

**USER MANUAL  
FOR  
FIRST PROFESSIONAL BAMS CURRICULUM**



(Applicable from 2021-22 batch onwards for 5 years or until further notification by NCISM, whichever is earlier)



**BOARD OF AYURVEDA  
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE  
NEW DELHI-110058**

## **National Commission for Indian System of Medicine**

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

An Act..

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

## Graduate Attributes: -

Ayurved Samhitas explain many attributes of Ayurved Physician. Charak Samhita has explained the Qualities of *Pranabhisar Vaidya*, (Saviour), *Chikitsaprabhrut*, *Vaidyavrutti* and many quotes from almost all chapters of samhita. Sushrut Samhitas has elaborate description of teaching learning process and qualities of Vaidya in many chapters e.g. Prabhashaneeya. similarly, Ashtang sangrah and Hridaya and other samhitas contributed many such quotes.

These are the graduate attributes compiled from samhitas. (A student after completion of the course, should gain these attributes.)

Graduate Attributes (GA) Sanskrit and English Translation	
GA1	स्वस्थातुरयोःकृते हेतुलिङ्गऔषधात्मकस्य त्रिसूत्रात्मकस्य आयुर्वेदस्य ज्ञाता (भवेत्) Ayurveda professional who is well versed with the Trisutra framework i.e. causes (Hetu), symptoms (Linga) and therapeutics (Aushadha) for the maintenance of health and management of disease
GA2	विविधगुरुशास्त्रसेवनादिभिः पर्यवदातता विशुद्ध ज्ञानवत्ता बहुशो दृष्टकर्मता च Erudite scholar of pure knowledge of Ayurveda learnt from various gurus, contemporary disciplines and thorough observation of multiple procedures. (Variety of learning experiences. )
GA3	प्रकृतिवितर्कयुक्तिप्रतिपत्तिविद् (भवेत्) Physician with a rational approach to clinical decision making that is holistic and based on uniqueness of individual (Prakruti).
GA4	कर्म कुशल जितहस्ता च (भवेत्) Physician who is dexterous and skilled at performing therapeutic maneuvers.
GA5	विज्ञाता शासिता योक्ता चिकित्साप्रभृतः (प्राणाभिसरः) च (भवेत्) Saviour of lives, who is well equipped with requisite knowledge, leadership attributes and the ability to practice holistic management of diseases.
GA6	दक्षः शुचिः सद्वृत्तशीलः करुणावान च (भूत्वा वर्तेत)

	Agile, wise, virtuous, ethical and compassionate professional physician.
GA7	सतताध्ययनपरः (भवेत्) Self-directed learner taking efforts to enrich his qualities (knowledge and skills) to improve healthcare and societal well-being.
GA8	सुष्ठु संभाषणक्षमः (स्यात्) Eloquent or good communicator who effectively communicates with patients, families, community and peers.
GA9	चिकित्सक अन्वेषक अध्यापक गुणानां ज्ञाता अभिकाक्षिणः च (भवेत्) Professional who knows the qualities of a practitioner, researcher and academician and aspires to be one.

### Programme learning outcomes (PO)

At the end of the BAMS programme, the students will be able to:

PO1	Demonstrate comprehensive knowledge and application of the Trisutra concept to explore root causes, identify clinical manifestations of disease to treat ailments and maintain healthy status.
PO2	Demonstrate knowledge and skills in Ayurveda, acquired through integration of multidisciplinary perspectives and keen observation of clinical and practical experiences.
PO3	Demonstrate proficiency in holistic, unique assessment of an individual for rational approach and decision-making in management of disease and maintenance of health.

PO4	Perform procedures and therapeutic maneuvers with skill and dexterity in a variety of situations.
PO5	Demonstrate knowledge, skills and attitudes to provide holistic quality care and preparedness to practice.
PO6	Demonstrate agility, virtuous and ethical behavior and compassion to improve the well-being of individuals and society.
PO7	Demonstrate self-directedness in pursuit of knowledge and skills, which is required for advancing health care and wellbeing of society.
PO8	Demonstrate the ability to effectively communicate with patients, families, community and peers
PO9	Demonstrate an understanding of qualities and required skills as a practitioner, researcher and academician and an aspirations to become one.

GA1 to GA9 are Matched with PO1 to PO9 Respectively.

