



ODISHA UNIVERSITY OF HEALTH SCIENCES, BHUBANESWAR

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F. No. OUHS/CD/320/ 1307 / 2023

Date: 17.11.2023

To

All the Dean & Principals / Directors,
All Ayurveda Colleges affiliated under OUHS.

Sub:- Approval of

1. Regulation and Courses of Studies of BAMS
2. Regulation and Courses of Studies of MD/MS in Ayurveda

Madam/Sir,

With reference to the NCISM guidelines, the document as per above subject matter should be followed by the Ayurveda colleges affiliated under OUHS.

Yours faithfully,


Registrar,
OUHS, Bhubaneswar

Date: 17.11.2023

Memo No: 1108 / 2023

Copy forwarded to:-

1. The Principal Secretary to the Hon'ble Chancellor, Raj Bhavan, Odisha, Bhubaneswar;
2. The Commissioner-Cum-Secretary, Health & Family Welfare, Odisha, Bhubaneswar;
3. Registrars of all universities of State (Previously regulated said courses)

Yours faithfully,


Registrar,
OUHS, Bhubaneswar

Date: 17.11.2023

Memo No: 1701 / 2023

Copy forwarded to OSD to the Vice-Chancellor for information of the Vice-Chancellor.

Yours faithfully,


Registrar,
OUHS, Bhubaneswar

**REGULATIONS & COURSES OF STUDIES
FOR 5 ½ YEARS BAMS DEGREE COURSE – 2023
(Bachelor of Ayurvedic Medicine and Surgery)**

(Approved in the First meeting of the Academic Council of
"Odisha University of Health Sciences, Bhubaneswar" held on October, 16, 2023)



Director, Curriculum

DIRECTOR-CURRICULUM
Odisha University of Health Sciences
Bhubaneswar



Registrar

Registrar
Odisha University of Health Sciences,
Bhubaneswar



**THE ODISHA UNIVERSITY OF HEALTH SCIENCES,
BHUBANESWAR- 751009**

**REGULATIONS & COURSES OF STUDIES
FOR 5 ½ YEARS BACHELOR OF AYURVEDIC MEDICINE AND SURGERY (BAMS) DEGREE
COURSE – 2023**

1. **Title and commencement of the Program:**
 - i. These regulations may be called "**Bachelor of Ayurvedic Medicine and Surgery**" (In short BAMS) Regulations- 2023".
 - ii. These regulations and courses of studies (syllabus) are in conformity with the National Commission for Indian Systems of Medicine (In Short NCISM).
 - iii. They shall come into force with effect from current the academic session 2023-24.
 - iv. The Regulations framed are subject to modification by the Academic Council and Executive Board of the Odisha University of Health Sciences, Bhubaneswar from time to time.

2. **Introduction:** Ayurveda, often called as the "**Science of life,**" is an ancient Indian system of medicine that emphasizes the holistic well-being of an individual. Ayurveda education in India traces its roots back to ancient times when knowledge was imparted through the Gurukula system. Students would live with their gurus (teachers) to gain comprehensive knowledge and practical experience in Ayurveda. The transmission of knowledge occurred through oral tradition and hands-on training, ensuring a strong teacher-student relationship. The Charaka Samhita, Sushruta Samhita, and Ashtanga Hridaya are ancient Indian texts that are foundational to the practice of Ayurveda, the traditional system of medicine in India. The curriculum combines theoretical knowledge, practical training, and clinical exposure to prepare students for professional practice. Electives add value and strengthen the advancement in the subjects of studies.

An anonymous proverb says 'it is not good because it is old; it is old because it is good'. An important lesson from the study of Ayurveda's history is revelation of its original spirit of curiosity, questioning, and experimentation as a means to being a progressive science. Undoubtedly, Ayurveda represents a rich tradition of knowledge based on sound logic, reasoning, questioning, and critical assessment. The culture of inquisitiveness and the art of questioning are extremely important for any knowledge-based society. The spirit of scientific progress requires dynamic thought processes, vibrant interactions, and free exchange of ideas.

