understanding. The task will be completed in 1 hour. **Part B: Case Study Application (10 Marks)** Students will analyze a real-world scenario requiring the application of Kulliyāt to infer specific instances (Juz’īyyāt). They must demonstrate the process of logical deduction from general principles to specific cases, addressing contextual relevance. The task will be completed in 1 hour. **Assessment Criteria for Part A (5 Marks Each):** a. Depth of conceptual understanding	2

b. Critical analysis of classifications c. Clarity and coherence of summary **Assessment Criteria for Part B (5 Marks Each):** a. Accuracy of inference from general to specific b. Contextual application of Kulliyāt c. Logical structuring of arguments OR Any practical in converted form can be taken for assessment (25 Marks) OR Any of the experiential assessments (portfolio/reflection/presentation/group discussion) can be taken as an assessment (25 Marks)	

Module 27 : اصول حفظان صحت Uṣūl-i-Ḥifẓān-i-Ṣiḥḥat

Module Learning Objectives

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

1. Describe and Evaluate the foundational concepts of Asbāb Sitta Ḍarūriyya (six essential factors) and Ghayr Ḍarūriyya (modifiable factors), elucidating their roles in lifestyle modification, health maintenance and disease prevention.
2. Analyze and Apply evidence-based research by engaging in patient interviews, case studies, and community workshops to critically assess and implement lifestyle modifications for managing chronic and metabolic diseases.
3. Compare age-specific regimens (Tadābīr-i-A'mār) across the lifespan—including neonatal, pediatric, adolescent and geriatric care—integrating Unani principles with contemporary research to effectively promote health and manage diseases.

Unit 1 اسباب ستہ ضروریہ وغیرضروریہ Asbāb Sitta Ḍarūriyya Wa Ghayr Ḍarūriyya

27.1.1: تعدیلات زندگی بذریعہ اسباب ستہ ضروریہ روغیرضروریہ *Ta'dīlāt Zindagī Badhariya Asbāb Sitta Ḍarūriyya Wa Ghair Ḍarūriyya* (Lifestyle modification through six essential factors and modifiable factors)

References: 12,14,19,20,24,25,30,50,51,52,70,79,81,106						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO5,CO8	Organize a community health workshop to educate individuals on the importance of *Asbāb Sitta Ḍarūriyya* and *Asbāb Ghayr Ḍarūriyya* in preventing lifestyle diseases.	6	Experiential-Learning27.1	AFT-SET	Does	GBL,W
CO5,CO6	Evaluate the outcomes of lifestyle modifications in a group of patients with cardiovascular diseases, using data from evidence-based research reviews and clinical trials.	6	Experiential-Learning27.2	CE	Does	JC,IBL
CO5,CO6	Design a research-based lifestyle modification plan for a patient with metabolic syndrome, incorporating the *Asbāb Sitta Ḍarūriyya* and *Ghayr Ḍarūriyya*.	7	Experiential-Learning27.3	CS	Does	RP,PBL
CO5	Reflect on and prioritize the role of *Asbāb Sitta Ḍarūriyya* and *Asbāb Ghayr Ḍarūriyya* in community health practices and recommend appropriate modifications to individual.	7	Experiential-Learning27.4	AFT-VAL	Does	CBL,FV,PAL
CO5	Demonstrate the application of *Asbāb Sitta Ḍarūriyya Wa Ghayr Ḍarūriyya* in creating a personalized treatment plan for a patient with chronic disease.	7	Practical27.1	PSY-MEC	Shows-how	DIS,D-BED
CO5,CO8	Conduct a patient interview to identify the role of *Asbāb Sitta Ḍarūriyya* in contributing to his health condition.	7	Practical27.2	PSY-GUD	Shows-how	RP,CBL
CO5,CO6	Analyze specific case studies and identify the appropriate *Asbāb Sitta Ḍarūriyya* for required modifications as preventive measures.	6	Practical27.3	PSY-MEC	Shows-how	CBL,PBL

CO5,CO6	Describe and discuss the impact of *Ghayr Ḍarūriyya* (modifiable factor/ Non-essential factors) on lifestyle diseases, supported by evidence based research.	4	Lecture	CAN	Knows-how	L&GD
CO5	Describe *Asbāb Sitta Ḍarūriyya* (six essential factors) and their role in maintaining health and preventing diseases in the form of lifestyle modification	6	Lecture	CC	Know	L&GD,LS,L&PPT

Unit 2 تدابیراعمار Tadābīr-i-A'mār (Age-specific regimens)

27.2.1: تدابیرنومولود *Tadābīr-i-Navmawlūd* (Neo-natal care)

27.2.2:تدابیراطفال *Tadābīr-i-Atfāl* (Children care)

27.2.3: تدابیرترعرع *Tadābīr-i-Tara'ru'* (Adolescent care)

27.2.4: تدابیرکہول ومشائخ *Tadābīr-i-Kuhūl Wa Mashāyikh* (Geriatric care)

References: 12,14,24,25,30,50,51,52,79,81,131

3A	3B	3C	3D	3E	3F	3G
CO2,CO5,CO6	Compare and contrast the different *Tadābīr* (regimens) of Unani Medicine, with special reference to Neurodegenerative Disorders.	7	Experiential-Learning27.5	CAP	Shows-how	LS,JC
CO4,CO5,CO6	Consolidate the works done on *Tadābīr-i-Kuhūl Wa Mashāyikh* (Geriatric care) in managing age-related degenerative diseases, through systematic review.	6	Experiential-Learning27.6	CAN	Shows-how	LS,JC
CO5,CO6	Identify and demonstrate the application of *Tadābīr-i-Kuhūl Wa Mashāyikh* (Geriatric care) in managing age-related degenerative diseases, using case studies and research data.	5	Practical27.4	PSY-MEC	Shows-how	PT,D-BED,JC

CO5	Apply the principles of *Tadābīr-i-Tara'ru'* (Adolescent care) in case scenarios.	5	Practical27.5	PSY-MEC	Shows-how	SIM,CBL
CO5,CO6	Evaluate the role of *Tadābīr-i-Atfāl* (Children care) in managing common paediatric disorders, based on Unani literature.	2	Lecture	CE	Knows-how	L&GD
CO5,CO6	Describe and discuss the principles of *Tadābīr-i-Navmawlūd* (Neo-natal care) based on Unani principles and contemporary research findings, focusing on preventive regimens for neonatal health.	2	Lecture	CC	Know	L&PPT
CO1,CO5	Describe the concept of age-specific regimens	1	Lecture	CC	Shows-how	L&GD,PrBL,L&PPT

Practical Training Activity

Practical Training 27.1 Application of *Asbāb Sitta Ḍarūriyya Wa Ghayr Ḍarūriyya* in creating a personalized treatment plan

Total Learning Hours: 7 Hours

1. **Introduction & Orientation (30 min)** — The teacher will provide an overview of Asbāb Sitta Ḍarūriyya Wa Ghayr Ḍarūriyya, emphasizing their significance in chronic disease management. Students will be introduced to the session's objectives and the structure of bedside demonstrations.
2. **Bedside Demonstration & Discussion (90 min)** — The teacher will conduct a bedside demonstration with a patient (or simulated scenario), showcasing how to assess relevant clinical signs and gather information on each of the Asbāb. Students will observe and participate in a guided discussion on how these factors influence disease progression and inform treatment choices.
3. **Student-Led Practice (120 min)** — Under the teacher's supervision, students will individually apply the concepts by conducting brief patient assessments or simulations. They will practice gathering data on lifestyle, diet, emotional status, environmental factors, and other aspects of Asbāb Sitta Ḍarūriyya Wa Ghayr Ḍarūriyya, then propose tailored interventions.

4. **Peer Reflection & Teacher Feedback (90 min)** — Students will present their findings to peers, discussing the rationale behind each proposed intervention. The teacher will offer feedback on clinical reasoning, accuracy in identifying relevant Asbāb, and effectiveness in translating theoretical knowledge into practical steps for patient care.
5. **Mini CEX (60 min)** — Each student will undergo a focused clinical evaluation exercise, where the teacher observes their bedside manner, ability to integrate Asbāb Sitta Ḍarūriyya Wa Ghayr Ḍarūriyya into a treatment plan, and overall competence in applying Unani principles to chronic disease management.
6. **Summation & Q&A (30 min)** — The session will conclude with a summary of best practices and key lessons learned. Students will have the opportunity to clarify any doubts, discuss challenges, and refine their approach to designing comprehensive treatment plans based on Unani Tibb concepts.

Note: Students should document their observations, clinical assessments, and personalized treatment plans in their logbooks. They are encouraged to note the frameworks, justifications, and key insights that highlight how integrating Asbāb Sitta Ḍarūriyya Wa Ghayr Ḍarūriyya enhances patient care and outcomes in chronic disease management.

Practical Training 27.2 Role of *Asbāb Sitta Ḍarūriyya* in health condition.

Total Learning Hours: 7 Hours

1. **Introduction & Overview (30 min)** — The teacher will briefly explain the significance of Asbāb Sitta Ḍarūriyya in Unani Tibb and how patient interviews can help identify their influence on health. Students will be oriented to the objectives of the session and the structure of the role-play exercise.
2. **Role-Play Demonstration & Guidelines (90 min)** — The teacher will model an effective patient interview, demonstrating questioning techniques and rapport-building strategies. Students will receive guidelines on framing case-specific questions to explore each aspect of Asbāb Sitta Ḍarūriyya, ensuring a clear understanding of how to elicit relevant patient information.
3. **Student-Led Patient Interviews (120 min)** — Working individually or in assigned pairs, students will conduct simulated patient interviews based on provided case scenarios. They will practice gathering information about lifestyle, diet, sleep patterns, emotional status, and environmental factors to pinpoint how these elements may contribute to the patient's current health condition.

4. **Peer Feedback & Teacher Observation (90 min)** — Each student will receive structured feedback from peers and be observed by the teacher, focusing on interviewing skills, clarity of questioning, and the ability to link patient responses to the six essential factors. This direct observation will serve as the primary assessment of procedural skills.
5. **Debrief & Group Discussion (60 min)** — The teacher will facilitate a group discussion, allowing students to share key findings from their interviews and reflect on the impact of Asbāb Sitta Ḍarūriyya on disease prevention and management. The discussion will emphasize common patterns, challenges in eliciting information, and best practices for patient-centered communication.
6. **Summation & Q&A (30 min)** — The session will conclude with a summary of the main insights gained, highlighting the importance of accurately identifying and addressing Asbāb Sitta Ḍarūriyya in clinical practice. Students will have the opportunity to clarify doubts and discuss ways to refine their interviewing techniques for future patient encounters.

Note: Students should document their interview strategies, key observations, and reflections in their logbooks. They are encouraged to note the frameworks, question formats, and communication techniques that effectively elicit information on Asbāb Sitta Ḍarūriyya, ensuring a comprehensive record of their learning and skill development.

Practical Training 27.3 *Asbāb Sitta Ḍarūriyya* as preventive measures.

Total Learning Hours: 6 Hours

1. **Introduction & Overview of Asbāb Sitta Ḍarūriyya (30 min)** — The teacher will introduce the six essential factors (Asbāb Sitta Ḍarūriyya), highlighting their relevance in preventive healthcare. Students will familiarize themselves with each factor and its physiological and pathological significance.
2. **Case Study Analysis & Brainstorming (90 min)** — Each student will receive one or more clinical scenarios depicting individuals at risk of various health conditions. Students will analyze the case details, identifying which of the Asbāb Sitta Ḍarūriyya require modifications to prevent disease progression. They will brainstorm potential interventions and document their reasoning.
3. **Problem-based Learning & Practical Application (90 min)** — Students will systematically apply their knowledge of Asbāb Sitta Ḍarūriyya to propose targeted preventive measures for the assigned case(s). They will focus on practical strategies, such as dietary adjustments, lifestyle changes, and stress management techniques, to demonstrate how theory translates into real-world preventive practice.

4. **Peer Feedback & Refinement (60 min)** — Students will present their proposed preventive measures to peers, who will assess the clarity, feasibility, and effectiveness of each plan. Through discussion, students will refine their strategies, ensuring that the modifications align with the principles of Unani Tibb while remaining adaptable to contemporary clinical settings.
5. **Practical Viva & Reflection (60 min)** — Each student will participate in a practical viva, explaining the rationale behind their proposed preventive measures. The teacher will evaluate their ability to apply Asbāb Sitta Ḍarūriyya principles accurately and effectively. Students will reflect on the strengths and limitations of their approach and consider ways to enhance their practical skills.
6. **Summation & Q&A (30 min)** — The session will conclude with a summary of key insights, emphasizing how appropriate modifications in Asbāb Sitta Ḍarūriyya can serve as a foundational preventive strategy in healthcare. Students will have an opportunity to clarify any remaining doubts and note areas for further exploration.

Note: Students should document their case analyses, identified Asbāb Sitta Ḍarūriyya modifications, and reflections on the effectiveness of these preventive measures in their logbooks. They are encouraged to record key observations, frameworks, and justifications that guide their decision-making, ensuring a comprehensive understanding of how to integrate classical principles into contemporary healthcare.

Practical Training 27.4 Application of *Tadābīr-i-Kuhūl Wa Mashāyikh* (Geriatric care) in managing age-related degenerative diseases

Total Learning Hours: 5 Hours

1. **Introduction and Theoretical Orientation (30 min)** – The teacher will outline the fundamental principles of Tadābīr-i-Kuhūl Wa Mashāyikh (Geriatric care), highlighting age-related physiological changes, common degenerative diseases, and the significance of Unani approaches. Objectives for the session will be explained, and students will be briefed on expected outcomes.
2. **Demonstration (60 min)** – The teacher will perform a structured demonstration of clinical assessments and management strategies for geriatric patients with degenerative conditions. Emphasis will be placed on examining signs, symptoms, and the integration of Unani principles, including dietary modifications, lifestyle adjustments, and relevant therapies.

3. **Bedside/Practical Session (120 min)** – Under the teacher's guidance, students will practice clinical examination techniques and management protocols on identified geriatric cases. They will focus on developing psychomotor skills—such as patient handling, examination, and communication—ensuring respectful and empathetic interactions with older adults.
4. **Discussion, Reflection, and Q&A (60 min)** – Students will reconvene to present their observations, discuss clinical findings, and reflect on challenges encountered during the bedside/practical session. The teacher will facilitate a question-and-answer segment, offering clarifications and reinforcing the correct application of Tadābīr-i-Kuhūl Wa Mashāyikh.
5. **Feedback (30 min)** – The teacher will summarize key takeaways, highlighting best practices, common pitfalls, and the broader relevance of geriatric care in Unani medicine. Constructive feedback will be provided to students on their performance, and suggestions for further reading and practice will be shared.

Note for Students: Students should document all observations, discussions, and reflections in their practical logbooks. They must include case-specific data, assessment techniques, management approaches, and any challenges encountered. Emphasis should be placed on integrating Unani principles, correlating theoretical knowledge with practical insights, and adhering to ethical considerations in geriatric care.

Practical Training 27.5 Principles of *Tadābīr-i-Tara'ru'* (Adolescent care)

Total Learning Hours: 5 Hours

1. **Introduction & Orientation (30 min)** – The teacher will introduce the core concepts of Tadābīr-i-Tara'ru' (Adolescent care) from a Unani perspective, highlighting physiological and psychological transitions during adolescence. The session's objectives will be clarified, and the expected learning outcomes will be outlined.
2. **Case-based Learning – Group Assignment (60 min)** – Students will receive adolescent health scenarios and work in small groups to apply Tadābīr-i-Tara'ru' principles. The teacher will guide discussions, clarify doubts, and encourage active participation to ensure students understand how to integrate theoretical knowledge into practical contexts.

3. **Simulation Practice (90 min)** – Through role-play exercises, students will practice history taking and management strategies for adolescent cases. This hands-on approach will help them refine psychomotor skills and internalize the principles of adolescent care, focusing on communication, empathy, and holistic assessment.
4. **Group Presentation & Peer Discussion (60 min)** – Each group will present its findings and proposed interventions from the case-based learning and simulations. Peers will be encouraged to ask questions and offer constructive feedback. The teacher will moderate the session to ensure a focused, collaborative, and informative discussion.
5. **Reflection (30 min)** – The teacher will recap key points, emphasizing the importance of Tadābīr-i-Tara'ru' in promoting adolescent health. Students will be guided to reflect on their learning process, discuss challenges faced, and identify areas for further development in both knowledge and practical skills.
6. **Q&A and Feedback (30 min)** – The teacher will address any remaining questions and provide individualized feedback to each group. This segment allows students to seek clarification, discuss real-world applicability, and plan follow-up actions for continuous learning and improvement.

Note for Students: Students should document all observations, discussions, and reflections in their logbooks, focusing on how Tadābīr-i-Tara'ru' principles are applied in adolescent case scenarios. They should also record personal insights, feedback from peers, and any challenges encountered, to support ongoing learning and practical skill enhancement.

Experiential Learning Activity

Experiential-Learning Learning 27.1: Community health workshop on *Asbāb Sitta Ḍarūriyya* and *Asbāb Ghayr Ḍarūriyya*

Total Learning Hours: 6 Hours

1. **Workshop Planning & Preparation (45 min)** — Students will outline objectives, target audience, and key messages for the community health workshop. They will consider how best to highlight the relevance of Asbāb Sitta Ḍarūriyya and Asbāb Ghayr Ḍarūriyya in preventing lifestyle diseases, ensuring the plan reflects the affective goal of motivating behavioral change.
2. **Game-based Introduction (60 min)** — Students will design and test interactive, educational games (e.g., quizzes, role-plays, or group challenges) that illustrate the impact of various Asbāb on health. This approach aims to engage community members and foster a deeper emotional connection to the principles of preventive care.

3. **Workshop Implementation (90 min)** — Students will conduct the community health workshop, guiding participants through game-based activities and mini-lectures. They will highlight the importance of each Asbāb, encourage group discussion, and facilitate hands-on demonstrations of practical lifestyle modifications.
4. **Scenario-based Assessment & Group Reflection (60 min)** — Immediately after the workshop, students will present hypothetical scenarios (e.g., case studies of individuals at risk for lifestyle diseases) to participants, prompting them to apply the concepts they learned. Students will observe how well participants can identify relevant Asbāb and propose feasible changes, gathering feedback for future improvement.
5. **Portfolio Compilation (45 min)** — Students will document their workshop design, game-based activities, and community feedback in personal portfolios. They will reflect on how they organized and delivered the educational content, emphasizing the affective dimension of inspiring community members to value preventive health.
6. **Q&A (60 min)** — The teacher will lead a concluding discussion, summarizing the workshop's outcomes and highlighting best practices. Students will share insights on the organizational strategies that helped them effectively communicate the importance of Asbāb Sitta Ḍarūriyya and Asbāb Ghayr Ḍarūriyya to the community, and they will address any remaining questions or challenges.

Note: Students should record their planning process, workshop activities, community engagement strategies, and reflections in their portfolios. They are encouraged to include justifications, frameworks, and key observations that demonstrate how they organized and delivered the content, ensuring that the Asbāb principles are communicated in a compelling and accessible manner.

Experiential-Learning Learning 27.2: Lifestyle modification plan for a patient with metabolic syndrome

Total Learning Hours: 7 Hours

1. **Preliminary Research & Exploration (90 min)** — Students will conduct targeted research on metabolic syndrome, focusing on relevant literature and Unani Tibb resources that detail the roles of Asbāb Sitta Ḍarūriyya and Ghayr Ḍarūriyya. They will gather evidence-based information to inform the design of a lifestyle modification plan.

2. **Problem-based Scenario & Role-play (90 min)** — Students will be presented with a patient scenario highlighting key features of metabolic syndrome. They will engage in a role-play exercise, acting as healthcare providers and patients to explore the patient's concerns, lifestyle factors, and potential barriers to adopting recommended changes.
3. **Brainstorming & Plan Development (90 min)** — Building on the insights from the role-play, students will synthesize their research findings to create a comprehensive lifestyle modification plan. They will identify specific Asbāb (both Ḍarūriyya and Ghayr Ḍarūriyya) to address, prioritize interventions based on clinical relevance, and propose measurable goals for patient adherence and outcomes.
4. **Presentations & Peer Feedback (60 min)** — Students will present their preliminary lifestyle modification plans to peers, who will provide constructive feedback on clarity, feasibility, and alignment with Unani principles. This peer-assisted review will help refine the proposed interventions and ensure that the final plan is both practical and evidence-based.
5. **Portfolio Preparation & Reflection (60 min)** — Each student will compile their research findings, role-play observations, and finalized lifestyle modification plan into a personal portfolio. They will also include a reflective component, discussing how their understanding of Asbāb Sitta Ḍarūriyya and Ghayr Ḍarūriyya has shaped their approach to managing metabolic syndrome.
6. **Q&A (30 min)** — The teacher will facilitate a concluding discussion, summarizing the key takeaways and addressing any remaining questions. Students will be encouraged to think about how this integrative approach can be applied to other chronic conditions and to consider future avenues for research and practice.

Note: Students should document their research findings, role-play insights, and final lifestyle modification plans in their portfolios. They are encouraged to include justifications, frameworks, and key observations that demonstrate how integrating Asbāb Sitta Ḍarūriyya and Ghayr Ḍarūriyya can optimize patient outcomes in metabolic syndrome management.

Experiential-Learning Learning 27.3: Outcomes of lifestyle modifications in a group of patients with cardiovascular diseases.

Total Learning Hours: 6 Hours

1. Evidence Mapping & Planning (60 min)

The student will begin by identifying a lifestyle intervention (e.g., DASH diet, aerobic exercise, mindfulness, smoking cessation) with clinical relevance to cardiovascular diseases. Using inquiry-based learning, the student will independently formulate a clinical question using the PICOframework (Population, Intervention, Comparison, Outcome) and plan how to gather and evaluate evidence. The planning will focus on tracing how different interventions have been studied in the context of cardiovascular outcomes.

2. Journal Club Article Review (60 min)

The student will select and review two to three peer-reviewed research articles, preferably randomized controlled trials or systematic reviews. Using a structured journal club format, they will evaluate the strength of evidence, statistical outcomes, relevance to patient populations, and clinical significance. The student will write a short critical appraisal of each article, including methodological quality and limitations.

3. Inquiry-Based Evaluation Report (90 min)

Building on the literature review, the student will write an individual analysis summarizing the comparative effectiveness of the chosen lifestyle modification. The report will include synthesis of findings from different sources, interpretation of outcomes (e.g., reduction in systolic blood pressure, LDL levels, hospital readmission), and evaluation of long-term benefits. This reflective inquiry aims to help the student move beyond data collection to a deeper understanding of evidence application.

4. Case-Based Evaluation Task (60 min)

A simulated case of a cardiovascular patient with lifestyle risk factors will be provided. The student will evaluate the expected outcomes of applying their chosen intervention to the case. They will submit a written assessment that includes:

- Identification of relevant clinical findings
- Evidence-based recommendation of a lifestyle intervention
- Predicted health outcomes based on literature
- Justification with references from their reviewed articles

5. Portfolio Compilation & Evidence Log (60 min)

The student will compile a structured portfolio including:

- PICOquestion and planning notes

- Journal club article reviews
- Inquiry-based evaluation report
- Case-based assessment
- Personal reflection on how the process helped them interpret and apply evidence

  The portfolio will also include a brief log of databases used, search terms, inclusion/exclusion criteria, and challenges faced during the evidence appraisal process.

6. Reflection & Q&A (30 min)

In a one-on-one session, the faculty will facilitate a reflective discussion with the student, reviewing their findings and reasoning process. The session will focus on:

- Clarity of evidence interpretation
- Justification of case-based decisions
- Application of inquiry-based learning
- Personal insights on using clinical research in practice

  The student may ask questions to clarify doubts regarding research design, statistical interpretation, or relevance to Unani or integrative clinical approaches.

Note:

All planning, evidence collection, appraisal, and case analysis must be done independently. Students must demonstrate their ability to critically evaluate evidence and apply it meaningfully to patient care through inquiry and case-based assessment.

Experiential-Learning Learning 27.4: Role of *Asbāb Sitta Ḍarūriyya* and *Asbāb Ghayr Ḍarūriyya* in community health practices

Total Learning Hours: 7 Hours

1. **Introduction & Context Setting (30 min)** — The teacher will introduce the concepts of Asbāb Sitta Ḍarūriyya and Asbāb Ghayr Ḍarūriyya, highlighting their importance in community health. Students will reflect on how these factors influence individual well-being.

2. **Case-based Exploration (90 min)** — Each student will review or be assigned a community health scenario illustrating various challenges. They will identify the relevant Asbāb (both Ḍarūriyya and Ghayr Ḍarūriyya), assess their impact, and propose initial strategies for modification.
3. **Field Visit & Observations (120 min)** — Students will visit a local community setting (or a simulated environment) to observe how lifestyle, environment, and social factors interplay with the Asbāb in real-life situations. They will note practical examples of how specific Asbāb influence health outcomes and reflect on potential preventive measures or improvements.
4. **Peer Assisted Learning & Discussion (60 min)** — After returning from the field visit, students will share their observations in small groups, discussing differences and similarities in the identified Asbāb. They will collaboratively refine their strategies for modifying these factors, drawing on peer insights and experiences.
5. **Scenario-based Assessment & Planning (60 min)** — Students will revisit their initial case scenarios with the new perspectives gained from the field visit. They will update or expand their recommendations, focusing on practical modifications tailored to individual needs within a community context.
6. **Presentations & Peer Assessment (30 min)** — Students will present their revised strategies, emphasizing the rationale behind prioritizing certain Asbāb over others and the potential impact on community health. Peers will assess the clarity, feasibility, and cultural appropriateness of the proposed modifications.
7. **Reflection (30 min)** — The teacher will lead a concluding discussion, summarizing key insights on how Asbāb Sitta Ḍarūriyya and Asbāb Ghayr Ḍarūriyya can be leveraged for community health improvements. Students will reflect on their own value systems and how their perspectives on health and prevention have evolved through this experiential learning.

Note: Students should document their field observations, case-based analyses, and proposed modifications in their logbooks. They are encouraged to record the frameworks, justifications, and key insights that illuminate the role of Asbāb Sitta Ḍarūriyya and Asbāb Ghayr Ḍarūriyya in community health, ensuring a comprehensive understanding of preventive and promotive strategies.

Experiential-Learning Learning 27.5: Different *Tadābīr* (regimens) of Unani Medicine, with special reference to Neurodegenerative Disorders.

Total duration: 7 hrs

1. **Journal Club & Preliminary Reading (90 min)** – Students will select and review articles or classical references on various Tadābīr (regimens) of Unani Medicine related to Neurodegenerative Disorders. Emphasis will be on understanding the conceptual basis of these regimens and noting key points for later comparison.
2. **Library Session & Resource Exploration (120 min)** – Students will delve into scholarly texts, classical Unani treatises, and contemporary research to gather evidence on different Tadābīr. They will identify the rationale, historical context, and reported outcomes of each regimen, preparing notes for a structured comparative analysis.
3. **Group Brainstorming & Concept Mapping (90 min)** – In groups, students will compile their findings and create concept maps to illustrate the similarities, differences, and unique applications of each Tadābīr in managing Neurodegenerative Disorders. The teacher will guide them in correlating theoretical frameworks with practical case scenarios.
4. **Presentations & Discussion (60 min)** – Groups will present their comparative analyses, highlighting strengths, limitations, and potential synergies among the Tadābīr. Peers will offer feedback and pose questions to clarify points of confusion, encouraging critical thinking and collaborative learning.
5. **Reflection (60 min)** – The teacher will facilitate a concluding session, emphasizing key insights gained through the comparative study of Tadābīr for Neurodegenerative Disorders. Students will be prompted to reflect on the clinical relevance, integration with contemporary healthcare, and future research prospects.

Note for Students: Students should document their comparative findings, including references to classical Unani texts and contemporary literature, in their logbooks. They must ensure clarity in the conceptual framework, justify their analyses, and reflect on how different Tadābīr can be adapted to address Neurodegenerative Disorders.

Experiential-Learning Learning 27.6: Systematic review of *Tadābīr-i-Kuhūl Wa Mashāyikh* (Geriatric care) in managing age-related degenerative diseases.

Total Learning Hours: 6 Hours

1. **Journal Club & Literature Review (120 min)** – Students will conduct a structured discussion based on selected articles and review papers related to Tadābīr-i-Kuhūl Wa Mashāyikh (Geriatric care). They will focus on research methodology, data analysis, and the relevance of findings to Unani medical principles in managing age-related degenerative diseases. The teacher will moderate, ensuring critical thinking and active participation.

2. **Systematic Data Extraction & Critical Appraisal (120 min)** – In the library, students will systematically gather and analyze relevant geriatric care research from classical Unani texts, contemporary journals, and reputable databases. Emphasis will be placed on understanding research designs, validity of conclusions, and applicability to geriatric case scenarios. The teacher will provide guidance and clarify any conceptual or methodological queries.
3. **Group Presentation & Peer Interaction (60 min)** – Students will present synthesized findings from their literature review and discuss how these insights can be integrated into current geriatric management practices. Peers will offer feedback, share perspectives, and explore collaborative strategies for applying systematic review outcomes in clinical settings.
4. **Reflection (60 min)** – The teacher will facilitate a concluding session, highlighting best practices in geriatric care based on the evidence gathered. Students will be encouraged to reflect on their learning journey, note key takeaways for professional development, and identify potential gaps that warrant further research or inquiry.

Note for Students: Students should compile their systematic reviews, critical appraisals, and reflections in a cohesive format, citing relevant sources and correlating findings with Unani principles. Emphasis should be placed on accurate referencing, methodological rigor, and critical insight into how evidence-based approaches can enhance Tadābīr-i-Kuhūl Wa Mashāyikh (Geriatric care).

Modular Assessment

Assessment	Hour
Instructions- Conduct a structured Modular Assessment. Assessment will be 75 marks. Keep structure-making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per Table 6 C. **1. Part A: A. Literature Review & Analysis (30 Marks | 2.5 hours)** **Topic:** Critical Review of Asbāb Sitta Ḍarūriyya Wa Ghayr Ḍarūriyya in Lifestyle Modifications **Task:** Conduct a critical review of classical and contemporary literature on the six essential and non-essential factors (Asbāb Sitta) and their role in health preservation. Focus on the interplay of these factors in lifestyle modifications (Ta'dīlāt Zindagī). Deliverable: A written summary (800-1000 words) highlighting key concepts, gaps in understanding, and contemporary applications.	6

Assessment Criteria: a. Selection of terms with their appropriate meaning and etymology (10 marks) b. Critical analysis and synthesis of concepts (10 marks) c. Summary of review mentioning gaps in knowledge and comprehension (10 marks) **1. Part B: Class Presentations (20 Marks | 1.5 hours)** **Topic:** Age-Specific Regimens (Tadābīr-i-A'mār) in Contemporary Healthcare **Task:** Prepare and deliver a 15-minute presentation on one of the following: 1. Tadābīr-i-Navmawlūd (Neonatal Care) 2. Tadābīr-i-Atfāl (Childcare) 3. Tadābīr-i-Tara'ru' (Adolescent Care) 4. Tadābīr-i-Kuhūl Wa Mashāyikh (Geriatric Care) **- Focus:** Integration of traditional principles with modern healthcare practices. - **Assessment Criteria:** a. Content accuracy and relevance (5 marks) b. Application of theoretical concepts (5 marks) c. Presentation skills (clarity, engagement, visuals) (5 marks) d. Time management and Q&A handling (5 marks) **1. Part C:** Making of Posters (25 Marks | 2 hours) **Topic:** Biophysical and Lifestyle Interactions in Health Preservation **-Task:** Design a poster illustrating the biochemical, biophysical, and lifestyle interactions of Asbāb Sitta Ḍarūriyya in one age-specific regimen (e.g., geriatric care). **- Requirements:** - Visual representation of key elements (e.g., diet, environment, activity).	