A indicate List and name of topic and subtopic

B indicate Term

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

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

## 6 G Blue print of paper I & II

A Question Sr. No	B Type of Question	C Question Paper Format
Q1	Multiple choice Questions (MCQ)  20 Questions  1 mark each  All compulsory	1. Topic number 2. Topic number 3. Topic number 4. Topic number 5. Topic number 6. Topic number 7. Topic number 8. Topic number 9. Topic number 10. Topic number 11. Topic number 12. Topic number 13. Topic number 14. Topic number 15. Topic number 16. Topic number 17. Topic number 18. Topic number 19. Topic number 20. Topic number
Q2	Short answer Questions (SAQ) Eight Questions 5 Marks Each All compulsory	1. Topic number / Topic number 2. Topic number / Topic number 3. Topic number / Topic number 4. Topic number / Topic number 5. Topic number / Topic number 6. Topic number / Topic number 7. Topic number / Topic number
Q3	Long answer Questions (LAQ) Four Questions 10 marks each All compulsory	1. Topic number / Topic number 2. Topic number / Topic number 3. Topic number / Topic number 4. Topic number / Topic number

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

A indicates Sr No question

B indicates Type of Questions.

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

All questions should be compulsory.

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

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

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

Structured Questions should be asked for LAQ. A clear demarcation of the should be given.

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

## 6 H Distribution of Practical Exam

SN	Heads	Marks
1	Practical (Total Marks 100)	
	Heading 1	
	Heading 2	
	Heading 3	
	Heading 4	
2	Viva Voce	
3	Internal	
4	Electives (if applicable))	
	Total Marks	

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

7. References books/ Resources

Book and Resources are given.

## Implementation

- Select a topic as per term
- Read the objectives
- Think of Domain
- Decide lecture plan and prepare material A/V aids(PPT, Charts etc)
- Decide non lecture activities to be conducted. Prepare resources (Case, problem etc)

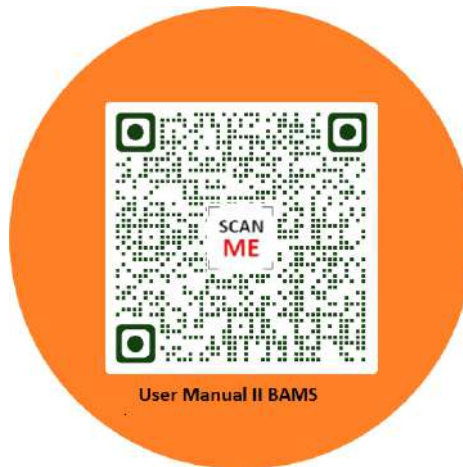
**USER MANUAL  
FOR  
SECOND PROFESSIONAL BAMS CURRICULUM**



(Applicable from 2021-22 batch, from the academic year 2023-24 onwards for 5 years or until further notification by NCISM, whichever is earlier)



**BOARD OF AYURVEDA  
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE  
NEW DELHI-110058**





## **National Commission for Indian System of Medicine**

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- for India and enforces high ethical standards in all aspects of medical services;
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## Prologue

Since 2021-22 admitted batch NCISM had accepted outcome based curriculum.

**Outcome-based curriculum** Outcome-based curriculum is an educational framework that centers around clearly defined learning outcomes or objectives. In this approach, the curriculum is designed and structured based on the desired knowledge, skills, and competencies that students should attain by the end of a course or program. Instead of focusing solely on content delivery, outcome-based curriculum emphasizes the demonstrable results of learning.

The process involves identifying specific learning outcomes, aligning instructional strategies and assessments to these outcomes, and continuously assessing students' progress and achievement. This approach enhances transparency, as both educators and students have a clear understanding of the intended learning goals. Outcome-based curriculum fosters active learning, critical thinking, and practical application of knowledge, better preparing students for real-world challenges. It also allows for continuous improvement by incorporating feedback and adapting the curriculum to meet evolving educational needs.

Outcome-Based Curriculum (OBC) is structured around the alignment of several key elements: General Abilities (GA), Program Learning Outcomes (PLO), and Course Learning Outcomes (CLO). Mapping these elements helps ensure a coherent and effective educational framework.

General Abilities (GA) encompass a set of skills and attributes that students should develop across their academic journey. These abilities often include critical thinking, communication, teamwork, ethical awareness, and more. They represent the overarching qualities that students should possess upon graduation.

Program Learning Outcomes (PLO) are specific statements that articulate what students should achieve by the time they complete a program of study. PLOs reflect the essential knowledge, skills, and competencies relevant to a particular field. They guide the curriculum design by outlining the program's intended outcomes.

Course Learning Outcomes (CLO) are detailed objectives for individual courses within the program. They break down the broader PLOs into specific, measurable

statements that define what students should be able to do after completing a particular course.

Mapping involves aligning GA, PLO, and CLO to ensure a seamless progression of learning. It ensures that each course's CLOs contribute to achieving the program's PLOs, and that both are in line with the development of GA. Mapping ensures that the curriculum is coherent, progressive, and that students are consistently building the desired skills and knowledge. This alignment aids in assessment and evaluation, as well as in demonstrating the effectiveness of the educational program in producing graduates with the intended abilities and outcomes.