Going forward, Ayurvedic solutions will play a significant role in helping people build real health by preventing and removing the root cause of chronic health issues. Ayurveda can revolutionize the modern healthcare ecosystem and make the future medical system more sustainable.

Today's medical education should focus more on bedside teaching, hands on training, interventional skills, technology, project-based learning, etc. Bedside teaching is a vital component of medical education, that the learners should have the opportunities to use their senses to learn holistic medicine, a vital aspect often difficult to communicate in words.

Moreover, research and innovation are the call of hour to further advance the growth and acceptance of Ayurveda education. It is the need of the hour to emphasize on **evidence-based practice, interdisciplinary approaches and integration of technology in Ayurveda** and enhance its acceptability.

3. **Goal:** To change the perception of Ayurveda as an alternative or traditional medicine system and bring into the mainstream through evidence-based practice, interdisciplinary approaches and integration of technology in Ayurveda and enhance its acceptability.



4. **Objective:** To produce graduates who efficiently serve in health services as Ayurvedic practitioners by providing relief to the patients through Ayurvedic therapeutic measures.
5. **Eligibility for admission to the Course:** The eligibility criteria as prescribed by the National Commission for Indian System of Medicine from time to time shall be applicable to the affiliated Colleges / Institutions under this University mutatis mutandis. In addition, candidate (s) allotted a seat on the basis of qualifying examination and merit, shall be required to submit college leaving certificate, migration certificate (if applicable) in original, physical fitness certificate and a declaration before the Principal / Head of the Institution that;

(i) I am not continuing in any Degree Course under any State, Deemed, Central University and Autonomous Body,

(ii) I have not been involved in any kind of criminal and unlawful activities in the past.

Provided, after fulfilment of all condition (s), the University on receipt of student detail with prescribed fees, shall issue University Registration Number as per OUHS First Statute- 2023, which shall be used as Roll Number for End Term Professional Examination (s).

Provided further, after the admission is over, the College / Institution shall send the list of admitted students to the National Commission for Indian System of Medicine within cutoff date of admission for verification to ensure the compliance of the provisions of the regulations at any time.

6. **Duration:** The duration of **Bachelor of Ayurvedic Medicine and Surgery (BAMS)** Degree course shall be of 4 ½ academic years from the date of commencement of course to the date of completion of examination which shall be followed by one year of compulsory rotating internship. A learner shall not be entitled to graduate later than ten (10) years of her/his joining the first **Bachelor of Ayurvedic Medicine and Surgery (BAMS)** course.

Cycle	Course Title	Duration
1	First Professional	Eighteen Months
2	Second Professional	Eighteen Months
3	Third Professional	Eighteen Months
4	Compulsory Rotatory Internship	Twelve Months

7. **Medium of instruction:** The medium of instruction for the programme shall be Sanskrit, or Hindi, or any recognized regional language including 'Odia', and 'Hindi':

Provided that in case, if any institute is admitting students from different states or international students, the medium of instruction shall be English.

Provided further, the medium of assessment shall be English, and Hindi wherever necessary.

8. **Commencement of the Course:** The course will commence from October 1st of every year or as to be prescribed by the National Commission for Indian Systems of Medicine, India from year to year.
9. **Academic Year:** The academic year shall be twelve months commencing from the first day of enrolment into the course. However, any modification by the National Commission for Homoeopathy issued from time to time shall deemed to be applicable and binding on the Colleges / Institutions.

10. **Attendance:** The component wise minimum attendance percentile shall be as mentioned below;

Subjects	Minimum attendance percentage
Subjects taught in one phase	75% theory, 75% Practical
Electives	As prescribed by NCISM.
Internship	As prescribed by NCISM.

11. **Course Cycle and Structure of BAMS:** The 5 ½ years course cycle including 1-year compulsory rotating internship and structure prescribed hereunder;

11.1. **Code (s):** The codes used in this Regulations & Courses of Studies.