- Brief explanations (200-300 words) linking concepts to health outcomes. **Assessment Criteria:** a. Creativity and visual appeal (10 marks) b. Accuracy and depth of content (10 marks) c. Clarity of explanations (5 marks) Or 2. Any practical in converted form can be taken for assessment (40 Marks) and Any of the experiential as portfolio/reflection/presentation/group discussion can be taken as an assessment (35 Marks)	

Semester No : 4

Module 28 : تدابیرالامراض الخاصہ ومراعات عامہ Tadābīr al-Amrāḍ al-Khāṣṣa wa Marā'āt-i-'Āmma (Regimens for Special Health Conditions and General Body Care)

Module Learning Objectives

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

1. Describe and Evaluate specialized regimens for vulnerable bodies—including ante-natal, fetal and care for debilitated and lactating individuals—by identifying key principles and evidence-based factors that influence maternal and fetal well-being.
2. Analyze and Integrate classical Unani concepts with contemporary research for managing special health conditions, critically comparing traditional approaches with modern evidence-based strategies.
3. Design and Demonstrate comprehensive general body care regimens by applying classical principles of seasonal adaptations, traveller's health and obesity management in a holistic, patient-centered care plan.

Unit 1 تدابیرابدان ضعیفہ Tadābīr-i-Abdān Ḍa'īfa (Regimen for weak bodies)

28.1.1: تدابیر حاملہ وجنین *Tadābīr-i-Ḥāmila Wa Janīn* (Ante-natal care and fetal care)

28.1.2: تدابیرمرضعہ *Tadābīr-i-Murḍi'a* (Regimen for lactating mother)

28.1.3: تدابیرناقہین *Tadābīr-i-Naqahīn* (Regimen for debilitated body)

References: 12,14,48,49,50,51,52,79,81

3A	3B	3C	3D	3E	3F	3G
CO5,CO6	Create holistic care plan for a *Murḍi'a* (lactating mother) by integrating Unani dietary principles along with contemporary lactation science.	4	Experiential-Learning28.1	PSY-GUD	Does	Mnt,RLE
CO5,CO6	Analyze the recent research articles on *Tadābīr-i-Naqahīn* (Regimen for debilitated bodies) and present a comparative statement of classical Unani concepts with recent evidence-based approaches.	3	Practical28.1	CE	Knows-how	JC
CO4	Appraise and analyse the factors that influence ante-natal and fetal well-being and propose evidence-based strategies to promote optimal maternal and fetal outcomes.	3	Practical28.2	AFT-SET	Knows-how	DIS
CO5	Describe the Principles of *Tadābīr-i-Ḥāmila Wa Janīn* (Ante-natal care and fetal care) and differentiate between the regimens for *Ḥāmila* (pregnant women) in various stages of pregnancy.	3	Lecture	CC	Knows-how	L&PPT

Unit 2 تدابیرعامہ Tadābīr Āmma

28.2.1: تدابیرفصول *Tadābīr-i-Fuṣūl* (Regimen for different seasons)

28.2.2: تدابیرمسافر *Tadābīr-i-Musāfir* (Traveller's health care)

28.2.3: تدابیرسمن مفرط *Tadābīr-i-Siman Mufriṭ* (Regimen for obese body)

References: 12,14,24,25,30,48,49,51,79,81,117,131

3A	3B	3C	3D	3E	3F	3G
CO2,CO5,CO6	Demonstrate the preparation of a traveller's health regimen (*Tadābīr-i-Musāfir*) using guidelines based on classical literature.	4	Practical28.3	PSY-MEC	Shows-how	RP,D
CO5,CO6	Describe the classical principles of *Tadābīr-i-Fuṣūl* and correlate them with contemporary seasonal health adaptations.	2	Lecture	CC	Knows-how	L&PPT
CO2,CO5,CO6	Appraise the classical Unani texts to extract *Tadābīr-i-Siman Mufriṭ* and critically compare them with recent obesity research.	4	Experiential-Learning28.2	AFT-SET	Knows-how	CBL,LS
CO5,CO6	Construct seasonal health plan by integrating Unani *Tadābīr-i-Fuṣūl* with recent evidence-based studies on climate-specific regimens.	5	Experiential-Learning28.3	CS	Does	PrBL

Practical Training Activity

Practical Training 28.1 Tadābīr-i-Naqahīn: Classical vs Contemporary Evidence

Total Learning Hours: 3 Hours

1. **Introduction (30 min)** – The teacher will provide an overview of the concept of Tadābīr-i-Naqahīn (Regimen for debilitated bodies) from classical Unani texts, highlighting its fundamental principles, scope, and relevance in contemporary healthcare.
2. **Journal Club & Group Research (70 min)** – Students will form small groups and critically review recent research articles on Tadābīr-i-Naqahīn. They will analyze study design, methodology, outcomes, and relevance to classical Unani concepts. The teacher will guide them to identify key points of comparison between traditional and evidence-based approaches, emphasizing critical evaluation.
3. **Presentations & Discussion (60 min)** – Each group will present their findings, focusing on a comparative statement of classical Unani concepts with recent evidence-based approaches. The teacher will facilitate open discussion, ensuring alignment with fundamental Unani principles and highlighting the importance of integrating traditional knowledge with modern clinical perspectives.

4. **Reflection & Synthesis (20 min)** – The teacher will lead a reflective session, encouraging students to share insights on potential applications of Tadābīr-i-Naqahīn in current practice, challenges in research interpretation, and areas for future study. Key takeaways will be summarized, underscoring the value of critical reading and logical reasoning.

Note: Students should document their research, analysis, and reflections on the selected concepts from Tadābīr-i-Naqahīn (Regimen for debilitated bodies) in their logbooks, along with references, highlighting similarities, differences, and potential applications in contemporary clinical practice.

Practical Training 28.2 Ante-natal and fetal

Total Learning Hours: 3 Hours

1. **Introduction (30 min)** – The teacher will introduce and contextualize the factors that influence ante-natal and fetal well-being, discussing maternal nutrition, lifestyle habits, genetic predispositions, and environmental exposures.
2. **Guided Discussion & Analysis (60 min)** – Students will engage in a focused discussion to appraise each factor's impact on maternal and fetal outcomes. They will critically evaluate relevant research findings and clinical guidelines, sharing insights and clarifying any uncertainties through interactive questioning (interaction-based assessment).
3. **Proposal of Evidence-Based Strategies (60 min)** – Drawing on the discussion, students will propose strategies to address identified risk factors. They will integrate current evidence on prenatal care, nutritional support, and lifestyle modifications, ensuring recommendations align with best practices for optimal maternal and fetal outcomes. The teacher will facilitate feedback and clarify points to refine these proposals.
4. **Online Quiz & Reflection (30 min)** – The session concludes with an online quiz to assess comprehension and retention of key concepts. This is followed by a reflective discussion, allowing students to consolidate learning and consider how these strategies can be adapted to various clinical or community settings.

Note: Students should document their references, analytical frameworks, and proposed strategies in their practical notebooks. These records will form the basis for further discussion, personal reflection, and ongoing assessment of learning progress.

Practical Training 28.3 Preparation of a traveller's health regimen (*Tadābīr-i-Musāfir*)

Total Learning Hours: 4 Hours

1. **Introduction & Demonstration (40 min)** – The teacher will introduce the concept of Tadābīr-i-Musāfir (traveller's health regimen) from classical Unani literature, highlighting key guidelines for diet, medication, and lifestyle during travel. A step-by-step demonstration will illustrate how to prepare a comprehensive regimen, focusing on essential items, preventive measures, and practical tips for maintaining well-being while traveling.
2. **Roleplays & Practice (60 min)** – Students will work in small groups to enact realistic travel scenarios, applying the demonstrated guidelines to various contexts (e.g., short trips, long journeys, extreme climates). Each roleplay will emphasize psychomotor skills such as organizing travel kits, demonstrating correct usage of recommended remedies, and explaining preventive strategies. The teacher will provide feedback to refine students' technique and clarity in communication.
3. **Poster & Chart Creation (40 min)** – Students will independently design posters or charts illustrating the core components of Tadābīr-i-Musāfir, including dietary recommendations, essential travel supplies, and first-aid measures. These visuals should effectively communicate critical information at a glance, serving as educational tools for fellow travelers or clinic displays.
4. **Objective Structured Clinical Examination (OSCE) & Peer Feedback (60 min)** – The teacher will organize an OSCE to assess students' psychomotor and communication skills in preparing and explaining the traveller's health regimen. Students will rotate through stations where they must demonstrate the assembly of a travel kit, describe key preventive measures, and respond to potential travel-related health concerns. Peer feedback will be encouraged, promoting reflective learning and skill enhancement.
5. **Reflection & Discussion (40 min)** – The teacher will facilitate a group discussion to consolidate learning, address challenges, and explore potential modifications to the regimen based on different travel conditions. Students will share their experiences, discuss best practices, and identify areas for future improvement. A brief reflective exercise will help them internalize the importance of methodical preparation and accurate demonstration skills.

Note: Students should document their demonstration process, roleplay scenarios, and poster/chart designs in their logbooks, referencing relevant classical guidelines and justifying their approach. They must include any observations, challenges encountered, and key takeaways to support future refinement of Tadābīr-i-Musāfir in practice.

Experiential Learning Activity

Experiential-Learning Learning 28.1: Holistic care plan for a *Murḍi'a* (lactating mother)

Total Learning Hours: 4 Hours

1. **Mentoring & Orientation (30 min)** – The teacher will introduce the importance of holistic care for a Murḍi'a (lactating mother), emphasizing Unani dietary principles and contemporary lactation science. Students will be briefed on key aspects such as dietary components, hydration, lifestyle modifications, and psychosocial support, highlighting how these factors synergize to ensure optimal maternal and neonatal health.
2. **Real-Life Observational Experience (60 min)** – Students will observe a real-life clinical or community setting where lactation counseling is provided. They will interact with healthcare professionals and, where possible, with lactating mothers (in a respectful and privacy-maintaining manner) to understand practical challenges, common misconceptions, and effective strategies for integrating Unani concepts with modern lactation practices.
3. **Brainstorming & Collaborative Plan (60 min)** – Students will discuss their observations and brainstorm ways to design a holistic care plan tailored to a lactating mother's needs. They will integrate classical Unani dietary guidelines (e.g., appropriate foods, herbs, and nutritional regimens) with contemporary evidence-based lactation recommendations, considering factors such as caloric requirements, micronutrient intake, and cultural preferences.
4. **Reflection & Discussion (60 min)** – Each student will present their proposed care plan, elaborating on how they balanced Unani principles (e.g., temperament-based dietary advice) with contemporary lactation science (e.g., exclusive breastfeeding guidelines, lactation physiology). The teacher will facilitate a group discussion, encouraging students to refine their approach, address potential barriers, and consider strategies for patient education and counseling.
5. **Documentation (30 min)** – The session will conclude with a reflective exercise in which students consolidate key insights, highlight lessons learned, and finalize their holistic care plan for Murḍi'a. They will document these plans in their portfolios and logbooks, ensuring clarity on rationale, references, and anticipated outcomes.

Note: Students should document their observations, examples, and reflections on the holistic care plan for a Murḍi'a (lactating mother), including the integration of Unani dietary principles and contemporary lactation science, in their logbooks. They must include relevant references, outline their proposed framework, provide justifications, and record key insights.

Experiential-Learning Learning 28.2: *Tadābīr-i-Siman Mufriṭ*

Total Learning Hours: 4 Hours

1. **Library Session & Text Exploration (60 min)** — Students will examine classical Unani texts to identify *Tadābīr-i-Siman Mufriṭ* (Unani guidelines for managing obesity). They will note dietary regimens, lifestyle interventions, and therapeutic procedures recommended in these texts.
2. **Preliminary Analysis & Conceptual Mapping (60 min)** — Each student will independently organize their findings, creating a conceptual map or outline that highlights the core principles of *Tadābīr-i-Siman Mufriṭ*. They will also list relevant factors contributing to obesity and the classical approaches for its prevention and treatment.
3. **Individual Case Analysis & Critical Comparison (60 min)** — Students will evaluate contemporary obesity research (clinical guidelines, evidence-based studies) to compare and contrast modern management strategies with the classical Unani perspective. They will assess points of convergence, divergence, and potential for integrated approaches, reflecting on cultural and practical implications.
4. **Presentations & Discussion (45 min)** — Each student will present their comparative analysis, explaining how classical Unani guidance can be aligned with or differ from recent obesity research. The instructor and peers will engage in a critical discussion to explore the rationale, feasibility, and impact of these findings.
5. **Reflection (15 min)** — In the final segment, students will record personal insights on the relevance of *Tadābīr-i-Siman Mufriṭ* in addressing recent obesity challenges. They will identify any gaps for further study and consider how their learnings can inform clinical or public health practices.

Note: Students should document all relevant sources, conceptual maps, analytical frameworks, and reflections in their logbooks. These records will serve as the foundation for critical reading papers and portfolio submissions.

Experiential-Learning Learning 28.3: Seasonal health plan

Total Learning Hours: 5 Hours

1. **Library Session & Text Exploration (60 min)** — Students will conduct independent research on classical Unani texts focusing on “Tadābīr-i-Fuṣūl” (seasonal regimens). They will review foundational sources, noting how classical scholars emphasize seasonal changes, preventive measures, and dietary/lifestyle modifications aligned with each season.

2. **Brainstorming & Concept Mapping (45 min)** — Students will discuss their initial findings and create concept maps highlighting key seasonal factors (temperature, humidity, prevalent illnesses) and corresponding Unani recommendations. This stage encourages creative thinking on how to merge traditional principles with modern climate data.
3. **Plan Development & Group Collaboration (60 min)** — Building on their concept maps, students will draft an initial seasonal health plan. They will identify essential Unani interventions for each season (nutrition, regimens, and therapeutic procedures) and outline potential modifications based on contemporary health guidelines.
4. **Integration of Evidence-Based Studies & Cross-Analysis (60 min)** — Students will incorporate recent studies on climate-specific regimens into their proposed plans. They will evaluate how current research on seasonal disease patterns, dietary recommendations, and preventive strategies can be harmonized with Unani principles.
5. **Presentations & Discussion (60 min)** — Each student will present their proposed seasonal health plan. Peers and teacher will provide feedback, focusing on the coherence of Unani Tadābīr-i-Fuṣūl with evidence-based findings, the practicality of the recommendations, and the clarity of each group's rationale.
6. **Reflection (15 min)** — The session concludes with a reflective discussion on the synergy between classical Unani approaches and modern scientific insights. Students will consider how integrating these perspectives can enhance patient care and preventive strategies throughout the year.

Note: Students should document all relevant sources, concept maps, frameworks, justifications, and key insights in their logbooks. They are encouraged to include reflective notes on how each piece of evidence—classical or contemporary—shaped their final seasonal health plan.

Modular Assessment

Assessment	**Hour**
Instructions- Conduct a structured Modular Assessment. Assessment will be 25 marks. Keep structure-making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per Table 6 C. **1. Part A: Scenario-Based Role Play (15 Marks)**	2

Students will role-play a consultation for a debilitated patient (*Naqahīn*) with chronic fatigue. They must propose a regimen (*Tadābīr*) integrating classical Unani principles and modern care. Focus on dietary, lifestyle, and therapeutic interventions. **Duration**: 1 hour. **Assessment Criteria (3 Marks Each):** a. Diagnostic accuracy and patient interaction skills b. Application of *Tadābīr-i-Naqahīn* principles c. Integration of classical and contemporary practices d. Practicality of the regimen e. Communication clarity **Part B: Seasonal Health Infographic (10 Marks)** Design an infographic for *Tadābīr-i-Fuṣūl* (seasonal regimens) tailored to obese individuals (*Siman Mufriṭ*). Include dietary guidelines, exercise plans, and preventive measures for summer, winter, and monsoon. **Duration**: 1 hour (40 minutes design, 20 minutes peer review). **Assessment Criteria (2 Marks Each):** a. Relevance to obesity management b. Visual creativity and clarity c. Depth of seasonal adaptations d. Peer feedback incorporation e. Timeliness OR Any practical in converted form can be taken for assessment (25 Marks) OR Any of the experiential assessments (portfolio/reflection/presentation/group discussion) can be taken as an assessment (25 Marks)	

Module 29 : اصول علاج بالغذاء Uṣūl ‘Ilāj bi'l Ghidhā' (Principles of Dietotherapy)

Module Learning Objectives

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

1. Explain and Analyze the fundamental concepts, classifications and terminologies of ‘Ilāj bi'l Ghidhā' (Dietotherapy) in Unani medicine, critically evaluating their relevance in contemporary dietary practices through classical texts and research-based comparisons.
2. Evaluate and Apply Unani dietary principles for different Masākin (habitats), Fuṣūl (seasons), and Amzaja (temperaments) by designing personalized dietary regimens, incorporating age-specific recommendations, pregnancy guidelines and environmental adaptations.
3. Demonstrate and Synthesize Unani principles of Uṣūl-i-Taghdhiya (nutrition) by preparing balanced diets, analyzing nutritional deficiencies and developing community-based dietary interventions aligned with both Unani theories and contemporary clinical evidence.

Unit 1 نظریہ اور درجہ بندی Concept and classification

29.1.1: تعارف Introduction

29.1.2: اصطلاحات متعلقہ Relevant terminologies

غذاء ،دواء، فضلہ، غذائے مطلق، دوائے مطلق، غذائے دوائی، دوائے غذائی،، دوائے سمی، سم مطلق

Ghidhā', Dawā', Fuḍla, Ghidhā' Muṭlaq, Dawā' Muṭlaq, Ghidhā'-i- Dawā'ī, Dawā'-i- Ghidhā'ī, Dawā' Sammī, Samm-i-Muṭlaq

29.1.3: اقسام غذاء *Aqsām-i-Ghidhā'*

29.1.4: شرائط غذاء *Sharā'iṭ Ghidhā'*

29.1.5: احکام غذاء *Ahkām Ghidhā'*

References: 12,14,24,25,30,48,49,70,79,81,86,106,131

3A	3B	3C	3D	3E	3F	3G
CO5,CO6	Value the importance of *Tark-i-Ghidhā'* in dietary practices for patients with specific disease.	8	Experiential-Learning29.1	AFT-RES	Does	CBL,PrBL

CO6,CO7	Analyse *Aqsām-i-Ghidhā'* and their relevance in the present perspective.	6	Practical29.1	CAN	Shows-how	BS
CO1,CO6	Examine the relevance of *Sharāiṭ Ghidhā'* and *Ahkām Ghidhā'* in contemporary dietary practices.	3	Lecture	CAN	Knows-how	L,TUT,BS
CO1	Describe the concept of *'Ilāj bi'l Ghidhā'* (Dietotherapy) and relevant classical terminologies *Ghidhā'*, *Dawā'*, *Fuḍla, Ghidhā' Mutlaq, Dawā' Mutlaq, Ghidhā'-i- Dawā'ī, Dawā'-i- Ghidhā'ī, Dawā' Sammī, Samm-i-Mutlaq.*	3	Lecture	CC	Know	BS,TUT,L&GD

Unit 2 تدابیرماکول ومشروب Tadābīr-i-Mākūl-o-Mashrūb Dietary recommendations and restrictions in context of;

29.2.1: مساکن *Masākin* (Habitat)

29.2.2: فصول *Fuṣūl* (Seasons)

29.2.3: امزجہ *Amzaja* (Temperaments)

29.2.4: اعمار *A'mār* (Age groups)

29.2.5: حمل *Ḥamal* (Pregnancy)

References: 12,14,24,25,30,48,49,55,79,81,106

3A	3B	3C	3D	3E	3F	3G
CO5,CO6	Compare and evaluate the nutritive values of Unani dietary formulations with traditional dietary formulations practice in healthy and non-healthy scenarios.	8	Experiential-Learning29.2	CE	Knows-how	PBL,IBL
CO5,CO6	Evaluate the existing research data on *Ḥamal* (pregnancy) dietary guidelines in Unani literature and propose evidence-based updates.	8	Experiential-Learning29.3	CE	Knows-how	JC,IBL,SDL,PBL

CO3,CO5,CO6	Appraise and compare the preparation of age-specific (*A'mār*) dietary regimens using classical Unani formulations and contemporary nutritional guidelines.	6	Practical29.2	AFT-SET	Does	CBL,PBL,TPW
CO5,CO6,CO7	Interpret *Amzaja* (temperament) based dietary restrictions to design personalized dietary plans in clinical scenarios.	6	Practical29.3	CE	Shows-how	RP,PER
CO5,CO6	Evaluate Unani dietary recommendations for *Fuṣūl* (seasons) and synthesize their relevance in contemprary seasonal dietary practices.	2	Lecture	CE	Knows-how	IBL,L&PPT
CO6,CO7	Analyze classical Unani dietary principles for different *Masākin* (habitats) and correlate them with contemporary environmental adaptations.	3	Lecture	CAN	Knows-how	BL,PER,L&GD

Unit 3 اصول تغذیہ Uṣūl-i-Taghdhiya

29.3.1: کیفیت،نوعیت واوقات غذاء *Kayfiyāt, Naw'iyat Wa Awqāt Ghidhā*

29.3.2: مثالی اغذیہ امتوازن غذاء *Mithālī Aghdhīya/ Mutawāzin Ghidhā'* (Ideal foods /balanced diet)

29.3.3: ترتیب غذاء *Tartīb-i-Ghidhā'* (Order of different foods in a sitting)

29.3.4: نقص تغذیہ *Naqs-i-Taghdhīya*

References: 12,14,19,20,48,49,79,81,106,131

3A	3B	3C	3D	3E	3F	3G
CO4,CO5	Identify and develop dietary charts on different metabolic disorders i.e. obesity, hypertension, cardiac diseases, diabetes, liver diorders, renal disorders, neurological disorders, cancer etc. as therapeutic purposes.	8	Experiential-Learning29.4	PSY-GUD	Shows-how	CBL,PBL,Mnt

CO2,CO6	Apply the existing research on *Naqṣ-i-Taghdhīya* (Nutritional Deficiencies) and present findings aligning Unani theories with modern evidence.	7	Experiential-Learning29.5	CE	Knows-how	LS,JC,RP,IBL
CO5,CO7	Interpret the importance and significance of disease prevention through *Tarṭīb-i-Ghidhā* as discussed in Unani classical texts.	6	Practical29.4	CE	Shows-how	LS,DIS,PBL,TBL,IBL
CO6,CO7	Validate the preparation of a *Mutawāzin Ghidhā* (balanced diet) using Unani principles and modern dietary tools according to *Asnān Arba'a /A'mār Arba'a* (four stages of life).	6	Practical29.5	PSY-MEC	Shows-how	PBL,TBL,TPW
CO2,CO6	Analyze classical texts to describe *Mithālī Aghdhīya* (Ideal Foods) and compare them with contemporary concepts of a balanced diet.	2	Lecture	CAN	Knows-how	L&GD,BS
CO1,CO6	Describe Unani principles of *Kayfīyāt, Naw'iyat, Wa Awqāt Ghidhā* and correlate them with contemporary nutritional guidelines.	2	Lecture	CC	Knows-how	DIS,FC,L&PPT ,L&GD

Practical Training Activity

Practical Training 29.1 Comparative analysis of *Aqsām-i-Ghidhā'* and their relevance in the present perspective.

Total Learning Hours: 6 Hours

1. **Introduction & Overview (60 min)** – The teacher will introduce Aqsām-i-Ghidhā' (types of diet) as described in classical Unani literature, emphasizing their theoretical underpinnings and importance in maintaining health. A brief overview of contemporary dietary classifications will also be provided to set the stage for comparative analysis.
2. **Brainstorming & Preliminary Analysis (90 min)** – Students will engage in guided brainstorming to identify key features of classical Aqsām-i-Ghidhā' and compare them with modern dietary frameworks. They will note how socio-cultural factors, lifestyle changes, and scientific advancements influence dietary choices and practices.

3. **Group Work: Chart & Poster Development (60 min)** – Working in small groups, students will synthesize their findings into charts or posters, highlighting the comparative aspects of classical Unani dietary concepts versus present-day nutritional guidelines. Clarity, relevance, and potential clinical or public health applications should be emphasized.
4. **Peer Sharing & Discussion (60 min)** – Each group will present its chart/poster, explaining the rationale behind the comparative analysis. The teacher will facilitate an interactive discussion, encouraging critical feedback and prompting students to refine their understanding of similarities, differences, and practical implications.
5. **Portfolio Documentation (30 min)** – Students will individually document their group findings, references, and reflections in their portfolios, ensuring clarity on the comparative framework and noting any key insights gained during the presentations and discussion.
6. **Reflection (60 min)** – The session will conclude with a teacher-led reflection, synthesizing major takeaways from the comparative analysis. Students will discuss the relevance of classical concepts of Aqsām-i-Ghidhā' in contemporary practice and identify potential avenues for further research or clinical application.

Note: Students should document their brainstorming process, comparative findings, and final charts/posters in their portfolios. They must include relevant references, highlight key similarities and differences between classical and modern dietary principles, and reflect on the applicability of these concepts to current healthcare practice.

Practical Training 29.2 Preparation of age-specific (*A'mār*) dietary regimens

Total Learning Hours: 6 Hours

1. **Introduction & Case Context (60 min)** – The teacher will set the stage by presenting various age groups (A'mār) and introducing the classical Unani formulations recommended for each category. Contemporary nutritional guidelines for these age brackets will also be outlined, highlighting the key areas of convergence and divergence.
2. **Problem-Based Exploration & Team Project Work (120 min)** – Students will be divided into teams, each assigned a specific age group. They will analyze hypothetical or real-life case scenarios, identifying the dietary requirements and formulating regimens based on both classical Unani principles and modern guidelines. Emphasis will be placed on comparing ingredients, preparation methods, and therapeutic outcomes.

3. **Case-Based Learning & Discussion (60 min)** – Each team will present its proposed regimen to the class, explaining the rationale behind ingredient selection, preparation steps, and expected benefits. A focused discussion will follow, encouraging peers to critique and compare the strategies with alternative approaches.
4. **Practical Demonstration & Feedback (60 min)** – Teams will demonstrate the preparation of one selected dietary regimen, detailing the step-by-step process. The teacher and peers will observe, use a checklist to assess procedural accuracy, and provide constructive feedback. Any adjustments or improvements will be noted for refinement of the final plans.
5. **Reflection (60 min)** – The session will conclude with a reflective exercise, prompting students to appraise the similarities and differences between classical Unani and contemporary dietary guidelines for each age group. They will document key learnings, challenges, and recommendations for integrating these approaches into clinical practice.

Note: Students should maintain detailed records of their activities in their logbooks, including references to classical texts, modern guidelines, and any adaptations made for different age groups. They must also note the rationale behind their choices and reflect on the applicability of each regimen in contemporary clinical scenarios.

Practical Training 29.3

Amzaja (temperament) based dietary restrictions to design personalized dietary plans

Total Learning Hours: 6 Hours

1. **Introduction & Theoretical Overview (60 min)** – The teacher will introduce the concept of Amzaja (temperament) and its role in determining dietary restrictions. This session will highlight the fundamental Unani principles governing temperament-based dietary plans, emphasizing their relevance in modern clinical scenarios.
2. **Designing Personalized Plans & Chart/Poster Creation (120 min)** – Students will work in small groups to interpret temperament-specific dietary restrictions for different case scenarios. They will create charts or posters illustrating these personalized dietary plans, ensuring clarity in outlining the rationale behind each recommendation and how it aligns with the patient's Amzaja.

3. **Role Plays & Demonstrations (90 min)** – Students will perform role plays to simulate clinical encounters, demonstrating how to explain and implement temperament-based dietary restrictions to patients. This practical approach will help refine communication skills, highlight potential challenges, and showcase strategies for patient engagement and compliance.
4. **Presentations & Peer Feedback (60 min)** – Each group will present their charts/posters and share insights from their role plays. Peers and the teacher will provide feedback on the clarity, feasibility, and clinical applicability of the proposed dietary plans, prompting further refinement and critical evaluation of the underlying concepts.
5. **Reflection (30 min)** – A reflective discussion will consolidate the key takeaways, focusing on how personalized dietary restrictions based on Amzaja can enhance patient outcomes. Students will be encouraged to connect these practical experiences with theoretical knowledge, identifying areas for ongoing research and future application.

Note: Students should document their processes, observations, and reflections in their logbooks. They must include the rationale for each temperament-based dietary plan, relevant references to classical and contemporary sources, and key insights gained from the role plays and presentations.

Practical Training 29.4 Disease Prevention through Tartīb-i-Ghidhā in Unani Medicine

Total duration: 6 hrs

1. **Introduction to Tartīb-i-Ghidhā and Disease Prevention (90 Minutes)** – The teacher will demonstrate the principles of Tartīb-i-Ghidhā (dietary regimen) as outlined in classical Unani texts, emphasizing its role in disease prevention. Key terminologies, logical foundations, and practical implications will be explained through examples from texts. The session will highlight how dietary discipline aligns with holistic health and preventive medicine in Unani theory, focusing on concepts such as Hifzān-e-Sehat (preservation of health) and Asbāb-e-Sitta Zarūriyya (six essential causes).
2. **Library Research & Group Analysis (180 Minutes)** – Students will engage in inquiry-based learning through a library session. In teams, they will explore classical Unani texts to investigate the etymology, meaning, and application of Tartīb-i-Ghidhā, identify case studies or passages where dietary regimens are prescribed for preventing diseases and analyze the logical significance of Tartīb-i-Ghidhā in maintaining health using problem-based learning. The teacher will provide guidance to ensure interpretations align with classical perspectives and address real-world health scenarios, such as adapting dietary plans for sedentary lifestyles or metabolic imbalances.

3. **Presentations, Practical Application & Critical Evaluation (90 Minutes)** – The session begins with Team Presentations (45 Minutes), where groups present findings on the interplay between Tartīb-i-Ghidhā and disease prevention, assessed by peers and teachers using a checklist for coherence, depth, and textual accuracy. This is followed by a Scenario-Based Practical Exercise (30 Minutes), where students design a Tartīb-i-Ghidhā plan for hypothetical patient profiles (e.g., addressing Balghamī Mizāj in a sedentary individual), justifying their plans with classical references and preventive logic. The teacher concludes with a Guided Discussion & Synthesis (15 Minutes), critiquing the presentations, connecting insights to broader Unani frameworks, and summarizing the universality of dietary discipline across health contexts.

Note: Students must document the following in their logbooks: key terminologies and classical references from Unani texts related to Tartīb-i-Ghidhā, analysis of case studies including logical reasoning behind dietary prescriptions for disease prevention, reflections on challenges in interpreting classical texts and applying them to modern contexts, and peer/teacher feedback received during presentations alongside revisions made to their dietary plans.

Practical Training 29.5 Validation of a Mutawāzin Ghidhā (Balanced Diet) Across Asnān Arba'a Using Unani Principles and Modern Dietary Tools

Total Learning Hours: 6 Hours

1. **Introduction to Mutawāzin Ghidhā and Asnān Arba'a/A'mār Arba'a (90 Minutes)** – The teacher will demonstrate the principles of Mutawāzin Ghidhā (balanced diet) in Unani medicine, emphasizing its alignment with Asnān Arba'a/A'mār Arba'a. Modern dietary tools such as nutrient analysis software and dietary guidelines will be introduced, with case examples illustrating the integration of Unani principles and contemporary nutritional science. The session will focus on logical connections between classical texts and modern dietary frameworks.
2. **Group Research & Diet Plan Development (180 Minutes)** – Students will work in teams to design a Mutawāzin Ghidhā for an assigned life stage. Each group will analyze classical Unani texts to extract stage-specific dietary recommendations, utilize modern tools like dietary databases and BMI calculators to validate nutritional balance, and synthesize these insights into a structured diet plan. This plan must harmonize Unani concepts such as Mizāj (temperament) and Akhlāt (humours) with modern requirements like macronutrient ratios and caloric intake. The teacher will provide ongoing guidance to ensure alignment with both classical and contemporary standards.
3. **OSPE, Presentations & Practical Problem-Solving (90 Minutes)** – The session begins with an Objective Structured Practical Examination (OSPE) (45 Minutes), where groups present their diet plans through interactive stations. Peers and teachers evaluate adherence to Unani principles and modern

criteria using standardized checklists. Next, groups engage in Scenario-Based Problem Solving (30 Minutes), adjusting their plans for hypothetical patient profiles (e.g., addressing digestive imbalances in a middle-aged individual). Finally, the teacher leads a Critical Discussion (15 Minutes) to reflect on challenges, synergies between Unani and modern approaches, and the universality of Mutawāzin Ghidhā across life stages.