### Graduate Attributes: -

Ayurved Samhitas explain many attributes of Ayurved Physician. Charak Samhita has explained the Qualities of *Pranabhisar* Vaidya, (Saviour), *Chikitsaprabhrut*, *Vaidyavrutti* and many quotes from almost all chapters of samhita. Sushrut Samhitas has elaborate description of teaching learning process and qualities of Vaidya in many chapters e.g. Prabhashaneeya. similarly, Ashtang sangrah and Hridaya and other samhitas contributed many such quotes.

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<b>GA2</b>	विविधगुरुशास्त्रसेवनादिभिः पर्यवदातता विशुद्ध ज्ञानवता बहुशो दृष्टकर्मता च Erudite scholar of pure knowledge of Ayurveda learnt from various gurus, contemporary disciplines and thorough observation of multiple procedures. (Variety of learning experiences. )
<b>GA3</b>	प्रकृतिवितर्कयुक्तिप्रतिपत्तिविद् (भवेत्) Physician with a rational approach to clinical decision making that is holistic and based on uniqueness of individual (Prakruti).

<b>GA4</b>	कर्म कुशल जितहस्ता च (भवेत्) Physician who is dexterous and skilled at performing therapeutic maneuvers.
<b>GA5</b>	विज्ञाता शासिता योक्ता चिकित्साप्रभृतः (प्राणाभिसरः) च (भवेत्) Saviour of lives, who is well equipped with requisite knowledge, leadership attributes and the ability to practice holistic management of diseases.
<b>GA6</b>	दक्षः शुचिः सद्वृत्तशीलः करुणावान च (भूत्वा वर्तेत) Agile, wise, virtuous, ethical and compassionate professional physician.
<b>GA7</b>	सतताध्ययनपरः (भवेत्) Self-directed learner taking efforts to enrich his qualities (knowledge and skills) to improve healthcare and societal well-being.
<b>GA8</b>	सुष्ठु संभाषणक्षमः (स्यात्) Eloquent or good communicator who effectively communicates with patients, families, community and peers.
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### **Programme learning outcomes (PO)**

At the end of the BAMS programme, the students will be able to:

<b>PO1</b>	Demonstrate comprehensive knowledge and application of the Trisutra concept to explore root causes, identify clinical manifestations of disease to treat ailments and maintain healthy status.
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PO2	Demonstrate knowledge and skills in Ayurveda, acquired through integration of multidisciplinary perspectives and keen observation of clinical and practical experiences.
PO3	Demonstrate proficiency in holistic, unique assessment of an individual for rational approach and decision-making in management of disease and maintenance of health.
PO4	Perform procedures and therapeutic maneuvers with skill and dexterity in a variety of situations.
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PO9	Demonstrate an understanding of qualities and required skills as a practitioner, researcher and academician and an aspirations to become one.

GA1 to GA9 are Matched with PO1 to PO9 Respectively.

User Manual was I Ayurved was released with I curriculum in March 2022. II year curriculum includes new TL methods and New Assessment methods, User Manual for II BAMS is released with enhanced contents and customised for II year curriculum.

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

A4 Course outcom e	B4 Learnin g Objectiv e (At the end of the session, the students should be able to)	C4 Domai n/ sub	D4 Must to know/ desirable to know/Nic e to know	E4 Level Does/ Show s how/ Know s how/ Know	F4 T-L metho d	G4 Assessme nt	H4 Formative /summati ve	I4 T e r m	J4 Integratio n
<b>Topic 1- &lt;Topic point number&gt;</b> (Lecture:- <Number> hours, Non lecture <Number> hours)									

Similar to above table 3 for practical

- List of Practical is added to denote the practicals.

**Table 5- Non-Lecture Activities Course AyUG....**

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

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

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

## 6 A-Number of Papers and Marks Distribution

**Number of Papers and Marks Distribution for Second Professional BAMS Subjects**

S. No.	Subject Code	Papers	Theory	Practical/Clinical Assessment					
				Practical/ Clinical	Viva	Elective	IA	Sub Total	GRAND TOTAL
1.	AyUG-DG	2	200	100	70	-	30	200	400
2.	AyUG-RB	2	200	100	70	-	30	200	400
3.	AyUG-RN	2	200	100	70	-	30	200	400
4.	AyUG-AT	1	100	100	60	10 (Set-SA)	30	200	300
5.	AyUG-SA2	1	100	-	75	10 (Set-SB)	15	100	200
6.	AyUG-SW	2	200	100	60	10 (Set-SC)	30	200	400
<b>Grand Total</b>									<b>2100</b>

## 6 B - Scheme of Assessment (formative and Summative)

SR.NO.	PROFESSIONAL COURSE	DURATION OF PROFESSIONAL COURSE		
		First Term (1-6 Months)	Second Term (7-12 Months)	Third Term (13-18 Months)
1	II BAMS	3 PA & First TT	3 PA & Second TT	3 PA & UE*

PA: Periodical Assessment; TT: Term Test; UE: University Examinations.