- The total number of digits (Numerical & Letters) used in the course is 9 (Nine).
- The 1st two digits (Numerical) indicates the Year of Courses of Studies.
- The 3rd digit (Letter) indicates the "Faculty" "Ayurveda".
- The 4th & 5th digits (Letters) indicate the Course Code "BAMS".
- The 6th & 7th digits (Letters) indicate the Subject Code.
- The 8th, 9th & 10th or 9th & 10th digit (s) (Numerical and Letter or Letter and Numerical) indicate the year and sequence of the Theory Subject (s) or Practical of the year.

11.2. **5 ½ Years Course Cycle including 1-year compulsory rotating Internship:**

Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
										1	2
											1PA
3	4	5	6	7	8	9	10	11	12	13	14
	2PA		3PA 1TT		4PA		5PA		6PA 2TT		7PA
15	16	17	18	19	20	21	22	23	24	25	26
8PA	9PA	U-ET		U-Sup	1PA		2PA		3PA 1TT		4PA
27	28	29	30	31	32	33	34	34	36	37	38
	5PA		6PA 2TT		7PA	8PA	9PA	U-ET		U-Sup	1PA
39	40	41	42	43	44	45	46	47	48	49	50
	2PA		3PA 1TT		4PA		5PA		6PA 2TT		7PA
51	52	53	54	55	56	57	58	59	60	61	62
8PA	9PA	U-ET		U-Sup							
				RI1	RI2	RI3	RI4	RI5	RI6	RI7	RI8
63	64	65	66								
RI9	RI10	RI11	RI12								

Nota bene: The numerical numbers exhibited against the month re-affirms allotment of months in respect of the Professionals. The schedule of Periodic Assessment (PA), Terminal Test (TT), University End Term Examination (s) and Rotatory Internship (RI) shall be correlated with the month of course commencement for the admission batch.

11.3. Structure of Bachelor of Ayurvedic Medicine and Surgery (BAMS).

Title (English)	Sub Code	Paper	Internal Assessment		Total	University Examination		Total
			Theory	Prac / Clinical		Theory	Prac / Clinical + Viva + Ele + IA=	
FIRST PROFESSIONAL								
Sanskrit & History of Ayurveda (Sanskrit & Ayurveda Itihas)*	23YBVS10	I	235	100	335	100	00+75*+10+15	300
	23YBVS11	II				100		
	23YBVS1P	P						
Fundamental Principles of Ayurveda & Quantum Mechanics (Padartha Vigyan) *	23YBVPV12	I	335	200	535	100	100+60+10+30	400
	23YBVPV13	II				100		
	23YBVPV1P	P						
Human Physiology (Kriya Sharir)	23YBVKS14	I	335	200	535	100	100+70+00+30	400
	23YBVKS15	II				100		
	23YBVKS1P	P						
Human Anatomy (Rachana Sharir)	23YBVRS16	I	335	200	535	100	100+70+00+30	400
	23YBVRS18	II				100		
	23YBVRS1P	P						
Study of Ayurveda Classical Text I (Samhita Adhyana-I) *	23YBVSA17	I	235	100	335	100	00+75*+10+15	200
	23YBVSA1P	P						
TOTAL			1475	800	2275	900	800	1700
*Electives: et-FA, FB, FC – sets of Electives for First Professional.								
SECOND PROFESSIONAL								
Pharmacology & Materia Medica Herbal (Dravyaguna Vigyan)	23YBVDG20	I	335	200	535	100	100+70+00+30	400
	23YBVDG21	II				100		
	23YBVDG2P	P						
Materia Medica – Mineral & metals & Pharmaceutical Science (Rasashastra Evam Bhaishajya Kalpana)	23YBVRB22	I	335	200	535	100	100+70+00+30	400
	23YBVRB23	II				100		
	23YBVRB2P	P						
Methods of Diagnosis, Diagnostic Procedure & Pathology (Roga Nidan Evam Vikriti Vigyan)	23YBVRN24	I	335	200	535	100	100+70+00+30	400
	23YBVRN25	II				100		
	23YBVRN2P	P						
Clinical Toxicology & Medical Jurisprudence (Agad Tantra Evam Vidhi Vaidyaka)*	23YBVAT26		235	100	335	100	100+60+10+30	300
	23YBVAT2P	P						
Study of Ayurveda Classical Text (Samhita Adhyayan- II)*	23YBVSA27	II	235	100	335	100	00+75+10+15	200
	23YBVSA2P	p						
Life Style Managem- ent, Public Health & Yoga (Swasthritta Evam Yoga) *	23YBVSW28	I	335	200	535	100	100+60+10+30	400
	23YBVSW29	II				100		
	23YBVSW2P	P						
TOTAL			1810	1000	2810	1000	1100	2100
*Electives: Set-SA, SB, SC – sets of Electives for Second Professional.								