Note: Students must document the following in their logbooks: classical references from Unani texts supporting their diet plan, modern dietary analyses such as nutrient charts and caloric calculations, reflections on the integration process and challenges faced, logical reasoning behind balancing Unani principles with contemporary tools, and peer/teacher feedback alongside revisions made during OSPE and scenario exercises.

Experiential Learning Activity

Experiential-Learning Learning 29.1: Importance of *Tark-i-Ghidhā'* in dietary practices

Total Learning Hours: 8 Hours

1. **Case Selection & Orientation (120 min)** – Students explore real or hypothetical cases where Tark-i-Ghidhā' (dietary abstinence) may be beneficial for patients with specific diseases. Brief guidelines and clarifications are offered, with minimal facilitation, to help students identify the affective and ethical dimensions of dietary practices.
2. **Self-Directed Exploration & Data Gathering (120 min)** – Students independently review classical references, contemporary research, and clinical examples to understand how abstaining from certain foods can influence disease outcomes. Emphasis is placed on reflecting upon personal and cultural attitudes that affect acceptance of such dietary measures.
3. **Project-Based Analysis (120 min)** – Students develop a structured plan or guideline illustrating the relevance of Tark-i-Ghidhā' in managing selected diseases. They evaluate emotional responses, patient perspectives, and Unani principles to propose holistic strategies that address both physical and affective needs.
4. **Scenario-Based Reflection & Discussion (120 min)** – Students present their plans, discuss key observations, and respond to scenario-based questions. This reflective process highlights how personal values and emotional factors play a role in adopting dietary restrictions, fostering empathy and responsiveness in clinical settings.

Note: Students should document their experiential activity details, including research findings, reflections on personal and cultural perspectives, and proposed strategies for implementing Tark-i-Ghidhā', in their logbooks. They must include references to classical and contemporary sources, address emotional and ethical considerations, and record key insights for future application.

Experiential-Learning Learning 29.2: Unani Dietary Formulations vs. Traditional Diets

Total Learning Hours: 8 Hours

1. **Orientation & Problem Setting (60 min)** – Students are introduced to the concept of comparing and contrasting the nutritive values of Unani dietary formulations with traditional dietary practices. Minimal guidance is provided, prompting students to identify key areas of focus—such as specific ingredients, preparation methods, and relevance in healthy versus non-healthy scenarios.
2. **Inquiry-Based Exploration & Data Gathering (120 min)** – Working in an inquiry-driven manner, students consult classical Unani references, contemporary nutritional data, and relevant case studies to compile information on various dietary formulations. They investigate the rationale behind ingredient choices, preparation techniques, and claimed health benefits, laying the groundwork for a deeper comparative analysis.
3. **Problem-Based Group Analysis (120 min)** – Students will analyze hypothetical or real-life scenarios involving both healthy individuals and patients with specific conditions. Each student synthesizes their research to identify similarities, differences, and potential advantages or limitations of Unani versus traditional dietary formulations. They evaluate factors such as nutritional content, ease of preparation, cultural acceptance, and clinical efficacy.
4. **Scenario-Based Application & Presentations (120 min)** – Students prepare brief scenario-based demonstrations or role plays to illustrate how their findings can be applied in practical settings. They then present their comparative analyses to the class, explaining how each dietary formulation might be adapted for healthy individuals versus those with certain ailments. During the presentation, peers and facilitators pose scenario-based questions to assess the depth of understanding and the applicability of each proposed regimen.
5. **Reflection & Summation (60 min)** – The session concludes with a reflective discussion on the lessons learned from comparing Unani and traditional dietary formulations. Students consolidate their key insights, address any unresolved questions, and propose recommendations for future practice or research. This step underscores the importance of critical evaluation and real-world application of both Unani and conventional nutritional approaches.

Note: Students should document their experiential activity details—research findings, analyses, and justifications—in their logbooks. They must include references to classical Unani texts and contemporary nutritional sources, highlighting how each formulation may be adapted to different health conditions and cultural contexts.

Experiential-Learning Learning 29.3: Dietary guidelines for *Ḥamal* (pregnancy)

Total Learning Hours: 8 Hours

1. **Orientation & Inquiry-Based Approach (60 min)** – The session begins with an overview of Ḥamal (pregnancy) dietary guidelines as described in classical Unani texts. Students are introduced to the concept of inquiry-based learning, which encourages them to question existing practices, identify research gaps, and frame their investigative focus. Minimal teacher guidance ensures students take the lead in formulating objectives for their exploration.
2. **Journal Club (120 min)** – Students critically review selected research papers and classical references on pregnancy nutrition, evaluating study designs, methodologies, and key findings. They compare classical Unani approaches with modern evidence-based practices, highlighting areas of alignment and discrepancy. This step emphasizes critical thinking and prepares students to identify potential avenues for updating classical guidelines.
3. **Problem-Based Group Discussions (120 min)** – Students collaborate on hypothetical clinical scenarios related to pregnancy nutrition, applying insights from the journal club to propose comprehensive dietary recommendations. They integrate classical Unani principles with contemporary research data, discussing challenges, feasibility, and the potential impact of these evidence-based updates in real-world settings.
4. **Self-Directed Learning & Portfolio Compilation (60 min)** – Students independently refine their findings, consult additional sources as needed, and document their proposed updates to Unani pregnancy dietary guidelines in individual portfolios. This stage allows for deeper reflection, personal interpretation of the data, and a structured presentation of the evidence supporting each recommendation.
5. **Reflection & Summary (60 min)** – The session concludes with a round-table discussion where students share their final evidence-based updates, highlight significant insights, and articulate lessons learned. They reflect on how these revised guidelines could be applied in clinical practice, the importance of ongoing research, and the relevance of integrating Unani traditions with contemporary scientific approaches.

Note: Students should document their experiential activity details, including research findings, critical analyses, and proposed evidence-based updates, in their portfolios. They must provide thorough references, justify their recommendations, and reflect on the clinical relevance of integrating Unani principles with contemporary nutrition science for pregnant patients.

Experiential-Learning Learning 29.4: Nutrition Planning for Metabolic Disorders

Total Learning Hours: 8 Hours

1. **Introduction to Metabolic Disorders & Unani Dietary Principles (60 Minutes)** – The teacher will introduce key metabolic disorders such as obesity, hypertension, diabetes, cardiac diseases, liver disorders, renal disorders, neurological disorders, and cancer, covering their pathophysiology from both Unani (e.g., Mizāj imbalances, Akhlāt disturbances) and modern biomedical perspectives. Case studies from classical Unani texts (e.g., Ilaj bil Ghidhā for managing Sue Mizāj) and contemporary dietary guidelines (e.g., DASH diet for hypertension) will be compared. Students will analyze the role of Tartīb-i-Ghidhā (structured dietary regimens) in therapeutic contexts.
2. **Library & Digital Research on Disorder-Specific Diets (120 Minutes)** – Students will work in groups, each assigned a metabolic disorder. They will explore classical Unani texts to identify dietary prescriptions and cross-reference these with modern evidence (e.g., low-sodium diets for renal disorders). Mentors will guide the synthesis of Unani principles such as Asbāb-e-Sitta Zarūriyya (six essential causes) with modern clinical guidelines and nutritional databases.
3. **Chart & Poster Development (120 Minutes)** – Groups will design therapeutic dietary charts and posters for their assigned disorder, integrating Unani concepts (e.g., Mufradāt for diabetes management) and modern dietary tools (e.g., glycemic index charts). Charts must include Unani recommendations (e.g., Qabīz foods for obesity), modern restrictions (e.g., reduced saturated fats for cardiac health), and synergistic strategies (e.g., combining Zanjabeel (ginger) for digestion with probiotic-rich foods). Mentors will provide iterative feedback to refine accuracy and creativity.
4. **Peer Review & Scenario-Based Role Play (90 Minutes)** – Groups will present draft charts/posters for peer critique, focusing on alignment with Unani logic and biomedical validity. A scenario-based role-play will follow, where students act as Unani physicians and modern dietitians collaborating to adjust a dietary plan for a hypothetical patient (e.g., a diabetic patient with Damawī Mizāj). Teams must justify modifications using evidence from both paradigms.

5. **Final Presentations & Assessment (60 Minutes)** – Groups will present finalized charts/posters, explaining their integration of Unani and modern approaches. Teachers will assess using a rubric evaluating depth of analysis, innovation, and clarity. Scenario-based questions will test real-world applicability (e.g., adapting a renal diet for a hypertensive patient).
6. **Reflection & Self-Assessment (30 Minutes)** – Students will reflect on challenges faced (e.g., reconciling Balghamī Mizāj with low-fat diets), insights gained, and the universality of dietary therapy. A self-assessment form will evaluate analytical growth, teamwork, and problem-solving strategies.

Note: Students must document the following in their logbooks: case study analyses of assigned metabolic disorders, including classical Unani references and modern dietary guidelines; research notes from library/digital sessions highlighting synergies or conflicts between paradigms; drafts and final versions of charts/posters with annotations justifying Unani-modern integrations; peer feedback received during reviews and role-play scenarios; and reflections on problem-solving strategies and self-assessment outcomes.

Experiential-Learning Learning 29.5: Review of Naqṣ-i-Taghdhīya: Bridging Unani Theories with Modern Evidence

Total Learning Hours: 7 Hours

1. **Library Session & Critical Text Exploration (120 Minutes)** – Students will conduct independent research in the library, exploring classical Unani texts and modern scientific journals to investigate Naqṣ-i-Taghdhīya (nutritional deficiencies). They will analyze how Unani principles like Mizāj (temperament), Akhlāt (humours), and Tartīb-i-Ghidhā (dietary regimen) address deficiencies, while comparing these with modern evidence on micronutrient gaps, biochemical markers, and dietary interventions.
2. **Journal Club & Critical Reading (60 Minutes)** – Students will participate in a journal club, critically reviewing pre-selected research papers bridging Unani theories and modern nutritional science. Groups will evaluate the validity of methodologies, interpret findings, and identify gaps in aligning classical concepts (e.g., Sue Mizāj as a cause of deficiency) with contemporary data (e.g., iron-deficiency anemia linked to Damawī Mizāj).
3. **Role Play & Hypothesis Formation (90 Minutes)** – Students will engage in role-play scenarios: Group 1 acts as Unani practitioners diagnosing Naqṣ-i-Taghdhīya using classical frameworks like Asbāb-e-Sitta Zarūriyya (six essential causes), while Group 2 represents modern nutritionists proposing evidence-based interventions (e.g., fortified foods, supplements). Teams collaborate to formulate hypotheses integrating both perspectives.

4. **Group Discussion & Synthesis (60 Minutes)** – Teams present their integrated hypotheses, focusing on synergies and contradictions between Unani and modern approaches. The teacher guides a debate on epistemological alignment, emphasizing how classical diagnostic tools like Nabḍ (pulse examination) coexist with modern biomarkers (e.g., serum ferritin levels).
5. **Presentation & Peer Review (60 Minutes)** – Students deliver formal presentations of consolidated findings, showcasing frameworks that harmonize Unani theories with modern evidence. Peers assess clarity, depth, and innovation using a rubric, providing feedback on strengths and areas for improvement (e.g., addressing bias in historical texts).
6. **Self-Assessment & Reflection (30 Minutes)** – Students complete a structured self-assessment, reflecting on their understanding of Naqṣ-i-Taghdhīya, challenges in reconciling classical and modern paradigms, and personal growth in critical evaluation. They draft actionable steps for future research.

Note: Students must document the following in their logbooks: key Unani terminologies and classical references related to Naqṣ-i-Taghdhīya, critical summaries of journal articles highlighting alignment or divergence with Unani principles, role-play scripts and hypotheses alongside peer feedback, self-assessment reflections and revised hypotheses based on discussions, and a final synthesis report outlining integrated strategies for addressing nutritional deficiencies through Unani-contemporary collaboration.

Modular Assessment

Assessment	**Hour**
Instructions- Conduct a structured Modular Assessment. Assessment will be 75 marks. Keep structure-making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per Table 6 C. **1. Part A: Diet Plan Project (30 Marks)** Create a culturally appropriate 7-day diet plan for a pregnant woman (*Ḥāmila*) using *Aqsām-i-Ghidhā'* classifications. Justify choices with classical texts and modern nutrition science. **Duration**: 3 hours. **Assessment Criteria (6 Marks Each):**	6

a. Alignment with *Sharāʾiṭ Ghidhā'* b. Nutritional balance and diversity c. Cultural sensitivity d. Integration of classical-modern principles e. Presentation clarity **Part B: Debate on Dietary Principles (25 Marks)** Debate: "*Ghidhā'-i-Dawā'ī vs. Dawā'-i-Ghidhā'ī: Which is more effective in chronic disease management?*" Teams must cite Unani manuscripts and clinical evidence. **Duration**: 2 hours. **Assessment Criteria (5 Marks Each):** a. Argument depth b. Use of classical references c. Critical thinking d. Team collaboration e. Engagement **Part C: Portfolio on Age-Specific Diets (20 Marks)** Compile a portfolio detailing dietary regimens for different age groups (*Aʿmār*), including recipes, restrictions, and rationale. **Duration**: 1 hour. **Assessment Criteria (4 Marks Each):** a. Comprehensiveness b. Practicality c. Creativity d. Referencing	

OR Practicals in converted form can be taken for assessment (40 Marks) & Any of the Experiential assessments (portfolio/reflection/presentation/group discussion) can be taken as an assessment (35 Marks)

Semester No : 5

Module 30 : اصول علاج بالتدبیر Uṣūl ‘Ilāj bit Tadbīr (Principles of Regimenal Therapy)

Module Learning Objectives

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

1. Describe and Correlate the principles of Nuḍj (Uṣūl-i-Nuḍj) with contemporary physiological detoxification concepts, distinguishing between Nuḍj Naqis and Nuḍj Taam through clinical examples and research-based analysis.
2. Analyze and Apply the role of Nuḍj and Munḍijat in evacuating morbid matter by designing treatment plans based on classical Unani principles and modern biomedical evidence for managing chronic diseases.
3. Interpret and Integrate the classical concepts of Tanqiya Wa Istifrāgh with contemporary medical practices, demonstrating their clinical applications and evaluating their efficacy in patient care through case studies and comparative research.

Unit 1 نضج Nuḍj (concoction)

30.1.1: اصول نضج *Uṣūl-i-Nuḍj* (Principles of concoction)

30.1.2: منضجات *Munḍijat* (concoctives)

References: 12,14,48,49,70,79,81,106

3A	3B	3C	3D	3E	3F	3G
CO1,CO4	Consolidate and analyse the concept of *Nuḍj* and its application in different chronic diseases as an underlying principle treatment plan.	3	Experiential-Learning30.1	CE	Shows-how	JC,LS

CO2,CO6	Appraise and review the research papers on *Nuḍj* to correlate between traditional theories and contemporary biomedical validation.	4	Experiential-Learning30.2	AFT-SET	Knows-how	LS,JC
CO4,CO6	Design a *Nuḍj* based treatment plan for a hypothetical patient, integrating classical principles and evidence from recent studies.	4	Experiential-Learning30.3	CS	Shows-how	IBL,PBL
CO1,CO4	Demonstrate *Qarūra* of *Fālij* (paralysis) for clinical studies to recognize *Nuḍj Naqis* and *Nuḍj Taam*.	6	Practical30.1	PSY-GUD	Shows-how	CD,D-BED,LRI
CO1	Categorise *Munḍijat* (concoctives) using classical texts, identifying indications for *Munḍij Balgham*, *Ṣafrā'* and *Sawdā'*.	6	Practical30.2	CAN	Shows-how	TBL,DIS,IBL,PBL
CO1,CO6	Evaluate the benefits of *Nuḍj* and its role in evacuating morbid matter, linking classical descriptions to recent research on metabolic waste clearance.	2	Lecture	CC	Knows-how	L_VC,PER,CBL,L&GD
CO1	Distinguish between *Nuḍj Naqis* and *Nuḍj Taam* with clinical examples.	2	Lecture	CAN	Knows-how	GBL,L&PPT ,L&GD
CO1,CO6	Describe the principles of *Nuḍj* (*Uṣūl-i-Nuḍj*) as described in classical Unani texts and correlate them with contemporary physiological concepts of detoxification.	2	Lecture	CC	Knows-how	L&GD

Unit 2 تنقیہ واستفراغ Tanqiya Wa Istifrāgh

30.2.1: نظریہ واقسام Concept and Types

30.2.2: ضرورت استفراغ *Ḍarūrat-i-Istifrāgh* (Necessity of evacuation)

30.2.3: اصول استفراغ *Uṣūl-i-Istifrāgh* (principles of evacuation)

References: 12,14,48,49,70,79,81,106

3A	3B	3C	3D	3E	3F	3G
CO3,CO6	Design a comparative framework integrating Unani evacuation principles with contemporary detoxification therapies, supported by recent interdisciplinary research.	5	Experiential-Learning30.4	PSY-GUD	Does	LS,PrBL,Mnt
CO2,CO6	Review and evaluate case studies from classical texts and contemporary journals to assess the efficacy of Uṣūl-i-Istifrāgh in diverse patient populations.	5	Experiential-Learning30.5	CE	Knows-how	JC,CBL
CO6,CO7	Compile and synthesize classical Unani principles of evacuation with recent research data to propose evidence-based clinical interventions.	5	Experiential-Learning30.6	CS	Does	JC,IBL
CO1,CO4	Identify *'Alāmat-i-Fawā'd-i-Istifrāgh* (signs of benefits) and measures to stop excess *Istifrāgh* through practical case studies.	4	Practical30.3	PSY-ADT	Knows-how	PSM
CO4	Demonstrate the application of *Tartībl-i-Istifrāgh* (order of evacuation) in clinical settings using Unani protocols.	4	Practical30.4	PSY-GUD	Shows-how	D-BED,RP
CO1,CO2,CO6	Analyze the *Uṣūl-i-Istifrāgh* (principles of evacuation) and *Ḍarūrat-i-Istifrāgh* (necessity of evacuation) as described in classical texts and evaluate their relevance in recent clinical scenarios.	2	Lecture	CC	Knows-how	L&GD,BL
CO1,CO4,CO6	Interpret the classical Unani concepts of *Tanqiya Wa Istifrāgh*, including its types and historical evolution and correlate them with contemporary medical practices.	2	Lecture	CE	Knows-how	DIS,L&PPT ,L&GD
Practical Training Activity						

Practical Training 30.1 Classification of *Munḍijat* (Concoctives) in Classical Texts: Indications for *Munḍij Balgham, Ṣafrā'* and *Sawdā'*

Total Learning Hours: 6 Hours

1. **Introduction to *Munḍijat* and Their Indications (60 min)** – The teacher will provide an overview of *Munḍijat* (concoctives) as described in classical Unani texts, highlighting their role and importance. Key focus will be on identifying indications for *Munḍij Balgham*, *Munḍij Ṣafrā'* and *Munḍij Sawdā'*. This session will also include a brief demonstration of how to navigate classical references to locate relevant information on these concoctives.
2. **Group Research (120 min)** – Students will form teams and engage in library or digital research. Using an inquiry-based approach, they will:
    - Examine classical Unani sources to categorise various *Munḍijat*.
    - Identify specific indications for *Balgham*, *Ṣafrā'* and *Sawdā'* imbalances.
    - Compare different commentaries or texts to note variations in categorisation and usage. The teacher will circulate among groups to provide guidance, ensure alignment with classical perspectives, and encourage critical analysis of the texts.
3. **Presentations, Discussion & Reflection (180 min)** – Each group will present its findings, focusing on:
    - Categorisation of *Munḍijat* (concoctives) and their rationale.
    - Specific indications for *Munḍij Balgham, Munḍij Ṣafrā'*, and *Munḍij Sawdā'*, supported by textual evidence.
    - Observations or questions arising from their research. A class-wide discussion will follow each presentation, allowing peers to offer feedback and the teacher to facilitate deeper critical appraisal. Emphasis will be placed on team-based learning strategies, where groups collaboratively refine their understanding. Finally, the teacher will summarize key takeaways, link the discussion to broader Unani theoretical frameworks, and guide students in reflective thinking.

Note: Students should maintain detailed notes in their logbooks, documenting the sources consulted, key points of analysis, and reflections on how classical texts inform contemporary understanding of *Munḍijat* and their indications.

Practical Training 30.2 Demonstration of Qarūra in Fālij (Paralysis) for Clinical Recognition of Nuḍj Naqis and Nuḍj Taam

Total Learning Hours: 6 Hours

1. **Introduction & Orientation (30 min)**

- The teacher will introduce the significance of ***Qarūra*** in diagnosing ***Fālij*** **(paralysis)**.
- Overview of key terminologies: ***Nuḍj Naqis*** and ***Nuḍj Taam***.
- Clarification of objectives, expected outcomes and relevance to clinical practice.

2. **Demonstration of *Qarūra* in *Fālij* (90 min)**
   - The teacher will demonstrate the practical steps to examine Qarūra (urine examination) specific to *Fālij*.
   - Emphasis on identifying clinical signs and correlating them with ***Nuḍj Naqis*** and ***Nuḍj Taam***.
   - Students observe, take notes, and ask questions for clarity.
3. **Lab Report Interpretation (60 min)**
   - Students will review and interpret sample lab reports or case sheets related to *Fālij*.
   - Focus on analyzing parameters indicating *Qarūra* changes, comparing them with classical references.
   - Teacher-guided discussion on the accuracy and reliability of different diagnostic indicators.
4. **Group Discussion & Reflection on *Nuḍj Naqis* and *Nuḍj Taam* (60 min)**
   - Students form small groups to discuss their observations, share insights, and clarify doubts regarding the differentiation of ***Nuḍj Naqis*** and ***Nuḍj Taam***.
   - The teacher facilitates critical thinking, ensuring alignment with classical Unani concepts and clinical relevance.
   - Each group briefly presents key takeaways or challenging points encountered.
5. **Practical Identification & Hands-on Practice (90 min)**
   - Students engage in hands-on practice to identify *Qarūra* changes in *Fālij* cases (simulated or real, as appropriate).
   - Teacher conducts **Direct Observation of Procedural Skills (DOPS)**, offering immediate feedback on technique, accuracy, and clinical reasoning.
6. **Summation & Feedback (30 min)**
   - The teacher summarizes the essential points from the day's session, highlighting best practices in *Qarūra* examination for *Fālij*.
   - Students receive feedback on performance, with discussion of common pitfalls and corrective measures.
   - Q&A session to address remaining queries and reinforce clinical application.

Notes:

- Students are required to maintain a logbook of their observations, diagnostic reasoning, and reflections on ***Qarūra*** findings for *Fālij*.
- Emphasis is placed on the integration of classical Unani principles with contemporary clinical approaches.

Practical Training 30.3 Assessment of Istifrāgh: Identifying Beneficial Signs and Managing Excess Through Case Studies

Total Learning Hours: 4 Hours

1. **Introduction & Demonstration (30 min)**

   The teacher will introduce the concept of *Istifrāgh* and its significance in Unani medicine, demonstrate identifying *'Alāmat-i-Fawā'd-i-Istifrāgh* (signs of benefits) using real or simulated examples, and emphasize safety measures and clinical considerations in monitoring and controlling *Istifrāgh*.

2. **Group Work & Kinesthetic Practice (90 min)**

   Students will form groups and engage in role-play or simulated case scenarios to identify signs of beneficial *Istifrāgh*, practice proposing measures to stop or prevent excessive *Istifrāgh* based on observed signs, and apply theoretical knowledge in a hands-on, collaborative setting.

3. **Problem-Solving Discussion & Peer Collaboration (60 min)**

   Each group will share observations, discuss challenges in managing *Istifrāgh*, brainstorm strategies to address excessive *Istifrāgh*, and refine problem-solving skills under the teacher's guidance while peers collaborate, critique, and enhance each other's approaches.

4. **Presentations, Peer Assessment & Reflection (30 min)**

   Groups will present their findings, demonstrate interventions for controlling excessive *Istifrāgh*, highlight signs of beneficial *Istifrāgh*, and receive constructive feedback from peers. The teacher will synthesize key takeaways and reinforce best practices and safety measures.

5. **Practical Exam & Consolidation (30 min)**

   A short station-based or scenario-based practical exam will be conducted to assess individual competency, followed by personalized feedback to highlight areas for improvement. Core principles will be revisited to ensure students can confidently apply them in clinical contexts.

Note: Students should maintain a brief log of their case analyses, practical demonstrations, and reflections on how to adapt their skills to different patient presentations.

Practical Training 30.4 Clinical Application of Tartībl-i-Istifrāgh: Unani Protocols for Systematic Evacuation

Total Learning Hours: 4 Hours

- **Introduction & Orientation (30 minutes):** The teacher will introduce *Tartībl-i-Istifrāgh* (order of evacuation) in Unani medicine, focusing on its theoretical background, clinical relevance, and essential terminologies while emphasizing the psychomotor domain (guided response).
- **Bedside Demonstration (60 minutes):** The teacher will demonstrate the *Tartībl-i-Istifrāgh* procedure at the bedside, highlighting correct techniques, safety measures, and adherence to Unani protocols.
- **Student Role-Plays (45 minutes):** Learners will form small groups and simulate clinical scenarios, rotating roles (practitioner, patient, observer) to practice and refine their psychomotor skills under guided supervision.
- **OSCE & Checklist-Based Assessment (60 minutes):** Students will undergo an Objective Structured Clinical Examination, assessed through a standardized checklist evaluating technique, patient communication, and compliance with Unani standards.
- **Debrief & Reflection (45 minutes):** A discussion led by the teacher will allow students to share insights, challenges, and feedback on the *Tartībl-i-Istifrāgh* process, ensuring continuous improvement and mastery of clinical procedures.

Note: Students should document their practical observations, reflections, and clinical applications of *Tartībl-i-Istifrāgh* in their logbooks, emphasizing patient safety, ethical considerations, and alignment with classical Unani principles.

Experiential Learning Activity

Experiential-Learning Learning 30.1: Nuḍj: A Foundational Approach to Chronic Disease Management and Treatment

Total Learning Hours: 3 Hours

- **Library Session & Text Exploration (40 min)** – Students will independently explore classical and contemporary Unani texts to investigate the concept of *Nuḍj* and its theoretical foundations, focusing on how *Nuḍj* is described as an underlying principle in chronic disease treatment. They will document relevant sources and clinical insights in their logbooks.

- **Journal Club (40 min)** – Students will form small groups to present and discuss journal articles or classical case reports illustrating the role of *Nuḍj* in chronic disease management. They will critically appraise methodologies, results, and relevance, drawing comparisons with traditional Unani perspectives, and summarize their findings in light of evidence-based insights.
- **Brainstorming & Group Discussion (30 min)** – In a plenary session, students will brainstorm ways to integrate *Nuḍj* systematically into contemporary Unani practice for chronic conditions, identifying challenges and proposing strategies (e.g., patient compliance, modern diagnostic tools). A concept map will be created collaboratively to illustrate the application of *Nuḍj* principles step-by-step.
- **Case-Based Assessment (50 min)** – Facilitators will provide real or hypothetical case scenarios of patients with chronic diseases. Students will apply *Nuḍj* principles to formulate treatment plans, explaining the rationale for each step (selection of drugs, regimen, diet, and lifestyle). Each team will present their solutions for feedback on feasibility and alignment with *Nuḍj*.
- **Self-Assessment & Reflection (20 min)** – Individually, students will reflect on the session's learning outcomes, noting shifts in their clinical reasoning or approach to chronic disease management through *Nuḍj*. They will document these reflections in their logbooks, highlighting knowledge gains, areas for further study, and plans to incorporate *Nuḍj*-based strategies in future practice. A brief open forum will conclude the session.
- **Note**: Students should maintain detailed records of research, analyses, justifications, and reflections in their logbooks.

Experiential-Learning Learning 30.2: *Nuḍj*

Total Learning Hours: 4 Hours

1. **Library Session & Text Exploration (60 min):** Students will conduct independent research in the library, identifying classical references on *Nuḍj* in Unani Tibb and exploring contemporary biomedical literature that discusses or validates concepts similar to *Nuḍj*, with emphasis on critical appraisal of sources, noting research methodologies and key findings.
2. **Journal Club & Critical Reading (60 min):** Students will convene in a journal club format to discuss pre-selected research papers on *Nuḍj* (or related biomedical correlates), evaluate study designs, analyze results, and consider how contemporary evidence supports or challenges traditional Unani theories; each participant will share insights on methodological rigor and relevance to Unani practice.

3. **Brainstorming & Concept Mapping (30 min):** In small groups, students will identify core principles of *Nuḍj* from classical Unani texts and map them against the findings from modern biomedical papers, creating concept maps to illustrate points of convergence or divergence and highlighting how traditional theories may inform or be informed by contemporary validation.
4. **Group Presentations & Discussion (60 min):** Each group will present their concept maps and critical reflections to the class; an open discussion will follow, encouraging peer feedback on the strength of correlations, gaps in evidence, and potential areas for further investigation; the facilitator will guide the discussion to ensure alignment with the learning objective of correlating traditional theories and contemporary biomedical perspectives.
5. **Reflection & Summary (30 min):** The session concludes with a reflective activity in which students summarize key lessons learned, articulate how *Nuḍj*, as understood in *Unani Tibb*, can be critically examined and enriched through contemporary biomedical research, and document these reflections, along with any personal insights or proposed follow-up research questions, in their logbooks or journals.

Note: Students should record their research findings, critical analyses, and reflections in their logbooks; they must also maintain proper citations for both classical and contemporary sources consulted.

Experiential-Learning Learning 30.3: Integrative Nuḍj-Based Treatment Planning: Bridging Classical Principles with Recent Evidence

Total Learning Hours: 4 Hours

1. Case Introduction & Literature Review (50 min)

Students will be presented with a hypothetical patient scenario requiring *Nuḍj*-based treatment. They will conduct independent research, reviewing classical Unani sources and contemporary studies to identify core principles and recent evidence supporting *Nuḍj* interventions.

2. Treatment Plan Development (60 min)

Students will synthesize their findings to design a comprehensive *Nuḍj*-based treatment plan. They will define key components, including dietary, lifestyle, pharmacological, and therapeutic recommendations, ensuring alignment with classical Unani principles and modern clinical insights.

3. Justification & Peer Review (40 min)

Each student will present his proposed treatment plan, explaining the rationale behind his chosen interventions. Peer groups will critically evaluate and provide constructive feedback, ensuring coherence with Unani epistemology and practical feasibility.

4. Scenario-Based Application & Simulated Patient Interaction (50 min)

Students will apply their treatment plans in a simulated patient setting. They will engage in role-playing exercises to assess patient conditions, communicate treatment strategies effectively, and adapt recommendations based on simulated responses and challenges.

5. Reflection & Documentation (40 min)

Students will document their learning process, highlighting key insights, challenges faced, and justifications for their treatment approaches. The session will conclude with a reflective discussion on the applicability of *Nuḍj* in contemporary medical practice.

Note: Students should document their treatment rationale, key insights, and reflections on *Nuḍj*-based interventions in their logbooks.

Experiential-Learning Learning 30.4: Integrative Framework: Unani Evacuation and Contemporary Therapeutics

Total Learning Hours: 5 Hours

1. **Library Session & Resource Exploration (60 min)** — Students will investigate classical Unani texts focusing on evacuation principles, alongside modern resources on detoxification therapies. Emphasis will be on gathering data from interdisciplinary research to support a comparative framework.
2. **Mentoring & Project Conceptualization (60 min)** — Under faculty or mentor guidance, students will define the scope of their comparative framework, clarify research questions, and identify key parameters for integrating Unani and contemporary detox methods.
3. **Collaborative Project Development (90 min)** — Students will design a structured comparative framework that aligns Unani evacuation principles with current detoxification approaches. They will incorporate findings from recent interdisciplinary studies, considering aspects like safety, efficacy, and patient outcomes.
4. **Presentations & Discussion (60 min)** — Student will present its preliminary framework, explaining how classical Unani concepts have been integrated with modern evidence. Peer and instructor feedback will focus on refining and strengthening the proposed models.
5. **Reflection & Summary (30 min)** — Students will document final insights, highlight challenges, and propose future directions in personal logbooks or portfolios. A brief plenary discussion will summarize key learning points and ensure alignment with the session's objectives.

Note

• Students should maintain comprehensive records of their framework designs, research findings, and reflections in personal logbooks or portfolios.

• Ongoing mentorship and peer review will support iterative improvements to the comparative framework.