**\*University Examination Shall be on entire syllabus.**

Theory i.e. Written by the MCQ, SAQ, LAQ as per MSE and Practical Examination by Practical / Clinical/ Viva.

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

(Refer above explanation of Formative assessment in G3 column)

Formative assessment should be frequent activity after teaching.

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

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

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

## 6 C - Calculation Method for Internal assessment Marks (15 Marks)

For Samhita Adhyayan 2

TERM	PERIODICAL ASSESSMENT*					TERM TEST**	TERM ASSESSMENT	
	A	B	C	D	E	F	G	H
	1 (15 Marks)	2 (15 Marks)	3 (15 Marks)	Average (A+B+C/3)	Converted to 15 Marks (D/15*15)	Term Test (Marks converted to 15) (15 Marks)	Sub Total _/30 Marks	Term Assessment (..../15)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		E
<b>Final IA</b>	Average of Three Term Assessment Marks as Shown in 'H' Column.							
	Maximum Marks in Parentheses *Select an Evaluation Method which is appropriate for the objectives of Topics from the Table 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C.							

	** Conduct Theory (100 Marks) (MCQ(20*1 Marks), SAQ(8*5), LAQ(4*10)) and Practical (100 Marks) Then convert total to 15 marks.
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OR

## 6 C - Calculation Method for Internal assessment Marks (30 Marks)

For AyUG-DG, AyUG-RB, AyUG-RN, AyUG-AT, AyUG-SW

TERM	PERIODICAL ASSESSMENT*					TERM TEST **	TERM ASSESSMENT	
	A	B	C	D	E	F	G	H
	1 (15 Marks)	2 (15 Marks)	3 (15 Marks)	Average (A+B+C/3)	Converted to 30 Marks (D/15*30)	Term Test (Marks converted to 30)	Sub Total _/60 Marks	Term Assessment (.../30)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		E
<b>Final IA</b>	Average of Three Term Assessment Marks as Shown in 'H' Column.							
	Maximum Marks in Parentheses *Select an Evaluation Method which is appropriate for the objectives of Topics from the Table 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C. ** Conduct Theory (100 Marks)(MCQ(20*1 Marks), SAQ(8*5), LAQ(4*10)) and Practical (100 Marks) Then convert to 30 marks.							

## 6 D - Evaluation Methods for Periodical Assessment

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



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

Conduct periodic test for 15 marks.

## 6 E Question Paper Pattern

### II PROFESSIONAL BAMS EXAMINATIONS

AyuUG - .....

#### PAPER-1

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

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

Similar for Paper II (If applicable).

## 6 F Distribution of theory examination

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

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

A indicate List and name of topic and subtopic

B indicate Term

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

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

## 6 G Blue print of paper I & II

A Question Sr. No	B Type of Question	C Question Paper Format
Q1	Multiple choice Questions (MCQ)	1. Topic number 2. Topic number

	20 Questions 1 mark each All compulsory	3. Topic number 4. Topic number 5. Topic number 6. Topic number 7. Topic number 8. Topic number 9. Topic number 10. Topic number 11. Topic number 12. Topic number 13. Topic number 14. Topic number 15. Topic number 16. Topic number 17. Topic number 18. Topic number 19. Topic number 20. Topic number
Q2	Short answer Questions (SAQ) Eight Questions 5 Marks Each All compulsory	1. Topic number / Topic number 2. Topic number / Topic number 3. Topic number / Topic number 4. Topic number / Topic number 5. Topic number / Topic number 6. Topic number / Topic number 7. Topic number / Topic number
Q3	Long answer Questions (LAQ) Four Questions 10 marks each All compulsory	1. Topic number / Topic number 2. Topic number / Topic number 3. Topic number / Topic number 4. Topic number / Topic number

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

A indicates Sr No question

B indicates Type of Questions.

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

All questions should be compulsory.

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

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

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

Structured Questions should be asked for LAQ. A clear demarcation of the should be given.

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

## 6 H Distribution of Practical Exam

SN	Heads	Marks
1	Practical (Total Marks 100)	
	Heading 1	
	Heading 2	
	Heading 3	
	Heading 4	
2	Viva Voce	
3	Internal	
4	Electives (if applicable)	
	Total Marks	

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

7. References books/ Resources

Book and Resources are given.

## Implementation

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