Title (English)	Sub Code	Paper	Internal Assessment		Total	University Examination		Total
			Theory	Prac / Clinical		Theory	Prac / Clinical + Viva + Ele + IA=	
THIRD PROFESSIONAL								
Internal Medicine including Psychiatry, Rejuvenative Medicine, Reproducing Medicine & Epigenetics (Kayachikitsa including Manasa Roga, Rasayana, & Vajikarana)	23YBVKC30	I	335	200	535	100	100+70+00+30	500
	23YBVKC31	II				100		
	23YBVKC32	III				100		
	23YBVKC3P	P				200		
Therapeutic Procedural Management (Panchakrama & Upakram)	23YBVPK33	p	235	100	335	100	100+70+00+30	300
	23YBVPK3P					200		
General Surgery (Shalya Tantra)	23YBVST34	I	335	200	535	100	100+70+00+30	400
	23YBVST35	II				100		
	23YBVST3P	P				200		
Ophthalmology, Oto-rhino-laryngology & Oro-dentistry (Shalakya Tantra)	23YBVSL36	I	335	200	535	100	100+70+00+30	400
	23YBVSL37	II				100		
	23YBVSL3P	P				200		
Gynecology & Obstetrics (Prasuti Tantra Evam Stree Roga)*	23YBV PS38	I	335	200	535	100	100+60+10+30	400
	23YBV PS39	II				100		
	23YBVPS3P	P				200		
Paediatrics (Kaumarabharitya)*	23YBVKB3A	p	235	100	335	100	100+60+10+30	300
	23YBVKB3P					200		
Study of Ayurveda Classical Text (Samhita Adhyayan III) *	23YBVSA3B1	III	235	100	335	100	00+75+10+15	200
	23YBVSA3P	P				100		
Emergency Medicine (Atyaichikitsa)	23YBVEM3C					--	--	--
Research Methodology & Medical Statistics	23YBVRM3D		50			50	--	50
TOTAL			2095	1100	3195	1250	1300	2550

*Electives: Set-TA, TB, TC – sets of Electives for Third Professional.

11.2.1. The Electives:

Section FA

- 1) Basics of Manuscript ology,
- 2) Introduction to Sewa Rigpa System of Medicine,
- 3) Introduction to Science in Sanskrit,
- 4) Introduction to Siddha System of Medicine
- 5) Basics of Pharmacology,
- 6) Introduction to Phytochemistry,
- 7) Fundamentals of Ayurveda,
- 8) Basics of Physiotherapy,
- 9) Basics of Microbiology.

Section FB

- 1) Basics of Pedagogy
- 2) Introduction to Samkhya- Karika
- 3) Architecture in Indian System of Medicine
- 4) Introduction to Epidemiology
- 5) Basics of Biomedical Engineering.
- 6) Basic Techniques of Pharmacology,
- 7) Technological Developments in Indian System of Medicine

Section FC

- 1) Introduction to Shilpa Shastra
- 2) Introduction to Medical Astrology
- 3) Fundamental of Child Psychology
- 4) Basics of Sports Medicine
- 5) Basics of Preventive Cardiology
- 6) Introduction to Medical Instrumentation
- 7) Introduction to Vrikshyayurveda
- 8) Basic Techniques of Medicinal Plantation.