Experiential-Learning Learning 30.5: Assessing Uṣūl-i-Istifrāgh: A Case Study Approach from Classical Texts to Contemporary Practice

Total Learning Hours: 5 Hours

1. **Journal Club & Classical Text Review (60 min)** — Students will individually explore classical Unani literature on *Uṣūl-i-Istifrāgh*. They will identify key case studies, historical approaches, and foundational concepts, noting how these principles have evolved over time.
2. **Case-Based Exploration & Brainstorming (75 min)** — Using selected case studies from both classical texts and contemporary journals, students will collaboratively brainstorm the underlying rationales for evacuation therapies. They will discuss factors influencing efficacy, patient selection criteria, and outcome measures.
3. **Group Discussion & Analysis (60 min)** — Students will form larger discussion circles to compare classical and modern case study methodologies, evaluate treatment outcomes, and debate how *Uṣūl-i-Istifrāgh* can be adapted for diverse patient populations. Emphasis will be on critical reading and analysis of current evidence.
4. **Presentations & Feedback (60 min)** — Each group will present their findings, highlighting case comparisons and proposed strategies for implementing *Uṣūl-i-Istifrāgh* in contemporary clinical settings. Peer and instructor feedback will focus on clarity, depth of analysis, and evidence-based justification.
5. **Reflection & Summary (45 min)** — Students will document their learning, insights, and potential clinical applications in personal logbooks or portfolios. A collective summary will consolidate key takeaways and outline directions for future inquiry or research.

Note: Students should compile their analyses, critical reflections, and proposed interventions in a portfolio or logbook for ongoing review and self-assessment.

Experiential-Learning Learning 30.6: Harmonizing Classical Unani Principles of Evacuation with Evidence-Based Clinical Insights

Total Learning Hours: 5 Hours

• **Journal Club & Literature Exploration (60 min)** — Students will conduct an in-depth review of classical Unani texts on evacuation (Tanqiya) and explore recent peer-reviewed research on evacuation therapies. Emphasis will be on extracting physiological underpinnings, therapeutic indications, and safety considerations.

• **Inquiry-Based Discussion (60 min)** — Students will critically analyze alignments and divergences between classical Unani concepts and contemporary evidence. They will formulate research questions or hypotheses that integrate traditional knowledge with modern clinical insights.

• **Concept Mapping & Synthesis (60 min)** — Students will collaboratively develop concept maps illustrating how classical Unani principles of evacuation can be merged with current scientific data to guide evidence-based clinical interventions.

• **Scenario-Based Applications (60 min)** — Groups will receive hypothetical patient scenarios requiring evacuation therapies. They will propose interventions informed by both classical Unani guidance and recent empirical findings, emphasizing clinical reasoning and practical application.

• **Presentations & Feedback (45 min)** — Each group presents its concept maps and proposed interventions, followed by peer and instructor feedback to identify strengths, potential gaps, and feasibility.

• **Reflection & Summary (15 min)** — Students will document their key insights, challenges, and areas for further study in personal logbooks. A brief collective summary will reinforce the session's core lessons and set directions for future research or practice.

Note: Students must record their observations, concept maps, clinical frameworks, and justifications in logbooks or portfolios for ongoing review.

Modular Assessment

Assessment	**Hour**
Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks. Keep structure-making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per Table 6 C. **1. Part A: Literature Review on Nuḍj (25 Marks)**	4

Critically review classical texts on *Nuḍj* (concoction) and its role in humoural balance. Highlight gaps in modern applications. **Duration**: 2 hours. **Assessment Criteria (5 Marks Each):** a. Depth of analysis b. Contextual understanding c. Critical evaluation d. Clarity of summary e. Referencing **Part B: Demonstration of Concoctive Techniques (25 Marks)** Demonstrate the preparation of a *Munḍijat* (concoctives). Explain its therapeutic use. **Duration**: 2 hours. **Assessment Criteria (5 Marks Each):** a. Technique accuracy b. Knowledge of principles c. Safety protocols d. Explanation clarity e. Time management OR Practicals in converted form can be taken for assessment (25 Marks) & Any of the experiential assessments (portfolio/reflection/presentation/group discussion) can be taken as an assessment (25 Marks)	
Module 31 : ذرائع تقیہ واستفراغ Dharā''e Tanqiya Wa Istifrāgh	

Module Learning Objectives

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

1. Explain and Correlate the classical Unani principles of Ishāl (Purgation), Ḥijāma (Cupping), Mudirrāt (Diuretics), Muqīyāt (Emetics) and Faṣd (Venesection) with contemporary therapeutic practices, evaluating their indications, contraindications and standard operating procedures (SOPs)
2. Demonstrate and Compare practical applications of Unani regimens, including Ḥuqna (Enema), Kaiyy (Cauterization), Ta'rīq (Diaphoresis) and Ḍimād (Therapeutic Paste), by preparing formulations, performing techniques on models and assessing their safety, feasibility and efficacy against contemporary medical standards.
3. Analyze and Integrate Unani regimenal therapies such as Dalak (Massage Therapy), Ta'līq al-'Alaq (Leeching), Riyāḍat (Physical Exercise) and Imāla (Diversion of morbid humours) into contemporary healthcare, critically evaluating their ethical implications, clinical applications and interdisciplinary relevance.

Unit 1 طریقہ تنقیہ واستفراغ Ṭarīqa-i-Tanqiya Wa Istifrāgh

31.1.1: اسہال *Ishāl* (Purgation)

31.1.2: ادرار *Idrār* (Diuresis)

31.1.3: قئے *Qay'* (Emesis)

31.1.4: حقنہ *Ḥuqna* (Enema)

31.1.5: تعریق *Ta'rīq* (Diaphoresis)

31.1.6: فصد *Faṣd* (venesection)

31.1.7: حجامہ *Ḥijāma* (cupping)

31.1.8: تعلیق العلق *Ta'līq al-'Alaq* (Leeching/Hirudotherapy)

31.1.9: کئ *Kaiyy* (Cauterization)

31.1.10: امالہ *Imāla* (Diversion of morbid humours)

31.1.11: طلاء *Ṭilā'* (Topical Liniment Application)

31.1.12: ضماد *Ḍimād* (Therapeutic Paste Application)

31.1.13: ایلام *Īlām* (Pain induction Techniques)

31.1.14: دلک *Dalak* (Massage Therapy)

31.1.15: ریاضت *Riyāḍat* (Physical Exercise)

31.1.16: حمام *Ḥammām* (Bathing Practices)

References: 12,14,24,25,30,48,49,55,70,79,81,106

3A	3B	3C	3D	3E	3F	3G
CO4,CO6,CO7	Consolidate and summarize the literature on *Qay'* (Emesis), applying classical SOPs and addressing ethical concerns in contemporary clinics with a comprehensive analysis.	3	Experiential-Learning31.1	CE	Shows-how	JC,Mnt,DIS,RP
CO4,CO6,CO7	Design a patient education module on *Idrār* (Diuresis) integrating Unani principles and contemporary evidence.	3	Experiential-Learning31.2	CS	Knows-how	PrBL,Mnt
CO4	Prepare *Ḍimād* (Therapeutic Paste) as per classical methods and analyze its consistency, safety, feasibility, stability and application.	3	Practical31.1	PSY-MEC	Does	PSM,DA
CO4	Apply *Ta'rīq* (Diaphoresis) techniques using non-invasive tools and document outcomes against classical principles.	3	Practical31.2	PSY-SET	Shows-how	CBL,IBL
CO4	Formulate a dosage chart for *Mudirrāt* (diuretics) based on classical texts and clinical scenarios.	2	Practical31.3	CAN	Knows-how	DA,PL
CO4	Conduct *Kaiyy* (Cauterization) on synthetic tissue, adhering to classical SOP for evacuating morbid matter.	3	Practical31.4	PSY-ORG	Does	IBL,D-M

CO4,CO6	Prepare *Ṭilā'* (Topical Liniment) using traditional ingredients and compare its efficacy with contemporary topical agents.	3	Practical31.5	PSY-ADT	Does	IBL,PSM
CO4,CO6	Demonstrate *Ḥuqna* (Enema) preparation and administration as per classical SOP, ensuring alignment with contemporary hygiene standards.	3	Practical31.6	PSY-MEC	Knows-how	D-BED
CO4,CO6	Review recent research on *Ḍimād* (Therapeutic Paste Application) and appraise its classical formulations with evidence-based wound care practices.	2	Lecture	CE	Shows-how	FC,L&GD
CO4,CO6	Summarize the historical evolution of *Faṣd* (venesection) in Unani medicine, including *'Urūq Maḥṣūda* (suitable veins) and critique its ethical application in contemporary contexts.	2	Lecture	CE	Knows-how	L&GD,L_VC,SY
CO4,CO6	Compare and contrast *Mudirrāt* (diuretics) and *Muqīyāt* (emetics) in Unani medicine with modern pharmacological agents, highlighting regulations, indications, contraindications, SOP, advantages, disadvantages and practice in contemporary medicines.	2	Lecture	CE	Knows-how	L&GD
CO4,CO6	Appraise and analyze the indications, contraindications, types and SOP of *Ḥijāma* (Cupping) from classical texts and evaluate its relevance in contemporary research.	2	Lecture	AFT-SET	Knows-how	CBL,L&GD
CO4,CO6	Explain the classical Unani principles of *Ishāl* (Purgation), including regulations, classification, SOP and other means of *Mushilāt* (purgatives) like drugs while correlating with contemporary laxative therapies.	2	Lecture	CC	Knows-how	BL,L&PPT

CO4	Perform *Faṣd* (venesection) on a simulation model following SOP, identifying *'Urūq Maḥṣūda* and justifying contraindications.	3	Practical31.7	PSY-GUD	Shows-how	SIM,D-M
CO2,CO3	Organize a journal club to critique recent research on *Ta'līq al-'Alaq* (Leeching) and propose interdisciplinary collaborations.	3	Experiential-Learning31.3	CS	Knows-how	JC,SY
CO5,CO6	Develop a comparative report on *Dalak* (Massage Therapy) from classical texts and current physiotherapy practices.	3	Experiential-Learning31.4	CE	Knows-how	SDL,LS
CO5,CO6	Appraise different types of *Riyāḍat* (Physical Exercise) discussed in Unani classical texts and their application in various musculoskeletal disorders a comprehensive analysis.	3	Experiential-Learning31.5	AFT-SET	Shows-how	PBL,CBL,ML
CO4,CO6	Value the ethical implications of *Īlām* (Pain Induction Techniques) through case studies and contemporary modern guidelines.	3	Experiential-Learning31.6	AFT-CHR	Knows-how	CD,CBL
CO4,CO6	Simulate *Imāla* (Diversion of morbid humours) using anatomical models and document alignment with contemporary diversion therapies.	3	Experiential-Learning31.7	AFT-RES	Does	SIM,D-M
CO6,CO7	Evaluate and summarize a data base on different regimens of *Ilāj bi'l Tadbīr* (regimenal therapy) and their implications in various diseases a systematic review.	5	Experiential-Learning31.8	CE	Knows-how	LS,CBL,JC
Practical Training Activity						
Practical Training 31.1 *Ḍimād* (Therapeutic Paste): Preparation & Analysis						
Total Learning Hours: 3 Hours						

1. **Introduction & Theoretical Context (30 min)** – The teacher will introduce the classical concept of *Ḍimād* (Therapeutic Paste), outlining its historical significance in Unani medicine and its primary therapeutic goals. Emphasis will be placed on the underlying mechanism of action, ingredient selection, and how consistency, safety, feasibility, stability, and application affect clinical outcomes.
2. **Drug Analysis & Ingredient Preparation (60 min)** – In small groups, students will examine the raw materials used in *Ḍimād*. They will apply drug analysis techniques to evaluate quality, potency, and compatibility, discussing potential challenges. During this phase, the teacher will guide problem-solving discussions, prompting students to consider how each ingredient influences the final product's consistency and therapeutic effect.
3. **Practical Preparation & Procedural Skills (60 min)** – Students will prepare the *Ḍimād* formulation step-by-step, accurately measuring and mixing ingredients while observing safety protocols. The teacher will directly observe procedural skills, assessing each student's ability to follow classical SOP, maintain hygienic standards, and adapt to real-time challenges (e.g., texture adjustments, temperature control). Students will also test the final product's consistency and note initial impressions of its stability and feasibility for patient application.
4. **Reflection & Discussion (30 min)** – After preparing the paste, students will reconvene to evaluate their results, sharing observations about safety, stability, and practical application methods. They will collectively propose improvements or alternatives, reflecting on how problem-solving methods contributed to refining the *Ḍimād*. The teacher will conclude by summarizing best practices, common pitfalls, and the importance of ongoing quality checks to ensure efficacy and safety.

Note: Students must carefully document each step of *Ḍimād* preparation, including ingredient proportions, safety measures, consistency checks, and any modifications made. Reflect on the problem-solving strategies employed, noting challenges encountered and how they addressed them.

Practical Training 31.2 Ta'rīq (Diaphoresis) Techniques

Total Learning Hours: 3 Hours

1. **Introduction & Problem Setting (30 min)** – The teacher will introduce the practical context, presenting a scenario or problem that requires a psychomotor response. Students will be guided on how to approach the task through an inquiry-based lens, identifying the key elements and objectives they need to address.

2. **Inquiry-Based Exploration (60 min)** – In small groups, students will investigate the scenario in detail, formulating questions and hypothesizing potential solutions. They will gather relevant data or resources, analyze the information, and propose initial approaches to address the case. During this phase, the teacher will facilitate discussion and provide feedback, ensuring that students refine their methods and develop a clear plan for action.
3. **Case-Based Application (45 min)** – Students will apply their planned strategies to a practical case setup, demonstrating the psychomotor skills required (e.g., handling instruments, performing procedures, or executing tasks) while integrating the insights gained from the inquiry-based exploration. They will adapt their techniques as needed to accommodate real-time feedback and situational variables, showcasing their ability to "set" themselves for effective performance.
4. **Reflection (45 min)** – The class will reconvene to share outcomes, challenges, and learning points from the practical application. Students will engage in creative writing to articulate their experiences, solutions, and reflections on the case, highlighting how they synthesized theoretical knowledge with hands-on practice. The teacher will conclude by emphasizing best practices, key takeaways, and areas for further improvement.

Note: Students must document each step of inquiry process and case-based application, including any creative problem-solving strategies or adaptations. Note any lessons learned or further questions that arose.

Practical Training 31.3 Mudirrāt Dosing Chart

Total Learning Hours: 2 Hours

1. **Introduction & Overview (20 min)** – The teacher will introduce the principles and methodology of drug analysis in the context of *Unani Tibb*, explaining the importance of evaluating composition, potency, and therapeutic indications. Students will be briefed on how to systematically assess various drug samples using established parameters and checklists.
2. **Drug Analysis (40 min)** – Working individually or in small groups, students will examine selected drug samples (e.g., raw herbs, compounded formulations) to identify key characteristics such as organoleptic properties, solubility, and potential clinical applications. They will record observations using a structured checklist, ensuring consistency and accuracy in data collection.

3. **Peer Learning & Discussion (40 min)** – Students will share their findings with peers, comparing observations and clarifying discrepancies. Through guided discussion, they will refine their analytical techniques and collectively propose potential applications or modifications to enhance drug efficacy. This collaborative process will foster critical thinking and strengthen their ability to interpret data in a clinical context.
4. **Reflection (20 min)** – The class will reconvene for a brief presentation of key takeaways, highlighting any novel insights or unresolved questions. The teacher will summarize the main points, emphasize the significance of meticulous drug analysis in evidence-based practice, and provide feedback on both the analytical process and peer interactions.

Note: Students must maintain a comprehensive record of each drug analysis step and peer discussion outcomes in their compilations. Use the provided checklists to document the observations and ensure systematic evaluation.

Practical Training 31.4 Cauterization Standard Operating Procedure Practice

Total Learning Hours: 3 Hours

1. **Introduction & Demonstration (45 min)** – The teacher will introduce the classical concept of *Kaiyy* (Cauterization) in *Unani Tibb*, explaining its rationale for evacuating morbid matter. A demonstration on synthetic tissue will follow, highlighting essential safety measures, proper instrument handling, and adherence to classical SOP.
2. **Inquiry-Based Group Exploration (60 min)** – Students will work in small groups to analyze the demonstrated procedure, discussing the underlying principles, potential complications, and modern adaptations for patient safety. They will pose questions, explore alternative techniques, and suggest modifications that remain true to classical guidelines while reflecting contemporary best practices.
3. **Practical Performance & Feedback (45 min)** – Under supervision, students will individually perform *Kaiyy* on synthetic tissue, applying the classical SOP step-by-step. The teacher will use rating scales to assess each student's performance, focusing on precision, safety, and technique. Constructive feedback will be provided to refine skills and reinforce correct cauterization methods.

4. **Reflection (30 min)** – Students will reconvene to share observations, challenges, and insights gained from the practical session. They will discuss how classical principles can be effectively integrated into current medical practices. The teacher will summarize key takeaways, emphasizing the importance of thorough training, patient safety, and the ethical considerations of *Kaiyy*.

Note: Students must carefully document each phase of the procedure, including the identification of morbid matter and the application of classical SOP in logbooks. Record any adaptations or safety measures taken, along with personal reflections on technique mastery and areas needing further improvement.

Practical Training 31.5 Traditional *Ṭiliā'* vs. Contemporary Topicals: A Comparative Study of Liniment Efficacy

Total Learning Hours: 3 Hours

1. **Introduction & Conceptual Framework (60 min)** – The teacher will introduce the concept of *Ṭiliā'* (Topical Liniment) from classical Unani sources, explaining the rationale behind topical applications for humoral balance and localized treatment. Students will explore various traditional ingredients, their properties, and how these align with or differ from contemporary topical agents.
2. **Inquiry-Based Group Work & Problem-Solving (60 min)** – Working in small groups, students will investigate classical formulations for *Ṭiliā'*, identifying ingredient functions and discussing possible adaptations to enhance stability, efficacy, or patient compliance. They will compare these traditional methods with modern topical agents, analyzing key factors such as consistency, absorption, and safety profiles. Through guided problem-solving, students will propose improvements or variations that uphold Unani principles while meeting contemporary standards.
3. **Practical Demonstration & Preparation (60 min)** – Under direct supervision, students will prepare a *Ṭiliā'* formulation following the chosen classical method, accurately measuring ingredients, applying correct mixing techniques, and maintaining hygienic conditions. They will observe and document procedural steps, noting any modifications made to accommodate modern guidelines. Once prepared, students will evaluate the final product's texture, aroma, and potential therapeutic properties in comparison to contemporary topical agents.

Note: Students must maintain detailed records in logbooks, noting each ingredient, its classical reference, and the rationale behind its inclusion. Document every step of the preparation process, the observed outcomes, and any challenges or adaptations encountered.

Practical Training 31.6 Ḥuqna: Classic Practice, Contemporary Care

Total Learning Hours: 3 Hours

1. Introduction & Demonstration (30 min) – The teacher will begin by explaining the classical concept of *Ḥuqna* (Enema) as described in *Unani Tibb*, emphasizing the rationale for bowel cleansing and humoural balance. A bedside demonstration will follow, covering solution preparation, equipment setup, patient positioning, and safe disposal practices, ensuring alignment with contemporary hygiene standards.

2. Hands-on Practice & Supervised Implementation (90 min) – Under guided supervision, students will prepare and administer *Ḥuqna* on simulation models or designated practice setups. They will measure and mix ingredients, maintain aseptic technique, and ensure patient comfort throughout the procedure. The teacher will provide real-time feedback, correcting errors and reinforcing best practices that integrate classical SOP with modern medical protocols.

3. Discussion, Reflection (60 min) – Students will reconvene to share their experiences, discuss challenges, and clarify any procedural uncertainties. The teacher will address common pitfalls, highlight the significance of contraindications, and underscore the importance of patient safety. Students will document key takeaways, personal skill assessments, and areas for improvement in their logbooks.

Note: Students must carefully document each step of *Ḥuqna* preparation and administration in their logbooks, referencing both classical guidelines and contemporary hygiene standards. They should record any challenges encountered, corrective measures taken, and personal reflections on how these practices integrate into contemporary clinical settings.

Practical Training 31.7 *Faṣd* (venesection) Practice

Total Learning Hours: 3 Hours

1. **Demonstration & SOP Overview (60 min)** — The teacher will demonstrate *Faṣd* (venesection) technique on a simulation model, detailing standard operating procedures (SOP) and clarifying the concept of *'Urūq Mafṣūda* (vessels designated for venesection). The teacher will highlight essential precautions and illustrate correct identification of veins, equipment setup, and positioning to avoid complications.
2. **Hands-on Practice & Supervised Simulation (90 min)** — Students will practice venesection on simulation models under direct supervision, applying the demonstrated SOP. They will identify and mark 'Urūq Mafṣūda, demonstrate needle insertion and withdrawal, manage potential bleeding, and articulate

contraindications (e.g., infection risk, patient comorbidities, location constraints). The teacher will provide ongoing feedback, ensuring correct technique, hygiene, and safety protocols.

3. **Discussion, Feedback & Reflection (30 min)** — The class will regroup to share experiences, clarify uncertainties, and discuss challenges encountered during the simulation. The teacher will address common errors, reinforce best practices, and emphasize the rationale behind contraindications. Students will document their reflections in logbooks, noting personal skill development and strategies for improvement.

Note: Students should maintain detailed records of their practical observations, challenges, and corrective measures in their logbooks.

Experiential Learning Activity

Experiential-Learning Learning 31.1: *Qay'* (Emesis) in Practice

Total Learning Hours: 3 Hours

1. **Literature Review & Journal Club Discussion (45 min)** – Students will independently review classical texts and contemporary research articles on *Qay'* (Emesis). They will analyze standard operating procedures (SOPs) for emesis in Unani medicine and identify ethical challenges in modern clinical applications. A journal club format will guide structured discussions on key findings.
2. **Ethical Dilemma Role Plays (45 min)** – Students will participate in role-play scenarios simulating ethical conflicts in contemporary clinics (e.g., patient autonomy vs. classical SOP adherence, informed consent for emesis therapies). Groups will enact and critique responses, integrating Unani principles and modern ethical frameworks.
3. **SOP Application & Group Brainstorming (40 min)** – Groups will collaborate to modify classical SOPs for *Qay'* to address identified ethical concerns. They will design hybrid protocols that balance traditional practices with modern clinical ethics, supported by textual evidence and case examples.
4. **Peer Review & Mentoring Session (30 min)** – Groups will present their revised SOPs and ethical solutions. Peers and mentors will provide feedback using Mini CEX criteria, focusing on clinical reasoning, ethical justification, and alignment with Unani epistemology.
5. **Reflection & Synthesis (20 min)** – Students will individually reflect on insights gained, documenting how classical SOPs can evolve ethically without compromising foundational principles. A summary discussion will consolidate key takeaways.

Note: Students must document their literature analysis, role-play reflections, revised SOP frameworks, peer feedback, and ethical justifications in their logbooks.

Experiential-Learning Learning 31.2: *Idrār* (Diuresis): Unani and Contemporary Insights

Total Learning Hours: 3 Hours

1. **Library Session & Preliminary Mentoring (40 min)** — Students will conduct focused research in the library, examining classical Unani texts on *Idrār* (Diuresis) and relevant contemporary medical evidence. Under mentor guidance, they will identify core principles, therapeutic rationales, and patient education strategies.
2. **Project-Based Module Design (50 min)** — Students will design a patient education module on *Idrār*, integrating Unani concepts (e.g., humoural balance, organ-specific approaches) with current clinical guidelines. They will outline learning objectives, content structure, and engaging visuals or handouts, ensuring clarity for a lay audience.
3. **Debate & Peer Review (40 min)** — Each student will present the key elements of his proposed module. A structured debate will follow, where peers challenge or refine the integration of Unani principles and contemporary evidence. Students will evaluate the feasibility, ethical considerations, and potential impact of each module.
4. **Presentation & Portfolio Compilation (30 min)** — Groups will finalize their modules, incorporating feedback from the debate. They will present their completed patient education modules to the class, demonstrating how Unani principles can be effectively communicated alongside modern research. Students will compile their materials, references, and design justifications into a portfolio.
5. **Reflection & Discussion (20 min)** — The session will conclude with an open discussion on the broader implications of patient education in Unani practice. Mentors will highlight best practices and encourage students to consider ongoing updates to their modules in light of emerging evidence.

In *Unani Tibb*: During the session, specific emphasis will be placed on classical *Unani* references to *Idrār*, exploring how foundational texts address diuresis and how these insights can be adapted to modern patient education frameworks. Mentors will guide students in reconciling traditional theories with evidence-based approaches.

Note: Students should meticulously document their project rationale, module design process, and key debates in their portfolios. They must include references to classical Unani sources and contemporary research, justifications for chosen strategies, and a clear outline of how their module addresses patient comprehension and adherence.

Experiential-Learning Learning 31.3: Interdisciplinary Perspectives: Ta'līq al-'Alaq Journal Club

Total Learning Hours: 3 Hours

1. **Journal Club Setup & Text Exploration (45 min)** — Students will gather and review recent research articles on *Ta'līq al-'Alaq* (Leeching), referencing classical Unani texts and contemporary clinical studies to contextualize the therapy's historical evolution, modern applications, and significance in integrative medicine.
2. **Critical Appraisal & Group Discussion (60 min)** — Students will critically analyze selected articles using a structured framework (authorship, methodology, results, discussion, limitations). They will identify the strengths, weaknesses, and gaps in current research, noting how these findings align with or diverge from classical Unani principles.
3. **Symposium Presentation & Interdisciplinary Proposals (45 min)** — Each student will present their critical evaluations, highlighting key insights, controversies, and future research directions. He will propose potential interdisciplinary collaborations (e.g., with modern medicine, allied health sciences, or research institutions) to advance evidence-based approaches for *Ta'līq al-'Alaq*.
4. **In Unani Tibb (15 min)** — The session will include a focused discussion on classical references to *Ta'līq al-'Alaq* in Unani literature, illustrating how these foundational concepts can inform and enrich modern therapeutic strategies and collaborative research efforts.
5. **Reflection & Summary (15 min)** — Students will synthesize and document their findings in logbooks, reflecting on the efficacy, safety, ethical considerations, and integrative potential of leech therapy. They will also outline actionable steps for future exploration and note the session's main debates and resolutions.

Note: Students must record their critical appraisals, proposed interdisciplinary strategies, and key reflections in their logbooks.

Experiential-Learning Learning 31.4: Integrative Analysis of Dalak

Total Learning Hours: 3 Hours

1. **Library Session & Text Exploration (60 min):** Students will explore relevant sections from classical Unani texts on *Dalak* and compare them with contemporary physiotherapy resources. They should focus on the fundamental principles, indications, contraindications, and techniques from classical texts, paralleling them with modern physiotherapy approaches, and gather textual evidence (quotations, references, key concepts) to compile preliminary findings in their notes or logbooks.
2. **Brainstorming & Concept Mapping (45 min):** Students will form small groups to discuss their initial research findings and create concept maps highlighting the similarities and differences between classical Unani *Dalak* principles and current physiotherapy practices, emphasizing how each system addresses patient care, therapeutic techniques, and the rationale behind massage therapy.
3. **Presentations & Discussion (60 min):** Each student will present their concept maps, focusing on key comparative points such as methodology, therapeutic outcomes, and underlying theoretical frameworks; other students and faculty will engage in Q&A to explore how *Dalak* might be integrated or contrasted with modern physiotherapy protocols, concluding with a collective discussion to draw connections between classical wisdom and contemporary evidence-based practices.
4. **Reflection & Summary – in Next Session (15 min):** Students will write a short reflective piece summarizing their understanding of *Dalak* in relation to modern physiotherapy, noting insights, challenges, and potential areas for further research, and documenting their analyses, references, frameworks, justifications, and key insights in their logbooks, which will form the basis of their final comparative report for assessment.

Note: Students should carefully document their research, references, frameworks, justifications, and key insights in their logbooks. They should be prepared to integrate classical Unani perspectives on *Dalak* (Massage Therapy) with modern physiotherapy concepts, ensuring a clear and well-evidenced comparative analysis. All findings, observations, and reflections will contribute to the final report, showcasing their ability to evaluate and synthesize knowledge from both traditional and contemporary sources.

Experiential-Learning Learning 31.5: *Riyāḍat* in Musculoskeletal Therapeutics

Total Learning Hours: 3 Hours

1. **Preliminary Discussion & Text Exploration (40 min)** — Students will explore classical Unani literature and contemporary resources, focusing on various forms of *Riyāḍat* and analyzing their relevance to musculoskeletal disorders.
2. **Brainstorming & Concept Mapping (30 min)** — Students will identify key features, benefits, and limitations of each type of *Riyāḍat*, creating concept maps that illustrate their application in clinical scenarios.
3. **Case-based & Problem-based Learning (45 min)** — Through hypothetical patient scenarios, students will integrate appropriate *Riyāḍat* regimens into musculoskeletal management strategies, using mobile learning tools to access real-time references and support evidence-based decisions.
4. **Presentations & Discussion (40 min)** — Students will present their analyses and proposed management plans, explaining how different exercises align with Unani principles, and discussing any necessary adaptations or contraindications.
5. **Reflection & Summary (25 min)** — Students will reflect on their learning, summarize key insights, and propose avenues for future research or clinical practice related to *Riyāḍat* and musculoskeletal health.

Note: Students should document their findings, including relevant Unani textual references, case discussions, and justification of chosen *Riyāḍat* methods, in their logbooks. They are encouraged to include conceptual frameworks, key references, and any mobile learning insights that inform their clinical reasoning.

Experiential-Learning Learning 31.6: Ethical Implications of *Īlām*: Integrating Case Studies and Guidelines

Total Learning Hours: 3 Hours

1. **Library Session & Text Exploration (30 min)** – Students will review classical Unani texts and contemporary medical ethics guidelines related to *Īlām* (pain induction techniques), focusing on identifying references to ethical considerations, patient consent, and practitioner responsibilities.
2. **Case Study Analysis & Brainstorming (45 min)** – Students will examine hypothetical or real-life case scenarios where pain induction is employed (for instance, certain therapeutic procedures or diagnostic interventions), and they will brainstorm potential ethical dilemmas, comparing classical Unani approaches with modern bioethical principles (autonomy, beneficence, non-maleficence, and justice).
3. **Concept Mapping & Group Discussion (45 min)** – Each student creates a concept map outlining the ethical issues, key decision points, and relevant Unani concepts from the texts explored; students then discuss these maps collectively, focusing on the rationale behind each decision and the alignment with both traditional and contemporary guidelines.

4. **Presentations & Reflection (60 min)** – Groups present their case analyses and concept maps, highlighting critical ethical considerations in *Ilāj*; the class engages in open discussion, drawing parallels between classical teachings and modern ethical frameworks, and students reflect on how these insights inform their personal and professional values, culminating in a structured Q&A session to clarify any remaining doubts.

Note: Students should document their analyses, ethical frameworks, justifications, and key insights in their logbooks. They are encouraged to draw upon both classical texts and modern ethical codes for a well-rounded perspective.

Experiential-Learning Learning 31.7: *Imāla* Simulation: Anatomical Models and Contemporary Diversion Therapy Integration

Total Learning Hours: 3 Hours

1. **Introduction & Text Exploration (30 min):** Students review selected classical references on *Imāla*, focusing on the rationale and importance of diverting morbid humours. This step establishes foundational knowledge before the practical component.
2. **Demonstration & Conceptual Alignment (45 min):** Teacher demonstrates the *Imāla* procedure on an anatomical model, detailing each step, safety considerations, and ethical aspects. Contemporary diversion therapies (such as cupping, leech therapy, or modern drainage techniques) are introduced, highlighting parallels between classical and modern clinical practice.
3. **Simulation & Hands-On Practice (60 min):** Students practice the demonstrated procedure on anatomical models. They rotate roles (performer, assistant, observer) to reinforce learning and receive real-time feedback on technique, safety, and ethical conduct. This hands-on approach helps them internalize both the psychomotor skills and the affective responsibility toward patient well-being.
4. **Group Presentation & Discussion (30 min):** Each student presents their experiences, challenges, and solutions. The discussion focuses on comparing classical *Imāla* principles with contemporary diversion methods, promoting peer-to-peer learning and deeper understanding of how historical practices can inform current treatments.
5. **Reflection & Documentation (15 min):** Students document observations, insights, and reflections in their logbooks. They note how the simulated *Imāla* aligns with modern therapies, discuss the responses they experienced, and consider how ethical and empathetic perspectives shape their clinical approach.