Provided further, the elective (s) as to be prescribed in respect of second and third professionals from time to time by NCISM shall deemed to be accepted by the University, and binding on the Colleges / Institutions.

12. Plan of Studies (Teaching, Training & Practice):

12.1. First Professional (18 Months including Examination): In the First Professional year, after the Induction Programme is over, students shall study Sanskrit & History of Ayurveda (Sanskrit & Ayurveda Itihas), Fundamental Principles of Ayurveda & Quantum Mechanics (Padartha Vigyan), Human Physiology (Kriya Sharira), Human Anatomy (Rachana Sharira), and Study of Ayurveda Classical Text I (Samhita Adhyana-I). The Clinical training of the student shall start from the First Professional session onwards and subject related clinical training shall be provided in the attached hospital by the concerned faculty and department in non-lecture hours as per the requirement of the subject Samhita, Siddhanta and Kriya Sharira through the specialty Outpatient Department (OPD) and Inpatient Department (IPD) wherein teachers of the above departments are consultants and screening OPD; wherein students involve in Prakriti and Saara assessment, practicing of naadi, recording of dosha vriddhi kshaya lakshanas, measurement of height, weight, calculation of Body Mass Index (BMI) etc. activities.

In addition, a student shall be required to register and qualify in three Electives under Sanskrit & History of Ayurveda (Sanskrit & Ayurveda Itihas), Fundamental Principles of Ayurveda & Quantum Mechanics (Padartha Vigyan), and Study of Ayurveda Classical Text I (Samhita Adhyana-I) choosing from the relevant SA, SB & SC Sections.

The total number of teaching - Working Days 320 excluding 15 days induction programme, Teaching Hours per Day is 6 hours (total 1920 hours), and total number of teaching & non-teaching hours excluding internal and university examinations is 1830 hours.

12.2. Second Professional (18 Months including Examination): In the Second Professional year, students shall study Pharmacology & Materia Medica Herbal (Dravyaguna Vigyan), Materia Medica – Mineral & Metals & Pharmaceutical Science (Rasashastra Evam Bhaishajya Kalpana), Methods of Diagnosis, Diagnostic Procedure & Pathology (Roga Nidan Evam Vikriti Vigyan), Clinical Toxicology & Medical Jurisprudence (Agad Tantra Evam Vidhi

Vaidyaka), Study of Ayurveda Classical Text (Samhita Adhyayan-II), and Life Style Management, Public Health & Yoga (Swasthivrita Evam Yoga). The Clinical training commenced from the First Professional shall continue in (i) Department of Roganidana (specialty clinics and IPD wherein teachers of Roganidana department are consultants), ii. Department of Agada Tantra through Visha Chikitsa OPD and IPD, (iii). Department of Swasthivrita through swastha rakshna OPD and IPD. In addition, the students shall be posted to medicine dispensary to get her / him familiar with prescription patterns, medicine names, forms, dosage, Aushada sevanakaala, anupana, sahapana, method of mixing or compounding of medicines etc. Similarly, in IPD nutritional assessment, pathya preparation unit or diet center to get familiarize with various pathya or therapeutic diet preparations.

In addition, a student shall be required to register and qualify in three Electives under Clinical Toxicology & Medical Jurisprudence (Agad Tantra Evam Vidhi Vaidyaka), Study of Ayurveda Classical Text (Samhita Adhyayan-II), and Life Style Management, Public Health & Yoga (Swasthivrita Evam Yoga) choosing from the relevant SA, SB & SC Sections.

The total number of teaching - Working Days is 320, Hours per is 06, and total number of teaching hours excluding internal and university examinations is 2240 hours.