Note: Students maintain reflective journals to capture key insights, procedural justifications, and the alignment of classical *Imāla* principles with contemporary therapeutic approaches.

Experiential-Learning Learning 31.8: Disease-Specific Implications of *Ilāj bi'l Tadbīr*: A Consolidated Systematic Review

Total Learning Hours: 5 Hours

- **Library Session & Data Compilation (60 min):** Students conduct focused literature research in classical Unani texts and contemporary studies on *Ilāj bi'l Tadbīr*; identify key references, note theoretical underpinnings, and log relevant disease indications.
- **Journal Club: Research Article Review (90 min):** Students critically appraise peer-reviewed articles or systematic reviews on regimenal therapies; discuss methodology, results, and clinical relevance; compare classical approaches with modern evidence-based practices; record key insights.
- **Case-Based Learning & Group Discussion (60 min):** Present hypothetical or real-life case scenarios illustrating diseases commonly managed via *Ilāj bi'l Tadbīr*; groups propose interventions based on insights from the library session and journal club; facilitator highlights rationale and limitations.
- **Brainstorming & Concept Mapping (60 min):** Each group synthesizes findings into a concept map showing various *Ilāj bi'l Tadbīr* regimens and their disease applications; integrate classical references, modern clinical evidence, and any research gaps; maps serve as a shared resource for deeper understanding.
- **Presentations & Summation (30 min):** Groups present their concept maps and key takeaways; instructor provides feedback, addresses misconceptions, and emphasizes the value of systematic reviews in validating regimenal therapies; students document frameworks, justifications, and insights in their logbooks.

Note: Students should maintain comprehensive records of their references, concept maps, critical analyses, and justifications in their logbooks.

Modular Assessment

Assessment	**Hour**

Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks. Keep structure-making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per Table 6 C. **1. Part A: Practical Exam on Ḥijāma (25 Marks)** Perform cupping (*Ḥijāma*) on a model, explaining indications, contraindications, and post-procedure care. **Duration**: 2 hours. **Assessment Criteria (5 Marks Each):** a. Procedural accuracy b. Aseptic technique c. Patient communication d. Knowledge of principles e. Time efficiency **Part B: Viva on Evacuation Principles (25 Marks)** Oral exam on *Ishāl*, *Qay'*, and *Ḥuqna*: mechanisms, risks, and classical references. **Duration**: 2 hours. **Assessment Criteria (5 Marks Each):** a. Conceptual clarity b. Historical context c. Clinical relevance d. Critical analysis e. Language proficiency OR Practicals in converted form can be taken for assessment (25 Marks)	4

& Any of the experiential assessments (portfolio/reflection/presentation/group discussion) can be taken as an assessment (25 Marks)
Semester No : 6
Module 32 : اصول علاج بالدواء Uṣūl'Ilāj bil Dawā'(Pharmacotherapy)
Module Learning Objectives (At the end of the module, the students should be able to) 1. Appraise and Integrate the classical principles of Unani prescription writing (Uṣūl-i-Nuskha Nawesī) and drug compounding (Uṣūl-i-Tarkīb-i-Adwiya), comparing these with contemporary pharmacological research to establish a comprehensive understanding of Unani therapeutics. 2. Formulate and Evaluate Unani prescriptions by devising treatment plans that incorporate Mizāj-i-Adwiya (drug temperament), critically assessing drug classifications, safety issues (including heavy metals) and validating these formulations through systematic reviews and peer-reviewed case studies. 3. Analyze and Synthesize the diverse categories of drug actions (Naw'iyat Af'al Adwiya), including both general and specific mechanisms such as Taskhīn, Tabrīd, Taṛtīb, and Tajfīf, to review their clinical implications and optimize therapeutic strategies.
Unit 1 نسخہ نویسی و ترکیب ادویہ Nuskha Nawesī Wa Tarkīb-i-Adwiya 32.1.1: اصول نسخہ نویسی *Uṣūl-i-Nuskha Nawesī* 32.1.2: اصول ترکیب ادویہ *Uṣūl-i-Tarkīb-i-Adwiya* 32.1.3: مزاج ادویہ *Mizāj-i-Adwiya* **References:** 12,14,48,49,51,55,77,79,81,106

3A	3B	3C	3D	3E	3F	3G
CO1,CO4	Demonstrate the skills of writing various kinds of *Nuskha* (Prescriptions) for different systemic and general diseases.	4	Experiential-Learning32.1	CS	Shows-how	PBL,CBL

CO1,CO6	Appraise and validate the various kinds of research carried out on *Mizāj-i-Adwiya* (drug temperament) with their significance of study a systematic review.	4	Experiential-Learning32.2	AFT-SET	Shows-how	LS,PBL,JC,RP
CO2,CO4	Evaluate and summarize the various kinds of *M'mūlat Mạtab* discussed in Unani classical texts on disease of different systems in a comprehensive analysis.	5	Experiential-Learning32.3	CE	Shows-how	PBL,CBL
CO2,CO6	Evaluate *Darjāt-i-Adwiya* through comparative analysis of classical texts and peer-reviewed case studies.	6	Practical32.1	CE	Shows-how	CBL,IBL
CO1,CO7	Devise and Formulate Unani prescription using classical principles while integrating *Mizāj-i-Adwiya* (drug temperament).	6	Practical32.2	CS	Shows-how	CBL,PBL
CO2,CO6	Analyze *Uṣūl-i-Tarkīb-i-Adwiya* and their alignment with modern pharmacological research.	2	Lecture	CS	Knows-how	FC,CBL
CO1,CO7	Appraise the distinction of *Uṣūl-i-Nuskha Nawesī* (principles of prescription writing) for different diseases as mentioned in Unani Classical Texts.	3	Lecture	AFT-SET	Knows-how	BL,L&PPT
Unit 2 نوعیت افعال ادویہ Naw'iyat Af'ālī Adwiya 32.2.1: نوعیت عمل عمومی وخصوصی *Naw'iyat 'Amal* (*'Umūmī Wa Khuṣūṣī*) 32.2.2: تسخین، تبرید، ترطیب، تجفیف *Taskhīn, Tabrīd, Taṛṭīb, Tajfīf* **References:** 12,14,19,20,48,49,51,77,79,81,106						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**

CO1,CO6,CO7	Appraise the *Tathīrāt* (effects) in reference to pharmacokinetics and pharmacodynamics of *Quwwat Ṭabī'iyya* (Natural faculty) related drugs.	2	Practical32.3	AFT-SET	Knows-how	DA,PBL,CBL
CO1,CO6,CO7	Appraise the *Tathīrāt*(effects) in reference to pharmacokinetics and pharmacodynamics of *Quwwat Nafsānīyya* (psychic faculty / mental faculty) related drugs.	3	Practical32.4	AFT-SET	Shows-how	PBL,CBL
CO1,CO6,CO7	Appraise the *Tathīrāt* (effects) in reference to pharmacokinetics and pharmacodynamics of *Quwwat Ḥaywānīyya* (Vital faculty) related drugs.	3	Practical32.5	AFT-SET	Shows-how	CBL,PBL
CO1,CO7	Describe the *Tathīrāt* (effects) of drugs and their intraction to the vital organs.	3	Lecture	CAP	Knows-how	DA,L&GD
CO1	Describe the concept of *Tathīrāt* (effects) of drugs and their intraction to the body.	2	Lecture	CC	Knows-how	DA,L&GD
CO6,CO7	Evaluate and summarize the review works done on the effects of drugs in different research papers as systematic review.	4	Experiential-Learning32.4	CE	Shows-how	SY,PBL,LS,JC
CO6,CO7	Evaluate and summarize the research works done on the effects of drugs in different research papers as meta-analysis.	4	Experiential-Learning32.5	CAN	Shows-how	IBL,JC,LS
CO1,CO6,CO7	Appraise the *Tathīrāt* (effects) in reference to pharmacokinetics and pharmacodynamics of *A'ḍā'-i-Tanāsul* (reproductive organs) related drugs.	5	Experiential-Learning32.6	AFT-SET	Shows-how	DA,PBL
Practical Training Activity						
Practical Training 32.1 Comparative Evaluation of *Darjāt-i-Adwiya*						

Total Learning Hours: 6 Hours

1. **Introduction (45 min)** – The teacher will introduce the core concept of Darjāt-i-Adwiya, outlining its significance in Unani medicine and highlighting the importance of comparative analysis across classical texts and peer-reviewed case studies. Key terminologies and foundational principles will be demonstrated through practical examples to establish the learning context.
2. **Case-based Demonstration (45 min)** – The teacher will present a case scenario illustrating how different interpretations of Darjāt-i-Adwiya can influence diagnosis and treatment strategies. Students will be guided to observe critical details, formulate initial hypotheses, and note the sources (classical references, contemporary research) that inform these hypotheses.
3. **Group Research & Comparative Analysis (120 min)** – Students will form groups and use an inquiry-based approach to investigate Darjāt-i-Adwiya in classical texts and peer-reviewed articles. They will compare terminologies, definitions, and clinical insights, ensuring alignment with established principles. The teacher will facilitate by providing structured guidelines for evidence-based analysis, prompting students to evaluate the credibility of their sources and synthesize their findings.
4. **Peer Discussion & Q&A (60 min)** – Groups will share their preliminary conclusions with one another, engaging in a question-and-answer session to clarify concepts, challenge assumptions, and refine their comparative framework. The teacher will moderate, ensuring that discussion remains focused on cognitive evaluation and the critical appraisal of evidence.
5. **Presentations & Feedback (60 min)** – Each group will present its consolidated analysis of Darjāt-i-Adwiya, emphasizing the evaluation domain (Cognitive/Evaluation). Peers and the teacher will offer constructive feedback on research methodology, interpretation of classical texts, and integration of peer-reviewed data.
6. **Reflection & Consolidation (30 min)** – Individually, students will reflect on their learning process, documenting key takeaways, challenges, and insights regarding the evaluation of Darjāt-i-Adwiya. The teacher will summarize the overarching themes, reiterate the significance of a comparative approach, and address any lingering questions.

Note: Students should meticulously document their research process, critical analyses, and reflections on the practical integration of Darjāt-i-Adwiya in their logbooks, ensuring they provide evidence-based justifications for their conclusions and demonstrate alignment with both classical perspectives and contemporary findings.

Practical Training 32.2 Classical Unani Prescription Formulation with *Mizāj-i-Adwiya* Integration

Total Learning Hours: 6 Hours

1. **Introduction and Orientation (30 min)** – The teacher will provide an overview of classical Unani principles relevant to prescription formulation, emphasizing the concept of Mizāj-i-Adwiya (drug temperament) and its significance in clinical practice.
2. **Group Research and Analysis (90 min)** – Students will work in small groups to examine a clinical scenario requiring an Unani prescription. They will identify drug temperament, cross-reference classical texts, and discuss the rationale for selecting specific drugs based on their Mizāj. The teacher will guide them to ensure alignment with core Unani doctrines.
3. **Case-based and Problem-based Discussion (60 min)** – Each group will present the key points of their preliminary prescription plan. The teacher will pose targeted clinical challenges, prompting students to refine their approach by integrating patient-specific factors, drug interactions, and underlying pathophysiology.
4. **Practical Demonstration and Prescription Drafting (60 min)** – Students will formulate and draft the final prescription, carefully noting dosage forms, frequency, and any potential contraindications. The teacher will provide real-time feedback, ensuring coherence with classical references and appropriate application of Mizāj-i-Adwiya.
5. **Presentations, Reflection, and Peer Review (60 min)** – Groups will present their finalized prescriptions to the class. A reflective discussion will follow, allowing peers to critique the logical consistency, integration of classical principles, and clarity of therapeutic objectives. The teacher will summarize key insights and guide students toward best practices.
6. **Conclusion and Wrap-up (60 min)** – The teacher will reinforce the critical steps in devising an Unani prescription, highlight the importance of Mizāj-i-Adwiya in optimizing treatment outcomes, and encourage students to maintain a systematic approach to case taking and prescription formulation in future practice.

Note: Students should document their research, analysis, and reflections on each stage of the prescription process, with special emphasis on how Mizāj-i-Adwiya was incorporated into clinical decision-making, in their logbooks.

Practical Training 32.3 Evaluating *Tathīrāt* (effects): Pharmacokinetic and Pharmacodynamic Insights into Natural Faculty Therapeutics

Total Learning Hours: 2 Hours

1. **Introduction & Demonstration (20 min)** — The teacher will introduce the fundamental concepts of Tathīrāt (effects) in reference to pharmacokinetics (absorption, distribution, metabolism, excretion) and pharmacodynamics (drug-receptor interactions, mechanism of action) specifically for Quwwat Ṭabīʿiyya (Natural faculty) related drugs. Practical examples and brief demonstrations will set the context for further exploration.
2. **Case-Based Learning & Drug Analysis (50 min)** — Students will work in small groups on clinical scenarios involving Quwwat Ṭabīʿiyya. They will analyze how different formulations and dosage regimens influence Tathīrāt by focusing on key pharmacokinetic and pharmacodynamic principles. Emphasis will be placed on correlating Unani concepts with modern evidence-based data.
3. **Problem-Based Learning, Presentations & Reflection (50 min)** — Groups will tackle more complex problems that highlight potential challenges or variations in drug action related to Quwwat Ṭabīʿiyya. They will propose solutions or adjustments in therapy, then present their reasoning and conclusions to the class. A guided discussion will follow, allowing for peer and teacher feedback. Reflection on the overall learning experience will consolidate insights into best practices.

Note: Students must document their analysis, examples, rationales, frameworks, justifications, and key insights in logbooks.

Practical Training 32.4 Evaluating *Tathīrāt* (effects): Pharmacokinetic and Pharmacodynamic Insights into Psychic Faculty / Mental Faculty Therapeutics

Total Learning Hours: 3 Hours

1. **Introduction & Demonstration (30 min)** — The teacher will introduce key concepts aligned with the session's learning objective, emphasizing analytical approaches in Unani Tibb. Demonstrations will focus on relevant techniques, case outlines, and problem scenarios that highlight the importance of critical analysis in clinical and therapeutic decision-making.
2. **Case-Based Learning (60 min)** — Students will work in small groups to analyze clinical cases that require applying Unani principles. They will identify key factors, dissect the underlying issues, and propose potential interventions or management strategies. Emphasis will be placed on critical thinking, evidence-based reasoning, and correlating classical knowledge with modern contexts.

3. **Problem-Based Learning (60 min)** — Building on the insights from the case-based session, groups will tackle more complex, open-ended problems that demand deeper analysis. They will explore multiple possible solutions, evaluate their feasibility, and justify their choices based on Unani doctrine, patient temperament, and contemporary healthcare considerations.
4. **Presentations & Reflection (30 min)** — Each group will present their findings, focusing on the rationale behind their analytical process and proposed solutions. A guided discussion will follow, allowing peers and faculty to offer feedback and alternative perspectives. This session will conclude with reflective exercises to consolidate learning and identify areas for further exploration.

Note for Students: Document your analysis, examples, rationales, frameworks, justifications, and key insights in your logbooks.

Practical Training 32.5 Evaluating *Tathīrāt* (effects): Pharmacokinetic and Pharmacodynamic Insights into Vital Faculty Therapeutics

Total Learning Hours: 3 Hours

1. **Introduction & Demonstration (30 min)** — The teacher will demonstrate the fundamental concepts of Tathīrāt (effects) in reference to pharmacokinetics (absorption, distribution, metabolism, excretion) and pharmacodynamics (mechanism of action, drug-receptor interaction) for Quwwat Ḥaywāniyya (Vital faculty) related drugs. Relevant case scenarios and practical examples in Unani Tibb will be highlighted.
2. **Case-Based Learning (60 min)** — Students will be divided into groups and provided with clinical case scenarios focusing on Quwwat Ḥaywāniyya in various disease contexts. They will identify and analyze the pharmacokinetic and pharmacodynamic processes influencing drug efficacy and safety, propose suitable Unani interventions, and discuss how Tathīrāt are manifested in these scenarios.
3. **Problem-Based Learning (60 min)** — Building on the case-based findings, students will collaboratively explore potential challenges in applying Quwwat Ḥaywāniyya-related drugs. They will investigate how variations in patient temperament, dosage forms, or drug interactions can alter Tathīrāt, drawing on both classical and contemporary sources to refine their approaches.
4. **Presentations, Discussion & Reflection (30 min)** — Groups will present their findings, emphasizing how pharmacokinetic and pharmacodynamic considerations influence the Tathīrāt of vital faculty-related drugs. A facilitated discussion will follow, allowing students to compare approaches, clarify misconceptions, and propose strategies for future research and clinical application.

Note for Students: Document your analysis, examples, rationales, frameworks, justifications, and key insights in your logbooks.

Experiential Learning Activity
Experiential-Learning Learning 32.1: Nuskha (Prescription) Design: Skills for Systemic and General Disease Management
Total Learning Hours: 4 Hours 1. **Library Session & Text Exploration (50 min)** — Students will explore classical Unani texts and modern references to identify various forms of *Nuskha* (prescriptions) relevant to both systemic and general diseases. They will note traditional formulations, indications, and any contemporary adaptations or evidence-based data. 2. **Brainstorming & Concept Mapping (30 min)** — Students will synthesize their findings, creating concept maps that highlight the core principles behind Unani prescription writing. They will identify key factors such as disease etiology, patient temperament (*Mizāj*), and drug interactions to structure a logical approach to *Nuskha* formulation. 3. **Case Based Learning & Problem-Based Learning (60 min)** — Students will be given clinical case scenarios encompassing various systemic and general diseases. Through discussion and problem-solving, they will propose appropriate Unani prescriptions, integrating both classical knowledge and current best practices. 4. **Role Play & Nuskha Writing Practice (60 min)** — Students will simulate patient-physician encounters, practicing the art of writing and explaining prescriptions. Each student will demonstrate how they tailor the prescription based on the patient's symptoms, temperament, and disease classification. Feedback from peers and faculty will help refine their approach. 5. **Presentations & Discussion (40 min)** — Students will present their finalized *Nuskha* for each case, discussing the rationale behind their choices. They will also reflect on challenges encountered and potential improvements. The session will close with a collective discussion on how to maintain the balance between classical Unani principles and modern clinical standards. **Note:** Students must document their analysis, examples, rationales, frameworks, justifications, and key insights in logbooks.
Experiential-Learning Learning 32.2: Systematic Review & Evaluation of *Mizāj-i-Adwiya* (Drug Temperament) Research
Total Learning Hours: 4 Hours

1. **Library Session & Text Exploration (60 min)** — Students will conduct independent research in the library, focusing on classical and contemporary references related to *Mizāj-i-Adwiya* (drug temperament). They will explore systematic reviews and identify different research methodologies to understand the significance of drug temperament studies.
2. **Brainstorming & Concept Mapping (30 min)** — Students will discuss their findings, mapping connections between classical Unani concepts of *Mizāj-i-Adwiya* and the systematic review process, thereby analyzing how these approaches complement clinical practice.
3. **Role Play & Problem-Based Learning (40 min)** — Students will engage in role play scenarios to apply their understanding of *Mizāj-i-Adwiya* in hypothetical clinical or research situations, using problem-based learning strategies to propose solutions and evaluate outcomes.
4. **Journal Club & Critical Reading (60 min)** — Students will participate in a journal club session, critically reading and appraising selected papers on *Mizāj-i-Adwiya*, focusing on study design, methodology, results, and implications for Unani medicine. They will reflect on how these findings validate or challenge classical perspectives.
5. **Presentations & Discussion (50 min)** — Students will present their analyses and key insights, highlighting how systematic reviews inform the contemporary understanding of *Mizāj-i-Adwiya* and contribute to evidence-based practice. A concluding discussion will address the potential future directions of research and the integration of classical and modern approaches.

Note: Students must document their analysis, examples, rationales, and reflections in logbooks. Include the frameworks, justifications, and key insights derived from each step of the activity.

Experiential-Learning Learning 32.3: *M'mūlat Maṭab*: Systematic Review and Analysis

Total Learning Hours: 5 Hours

1. **Introduction & Overview (30 min)** – The teacher will outline the concept of M'mūlat Maṭab in Unani classical texts, emphasizing how these procedures or interventions address diseases across various body systems. Students will be introduced to the scope and significance of M'mūlat Maṭab, setting the context for case-based learning, early clinical exposure, and problem-based activities.

2. **Library & Literature Exploration (60 min)** – Students will conduct an inquiry into classical Unani sources and contemporary literature to identify and categorize different types of M‘mūlat Mạtab. Emphasis will be placed on historical perspectives, terminologies, and their application in various disease conditions. They will compile references for deeper investigation and comparative analysis.
3. **Early Clinical Exposure & Observational Activity (60 min)** – Students will be guided to a clinical or simulated setting where they can observe or discuss cases relevant to M‘mūlat Mạtab. This will help them correlate theoretical knowledge with real-life or simulated scenarios, focusing on how these interventions are selected, modified, or contraindicated based on patient presentation.
4. **Group Problem-based Learning & Discussion (60 min)** – Students will analyze specific clinical problems or scenarios that highlight the use of different M‘mūlat Mạtab. They will apply problem-based learning strategies to identify key issues, propose intervention pathways, and consider the underlying Unani rationale. The teacher will facilitate critical thinking and collaborative inquiry.
5. **Presentations & Peer Feedback (60 min)** – Each student will present its findings, illustrating how M‘mūlat Mạtab is integrated into the management of diseases across different systems. Peers and the teacher will provide feedback, focusing on the clarity of the rationale, coherence of proposed interventions, and alignment with classical Unani principles.
6. **Reflection & Consolidation (30 min)** – Individually, students will summarize their learning experiences, documenting how the various kinds of M‘mūlat Mạtab contribute to comprehensive disease management in Unani medicine. The teacher will offer closing remarks, reinforcing the importance of evidence-based practice and the integration of classical wisdom with contemporary insights.

Note: Students should diligently document their analyses, including theoretical underpinnings, observational insights, and critical reflections in their logbooks. They must provide a structured framework of M‘mūlat Mạtab in Unani medicine, highlighting the relevance of each intervention to specific disease conditions, along with supportive classical references and contemporary perspectives.

Experiential-Learning Learning 32.4: Drug Effects: Systematic Review Consolidation

Total Learning Hours: 4 Hours

1. **Journal Club & Library Session (60 min)** — Students will conduct a focused search in the library (physical or online databases) to identify multiple research papers that explore the effects of various drugs. They will critically evaluate the methodology, sample size, outcomes, and limitations of each study, aligning with the principles of systematic review.
2. **Problem-Based Learning (60 min)** — Students will select a specific clinical problem or research question emerging from their collected studies. They will collaboratively analyze how each paper addresses this problem, synthesizing findings and assessing the quality of evidence according to established systematic review criteria.
3. **Symposium & Presentation (60 min)** — Each student will present their preliminary systematic review findings in a symposium format. They will highlight key data points, methodological strengths and weaknesses, and any notable discrepancies across the studies. Peer feedback will be encouraged to refine their analysis further.
4. **Critical Discussion (60 min)** — Students will engage in an open discussion, comparing and contrasting the synthesized results. They will evaluate the collective evidence to determine the overall efficacy or impact of the drugs studied, propose future research directions, and consolidate the main takeaways in relation to real-world clinical practice.

Note: Students should document their analysis, examples, and reflections in their logbooks, including the systematic review framework, justifications, and key insights.

Experiential-Learning Learning 32.5: Meta-Analysis of Pharmacological Research: Evidence Synthesis and Application

Total Learning Hours: 4 Hours

1. **Journal Club & Library Session (60 min)** — Students will independently identify, collect, and review multiple research papers from library databases or other credible sources. They will focus on studies examining the effects of selected drugs, noting key parameters such as study design, sample size, outcomes, and statistical significance.
2. **Data Extraction & Synthesis (60 min)** — After gathering the research articles, students will extract relevant quantitative and qualitative data. They will categorize the findings based on drug types, therapeutic indications, dosage, and outcomes, laying the groundwork for a comparative meta-analysis.

3. **Brainstorming & Concept Mapping (40 min)** — Students will discuss the collated data and create concept maps to visualize patterns, correlations, and inconsistencies across the studies. This step will help them identify common themes, research gaps, and potential biases in the literature.
4. **Presentations & Discussion (40 min)** — Each student will present a concise summary of his preliminary meta-analysis findings, highlighting the most significant results and methodological strengths or weaknesses. A guided discussion will follow, encouraging peers to critically evaluate the presented evidence and propose improvements.
5. **Reflection (40 min)** — Students will consolidate their insights, refine their meta-analysis approach, and summarize the overall implications of the drug effects as reported in the selected research papers. This final segment will include a brief Q&A and collective reflection on the session's learning outcomes.

Note: Students should document their analysis, examples, and reflections in their logbooks, including the meta-analysis framework, justifications, and key insights.

Experiential-Learning Learning 32.6: Evaluating Pharmacological *Tathirāt* (Effects) in Reproductive Organ Therapeutics

Total Learning Hours: 5 Hours

1. **Library & Text Exploration (45 min)** – Students will conduct focused research on classical and contemporary sources, examining the concept of Tathīrāt (pharmacokinetic and pharmacodynamic effects) related to A'ḍā'-i-Tanāsul (reproductive organs). They will explore how these effects are documented in Unani texts, correlating them with modern pharmacological principles.
2. **Brainstorming & Concept Mapping (45 min)** – Students will identify key pharmacokinetic and pharmacodynamic parameters of reproductive-system drugs. They will develop concept maps to illustrate drug absorption, distribution, metabolism, and excretion, along with their therapeutic and adverse effects on A'ḍā'-i-Tanāsul.
3. **Drug Analysis (60 min)** – Students will analyze selected Unani formulations and contemporary drugs used for reproductive health. They will critically appraise active constituents, proposed mechanisms of action, and safety profiles, relating each to the Tathīrāt discussed in classical Unani literature.

4. **Early Clinical Exposure (30 min)** – Under guided supervision, students will observe or review case vignettes (where direct patient interaction is not feasible) focusing on reproductive health conditions. They will note clinical presentations, diagnostic considerations, and treatment outcomes, linking these observations to the pharmacokinetic and pharmacodynamic concepts previously studied.
5. **Problem-Based Learning (45 min)** – Students will be given patient management scenarios involving reproductive organ disorders. They will apply their understanding of Tathīrāt to propose appropriate drug regimens, anticipate potential interactions, and suggest monitoring parameters, justifying each decision with evidence from Unani and modern pharmacological sources.
6. **Presentations & Discussion (75 min)** – Each group will present its findings, highlighting how knowledge of Tathīrāt informs safe and effective clinical practice. The discussion will focus on optimizing therapeutic outcomes, minimizing adverse effects, and integrating Unani principles with current pharmacological evidence.

Note: Students should document their analyses, examples, and reflections in their logbooks, including references to classical texts, frameworks, justifications, and key insights in their logbooks.

Modular Assessment

Assessment	**Hour**
Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks. Keep structure-making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per Table 6 C. **1. Part A: Prescription Drafting (30 Marks)** Write a *Nuskha* (Unani prescription) for a patient with fibromyalgia (*I'yā'ī*), justifying drug combinations using *Mizāj-i-Adwiya*. **Duration**: 2.5 hours. **Assessment Criteria (6 Marks Each):** a. Drug compatibility	4

b. Dosage accuracy c. Patient-specific customization d. Classical references e. Clarity **Part B: Peer Assessment of Prescriptions (20 Marks)** Critically evaluate a peer's prescription for safety, efficacy, and adherence to *Uṣūl-i-Tarkīb-i-Adwiya*. **Duration**: 1.5 hours. **Assessment Criteria (4 Marks Each):** a. Analytical depth b. Constructive feedback c. Use of guidelines d. Professionalism OR Practicals in converted form can be taken for assessment (25 Marks) & Any of the experiential assessments (portfolio/reflection/presentation/group discussion) can be taken as an assessment (25 Marks)	
Module 33 : اصول علاج Uṣūl-i-ʻIlāj (Principles of Treatment)	
Module Learning Objectives (At the end of the module, the students should be able to) 1. Analyze the foundational principles of Uṣūl-i-ʻIlāj from classical Unani texts and compare their alignment with contemporary medical frameworks. 2. Design holistic treatment protocols for acute, chronic and idiopathic diseases by integrating classical Unani modalities with contemporary biomedical practices.	

3. Evaluate classical Unani interventions for pain, organ dysfunction and undocumented diseases and synthesize interdisciplinary strategies for emerging clinical conditions using evidence-based research.

Unit 1 نظریہ وفلسفہ Concept and philosophy

33.1.1: تعارف؛نظریہ وفلسفہ Introduction; *Naẓarīya Wa Falsafa*)

33.1.2: نظریہ علاج بالضد Concept of *ʻIlāj bil Ḍidd* (Heterotherapy)

33.1.3: نظریہ علاج بالمثل Concept of *ʻIlāj bil Mithl* (Homotherapy)

33.1.4: ذرائع علاج *Dharā''e ʻIlāj* (Modes of treatment)

References: 12,14,24,25,48,49,51,79,81,106,131

3A	3B	3C	3D	3E	3F	3G
CO1,CO6	Analyze the foundational principles of *Uṣūl-i-ʻIlāj* from classical Unani texts and evaluate their alignment with contemporary medical paradigms.	2	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO1,CO7	Demonstrate the application of *ʻIlāj bil Ḍidd* and *ʻIlāj bil Mithl* by diagnosing case studies using classical Unani protocols.	2	Practical33.1	PSY-GUD	Shows-how	D-BED,CBL
CO4	Devise and design a structured treatment plan by integrating classical Unani modalities and justifying choices with evidence from classical texts and contemporary studies.	2	Practical33.2	CE	Shows-how	CD,PL

Unit 2 مختلف الامراض کا عمومی اصول علاج General Principles of Treatment for Various Diseases

33.2.1: امراض مفردہ *Amrāḍ Mufrada* (single diseases)

33.2.2: امراض مرکبہ *Amrāḍ Murakkaba* (complex diseases)

33.2.3: امراض حادہ *Amrāḍ Ḥādda* (Acute diseases)

33.2.4: امراض مزمنہ *Amrāḍ Muzmina* (Chronic diseases)

33.2.5: پیچیدہ امراض *Amrāḍ Iḍtirābāt al Ḥādda* (Complicated disease)

33.2.6: امراض مجہول السبب *Amrāḍ Majhūl al Sabab* (Idiopathic disease)

33.2.7: قروح خبیثہ *Qurūḥ Khabīitha* (Non-healing ulcer)

33.2.8: امراض سدی *Amrāḍ Suddī* (Diseases caused by Obstruction)

References: 12,14,30,48,49,51,55,70,79,81,106,107,117,131

3A	3B	3C	3D	3E	3F	3G
CO1,CO4	Describe and discuss classical Unani principles of treatment for *Amrāḍ Mufrada* (single diseases) and *Amrāḍ Murakkaba* (complex diseases).	2	Lecture	CC	Knows-how	L&PPT ,L&GD
CO2,CO6	Compare and analyse Unani principles for managing *Amrāḍ Ḥādda* (acute diseases) and *Amrāḍ Muzmina* (chronic diseases) with contemporary biomedical approaches.	2	Lecture	CAN	Knows-how	BL,TUT
CO4,CO6	Apply Unani principles to design holistic treatment protocols for *Qurūḥ Khabīitha* (non-healing ulcers), integrating classical guidelines with modern wound management practices in case scenarios.	2	Practical33.3	CAN	Shows-how	CBL,PBL
CO2,CO6	Appraise and analyze classical prescriptions for *Amrāḍ Suddī* (diseases of obstruction) and correlate in the lense of contemporary diagnostic criteria.	3	Practical33.4	AFT-SET	Knows-how	CBL,PBL
CO2,CO4	Interpret diagnostic parameters for *Amrāḍ Iḍtirābāt al Ḥādda* (complicated diseases) through Unani principles and propose treatment plans.	3	Practical33.5	CS	Shows-how	CBL,PBL
CO2,CO4	Interpret a systematic review of recent research on Unani interventions for *Amrāḍ Majhūl al Sabab* (idiopathic diseases).	3	Experiential-Learning33.1	CE	Does	SY,PL,PBL

CO4,CO6	Develop a holistic treatment protocol integrating Unani principles for *Amrāḍ Muzmina* (chronic diseases) using research and review data.	3	Experiential-Learning33.2	CS	Shows-how	PrBL,PBL,SY
CO4,CO6	Evaluate Unani classical formulations for *Amrāḍ Suddī* (obstructive diseases) and propose modifications based on contemporary evidence.	3	Experiential-Learning33.3	CE	Shows-how	PrBL,SY,JC
CO2,CO4,CO6	Compare and evaluate classical Unani preventive strategies in respect of *Amrāḍ Ḥādda* (acute) and *Muzmina* (chronic) and correlate with modern public health frameworks.	3	Experiential-Learning33.4	CE	Does	PrBL,JC,IBL

Unit 3 دیگر امراض کا علاج Treatment approach for Other Clinical Conditions

33.3.1: وجع *Waja'* (Pain)

33.3.2: ضعف الاعضاء *Ḍu'fal-A'ḍā'* (Weak/debilitating organs)

33.3.3: اعیائی *I'yāī* (Fatigue body/fibromyalgia)

33.3.4: امراض غیر مدونہ *Amrāḍ Ghayr Mudawwana* (Undocumented Diseases)

References: 12,14,48,49,51,55,79,81,86,106,107,117

3A	3B	3C	3D	3E	3F	3G
CO4	Interpret classical Unani principles for managing *Waja'* (Pain) and correlate them with contemporary pain management research.	2	Lecture	CE	Knows-how	L&PPT ,DIS
CO2,CO6	Analyze the Unani concept of *Ḍu'fal-A'ḍā'* (Weak Organs) and evaluate its alignment with modern pathophysiology of organ dysfunction.	2	Lecture	CE	Knows-how	BL,CBL
CO4	Formulate a Unani treatment regimen for *I'yāī* (Fatigue) using classical herbal formulations and demonstrate preparation methods.	4	Practical33.6	PSY-GUD	Shows-how	DL,PL

CO4,CO7	Illustrate and classify *Amrāḍ Ghayr Mudawwana* (Undocumented Diseases) using Unani diagnostic criteria and propose therapeutic interventions.	4	Practical33.7	CE	Shows-how	IBL,CBL,PBL
CO2,CO4	Interpret classical Unani texts to extract treatment protocols for *Waja'* and synthesize a comparative analysis with recent clinical trials.	3	Experiential-Learning33.5	CS	Shows-how	IBL,PrBL
CO4,CO6	Appraise existing research on Ḍu'fal-A'ḍā' (organ weakness) through a systematic review to integrate classical Unani principles with contemporary diagnostic tools, synthesizing an evidence-based holistic management plan.	3	Experiential-Learning33.6	AFT-SET	Does	IBL,SDL,JC
CO6,CO7	Appraise existing research data on *I'yāī* (Fibromyalgia) and develop evidence-based recommendations using Unani pharmacopeia a systematic review.	2	Experiential-Learning33.7	AFT-SET	Knows-how	PrBL,PBL
CO6,CO7	Apply and design a protocol for documenting *Amrāḍ Ghayr Mudawwana* using Unani diagnostic frameworks and propose strategies for integrating them into contemporary medical databases.	3	Experiential-Learning33.8	CE	Shows-how	Mnt,PrBL
CO3,CO7	Integrate and validate the role of interdisciplinary approaches in managing *Amrad Ghayr Mudawwana* for better understanding of new emerging diseases.	3	Experiential-Learning33.9	CE	Shows-how	PBL,PrBL

Practical Training Activity

Practical Training 33.1 Case Study Diagnosis: Applying *'Ilāj bil Ḍidd* & *'Ilāj bil Mithl* Principles

Total Learning Hours: 2 Hours

1. **Introduction (30 min)** – The teacher will introduce the foundational concepts of 'Ilāj bil Ḍidd and 'Ilāj bil Mithl within the context of classical Unani protocols. Emphasis will be placed on the Psychomotor/Guided Response domain, clarifying how these treatment approaches are applied in diagnosing and managing clinical cases.

2. **Case-based Learning & Bedside Demonstration (60 min)** – Students will work through pre-selected case studies in small groups, focusing on the clinical reasoning process to determine whether ʿIlāj bil Ḍidd or ʿIlāj bil Mithl is most appropriate. The teacher will guide a bedside demonstration (or simulated patient encounter) illustrating the practical steps involved in diagnosis and intervention according to Unani principles.
3. **Reflection & Case based Assessment (30 min)** – Each group will present its diagnostic findings and proposed interventions, justifying the choice of ʿIlāj bil Ḍidd or ʿIlāj bil Mithl. The teacher will provide feedback, and peers will discuss alternative approaches or additional insights. This session will conclude with a brief case-based assessment to evaluate students' ability to apply classical Unani protocols accurately and effectively.

Note: Students should document their diagnostic reasoning, the application of ʿIlāj bil Ḍidd and ʿIlāj bil Mithl, and reflections on their practical experiences in their records, emphasizing how classical Unani protocols inform real-world clinical practice.

Practical Training 33.2 Integrative Unani Treatment Design: Synthesizing Classical Modalities with Contemporary Evidence

Total Learning Hours: 2 Hours

1. **Introduction (30 min)** – The teacher will outline the importance of devising and designing a structured treatment plan that integrates classical Unani modalities, emphasizing the need to justify choices with evidence from classical texts and contemporary studies.
2. **Case Diagnosis & Peer Learning (60 min)** – Students will form small groups to work through case scenarios. They will identify key clinical features, analyze possible Unani treatment modalities (including diet, regimenal therapies, and pharmacotherapy), and evaluate relevant contemporary evidence to support their proposed plans. The teacher will facilitate discussions, prompting students to critically assess how classical Unani principles align with or differ from modern approaches, ensuring they synthesize and evaluate information effectively.
3. **Practical Enact (30 min)** – Students will participate in a structured clinical evaluation setup, where they will present and enact their proposed treatment plans. The teacher will assess their ability to justify their clinical decisions, referencing both classical Unani texts and contemporary studies. Peer feedback will further refine students' critical evaluation and communication skills, emphasizing real-world applicability of their treatment plans.

Note: Students should document their case analyses, justification of treatment choices, and reflections in their practical records, focusing on how they synthesized classical Unani modalities with evidence from modern research to develop a comprehensive treatment plan.

Practical Training 33.3 Integrative Unani Protocols for Qurūḥ Khabītha: Bridging Classical Principles and Modern Wound Care

Total Learning Hours: 2 Hours

1. **Introduction (30 min)** – The teacher will introduce the key Unani principles for managing Qurūḥ Khabītha (non-healing ulcers), emphasizing the importance of integrating classical guidelines with modern wound management practices.
2. **Case-based and Problem-based Group Work (60 min)** – Students will form small groups and analyze clinical case scenarios focusing on non-healing ulcers. They will apply Unani principles—such as temperament assessment, humoral balance, and classical formulations—to devise holistic treatment protocols, incorporating modern wound care strategies. The teacher will facilitate discussions, prompting students to critically analyze the relevance and efficacy of each proposed intervention.
3. **Presentations, Reflection (30 min)** – Each group will present its proposed treatment protocol. The teacher will then guide a brief practice session for the Objective Structured Practical Examination (OSPE), where students will demonstrate their understanding of Unani-based approaches and modern wound management techniques. Students will reflect on the integration of classical knowledge with contemporary practices, documenting key insights for further review.

Note: Students should document their case analyses, treatment protocols, and reflections in their practical records, emphasizing how they synthesized Unani principles with modern wound management practices for Qurūḥ Khabītha.

Practical Training 33.4 Classical *Amrāḍ Suddī* Prescriptions: Analytical Appraisal and Contemporary Diagnostic Correlations

Total Learning Hours: 3 Hours

1. **Introduction (30 min)** – The teacher will demonstrate the key terminologies, historical background, and classical prescriptions for Amrāḍ Suddī (diseases of obstruction), highlighting the importance of correlating these prescriptions with contemporary diagnostic criteria.
2. **Case-based and Problem-based Group Work (90 min)** – Students will form small groups to examine relevant classical Unani texts, identify key prescriptions for diseases of obstruction, and apply them to provided case scenarios that include modern diagnostic findings. The teacher will facilitate discussions, ensuring students synthesize traditional principles with contemporary evidence and develop a structured approach to case analysis.
3. **Presentations, Discussion & Reflection (60 min)** – Each group will present its findings, emphasizing how classical prescriptions align or differ from contemporary diagnostic standards. A teacher-led discussion will encourage critical appraisal and highlight best practices for bridging classical knowledge

with modern approaches. Students will reflect on the relevance of Unani prescriptions in current clinical settings and record their insights in a structured format for the Practical Case taking assessment.

Note: Students should document their appraisal, analysis, and reflections in their Practical Case taking records, focusing on how they synthesized classical prescriptions with modern diagnostic criteria to address Amrāḍ Suddī.

Practical Training 33.5 Unani Management of *Amrāḍ Iḍṭirābāt al-Ḥādda*: Diagnostics & Treatment Strategies

Total Learning Hours: 3 Hours

1. **Introduction (30 min)** – The teacher will demonstrate the key diagnostic parameters for Amrāḍ Iḍtirābāt al Ḥādda (complicated diseases) according to Unani principles, emphasizing the importance of synthesizing classical concepts with contemporary clinical insights.
2. **Case-based Group Work (60 min)** – Students will be divided into small groups and provided with clinical scenarios representing various complicated disease manifestations. They will apply Unani diagnostic parameters—such as temperament (Mizāj), humoral imbalances, and symptom analysis—to propose preliminary treatment plans. The teacher will circulate to guide discussions, ensuring the groups synthesize evidence-based approaches with traditional Unani principles.
3. **Presentations, Problem-based Discussion & Reflection (90 min)** – Each group will present its diagnostic framework and proposed treatment plan. The teacher will facilitate a problem-based discussion to challenge students' assumptions and ensure critical synthesis of diagnostic findings. Students will reflect on how their proposed plans align with classical Unani approaches, focusing on practical application and the potential impact on patient outcomes.

Note: Students should document their diagnostic reasoning, proposed treatments, and reflections on the Unani approach for Amrāḍ Iḍtirābāt al Ḥādda in their practical notebooks or portfolios, emphasizing the synthesis of classical knowledge and contemporary clinical perspectives.

Practical Training 33.6 Unani Herbal Formulation Lab: Classical Approaches to *I'yā* (Fatigue) Management

Total Learning Hours: 4 Hours

1. **Demonstration & Introduction (30 min)** — The teacher will introduce the concept of I'yāʾī (Fatigue) within the Unani framework, emphasizing classical herbal formulations commonly employed. They will demonstrate essential techniques for measuring and handling raw materials, ensuring students understand safety and accuracy in the preparation process.
2. **Formulation Development & Peer Collaboration (60 min)** — Working in small groups, students will review classical Unani references to select appropriate herbal components for an I'yāʾī treatment regimen. They will discuss the rationale for each ingredient, focusing on Unani principles, and collaboratively finalize a formula that addresses different aspects of fatigue.
3. **Preparation Lab & Practice (90 min)** — Students will move to the laboratory to prepare their chosen formulations under guided supervision. They will practice measurement, mixing, and processing methods, ensuring correct consistency and potency. Peer learning will be encouraged as students compare techniques and troubleshoot common challenges.
4. **Presentations, Feedback & Reflection (60 min)** — Each group will present their finalized formulation, discussing key steps in preparation and the intended therapeutic effects. The teacher will provide feedback on the accuracy of procedures, alignment with Unani principles, and overall presentation. Students will reflect on the importance of precise formulation methods and how peer collaboration enhanced their learning experience.

Note: Students should document their step-by-step preparation methods, ingredients used, and reflections on the therapeutic rationale in their logbooks. They must highlight how classical Unani formulations were adapted or refined to address I'yāʾī, noting any challenges faced and strategies for improving future lab-based practice.

Practical Training 33.7 Unani Diagnostic Application: Classifying *Amrāḍ Ghayr Mudawwana* (Undocumented Diseases) and Therapeutic Interventions

Total Learning Hours: 4 Hours

1. **Introduction & Demonstration (30 min)** — The teacher will introduce the concept of Amrāḍ Ghayr Mudawwana (Undocumented Diseases), highlighting their historical context and relevance within Unani medicine. They will demonstrate fundamental diagnostic criteria from classical texts, setting the stage for subsequent inquiry-based, case-based, and problem-based activities.

2. **Inquiry-based Group Work & Classification (60 min)** — Students will work in small groups to explore classical Unani literature and related contemporary resources. They will identify examples of undocumented diseases, classify them according to Unani diagnostic principles, and note preliminary therapeutic approaches for each classification.
3. **Case-based & Problem-based Learning (90 min)** — The teacher will present real or hypothetical cases exemplifying various forms of Amrāḍ Ghayr Mudawwana. Students will apply Unani diagnostic criteria to determine disease categories, propose therapeutic interventions, and discuss potential challenges in managing such conditions. Through problem-based learning, they will collaboratively develop solutions to complex clinical scenarios that require integrating classical knowledge with modern practice considerations.
4. **Presentations, Discussion & Reflection (60 min)** — Each group will present their classifications, proposed interventions, and problem-solving strategies. The teacher will facilitate a reflective discussion, providing feedback on the rationale behind chosen therapies, alignment with Unani principles, and practical implications in contemporary settings.

Note: Students should document their findings, analyses, and reflections on how they classified Amrāḍ Ghayr Mudawwana and proposed therapeutic interventions in their logbooks. They must highlight how they integrated classical Unani diagnostic criteria with modern considerations, noting any challenges encountered and strategies for addressing them in future clinical practice.

Experiential Learning Activity

Experiential-Learning Learning 33.1: Interpreting Systematic Reviews: Unani Interventions for *Amrāḍ Majhūl al Sabab* (Idiopathic Diseases)

Total Learning Hours: 3 Hours

1. **Introduction (30 min)** – The teacher will provide an overview of Amrāḍ Majhūl al Sabab (idiopathic diseases) and explain the importance of interpreting a systematic review of recent research on Unani interventions.
2. **Peer Learning and Problem-based Group Work (60 min)** – Students will analyze selected systematic reviews or research articles on Unani interventions for idiopathic diseases. They will identify key findings, methodologies, and research gaps. The teacher will circulate to guide discussions and ensure students critically evaluate the evidence.

3. **Symposium and Class-wide Discussion (60 min)** – Each student will present its analysis in a symposium format, summarizing the main points from the reviewed literature. Peers and the teacher will engage in a discussion that challenges assumptions and explores the validity, relevance, and implications of the findings for clinical practice in Unani medicine.
4. **Reflection and Portfolio Documentation (30 min)** – Students will individually reflect on the learning experience and document their critical insights, research observations, and any new questions in their portfolios.

Note: Students should document their research, analysis, and reflections on the systematic review of recent research on Unani interventions for Amrāḍ Majhūl al Sabab (idiopathic diseases) in their portfolios. Emphasis should be placed on critical appraisal, identification of research gaps, and potential applications in clinical practice.

Experiential-Learning Learning 33.2: Holistic Treatment Protocols for *Amrāḍ Muzmina*: Evidence-Based Protocol Development

Total Learning Hours: 3 Hours

1. **Literature Review & Data Synthesis (45 min)** – Students will independently explore classical Unani texts and contemporary research articles to identify core principles relevant to chronic disease management. They will compile data on traditional formulations, lifestyle interventions, and modern evidence (e.g., longitudinal studies on diabetes or hypertension).
2. **Brainstorming & Protocol Drafting (45 min)** – In groups, students will synthesize findings to draft a holistic treatment protocol. This includes integrating Unani therapies with modern approaches. Groups will define objectives, therapeutic stages, and evaluation metrics aligned with Unani epistemology.
3. **Case Study Application (40 min)** – Groups will apply their protocol to a scenario (e.g., a patient with chronic rheumatoid arthritis or COPD). They will justify their choices, such as combining Roghan-e-Surkh (Unani oil massage) with physiotherapy, ensuring alignment with Mizāj and modern clinical guidelines.
4. **Protocol Presentation & Symposium (30 min)** – Groups will present their protocols in a symposium format, emphasizing interdisciplinary integration. Peers and instructors will challenge assumptions through scenario-based questions. Debates will focus on feasibility, evidence strength, and ethical considerations.

5. **Refinement & Reflection (20 min)** – Students will refine their protocols based on feedback, finalizing a structured report. The session concludes with individual reflections on challenges in synthesizing classical and modern paradigms, cultural relevance, and personal growth in holistic clinical reasoning.

Note: Students must document their literature review findings, protocol drafts, case study applications, symposium debates, final protocols, and reflections in their logbooks. Ensure all protocol components are justified with classical references and contemporary research data.

Experiential-Learning Learning 33.3: Evaluating Classical Unani Formulations for *Amrāḍ Suddī* (Obstructive Diseases): Evidence-Based Modifications

Total Learning Hours: 3 Hours

1. **Literature Review & Journal Club (45 min)** – Students will critically analyze classical Unani texts and modern research articles on Amrāḍ Suddī, focusing on formulations. They will document the therapeutic rationale, ingredients, and historical applications, while identifying gaps or areas needing modernization.
2. **Comparative Analysis & Brainstorming (45 min)** – In groups, students will compare classical formulations with contemporary pharmacological evidence . They will brainstorm potential modifications, such as substituting obsolete ingredients with evidence-based alternatives or optimizing dosage forms.
3. **Case Study Application & Project Design (40 min)** – Groups will apply their evaluations to hypothetical cases. They will design a modified formulation, integrating classical principles and modern evidence.
4. **Symposium & Debate (30 min)** – Groups will present their modified formulations in a symposium-style debate. Each group will defend their modifications while critiquing others' proposals. Peers and instructors will challenge assumptions, fostering critical evaluation of traditional vs. contemporary approaches.
5. **Reflection (20 min)** – Students will refine their formulations based on feedback and draft a final project report. The session concludes with individual reflections on ethical considerations (e.g., preserving Unani heritage vs. embracing innovation) and the feasibility of integrating classical knowledge into modern healthcare.

Note: Students must document their literature review findings, comparative analyses, case study applications, debate arguments, final project proposals, and reflections in their logbooks. Ensure all modifications to classical formulations are justified with textual references and contemporary scientific evidence.

Experiential-Learning Learning 33.4: Acute vs. Chronic Disease Prevention: Aligning Classical Strategies with Contemporary Public Health Frameworks

Total Learning Hours: 3 Hours

1. **Text Exploration & Research (45 min)** – Students will independently explore classical Unani texts and modern public health resources to identify preventive strategies for Amrāḍ Ḥādda (acute diseases) and Muzmina (chronic diseases). They will document key principles, such as Ilāj bi'l-Ghiza (dietotherapy) and Hifzān-i-Sehat (health preservation) in Unani, and compare them with modern frameworks like vaccination programs or lifestyle interventions.
2. **Comparative Analysis & Brainstorming (45 min)** – In groups, students will create comparative charts or Venn diagrams to contrast classical Unani and modern public health strategies. They will evaluate the strengths, limitations, and contextual applicability of each approach, referencing case examples.
3. **Case Study Application (40 min)** – Groups will analyze hypothetical case studies (e.g., a cholera outbreak [Amrāḍ Ḥādda] and a diabetes epidemic [Muzmina]). They will propose preventive measures using both Unani principles (e.g., Asbāb-i-Sitta Zarūriyya [six essentials]) and contemporary frameworks (e.g., community health education), justifying their choices through evidence.
4. **Integrated Framework Development (30 min)** – Students will design a project proposal for a public health initiative that synthesizes Unani and modern preventive strategies. For example, combining Riyāzat (physical exercise) with digital health monitoring tools. Groups will outline objectives, methodologies, and evaluation metrics.
5. **Presentation & Reflection (20 min)** – Groups will present their integrated frameworks, highlighting synergies and addressing potential challenges. The session concludes with individual reflections on the relevance of classical strategies in modern contexts, ethical considerations, and personal insights.

Note: Students must document their research findings, comparative analyses, case study applications, project frameworks, and reflections in their logbooks. Ensure all comparisons between Unani and modern frameworks are clearly justified with textual and practical examples.

Experiential-Learning Learning 33.5: Comparative Analysis of *Waja'* Therapies

Total Learning Hours: 3 Hours

1. **Library Session & Text Exploration (40 min)** — Students will investigate classical Unani texts to identify core principles and treatment protocols for Waja' (pain). They will note terminologies, underlying theories, and traditional formulations, preparing a preliminary overview for comparative analysis.

2. **Project-based Group Work (40 min)** — Students will gather recent clinical trial data on pain management. They will evaluate study designs, outcomes, and relevance to classical Unani concepts, building a framework to compare traditional protocols with contemporary evidence.
3. **Comparative Analysis & Brainstorming (30 min)** — Students will synthesize their findings, highlighting similarities, differences, and potential integrative approaches. Through brainstorming, they will identify how classical protocols can be enhanced or validated by modern clinical insights.
4. **Presentations & Discussion (40 min)** — Each student will present their comparative analysis, discussing the feasibility of integrating classical Unani treatments with recent clinical findings. Peers and faculty will offer constructive feedback to refine proposed approaches and clarify areas needing further research.

In Unani Tibb (30 min) — The session will conclude with an exploration of how this integrative approach to Waja‘ aligns with holistic Unani principles. Students will reflect on the significance of merging classical wisdom with evidence-based practice and consider the implications for clinical application and future research.

Note: Students should document their analysis, comparative frameworks, and reflections in their logbooks. They must include how they integrated classical Unani protocols with modern clinical data to propose a cohesive treatment strategy for Waja‘, noting any challenges encountered and strategies to address them in future inquiries.

Experiential-Learning Learning 33.6: Integrating Unani & Contemporary Diagnostics for *Ḍu‘fal-A‘ḍā’* Management

Total Learning Hours: 3 Hours

1. **Library Session & Text Exploration (45 min)** — Students will conduct a focused library search of classical Unani texts and contemporary peer-reviewed articles related to Ḍu‘fal-A‘ḍā’ (organ weakness). They will identify key concepts, historical context, and emerging diagnostic methodologies, preparing for a structured systematic review approach.
2. **Journal Club & Systematic Review Discussion (45 min)** — Students will critically appraise selected articles, highlighting research designs, outcomes, and relevance to classical Unani principles. They will compare different methodological approaches and assess how contemporary evidence can inform holistic management strategies.

3. **Brainstorming & Concept Mapping (30 min)** — Students will collaboratively develop concept maps to illustrate the integration of classical Unani principles with modern diagnostic frameworks. They will emphasize the synergy between evidence-based findings and the fundamental theories of Ḍu'fal-A'ḍā', identifying gaps in research and potential areas for future exploration.
4. **Presentations & Feedback (40 min)** — Each student will present their concept maps and propose an evidence-based management plan. The session will include peer feedback, with a focus on strengthening the alignment between classical Unani approaches and current diagnostic tools, as well as refining the proposed interventions.
5. **In Unani Tibb (20 min)** — The session will conclude with a guided reflection on how the integration of systematic reviews and contemporary diagnostic techniques can elevate clinical practice in Unani medicine. Students will explore how evidence-based recommendations can reinforce traditional treatment modalities, ultimately supporting holistic patient care.

Note: Students should document their framework, justifications, and key insights in their logbooks, including how they integrated classical Unani principles with contemporary diagnostic tools to develop a holistic management plan. They must also reflect on any challenges encountered during the systematic review process and propose strategies to address them in future research endeavors.

Experiential-Learning Learning 33.7: Systematic Review of Unani Pharmacopeia for I'yā'ī (Fibromyalgia): Evidence-Based Appraisal and Recommendations

Total Learning Hours: 2 Hours

1. **Library Session & Text Exploration (30 min)** — Students will conduct focused research on *I'yā'ī (Fibromyalgia)* by reviewing classical Unani texts and contemporary literature. They will gather data on pathophysiology, clinical manifestations, and management approaches, paying particular attention to studies that align with Unani principles and identify potential correlations with fibromyalgia.
2. **Problem-Based Group Discussion (30 min)** — Drawing upon their initial findings, students will engage in a problem-based learning approach to identify gaps, controversies, and challenges in diagnosing and managing fibromyalgia. They will explore how Unani concepts and modern evidence-based data intersect, aiming to clarify critical questions and refine the scope of their systematic review.
3. **Project-Based Synthesis & Recommendations (30 min)** — Students will collaborate in small teams to synthesize their insights into a structured plan for a systematic review. Using Unani pharmacopeia as a cornerstone, they will propose evidence-based recommendations for managing fibromyalgia. Each

team will detail relevant Unani formulations, potential dosage regimens, and supportive therapies, ensuring alignment with both classical sources and modern clinical standards.

4. **Presentations & Debate (30 min)** — Teams will present their proposed recommendations, followed by a structured debate session. Students will critically evaluate the validity and feasibility of each group's approach, encouraging deeper analysis of the existing evidence and how it can be effectively integrated within Unani practice. This interactive discourse fosters critical thinking and collaborative refinement of proposed strategies.

Note: Students should document their analyses, references, frameworks, justifications, and key insights in their logbooks.

Experiential-Learning Learning 33.8: Unani Diagnostic Protocol Development for Amrāḍ Ghayr Mudawwana Documentation and Contemporary Medical Database Integration

Total Learning Hours: 3 Hours

1. **Mentoring Session & Conceptual Orientation (45 min)** — The mentor will introduce key concepts related to the topic, guiding students in understanding the objectives and expected outcomes. Through questioning and clarification, students will refine their understanding of core principles, exploring how mentoring can facilitate deeper insight into both theoretical and practical aspects.
2. **Project-Based Exploration & Resource Gathering (45 min)** — Students will work to design a mini-project that addresses a relevant problem or scenario. They will identify resources (texts, research articles, case studies) and plan data collection or information-gathering strategies. This stage emphasizes collaborative planning and the application of learned concepts to real-world contexts.
3. **Scenario-Based Group Work (45 min)** — Students will apply their research findings to specific scenarios, simulating decision-making processes and proposing viable solutions. Each student will discuss potential challenges, weigh evidence-based approaches, and integrate interdisciplinary perspectives to refine their project proposals.
4. **Presentations & Reflective Discussion (45 min)** — Teams will present their project outcomes, highlighting how mentoring shaped their approach and how project-based learning facilitated practical problem-solving. A reflective discussion will follow, during which students and mentors provide feedback, address any gaps, and discuss the broader applicability of their findings.

Note: Students should document their analyses, references, and justifications in their logbooks, ensuring they include relevant frameworks and insights gained throughout the session.

Experiential-Learning Learning 33.9: *Amrad Ghayr Mudawwana*: Interdisciplinary Strategies for Emerging Disease Management

Total Learning Hours: 3 Hours

1. **Problem Identification & Brainstorming (45 min)** — Students will engage in Problem-Based Learning to explore the complexities of *Amrad Ghayr Mudawwana*. They will collectively identify potential challenges in classifying new and emerging diseases within Unani Tibb. By examining multiple perspectives (classical Unani principles, modern diagnostics, biomedical research), they will evaluate how interdisciplinary approaches can converge for better disease management.
2. **Library & Text Exploration (45 min)** — Students will conduct a focused review of classical Unani texts, modern research articles, and interdisciplinary resources. They will identify references to *Amrad Ghayr Mudawwana* and compare evidence-based practices with traditional principles to validate integrated strategies for addressing these conditions.
3. **Project-Based Group Work (45 min)** — Students will develop a mini-project that outlines an interdisciplinary framework for managing a selected emerging disease under the umbrella of *Amrad Ghayr Mudawwana*. Each student will incorporate Unani concepts, contemporary research findings, and relevant inputs from other fields (e.g., epidemiology, immunology) to propose comprehensive interventions. They will document their rationale, proposed modalities, and expected outcomes in a structured project report.
4. **Presentations & Reflective Discussion (45 min)** — Student will present their findings, demonstrating how integrating diverse disciplines enhances the understanding and management of *Amrad Ghayr Mudawwana*. A reflective discussion will follow, where students and instructors will offer feedback, highlight strengths, and address any gaps or challenges identified during the project work.

Note: Students should document all relevant findings, references, frameworks, justifications, and key insights in their logbooks.

Modular Assessment

Assessment	**Hour**

Instructions- Conduct a structured Modular Assessment. Assessment will be 50 marks. Keep structure-making pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the modular grade point as per Table 6 C. **1. Part A: Essay on Heterotherapy (25 Marks)** Write a structured essay comparing *ʿIlāj bil Ḍidd* and *ʿIlāj bil Mithl*, using case examples from classical texts. **Duration**: 2 hours. **Assessment Criteria (5 Marks Each):** a. Theoretical depth b. Case integration c. Critical evaluation d. Language coherence e. Referencing	4
Part B: Scenario-Based OSCE (25 Marks) Manage a simulated case of *Amrāḍ Murakkaba* (complex disease) using Unani principles. Stations include diagnosis, regimen design, and patient education. **Duration**: 2 hours. **Assessment Criteria (5 Marks Each):** a. Diagnostic accuracy b. Therapeutic rationale c. Communication skills d. Time management e. Holistic approach OR	

Practicals in converted form can be taken for assessment (25 Marks) & Any of the experiential assessments (portfolio/reflection/presentation/group discussion) can be taken as an assessment (25 Marks)	

Table 4 : Practical Training Activity

(*Refer table 3 of similar activity number)

Practical No*	Practical name	Hours
1.1	Analyzing the basis of existence of Ṭabī‘at in Jism-i-taba’i.	5
1.2	Compilation of literary resources on concept of Ṭabī‘at and its optimization	5
1.3	Demonstration of existence of Ṭabī‘at through Feedback Mechanisms	5
1.4	Analyzing the Regulatory Role of Ṭabī‘at	5
2.1	Evaluating Regimen based modulation of Ḥarārat Gharīziyya	4
2.2	Impacts of Basal Metabolic Rate (BMR) on Ḥarārat Gharīziyya.	3
2.3	Pathophysiology of Ḥarārat Gharība, Ruṭūbat Gharība and Ufūnat	3
3.1	Dynamic interactions between Arkān, Mizāj’,Akhlāṭ and Kayfiyāt Arba‘a	5
3.2	Physical qualities of matter in relation to Arkān Arba‘a	5
3.3	Physical basis of Ṣūrat Naw‘iyya in Mawālīd Thalātha	5
3.4	Understanding the Basis for Classifying Dietary Substances by Primary Elements (Arkan)	5
3.5	Ajzā’ Mā’iyyah Nāriyyah Hawā’iyyah and Arḍiyah	5
3.6	Health Impact of Ajzā’ Mā’iyyah, Ajzā’ Nā’rīyah , Ajzā’ Hawā’iyyah and Ajzā’Arḍiyah	5
4.1	Explaining the process of Imtizāj through case examples	3
4.2	Impact of climatic zones on Mizāj variation among populations	3
4.3	Role of Mamālik, Bilād, and surrounding climate in shaping Mizāj	3
4.4	Structural and functional basis for classification of Mizāj-i-A‘ḍā'	5
4.5	Impact of altered Mizāj on the Structure and Function of A‘ḍā	6
5.1	Determinants of Mizāj Ūlā (Khilqī) and Mizāj Thānwī (Iktisābī)	2

5.2	Analyzing Physiological Morphological and Psychological Features of Mizāj in different genders	3
5.3	Designing Gender-Based Lifestyle and Treatment Guidelines According to Mizāj Variation	3
5.4	Determining Mizāj-i-Insānī through assessment of Morphological Parameters	3
5.5	Determining Mizāj-i-Insānī through assessment of physiological parameters	3
5.6	Determining Mizāj-i-Insānī through assessment of psychological parameters	3
5.7	Developing a Mizāj-i-Insānī Questionnaire by Analyzing Peer Evaluations of Item Selection	3
6.1	Assessing environmental contributions to changes in Mizāj through Data Analysis	3
6.2	Evaluating Research Literature on assessment of Mizāj-i-Insānī through Meta-Analysis	4
6.3	Integrating Artificial Intelligence in holistic assessment of Mizāj-i-Insānī	3
6.4	Formulating Mizāj-Centered guidelines for lifestyle, diet and pharmacological management	3
6.5	Examining the Impact of Mizāj-i-Insānī on disease susceptibility, prevalence, and emerging new diseases	2
6.6	Evaluating treatment responses and drug interactions according to individual's Mizāj	5
7.1	Comparing theory of Akhlāṭ with other traditional Medical frameworks	5
7.2	Evaluating the theory of Akhlāṭ Arba‘a by analyzing the supporting evidences	5
7.3	Analyzing the influence of Asbāb Sitta Ḍarūriyya on Tawlīd-i-Akhlāṭ	5
7.4	Analyzing the influence of Asbāb Ghayr Ḍarūriyya on Tawlīd-i-Akhlāṭ	5
8.1	Analyzing functional aspects of Khilṭ Dam	3
8.2	Analyzing functional aspects of Khilṭ Balgham	3
8.3	Analyzing functional aspects of Khilṭ Ṣafrā’	3
8.4	Analyzing functional aspects of Khilṭ Sawdā’	3
8.5	Analyzing Ghalaba’-i-Akhlāṭ using hematological, biochemical, and endocrine findings	3
8.6	Assessing the viscosity of blood and other fluids of the body to identify Ghalaba’-i-Akhlāṭ	3

8.7	Identifying Research Problems to substantiate the existence of Akhlāṭ Arba‘a	2
9.1	Histological Analysis of A‘ḍā’ (Organs)	4
9.2	A‘ḍā’ Ḥaywāniyya: Applied Anatomy and Physiology	4
9.3	A‘ḍā’ Nafsāniyya: Applied Anatomy and Physiology	4
9.4	A‘ḍā’ Ṭabī‘iyya: Applied Anatomy and Physiology	4
9.5	A‘ḍā’ Tanāsuliyya: Applied Anatomy and Physiology	4
10.1	A‘ḍā’ Sharīfa and A‘ḍā’ Ghayr Sharifa in Classical literature	5
10.2	Uṣūl-i ‘Ilāj for Ḍu‘f-i-A‘ḍā’	5
11.1	Comparative Analysis of Rūḥ in Traditional Medical Systems	3
11.2	Critical Appraisal of Classical Texts on Tawlīd-i Rūḥ and Māhiyyat-i Rūḥ	3
11.3	Rūḥ and Ḥarārat Gharīziyya	4
11.4	The Synergism of Arwāḥ, Quwā, and Af‘āl	4
11.5	Exploration of Muqawwī-i-Rūḥ and Mufarriḥ-i-Rūḥ	3
11.6	Intiqāl-i-Rūḥ and Infi‘ālāt Nafsāniyya.	3
12.1	Comparative Analysis of Quwā in Traditional Medical Systems	5
12.2	Af’āl: a manifestation of Quwā	5
13.1	Exploring the relation between Quwwat Fā‘ila and Nabḍ	4
13.2	Demonstration of Quwwat Fā‘ila through Electrocardiography (ECG)	3
13.3	Case-Based Assessment of Quwwat Fā‘ila	3
13.4	Evaluating Long-Term Cardiovascular Effects of Psychological Stress	4
13.5	Demonstrating Psychological Effects on Heart through HRV Test	2
14.1	Assessment of Ḥawās Khamsa Ẓahira	5
14.2	Classical Centres of Ḥawās Khamsa Bāṭina	3

14.3	A‘rāḍ Quwā Mudrika	3
14.4	Assessment of Quwā Muḥarrika through Reflex Responses	3
14.5	Manual Muscle Testing	3
14.6	A‘rāḍ Quwwat Muḥarrika	3
15.1	Balanced Diet for different Mizāj and A‘mār	4
15.2	Fasād al-Taghdhiya and dysfunctions of Quwā Ṭabī’iyya	4
15.3	Madārij-i A‘mal of Quwwat Ghādhiya.	4
15.4	Review of Quwwat Nāmiya	4
15.5	Child development across systems	4
16.1	Quwwat Muwallida: Compilation and Critical Review of Classical Texts	3
16.2	Comparative Study of Takwīn-i-Janīn	3
16.3	The effects of Asbāb Fā’ila on Quwwat Muwallida	4
16.4	Quwwat Muṣawwira and Organogenesis	3
16.5	Classical theories of Organogenesis	3
16.6	The effects of Asbāb Fā’ila on Quwwat Muṣawwira	4
17.1	Analysis of Af‘āl Classification in Classical Unani Texts	4
17.2	Review of Cardiovascular Disorders in Classical Texts	4
17.3	Review of Neurological diseases and Psychiatric disorders in Classical Texts	4
17.4	Review of Gastrointestinal and Hepatic diseases in Classical Texts	4
17.5	Review of reproductive disorders in Classical Texts	4
18.1	Asbab Sabiqa, Wasila and Badiya in context to health and disease	5
18.2	Practical application of Khala wa Mafariqat	5
18.3	Asbab Ziyadati and Asbab Nuqsan based on classical Unani literature.	5

18.4	Tafaruq and Ittisal based on classical Unani literature	5
19.1	Environmental Changes Under Different Kaifiyat	4
19.2	Health Risks of Imbalanced Diets: Report Development	4
19.3	Effects of Inadequate Harkat wa Sukune Nafsani	4
19.4	Effects of Inadequate Harkat wa Sukune Badani	4
19.5	Impact of Environmental Changes on Human Health (Unani Perspective)	4
20.1	Discuss and review of Hammam Therapy and Its Scientific Validation	6
20.2	Tobacco Chewing and Alcohol Use Findings	4
20.3	Health Risks of Smoking: Literature Review and Analysis	4
20.4	Unhealthy Lifestyle Practices and Their Potential Health Consequences	6
21.1	Practice using data base to find Research Papers related to Ajnas Amrad	5
21.2	A'da Nafsaniya based on their pathological nature.	5
21.3	A'da Haiwaniyya based on their pathological nature	5
21.4	A'da Tabiya based on their pathological nature	5
22.1	Taskeen Waja on the basis of Ilaj bil zid	5
22.2	Waja originating from Harkat, Riyah and Khilte Raddi	5
23.1	Zahiri and Batini Alamat based on their clinical presentation and diagnostic relevance.	5
23.2	Alamat Amrad Zahira wa Batina in relation to specific organ systems	5
23.3	Diagnosis of disease with abnormal Ehtebas wa istifragh	5
23.4	Diagnosis of disease with abnormal functions	5
23.5	Differential diagnosis of Amrad Asli wa Shirki based on understanding in classical texts	5
23.6	Examine and differentiate between Amrād Aslī and Amrād Shirkī by analyzing patient case studies.	5
24.1	Various pulse, types and understand their characteristics	3

24.2	Adilla tashkhees and their use in the diagnosis of different diseases	3
24.3	Conduct evaluation of Nabd in clinical setting	3
24.4	Unani interventions in comparison with contemporary management	3
24.5	Asbab Muqawwima and Ghyr Muqawwima of Nabz	4
24.6	Characteristics of various pulse patterns and their implications on human health	4
25.1	Physical examination of a urine sample, accurately identifying and describing the parameter of clarity.	3
25.2	Physical examination of a urine sample, accurately identifying and describing the parameters of color.	3
25.3	Proper sample collection techniques to avoid contamination	3
25.4	Perform and interpret results from common tests like pH, specific gravity etc	3
25.5	Quantify the protein concentration in the urine sample	2
25.6	Estimation of glucose in a urine sample using qualitative and quantitative methods	2
25.7	Qualitative and/or quantitative estimation of ketone bodies in a urine sample	2
25.8	Sputum analysis (macroscopic, microscopic, and biochemical tests) in diagnosing respiratory diseases.	2
26.1	Comparison of ‘Ilmī Iṭlāq and ‘Amalī Iṭlāq: Differences and Examples	2
26.2	Application of Kulliyāt in Unani Medicine: Case Studies and Clinical Frameworks	4
26.3	Application of Kulliyāt in Clinical Diagnosis and Treatment	4
27.1	Application of Asbāb Sitta Ḍarūriyya Wa Ghayr Ḍarūriyya in creating a personalized treatment plan	7
27.2	Role of Asbāb Sitta Ḍarūriyya in health condition.	7
27.3	Asbāb Sitta Ḍarūriyya as preventive measures.	6
27.4	Application of Tadābīr-i-Kuhūl Wa Mashāyikh (Geriatric care) in managing age-related degenerative diseases	5

27.5	Principles of Tadābīr-i-Tara‘ru‘ (Adolescent care)	5
28.1	Tadābīr-i-Naqahīn: Classical vs Contemporary Evidence	3
28.2	Ante-natal and fetal	3
28.3	Preparation of a traveller’s health regimen (Tadābīr-i-Musāfir)	4
29.1	Comparative analysis of Aqsām-i-Ghidhā' and their relevance in the present perspective.	6
29.2	Preparation of age-specific (A‘mār) dietary regimens	6
29.3	Amzaja (temperament) based dietary restrictions to design personalized dietary plans	6
29.4	Disease Prevention through Tartīb-i-Ghidhā in Unani Medicine	6
29.5	Validation of a Mutawāzin Ghidhā (Balanced Diet) Across Asnān Arba‘a Using Unani Principles and Modern Dietary Tools	6
30.1	Classification of Munḍijat (Concoctives) in Classical Texts: Indications for Munḍij Balgham, Ṣafrā’ and Sawdā’	6
30.2	Demonstration of Qarūra in Fālij (Paralysis) for Clinical Recognition of Nuḍj Naqis and Nuḍj Taam	6
30.3	Assessment of Istifrāgh: Identifying Beneficial Signs and Managing Excess Through Case Studies	4
30.4	Clinical Application of Tartībl-i-Istifrāgh: Unani Protocols for Systematic Evacuation	4
31.1	Ḍimād (Therapeutic Paste): Preparation & Analysis	3
31.2	Ta‘rīq (Diaphoresis) Techniques	3
31.3	Mudirrāt Dosing Chart	2
31.4	Cauterization Standard Operating Procedure Practice	3
31.5	Traditional Ṭilā’ vs. Contemporary Topicals: A Comparative Study of Liniment Efficacy	3
31.6	Ḥuqna: Classic Practice, Contemporary Care	3
31.7	Faṣd (venesection) Practice	3
32.1	Comparative Evaluation of Darjāt-i-Adwiya	6

32.2	Classical Unani Prescription Formulation with Mizāj-i-Adwiya Integration	6
32.3	Evaluating Tathīrāt (effects): Pharmacokinetic and Pharmacodynamic Insights into Natural Faculty Therapeutics	2
32.4	Evaluating Tathīrāt (effects): Pharmacokinetic and Pharmacodynamic Insights into Psychic Faculty / Mental Faculty Therapeutics	3
32.5	Evaluating Tathīrāt (effects): Pharmacokinetic and Pharmacodynamic Insights into Vital Faculty Therapeutics	3
33.1	Case Study Diagnosis: Applying ʿIlāj bil Ḍidd & ʿIlāj bil Mithl Principles	2
33.2	Integrative Unani Treatment Design: Synthesizing Classical Modalities with Contemporary Evidence	2
33.3	Integrative Unani Protocols for Qurūḥ Khabītha: Bridging Classical Principles and Modern Wound Care	2
33.4	Classical Amrāḍ Suddī Prescriptions: Analytical Appraisal and Contemporary Diagnostic Correlations	3
33.5	Unani Management of Amrāḍ Iḍṭirābāt al-Ḥādda: Diagnostics & Treatment Strategies	3
33.6	Unani Herbal Formulation Lab: Classical Approaches to Iʻyaʾī (Fatigue) Management	4
33.7	Unani Diagnostic Application: Classifying Amrāḍ Ghayr Mudawwana (Undocumented Diseases) and Therapeutic Interventions	4

Table 5 : Experiential learning Activity

(*Refer table 3 of similar activity number)

Experiential learning No*	Experiential name	Hours
1.1	Cross system analysis of concept of Ṭabī‘at	4
1.2	Ṭabī‘at as supreme planner	4
1.3	Analysis of Ālat’-i-Ṭabī‘at’ in terms of Kayfiyāt Arba‘a	4
1.4	Ṭabī‘at and physiological balance	4
1.5	Role of Ṭabī‘at in Regulating the Body’s Defense Mechanisms	4
1.6	Role of Medicatrix Naturae in restoring Health	3
1.7	Role of Ṭabī‘at during Buhrān/Crisis	3
2.1	Reconciling Classical and Modern Views on Ḥarārat Gharīziyya & Ruṭūbat Gharīziyya	3
2.2	Link between Ḥarārat Gharīziyya, Ruṭūbat Gharīziyya and Life Expectancy	5
2.3	Imbalance of Ḥarārat Gharīziyya & Ruṭūbat Gharīziyya	5
3.1	Compilation of classical literature on the Arkān and Kayfiyāt Arba‘a	5
3.2	Evidences on classical concept of Arkān Arba‘a	5
3.3	Natural position of Arkān	5
3.4	Anāṣir Kathīra and chemical elements	5
3.5	Dynamics of Arkān Arba‘a	4
3.6	Interplay of Arkān/Kayfiyāt Arba‘a within human body	5
3.7	Classification of chemical elements of human body	5
3.8	Biochemical interactions of elements of human body	5
4.1	Adl fi’l Qisma in context of Mizāj Insāni	3

4.2	Concept of Mizāj in various streams of Indian System and other traditional systems of Medicine	4
4.3	Role of Epigenetics in understanding of Mizāj Mu'tadil Ṣinfī bi'l Qiyās ila'l Khārij wa Dākhil	4
4.4	Shift of Mizāj throughout the life cycle	5
4.5	Structural and functional characteristics of A'ḍā' Ḥārra	3
4.6	Structural and functional characteristics of A'ḍā' Bārida	2
4.7	Structural and functional characteristics of A'ḍā' Raṭba	3
4.8	Structural and functional characteristics of A'ḍā' Yābisa	2
5.1	Genetic Basis of Mizāj	3
5.2	Interaction of hereditary traits and genetic predisposition with environmental factors in shaping Mizāj-i-Insānī	3
5.3	Characteristics of Mizāj-i-Insānī based on predominance of Akhlāṭ Arba'a.	3
5.4	Typical differences in Mizāj between genders and their implications for overall health and wellness.	3
5.5	Determinants of Mizāj-i-Insānī	3
5.6	Importance of parameters mentioned in Ajnās –i- Ashrā	5
5.7	Compilation and analysis of Research data on Ajnās –i- Ashrā	6
6.1	Dimensions for research based on Mizāj through integrated approach	4
6.2	Integration of research underlying Unani principles with contemporary scientific methods for Mizāj-i-Insānī validation.	4
6.3	Future developments in the scientific understanding and application of Mizāj	4
6.4	Scope of Mizāj standardization in healthcare systems.	3
6.5	Application of Mizāj for management of hālat-i-thālitha	3
6.6	Influence of Asbāb Sitta Ḍarūriyya on Mizāj-i-Insānī and its role determining disease susceptibility, prevalence and treatment outcomes	4

6.7	Influence of Asbāb Ghyr Ḍarūriyya on Mizāj-i-Insānī and its role determining disease susceptibility, prevalence and treatment outcomes	4
7.1	Analysis of theory of Akhlāṭ Arba'a in its epistemological perspective	5
7.2	Mentoring of UG students to understand the concept of Akhlāṭ	5
7.3	Physiological basis of Ruṭūbāt badan	6
7.4	Mentoring of UG students to defend classification of Akhlat mentioned in classical literature and its current understanding	5
7.5	Role of Huḍūm Arba'a in Tawlīd –i- Akhlāṭ and Badal Mā Yataḥallal	5
8.1	Importance of Mizāj/ Kayfiyat to understand the variation in functions and characteristics of Akhlāṭ Arba'a	4
8.2	Functional importance of Akhlāṭ Arba'a	4
8.3	Imbalance in the Kayfiyat wa kammiyat of Akhlāṭ Arba'a	4
8.4	Nufūdh-i-Akhlāṭ in organs as Ruṭūbat Thāniya	4
8.5	Role of understanding of Akhlāṭ in clinical settings to diagnose and manage diseases	4
8.6	Recent scientific studies and technological advancements in physiological and biochemical understanding of Akhlāṭ	4
8.7	Future prospects for research based on Akhlāṭ Arba'a	2
9.1	Classification of A'ḍā'	4
9.2	Tracing A'ḍā' through time	4
9.3	Analysing A'ḍā' Mufrada in the light of histological evidences	3
9.4	Development of A'ḍā'Mufrada.	3
9.5	Qalb (Heart): 'Uḍw Mu'ṭī wa 'Uḍw Qābil	3
9.6	Dimāgh (Brain): 'Uḍw Mu'ṭī wa 'Uḍw Qābil	3
9.7	Kabid (Liver): 'Uḍw Mu'ṭī wa 'Uḍw Qābil	3

9.8	Unthayayn (gonads): ‘Uḍw Mu‘ṭī wa ‘Uḍw Qābil	3
10.1	Structural & Functional Basis of A‘ḍā’ Sharīfa and A‘ḍā’ Ghayr Sharīfa	4
10.2	Hierarchy of A‘ḍā’ in disease management	5
10.3	Muqawwiyāt A‘ḍā’	4
11.1	Exploring Masākin-i-Rūḥ wa Masālik-i-Rūḥ	4
11.2	Presentation of the Classical Concept of Rūḥ	2
11.3	Tawlīd-i Rūḥ: A Respiratory Exchange Perspective	4
11.4	Comparative Analysis of Tanqiya and Tarwīḥ within Physio-Biochemical Framework	3
11.5	Classification of Rūḥ	3
11.6	Concept mapping of Arwāḥ, Quwā and Af‘āl,	3
11.7	Psychological Disorders in the light of Infi‘ālāt Nafsāniyya and Intiqāl-i-Rūḥ	4
11.8	Qillat-i-Rūḥ and its effect on A’ḍā’ Ra’īsa	3
12.1	Evaluating Quwā in light of physiological advancements	5
12.2	The Interplay of Kayfiyāt, Quwā, and Af’āl	4
12.3	Quwā in health and disease	4
13.1	Quwwat Ḥaywāniyya as the sustainer of life.	5
13.2	Presentation of the Classical Concept of Quwwat Fā‘ila	3
13.3	The role of Quwwat-i Ḥaywāniyya in Imtilā’	5
13.4	Exploring Ibn Sina’s Kitab Al-Adwia Al-Qalbia	4
13.5	Heart and emotional well-being	4
13.6	Self-Reflection on Emotional States	5
14.1	Classifications of Quwā Mudrika	3
14.2	A Reflective Experience on Ḥawās Khamsa Bāṭina	5

14.3	Presentation of the Classical Concept of Quwā Mudrika	5
14.4	Neuromuscular Disorders in Unani Medicine	3
14.5	Ilāj-bi'l Tadbīr for neuromuscular enhancement	5
14.6	Presentation of the Classical Concept of Quwā Muḥarrika	5
15.1	Quwwat Mughayyira: The Transformative Faculty	3
15.2	Huḍūm Arba'a and the role of Quwā Ṭabī'iyya Khādima	5
15.3	Clinical Analysis of Disorders of Huḍūm Arba'a	5
15.4	Asbāb Fā'ila and growth	5
15.5	Quwwat Nāmiya and Growth defects	5
15.6	Evaluating the relation between Quwwat Nāmiya and Quwwat Ghādhiya	3
16.1	A'rāḍ Quwwat Muwallida	5
16.2	Emotional & Psychological Impact of Infertility	4
16.3	Presentaion of the Classical Concept of Quwwat Muwallida	4
16.4	A'rāḍ Quwwat Muṣawwira	5
16.5	Critical Analysis of Tawlīd-i A'ḍā'	4
16.6	Presentation of the Classical Concept of Quwwat Muṣawwira	4
17.1	Af'āl Ḥaywāniyya from Mufrada to Murakkaba	3
17.2	Af'āl Nafsāniyya from Mufrada to Murakkaba	3
17.3	Af'āl Ṭabī'iyya from Mufrada to Murakkaba	3
17.4	Af'āl Tanāsuliyya from Mufrada to Murakkaba	3
17.5	Stages of Dysfunction of Af'āl Ḥaywāniyya	4
17.6	Stages of Dysfunction of Af'āl Nafsāniyya,	4
17.7	Stages of Dysfunction of Af'āl Ṭabī'iyya	4

17.8	Stages of Dysfunction of Af‘āl Tanāsuliyya	2
18.1	Effects of Musakhinat, Mujaffifat, Mubarridat wa Murattibat with suitable examples.	5
18.2	Normal and Abnormal Majari conditions	5
18.3	Various types of Qarha in the light of Unani principles	4
18.4	Zo’afe Adha and propose appropriate Unani treatment protocols.	4
18.5	Clinical implications of Asbab Juziyya and modern etiopathogenesis in disease management	4
18.6	Interpret Asbab Juz'iyya in specific disease conditions	4
19.1	Unani Diagnostic Approaches for Ehtibas and Istifragh	4
19.2	Relationship Between Istifragh wa Ehtibas and Lifestyle Disorders	4
19.3	Sleep disorders and their management	4
19.4	Analyzing the Relationship Between Harkat wa Sukune Badani and Nafsani with Lifestyle Disorders	4
19.5	Evaluating the Impact of Dietary Imbalance on Lifestyle Disorders	5
19.6	Evidence-Based Dietary Interventions for Lifestyle Disorders	5
20.1	Preparation and Application of Therapeutic Mud	4
20.2	Assessing Sand Bath Therapy Effectiveness	4
20.3	Patients’ Responses to Dalk Therapy	4
20.4	Unani Dalk and Modern Massage Therapy: A Comparative Perspective	4
20.5	Interpreting the Significance of Asbab Ghyr Dharuriyya in Disease Causation	5
20.6	Structured Review Report on Asbab Ghyr Dharuriyya in Disease Causation	5
21.1	The views on Halat-i-badan proposed by different Unani Scholars	4
21.2	Various Ajnas Amrad Using classical Unani Text and its modern Interpretation	6
21.3	Warm and Iltihab in the context to classical and contemporary literature.	6
21.4	Survey of existing literature on Amrade Umoore Zeenat	6

21.5	Concept of Hummiyat with contemporary knowledge	4
22.1	Management strategies by correlating different type of Waja with their characteristic effects on health.	4
22.2	Understanding of Waja and Ladhdhat mentioned in classical text	6
22.3	Waja according to their characteristic features	3
23.1	Different types of Alamat Mard and classify them based on their clinical relevance in Unani medicine.	5
23.2	Relationship between Alamat Mard and underlying pathological processes through case studies	5
23.3	Unani principles of Istidlal with contemporary diagnostic methods	5
23.4	Clinical presentations of Waram (inflammation) and identify key diagnostic indicators through Istidlal	4
23.5	Compare Alamat Ghalba Akhlat.	5
23.6	Compare Alamat sui mizaj	3
23.7	Compare Alamat Imtila wa sudda.	2
23.8	Unani disease classification in modern medical frameworks through group discussions and peer-reviewed presentations	5
23.9	Integration of Amrad Asli wa Shirki with contemporary disease classification using evidence-based literature review	5
24.1	Concept of Pulse in other streams of Indian System of Medicine	4
24.2	Significance of Nabd in clinical practice	4
24.3	Clinical features and symptoms associated with Naz Murakkab	6
24.4	Traditional pulse patterns with contemporary advancements	6
24.5	Research studies linking pulse characteristics with early detection of diseases like cardiovascular disorders	6

25.1	Physiological changes in urine composition during pregnancy.	2
25.2	Clinical significance of albuminuria in diagnosing renal disorders	5
25.3	Urea and creatinine estimation to evaluate kidney function and diagnose potential abnormalities	5
25.4	Normal characteristics of stool, including color, consistency, frequency, smell and quantity.	5
25.5	Variations in color, smell, quantity, consistency, and foam of the stool that indicate normal and pathological conditions	3
25.6	Diagnostic implications of deviations in Barāz Mahmūd parameters	3
25.7	Salivary biomarkers are linked to conditions such as diabetes and infectious diseases	3
26.1	Evaluating the Role of Kulliyāt in Healthcare: Reflection and Integration Assessment	6
26.2	Evaluating Unani Treatment Plans for Disease Management	7
27.1	Community health workshop on Asbāb Sitta Ḍarūriyya and Asbāb Ghayr Ḍarūriyya	6
27.2	Lifestyle modification plan for a patient with metabolic syndrome	7
27.3	Outcomes of lifestyle modifications in a group of patients with cardiovascular diseases.	6
27.4	Role of Asbāb Sitta Ḍarūriyya and Asbāb Ghayr Ḍarūriyya in community health practices	7
27.5	Different Tadābīr (regimens) of Unani Medicine, with special reference to Neurodegenerative Disorders.	7
27.6	Systematic review ofTadābīr-i-Kuhūl Wa Mashāyikh (Geriatric care) in managing age-related degenerative diseases.	6
28.1	Holistic care plan for a Murḍi'a (lactating mother)	4
28.2	Tadābīr-i-Siman Mufriṭ	4
28.3	Seasonal health plan	5
29.1	Importance of Tark-i-Ghidhā' in dietary practices	8
29.2	Unani Dietary Formulations vs. Traditional Diets	8
29.3	Dietary guidelines for Ḥamal (pregnancy)	8

29.4	Nutrition Planning for Metabolic Disorders	8
29.5	Review of Naqṣ-i-Taghdhīya: Bridging Unani Theories with Modern Evidence	7
30.1	Nuḍj: A Foundational Approach to Chronic Disease Management and Treatment	3
30.2	*Nuḍj*	4
30.3	Integrative Nuḍj-Based Treatment Planning: Bridging Classical Principles with Recent Evidence	4
30.4	Integrative Framework: Unani Evacuation and Contemporary Therapeutics	5
30.5	Assessing Uṣūl-i-Istifrāgh: A Case Study Approach from Classical Texts to Contemporary Practice	5
30.6	Harmonizing Classical Unani Principles of Evacuation with Evidence-Based Clinical Insights	5
31.1	Qay' (Emesis) in Practice	3
31.2	Idrār (Diuresis): Unani and Contemporary Insights	3
31.3	Interdisciplinary Perspectives: Ta'līq al-'Alaq Journal Club	3
31.4	Integrative Analysis of Dalak	3
31.5	Riyāḍat in Musculoskeletal Therapeutics	3
31.6	Ethical Implications of Īlām: Integrating Case Studies and Guidelines	3
31.7	Imāla Simulation: Anatomical Models and Contemporary Diversion Therapy Integration	3
31.8	Disease-Specific Implications of Ilāj bi'l Tadbīr: A Consolidated Systematic Review	5
32.1	Nuskha (Prescription) Design: Skills for Systemic and General Disease Management	4
32.2	Systematic Review & Evaluation of Mizāj-i-Adwiya (Drug Temperament) Research	4
32.3	M'mulāt Maṭab: Systematic Review and Analysis	5
32.4	Drug Effects: Systematic Review Consolidation	4
32.5	Meta-Analysis of Pharmacological Research: Evidence Synthesis and Application	4
32.6	Evaluating Pharmacological Tathirāt (Effects) in Reproductive Organ Therapeutics	5

33.1	Interpreting Systematic Reviews: Unani Interventions for Amrāḍ Majhūl al Sabab (Idiopathic Diseases)	3
33.2	Holistic Treatment Protocols for Amrāḍ Muzmina: Evidence-Based Protocol Development	3
33.3	Evaluating Classical Unani Formulations for Amrāḍ Suddī (Obstructive Diseases): Evidence-Based Modifications	3
33.4	Acute vs. Chronic Disease Prevention: Aligning Classical Strategies with Contemporary Public Health Frameworks	3
33.5	Comparative Analysis of Waja‘ Therapies	3
33.6	Integrating Unani & Contemporary Diagnostics for Ḍu‘fal-A‘ḍā’ Management	3
33.7	Systematic Review of Unani Pharmacopeia for I‘yā̄ī (Fibromyalgia): Evidence-Based Appraisal and Recommendations	2
33.8	Unani Diagnostic Protocol Development for Amrāḍ Ghayr Mudawwana Documentation and Contemporary Medical Database Integration	3
33.9	Amrad Ghayr Mudawwana: Interdisciplinary Strategies for Emerging Disease Management	3

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

6 A : Number of Papers and Marks Distribution

Subject Code	Paper	Theory	Practical	Total
UNIPG-KUT	4	100 x 4 Papers = 400	400	800

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

Credit frame work

UNIPG-KUT consists of 33 modules totaling 64 credits, which correspond to 1920 Notional Learning Hours. Each credit comprises 30 Hours of learner engagement, distributed across teaching, practical, and experiential learning in the ratio of 1:2:3. Accordingly, one credit includes 5 hours of teaching, 10 hours of practical training, 13 hours of experiential learning, and 2 hours allocated for modular assessment, which carries 25 marks.

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

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

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

Module Number & Name (a)	Credits (b)	Actual No. of Notional Learning Hours (c)	Attended Number of notional Learning hours (d)	Maximum Marks of assessment of modules (e)	Obtained Marks per module (f)	MGP =d*f/c*e*100
Semester No : 3						
Paper No : 1 (Kulliyāt Umūr Ṭabīʿiyya-I (Structural & Functional Basis of Human Body-I))						
M 1 طبیعت Ṭabīʿat (Physis/Phusis)	2	60		50		
M 2 حرارت غریزیہ ورطوبت غریزیہ Ḥarārat Gharīziyya & Ruṭūbat Gharīziyya	1	30		25		
Paper No : 2 (Kulliyāt Umūr Ṭabīʿiyya-II (Structural & Functional Basis of Human Body-II))						
M 9 اعضاء/Aʿḍā' (Organs): Conceptual understanding 02 60 10 20 26	2	60		50		
M 10 اعضاء/Aʿḍā' (Organs): Applied Aspect	1	30		25		
M 11 ارواح/Arwāḥ (Pneuma): Conceptual understanding & Applied Aspects	2	60		50		
Paper No : 3 (Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ)						
M 18 ʻIlmul Asbab علم الاسباب	2	60		50		
M 19 Asbāb Ḍarūriyya اسباب ضروریہ	2	60		50		
Paper No : 4 (Iṭlāqī Kulliyāt (Applied Kulliyāt))						
M 26 اطلاق: نظری جائزہ Iṭlāq: Conceptual Overview	1	30		25		
M 27 اصول حفظان صحت Uṣūl-i-Ḥifẓān-i-Ṣiḥḥat	3	90		75		
	16	480		400		
Semester No : 4						
Paper No : 1 (Kulliyāt Umūr Ṭabīʿiyya-I (Structural & Functional Basis of Human Body-I))						
M 3 ارکان Arkān (Primary components /Elements)	3	90		75		

M 4 مزاج Mizāj -Conceptual Understanding & Classification	2	60		50		
Paper No : 2 (Kulliyāt Umūr Ṭabī'iyya-II (Structural & Functional Basis of Human Body-II))						
M 12 قویٰ /Quwā (Faculties): Conceptual Understanding	1	30		25		
M 13 قوی حیوانیہ /Quwā Ḥaywāniyya (Vital Faculty)	2	60		50		
Paper No : 3 (Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ)						
M 20 Asbab Ghyr Ḍharūriyya اسباب غیر ضروریہ	2	60		50		
M 21 'Ilmul Amarāḍ علم الامراض	2	60		50		
Paper No : 4 (Iṭlāqī Kulliyāt (Applied Kulliyāt))						
M 28 تدابیر الامراض الخاصہ و مراعات عامہ Tadābīr al-Amrāḍ al-Khāṣṣa wa Marā'āt-i-'Āmma (Regimens for Special Health Conditions and General Body Care)	1	30		25		
M 29 اصول علاج بالغذاء Uṣūl 'Ilāj bi'l Ghidhā' (Principles of Dietotherapy)	3	90		75		
	16	480		400		
Semester No : 5						
Paper No : 1 (Kulliyāt Umūr Ṭabī'iyya-I (Structural & Functional Basis of Human Body-I))						
M 5 مزاج انسانی Mizāj-i-Insānī and its determinants	2	60		50		
M 6 مزاج Mizāj- Recent Advances & Applied Aspect	2	60		50		
Paper No : 2 (Kulliyāt Umūr Ṭabī'iyya-II (Structural & Functional Basis of Human Body-II))						
M 14 قوی نفسانیہ /Quwā Nafsāniyya (Psychic Faculty)	2	60		50		
M 15 قوت طبیعیہ: قوت شخصیہ /Quwā Ṭabī'iyya: Quwā Shakhṣiyya (Natural Faculty)	2	60		50		
Paper No : 3 (Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ)						
M 22 Waja' & Ladhdhat وجع و لذت	1	30		25		
M 23 'Ilmul 'Alamāt علم العلامات	3	90		75		
Paper No : 4 (Iṭlāqī Kulliyāt (Applied Kulliyāt))						

M 30 اصول علاج بالتدبیر Uṣūl ‘Ilāj bit Tadbīr (Principles of Regimenal Therapy)	2	60		50		
M 31 ذرائع تنقیہ واستفراغ Dharā''e Tanqiya Wa Istifrāgh	2	60		50		
	16	480		400		
Semester No : 6						
Paper No : 1 (Kulliyāt Umūr Ṭabī'iyya-I (Structural & Functional Basis of Human Body-I))						
M 7 اخلاط Akhlāṭ : Concept , Classification and Formation	2	60		50		
M 8 اخلاط Akhlāṭ (Humours/ Body Fluids):Functional Importance & Applied Aspect	2	60		50		
Paper No : 2 (Kulliyāt Umūr Ṭabī'iyya-II (Structural & Functional Basis of Human Body-II))						
M 16 قوت طبیعیہ: قوت تناسلیہ /Quwā Ṭabī'iyya: Quwā Tanāsuliyya (Reproductive Faculty)	2	60		50		
M 17 افعال /Af ‘al (Functions)	2	60		50		
Paper No : 3 (Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ)						
M 24 Adilla-i- Tashkhīṣ ادلہ تشخیص	2	60		50		
M 25 Bawl-o-Barāz	2	60		50		
Paper No : 4 (Iṭlāqī Kulliyāt (Applied Kulliyāt))						
M 32 اصول علاج بالدواء Uṣūl ‘Ilāj bil Dawā'(Pharmacotherapy)	2	60		50		
M 33 اصول علاج Uṣūl-i-ʿIlāj (Principles of Treatment)	2	60		50		
	16	480		400		
MGP = ((Number of Notional learning hours attended in a module) X (Marks obtained in the modular assessment) / (Total number of Notional learning hours in the module) X (Maximum marks of the module)) X 100						

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

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

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

Semester No : 3		
Paper No : 1 Kulliyāt Umūr Ṭabīʿiyya-I (Structural & Functional Basis of Human Body-I)		
A **S.No**	**B** **Module number and Name**	**C** **MGP**
1	M1. طبیعت Ṭabīʿat (Physis/Phusis)	C 1
2	M2. حرارت غریزیہ ورطوبت غریزیہ Ḥarārat Gharīziyya & Ruṭūbat Gharīziyya	C 2
Paper No : 2 Kulliyāt Umūr Ṭabīʿiyya-II (Structural & Functional Basis of Human Body-II)		
A **S.No**	**B** **Module number and Name**	**C** **MGP**
3	M9. اعضاء/Aʿḍā' (Organs): Conceptual understanding 02 60 10 20 26	C 3
4	M10. اعضاء/Aʿḍā' (Organs): Applied Aspect	C 4
5	M11. ارواح/Arwāḥ (Pneuma): Conceptual understanding & Applied Aspects	C 5
Paper No : 3 Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ		
A **S.No**	**B** **Module number and Name**	**C** **MGP**
6	M18.ʿIlmul Asbāb علم الاسباب	C 6
7	M19.Asbāb Ḍarūriyya اسباب ضروریہ	C 7

Paper No : 4 Iṭlāqī Kulliyāt (Applied Kulliyāt)		
A S.No	B Module number and Name	C MGP
8	M26.اطلاق: نظری جائزہIṭlāq: Conceptual Overview	C 8
9	M27.اصول حفظان صحتUṣūl-i-Ḥifẓān-i-Ṣiḥḥat	C 9
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8+C9) / Number of modules(9)
Semester No : 4		
Paper No : 1 Kulliyāt Umūr Ṭabīʿiyya-I (Structural & Functional Basis of Human Body-I)		
A S.No	B Module number and Name	C MGP
1	M3.ارکانArkān (Primary components /Elements)	C 1
2	M4.مزاجMizāj -Conceptual Understanding & Classification	C 2
Paper No : 2 Kulliyāt Umūr Ṭabīʿiyya-II (Structural & Functional Basis of Human Body-II)		
A S.No	B Module number and Name	C MGP
3	M12. قویٰ/Quwā (Faculties): Conceptual Understanding	C 3
4	M13.قوی حیوانیہ/Quwā Ḥaywāniyya (Vital Faculty)	C 4
Paper No : 3 Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ		
A S.No	B Module number and Name	C MGP
5	M20.Asbāb Ghyr Ḍharūriyyaاسباب غیرضروریہ	C 5
6	M21.ʿIlmul Amarāḍعلم الامراض	C 6
Paper No : 4 Iṭlāqī Kulliyāt (Applied Kulliyāt)		

A S.No	B Module number and Name	C MGP
7	M28.تدابیرالامراض الخاصہ ومراعات عامہ Tadābīr al-Amrāḍ al-Khāṣṣa wa Marā'āt-i-'Āmma (Regimens for Special Health Conditions and General Body Care)	C 7
8	M29.اصول علاج بالغذاء Uṣūl 'Ilāj bi'l Ghidhā' (Principles of Dietotherapy)	C 8
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8) / Number of modules(8)
Semester No : 5		
Paper No : 1 Kulliyāt Umūr Ṭabī'iyya-I (Structural & Functional Basis of Human Body-I)		
A S.No	B Module number and Name	C MGP
1	M5.مزاج انسانی Mizāj-i-Insānī and its determinants	C 1
2	M6.مزاج Mizāj- Recent Advances & Applied Aspect	C 2
Paper No : 2 Kulliyāt Umūr Ṭabī'iyya-II (Structural & Functional Basis of Human Body-II)		
A S.No	B Module number and Name	C MGP
3	M14.قویٰ نفسانیہ /Quwā Nafsāniyya (Psychic Faculty)	C 3
4	M15. قوت طبیعیہ: قوت شخصیہ /Quwā Ṭabī'iyya: Quwā Shakhṣiyya (Natural Faculty)	C 4
Paper No : 3 Asbāb-o-'Alāmāt wa Uṣūl-i-Tashkhīṣ		
A S.No	B Module number and Name	C MGP
5	M22.Waja' & Ladhdhat وجع ولذت	C 5

6	M23.'Ilmul 'Alamātعلم العلامات	C 6
Paper No : 4 Iṭlāqī Kulliyāt (Applied Kulliyāt)		
A S.No	B Module number and Name	C MGP
7	M30.اصول علاج بالتدبیرUṣūl 'Ilāj bit Tadbīr (Principles of Regimenal Therapy)	C 7
8	M31.ذرائع تنقیہ واستفراغDharā''e Tanqiya Wa Istifrāgh	C 8
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8) / Number of modules(8)
Semester No : 6		
Paper No : 1 Kulliyāt Umūr Ṭabī'iyya-I (Structural & Functional Basis of Human Body-I)		
A S.No	B Module number and Name	C MGP
1	M7.اخلاطAkhlāṭ : Concept , Classification and Formation	C 1
2	M8.اخلاطAkhlāṭ (Humours/ Body Fluids):Functional Importance & Applied Aspect	C 2
Paper No : 2 Kulliyāt Umūr Ṭabī'iyya-II (Structural & Functional Basis of Human Body-II)		
A S.No	B Module number and Name	C MGP
3	M16. قوت طبیعیہ:قوت تناسلیہ/Quwā Ṭabī'iyya: Quwā Tanāsuliyya (Reproductive Faculty)	C 3
4	M17.افعال/Af 'al (Functions)	C 4
Paper No : 3 Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ		
A S.No	B Module number and Name	C MGP

5	M24.Adilla-i- Tashkhīṣاِ ادلہ تشخیص	C 5
6	M25.Bawl-o-Barāz	C 6
Paper No : 4 Iṭlāqī Kulliyāt (Applied Kulliyāt)		
A **S.No**	**B** **Module number and Name**	**C** **MGP**
7	M32.اصول علاج بالدواءUṣuūl-i-'Ilāj bil Dawā'(Pharmacotherapy)	C 7
8	M33.اصول علاجUṣūl-i-'Ilāj (Principles of Treatment)	C 8
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8) / Number of modules(8)

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

6 E : Question Paper Pattern

MD/MS Unani Examination

UNIPG-KUT

Sem VI

Time: 3 Hours ,**Maximum Marks:** 100

INSTRUCTIONS: All questions compulsory

		Number of Questions	Marks per question	Total Marks
Q 1	Application-based Questions (ABQ)	1	20	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Analytical based structured Long answer question (LAQ)	4	10	40
				100

6 F : Distribution for summative assessment (University examination)

S.No	List of Module/Unit	ABQ	SAQ	LAQ
Paper No : 1 (Kulliyāt Umūr Ṭabī'iyya-I (Structural & Functional Basis of Human Body-I))				
(M-1) طبیعت Ṭabī'at (Physis/Phusis) (Marks: Range 5-20)				
1	**(U-1)** طبیعت کا مفہوم Concept of Ṭabī'at (Physis/Phusis)	No	Yes	Yes
2	**(U-2)** آلات طبیعت Ālat'-i-Ṭabī'at'(Tools of Physis)	No	Yes	Yes
3	**(U-3)** قوت مدبرہ بدن Ṭabī'at:Regulatory Functions	Yes	No	No
4	**(U-4)** طبیعت اور قوت مناعت Ṭabī'at : Defence Mechanism & Healing	No	Yes	Yes
(M-2) حرارت غریزیہ ورطوبت غریزیہ Ḥarārat Gharīziyya & Ruṭūbat Gharīziyya (Marks: Range 5-15)				
1	**(U-1)** تفہیم Conceptual Understanding	No	Yes	Yes
2	**(U-2)** Growth and Ageing	No	Yes	Yes
3	**(U-3)** اطلاقی پہلو Applied Aspect	No	Yes	Yes
(M-3) ارکان Arkān (Primary components /Elements) (Marks: Range 5-15)				
1	**(U-1)** Conceptual Development	No	Yes	Yes
2	**(U-2)** ارکان Arkān as precursors of Mawālīd Thalātha	No	Yes	Yes
3	**(U-3)** اطلاقی پہلو Applied Aspect & Medical Elementology	No	Yes	Yes
(M-4) مزاج Mizāj -Conceptual Understanding & Classification (Marks: Range 5-20)				
1	**(U-1)** Theory and Philosophy	No	Yes	Yes
2	**(U-2)** مزاج معتدل طبّی Mizāj Mu'tadil Ṭibbī	No	Yes	Yes
3	**(U-3)** مزاج معتدل صنفی بالقیاس الی الخارج والداخل Mizāj Mu'tadil Ṣinfī bi'l Qiyās ila'l Khārij wa Dākhil	Yes	Yes	No
4	**(U-4)** مزاج معتدل شخصی بالقیاس الی الخارج والداخل Mizāj Mu'tadil Shakhṣī bi'l Qiyās ila'l Khārij wa Dākhil	Yes	Yes	No

5	**(U-5)** مزاج معتدل عضوی بالقیاس الی الخارج والداخل ی Mizāj Mu'tadil 'Uḍwī bi'l Qiyās ila'l Khārij wa dākhil	No	Yes	Yes
(M-5) مزاج انسانی Mizāj-i-Insānī and its determinants (Marks: Range 5-20)				
1	**(U-1)** مزاج انسانی Mizāj-i-Insānī مزاج معتدل طبی &its dimensions	No	Yes	Yes
2	**(U-2)** مزاج اجناس Mizāj -i- Ajnās	No	Yes	Yes
3	**(U-3)** Determinants of Mizāj-i-Insānī	Yes	No	Yes
(M-6) مزاج Mizāj- Recent Advances & Applied Aspect (Marks: Range 5-20)				
1	**(U-1)** مزاج Mizāj: Interdisciplinary Approach	Yes	No	No
2	**(U-2)** Recent advancement in the determination of مزاج Mizāj	No	Yes	Yes
3	**(U-3)** اطلاقی پہلو Applied Aspects	Yes	No	No
(M-7) اخلاط Akhlāṭ : Concept , Classification and Formation (Marks: Range 5-20)				
1	**(U-1)** Theory and Philosophy	No	Yes	Yes
2	**(U-2)** Classification of Akhlāṭ	No	Yes	Yes
3	**(U-3)** تولید اخلاط Tawlīd –i- Akhlāṭ (Production of Akhlat)	Yes	No	No
(M-8) اخلاط Akhlāṭ (Humours/ Body Fluids):Functional Importance & Applied Aspect (Marks: Range 5-20)				
1	**(U-1)** Functional Importance of اخلاط Akhlāṭ Arba'a	No	Yes	Yes
2	**(U-2)** اطلاقی پہلو Applied Aspect	Yes	No	No
3	**(U-3)** Interpretation & Recent Advancement	Yes	No	No
S.No	**List of Module/Unit**	**ABQ**	**SAQ**	**LAQ**
Paper No : 2 (Kulliyāt Umūr Ṭabī'iyya-II (Structural & Functional Basis of Human Body-II))				
(M-9) اعضاء A'ḍā' (Organs): Conceptual understanding 02 60 10 20 26 (Marks: Range 5-20)				
1	**(U-1)** Concept and Classification	No	Yes	Yes

2	**(U-2)** Histological approach to اعضاءمفردہواعضاءمرکبہ/A'ḍā'Mufrada wa A'ḍā'Murakkaba (Simple and Compound Organs)	No	Yes	Yes
3	**(U-3)** Development of اعضاءمفردہ/A'ḍā'Mufrada (simple organs)	No	Yes	No
4	**(U-4)** اعضاءمرکبہ/A'ḍā'Murakkaba	Yes	Yes	Yes
(M-10)اعضاء/A'ḍā' (Organs): Applied Aspect (Marks: Range 5-20)				
1	**(U-1)** Clinical significance of اعضاء/A'ḍā'(Organs)	Yes	Yes	No
(M-11) ارواح/Arwāḥ (Pneuma): Conceptual understanding & Applied Aspects (Marks: Range 5-20)				
1	**(U-1)** Introduction	No	Yes	Yes
2	**(U-2)** Physiological approach to understand تولیدروح/Tawlīd-i Rūḥ (genesis of Pneuma)	No	Yes	Yes
3	**(U-3)** Classification and Interpretation	No	Yes	Yes
4	**(U-4)** Applied Aspect	Yes	Yes	No
(M-12) قویٰ/Quwā (Faculties): Conceptual Understanding (Marks: Range 5-20)				
1	**(U-1)** Concept and classification	No	Yes	Yes
2	**(U-2)** Applied Aspect	Yes	Yes	No
(M-13)قویٰحیوانیہ/Quwā Ḥaywāniyya (Vital Faculty) (Marks: Range 5-20)				
1	**(U-1)** قوتفاعلہ/Quwwat Fā'ila: The Contractile power of قلب/Qalb (Heart)	Yes	Yes	Yes
2	**(U-2)** قوتمنفعلہ/Quwwat Munfaila: the Mind-Heart Connect	Yes	Yes	Yes
(M-14)قویٰنفسانیہ/Quwā Nafsāniyya (Psychic Faculty) (Marks: Range 5-20)				
1	**(U-1)** قوتمدرکہ/Quwwat-i Mudrika: classical concept & applied physiology	Yes	Yes	Yes
2	**(U-2)** قوتمحرکہ/Quwwat-i Muḥarrika: classical concept & applied physiology	Yes	Yes	Yes
(M-15) قوتطبیعیہ:قوتشخصیہ/Quwā Ṭabī'iyya: Quwā Shakhṣiyya (Natural Faculty) (Marks: Range 5-20)				
1	**(U-1)** قوتغاذیہ/Quwwat Ghādhiya : The nutritive faculty	Yes	Yes	Yes

2	**(U-2)** قوت نامیہ/Quwwat Nāmiya: The faculty of growth	Yes	Yes	Yes
(M-16) قوت طبیعیہ: قوت تناسلیہ/Quwā Ṭabī'iyya: Quwā Tanāsuliyya (Reproductive Faculty) (Marks: Range 5-20)				
1	**(U-1)** قوت مولدّہ/Quwwat Muwallida	Yes	Yes	Yes
2	**(U-2)** قوت مصورہ/Quwwat Muṣawwira	Yes	Yes	Yes
(M-17) افعال/Af 'al (Functions) (Marks: Range 5-20)				
1	**(U-1)** Introduction and classification	No	Yes	Yes
2	**(U-2)** Applied Aspect	Yes	Yes	No
S.No	**List of Module/Unit**	**ABQ**	**SAQ**	**LAQ**
Paper No : 3 (Asbāb-o-ʿAlāmāt wa Uṣūl-i-Tashkhīṣ)				
(M-18) 'Ilmul Asbāb علم الاسباب (Marks: Range 5-20)				
1	**(U-1)** Asbāb 'Umūmī اسباب عمومی	Yes	Yes	Yes
2	**(U-2)** Asbāb Juz'iyya اسباب جزئیہ	Yes	Yes	Yes
(M-19) Asbāb Ḍarūriyya اسباب ضروریہ (Marks: Range 5-20)				
1	**(U-1)** Concept of Asbāb Ḍarūriyya مفاہیم اسباب ضروریہ	No	Yes	Yes
2	**(U-2)** Content of Asbāb Sitta Ḍarūriyya مشتملات اسباب ضروریہ	Yes	Yes	Yes
(M-20) Asbāb Ghyr Ḍharūriyya اسباب غیر ضروریہ (Marks: Range 5-20)				
1	**(U-1)** Introduction تعارف	Yes	Yes	Yes
2	**(U-2)** Emerging health challenges ابھرتے صحتی مبارزات	No	Yes	Yes
(M-21) 'Ilmul Amarāḍ علم الامراض (Marks: Range 5-20)				
1	**(U-1)** Ḥalāt-i- Badan حالات بدن	No	Yes	No
2	**(U-2)** Ajnās Amrāḍ اجناس امراض	No	Yes	Yes
3	**(U-3)** Amrāḍ A'ḍā (Disease related to organ) امراض اعضاء	Yes	Yes	Yes
4	**(U-4)** Amrāḍ Motarfarriqa امراض متفرقہ	No	Yes	No

(M-22) Waja‘ & Ladhdhat وجع ولذت (Marks: Range 5-20)				
1	**(U-1)** Conceptual understanding تصوراتی تفہیم	No	Yes	Yes
2	**(U-2)** Contemporary interpretation عصری تعبیر و تشریح	Yes	Yes	No
(M-23)‘Ilmul ‘Alamāt علم العلامات (Marks: Range 5-20)				
1	**(U-1)** Conceptual understanding تصوراتی تفہیم	No	Yes	Yes
2	**(U-2)** Istidlāl Amrāḍ استدلال امراض	Yes	Yes	Yes
3	**(U-3)** ‘Alamāt Mutafarriqa علامات متفرقہ	Yes	Yes	No
(M-24) Adilla-i- Tashkhīṣ ادلہ تشخیص (Marks: Range 5-20)				
1	**(U-1)** Nabḍ: General discussion عمومی مباحث	Yes	Yes	Yes
2	**(U-2)** Adilla-i- Nabḍ ادلہ نبض	Yes	Yes	Yes
3	**(U-3)** Nabḍ Murakkab نبض مرکب	No	Yes	Yes
4	**(U-4)** Asbāb Nabḍ اسباب نبض	Yes	Yes	No
(M-25) Bawl-o-Barāz (Marks: Range 5-20)				
1	**(U-1)** Bawl بول	Yes	Yes	Yes
2	**(U-2)** Imtiḥān-i- Bawl امتحان بول	Yes	Yes	No
3	**(U-3)** Barāz براز	No	Yes	Yes
4	**(U-4)** Diagnostic parameter of Barāz براز کے تشخیصی پیرامیٹر	No	Yes	Yes
5	**(U-5)** Digar dhrāy‘ Tashkhīṣ دیگر ذرائع تشخیص	No	Yes	No
S.No	**List of Module/Unit**	**ABQ**	**SAQ**	**LAQ**
Paper No : 4 (Iṭlāqī Kulliyāt (Applied Kulliyāt))				
(M-26)Iṭlāq: Conceptual Overview اطلاق: نظری جائزہ (Marks: Range 5-20)				
1	**(U-1)** Mabaḥith-i-‘Ām مباحث عام (General Discussion)	No	Yes	No

2	**(U-2)** کلیات کے نظریاتی اور عملی پہلو Theoretical and practical perspectives of Kulliyāt	No	Yes	No
3	**(U-3)** کلیات سے جزئیات کا استقراء Inference from Kulliyāt to Juz'īyyāt	Yes	Yes	Yes
(M-27) اصول حفظان صحت Uṣūl-i-Ḥifẓān-i-Ṣiḥḥat (Marks: Range 5-20)				
1	**(U-1)** اسباب ستہ ضروریہ وغیر ضروریہ Asbāb Sitta Ḍarūriyya Wa Ghayr Ḍarūriyya	Yes	Yes	Yes
2	**(U-2)** تدابیر اعمار Tadābīr-i-A'mār (Age-specific regimens)	Yes	Yes	Yes
(M-28) تدابیر الامراض الخاصہ و مراعات عامہ Tadābīr al-Amrāḍ al-Khāṣṣa wa Marā'āt-i-'Āmma (Regimens for Special Health Conditions and General Body Care) (Marks: Range 5-20)				
1	**(U-1)** تدابیر ابدان ضعیفہ Tadābīr-i-Abdān Ḍa'īfa (Regimen for weak bodies)	Yes	Yes	Yes
2	**(U-2)** تدابیر عامہ Tadābīr Āmma	Yes	Yes	Yes
(M-29) اصول علاج بالغذاء Uṣūl 'Ilāj bi'l Ghidhā' (Principles of Dietotherapy) (Marks: Range 5-20)				
1	**(U-1)** نظریہ اور درجہ بندی Concept and classification	Yes	Yes	Yes
2	**(U-2)** تدابیر ماکول و مشروب Tadābīr-i-Mākūl-o-Mashrūb	Yes	Yes	Yes
3	**(U-3)** اصول تغذیہ Uṣūl-i-Taghdhiya	Yes	Yes	Yes
(M-30) اصول علاج بالتدبیر Uṣūl 'Ilāj bit Tadbīr (Principles of Regimenal Therapy) (Marks: Range 5-20)				
1	**(U-1)** نضج Nuḍj (concoction)	Yes	Yes	Yes
2	**(U-2)** تنقیہ و استفراغ Tanqiya Wa Istifrāgh	Yes	Yes	Yes
(M-31) ذرائع تنقیہ و استفراغ Dharā''e Tanqiya Wa Istifrāgh (Marks: Range 5-20)				
1	**(U-1)** طریقہ تنقیہ و استفراغ Ṭarīqa-i-Tanqiya Wa Istifrāgh	Yes	Yes	Yes
(M-32) اصول علاج بالدواء Uṣūl 'Ilāj bil Dawā'(Pharmacotherapy) (Marks: Range 5-20)				
1	**(U-1)** نسخہ نویسی و ترکیب ادویہ Nuskha Nawesī Wa Tarkīb-i-Adwiya	Yes	Yes	Yes
2	**(U-2)** نوعیت افعال ادویہ Naw'iyat Af'al Adwiya	Yes	Yes	Yes
(M-33) اصول علاج Uṣūl-i-'Ilāj (Principles of Treatment) (Marks: Range 5-20)				

1	(U-1) نظریہ وفلسفہ Concept and philosophy	Yes	Yes	Yes
2	(U-2) مختلف الامراض کا عمومی اصول علاج General Principles of Treatment for Various Diseases	Yes	Yes	Yes
3	(U-3) دیگر امراض کا علاج Treatment approach for Other Clinical Conditions	Yes	Yes	Yes

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

Instructions for the paper setting.

1. University examination shall have 4 papers of 100 marks.

Each 100 marks question paper shall contain:-

• Application Based Question: 1 No (carries 20 marks)

• Short Answer Questions: 8 Nos (each question carries 05 marks)

• Long Answer Questions: 4 Nos (each question carries 10 marks)

2. Questions should be drawn based on the table 6F.

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

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

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

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

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

8. Create Blueprint based on instructions 1 to 7.

6 H : Distribution of Practical Exam (University Examination)

S.No	Heads	Marks
1	**Long Case or Procedure/ Major Practicals** 1. Clinical application of basic Unani Concepts 2. *Mizāj* Assessment and Analysis 3. Conceptual integration of *Arkān, Mizāj, Akhlāt* and *Kayfiyāt* 4. Case based on diagnostic principles and *Nabḍ* analysis 5. Evaluation of *Asbāb* of disease based on case studies 6. Hands-on module on: Regimenal therapies and preventive strategies 7. *Amrāḍ Ghayr Mudawwana* (Undocumented Diseases) and its interpretation based on *Asbāb, Alamāt* and *Usool-e-ilaj.* 8. Designing personalized dietary plans based on individual's *Mizāj, Asnān* and *Ajnās* etc. 9. Designing personalized treatment protocol based on *Mizāj, Asnān* and *Ajnās* etc.	100
2	**Short Case or Procedure/ Minor Practicals** 1. Investigations supporting diagnosis based on Unani Principles (HRV,ECG, Urine Examination, Blood Biochemistry) 2. Cross-mapping of concepts with hematological, biochemical and hormonal levels. 3. Diagnostic and therapeutic application of principles of *Istifrāgh* 4. Identification of *Ghalaba'-i-Akhlāṭ* /*Sui tarkib* and *Tafarruq Ittesāl* with the help of *alamāt* and modern diagnostic tools 5. Identification and interpretation of dysfunction of *Quwwat* in clinical cases. 6. Preventive case planning for *Abdān Ḍaīfa* 7. Case study to identify the type of *Amrāḍ*	50
3	**Spotters:** Spotters should be crafted to test both conceptual understanding and application based knowledge from each of the following. • 3-D models • Histological slides • Symbolic representation	50

4	Assessing Teaching ability	25
5	Assessing Presentation Skills	25
6	Viva (4 examiners: 25 marks/each examiner)#	100
7	Logbook (Activity Record)	25
8	Practical /Clinical Record: Students must maintain a record book comprising 25 practicals.	25
Total Marks		**400**

No separate marks for dissertation viva.

Reference Books/ Resources

S.No	References
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2	Abdullah ABM. ECG in Medical Practice. 5th ed. New Delhi: Jaypee Brothers Medical Publishers; 2021.
3	Ahmad I. Kulliyāt ‘Aṣrī. Part I, Delhi: New Public Press; 1983.
4	Ahmad R. Tarjama Sharḥ-i-Asbāb. Vol. I. New Delhi: CCRUM; 2010.
5	Ahmad R. Tarjama Sharḥ-i-Asbāb. Vol. II. New Delhi: CCRUM; 2010.
6	Ahmad R. Tarjama Sharḥ-i-Asbāb. Vol. III. New Delhi: CCRUM; 2010.
7	Ahmad R. Tarjama Sharḥ-i-Asbāb. Vol. IV. New Delhi: CCRUM; 2010.
8	Ahmad,SI, Introduction to Al-Umur Al-Tabiyah (Principles of Human Physiology in Tibb), First Edition. Delhi: Saini Printers; 1980.
9	Akbar A. Mīzān al-Ṭibb (Urdu). New Delhi: Taraqqui Urdu Bureau; 1992.
10	Alagappan R. Manual of Practical Medicine. 6th ed. Delhi: The Health Sciences Publishers; 2018.
11	Anonymous. A Comprehensive Glossary of Avicenna's Canon of Medicine. New Delhi: Institute of History of Medicine and Medical Research; 1967.
12	Anonymous. Standard Unani Medical Terminology. New Delhi: CCRUM; 2012.
13	Anonymous. Theories & Philosophies of Medicine. New Delhi: Institute of History of Medicine and Medical Research; 1973.
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15	Antaki D. Tadhkira ūl’il Albāb. Part I. New Delhi: CCRUM; 2008.
16	Antaki D. Tadhkira ūl’il Albāb. Part II. New Delhi: CCRUM; 2009.
17	Antaki D. Tadhkira ūl’il Albāb. Part III. New Delhi: CCRUM; 2010.

18	Anthony L. Mescher. Junqueira's Basic Histology: Text and Atlas. 16th edition. McGraw Hill/Medical; 2021.
19	Arzani MA. Iksīr al-Qulūb (Urdu translation of Mufarriḥ al-Qulūb). New Delhi: CCRUM; 2010
20	Arzani MA. Mufarriḥ al-Qulūb. Lucknow: Matba Nami Munshi Naval Kishor; YNM.
21	Arzani MA. Ṭibb-i-Akbar. Vol. I. 7th ed. Kanpur: Matba Nami Munshi Naval Kishor; 1905.
22	Arzani MA. Ṭibb-i-Akbar. Vol. II. 7th ed. Kanpur: Matba Nami Munshi Naval Kishor; 1905.
23	Azmi AA. Basic Concepts of Unani Medicine. New Delhi: Jamia Hamdard; 1995.
24	Baghdadi M. Kitāb al-Mukhtārāt fi'l Ṭibb (Urdu Translation). Vol. I. New Delhi: CCRUM; 2005.
25	Baghdadi M. Kitāb al-Mukhtārāt fi'l Ṭibb. Vol. I. Hyderabad India: Dairatul Maarif; 1362 AH.
26	Bhika R. Theoretical Principles of Ṭibb: A treatise on the Philosophy, Aetiology, Pathology, Diagnosis and Therapeutics from Greek, Arab and Unani sources, LAP LAMBERT Academic Publishing, 2018.
27	Buqrat. Al-Fuṣūl al-Abqarāṭiyya fi'l Uṣūl al-Ṭibbiyya. Calcutta: Education Press; 1268 AH.
28	Buqrat. Kitāb al-Ahwiya wa'l Miyāh wa'l Buldān. Cairo: Matba Muqtatif; 1885.
29	Buqrat. Taqdima al-Ma'rifa. Baghdad: Matba al-Ghari; 1938.
30	Chandpuri K. Mūjaz al-Qānūn (Urdu translation). 2nd ed. New Delhi: Taraqqi Urdu Bureau; 1988.
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Abbreviations

Domain		T L Method		Level	
CK	Cognitive/Knowledge	L	Lecture	K	Know
CC	Cognitive/Comprehension	L&PPT	Lecture with PowerPoint presentation	KH	Knows how
CAP	Cognitive/Application	L&GD	Lecture & Group Discussion	SH	Shows how
CAN	Cognitive/Analysis	L_VC	Lecture with Video clips	D	Does
CS	Cognitive/Synthesis	REC	Recitation		
CE	Cognitive/Evaluation	SY	Symposium		
PSY-SET	Psychomotor/Set	TUT	Tutorial		
PSY-GUD	Psychomotor/Guided response	DIS	Discussions		
PSY-MEC	Psychomotor/Mechanism	BS	Brainstorming		
PSY-ADT	Psychomotor Adaptation	IBL	Inquiry-Based Learning		
PSY-ORG	Psychomotor/Origination	PBL	Problem-Based Learning		
AFT-REC	Affective/ Receiving	CBL	Case-Based Learning		
AFT-RES	Affective/Responding	PrBL	Project-Based Learning		
AFT-VAL	Affective/Valuing	TBL	Team-Based Learning		
AFT-SET	Affective/Organization	TPW	Team Project Work		
AFT-CHR	Affective/ characterization	FC	Flipped Classroom		
		BL	Blended Learning		
		EDU	Edutainment		
		ML	Mobile Learning		
		ECE	Early Clinical Exposure		
		SIM	Simulation		
		RP	Role Plays		
		SDL	Self-directed learning		

		PSM	Problem-Solving Method		
		KL	Kinaesthetic Learning		
		W	Workshops		
		GBL	Game-Based Learning		
		LS	Library Session		
		PL	Peer Learning		
		RLE	Real-Life Experience		
		PER	Presentations		
		D-M	Demonstration on Model		
		PT	Practical		
		X-Ray	X-ray Identification		
		CD	Case Diagnosis		
		LRI	Lab Report Interpretation		
		DA	Drug Analysis		
		D	Demonstration		
		D-BED	Demonstration Bedside		
		DL	Demonstration Lab		
		DG	Demonstration Garden		
		FV	Field Visit		
		JC	Journal Club		
		Mnt	Mentoring		
		PAL	Peer Assisted Learning		
		C_L	Co Learning		