12.3. Third Final Professional (18 Months): In the Third Professional year, students shall study Internal Medicine including Psychiatry, Rejuvenative Medicine, Reproducing Medicine & Epigenetics (Kayachikitsa including Manasa Roga, Rasayana, & Vajikarana), Therapeutic Procedural Management (Panchakrama & Upakram), Gynecology & bstetrics (Prasuti Tantra Evam Stree Roga), General Surgery (Shalya Tantra), Ophthalmology, Oto-rhino-laryngology & Oro-dentistry (Shalakyta Tantra), Paediatrics (Kaumarabharitya), Study of Ayurveda Classical Text (Samhita Adhyayan III), Emergency Medicine (Atyaikachikitsa), and Research Methodology & Medical Statistics.

In addition, a student shall be required to register and qualify in three Electives under Gynecology & bstetrics (Prasuti Tantra Evam Stree Roga), Pediatrics (Kaumarabharitya), and Study of Ayurveda Classical Text (Samhita Adhyayan III) choosing from the relevant TA, TB & TC Sections.

The total number of teaching - Working Days is 320, Hours per is 06, and total number of teaching hours excluding internal and university examinations is 2240 hours.

Provided further, students have to qualify minimum of THREE ELECTIVE courses for each professional session and shall have to qualify a minimum of NINE ELECTIVE courses before appearing for third professional university examinations.

Provided furthermore, qualifying minimum three number of Electives Courses shall not be pre-requisite for appearing in first and second professional university examination.

12.4. Compulsory Rotatory Internship: 12 Months: There shall be a compulsory Rotatory Internship of 12 Months for each eligible student after successful completion and passing of Third Professional Examinations. In addition, during Internship, the intern shall complete online programme on public health as laid down by the National Commission for Indian System of Medicine (NCISM), in addition to their regular duties. The details are as under;

(a) Duration & Plan of Activities:

- i. The duration of Compulsory Rotatory Internship including Internship Orientation Programme shall be one year.

- ii. The student shall be eligible to join the Compulsory Internship programme after passing all the subjects from First to Third (Final) Professional examination including nine electives.
- iii. The interns shall mandatorily attend an orientation programme regarding internship and it shall be the responsibility of the teaching institution to conduct the orientation before the commencement of the internship.
- iv. The orientation shall be conducted with an intention to make the intern to acquire the requisite knowledge about the Rules and Regulations of the Medical Practice and Profession, Medical Ethics, Medico-Legal Aspects, Medical Records, Medical Insurance, Medical Certification, Communication Skills, Conduct and Etiquette, National and State Health Care Programme.
- v. The orientation workshop shall be organised at the beginning of internship and an e-logbook shall be maintained by each intern, in which the intern shall enter date-wise details of activities undertaken by him during orientation.
- vi. The period of orientation shall be seven days.
- vii. The manual for conducting the orientation as prescribed from time to time by the National Commission for Indian System of Medicine shall be followed.

(b) Activities during Internship.

- (i) The daily working hours of intern shall be not be less than eight hours; the intern shall maintain an e-logbook containing all the activities undertaken by intern during internship.
- (ii) Normally one-year internship shall be as under-
 - (1) Option I.-Divided into clinical training of six months in the Ayurveda hospital attached to the college and six months in Primary Health Centre or Community Health Centre or Rural Hospital or District Hospital or Civil Hospital or any Government Hospital of Modern Medicine or Ayurveda Medicine or NABH (National Accreditation Board for Hospitals) accredited private hospital of Ayurveda. Only OPD based clinics having NABH accreditation shall not be eligible for internship.
 - (2) Option II.- All twelve months in Ayurveda hospital attached to the college.
- (iii) The clinical training of six or twelve months, as case may be, in the Ayurveda hospital attached to the college or in non-teaching hospitals laid down by the National Commission for Indian System of Medicine shall be conducted as per the following table, namely: -

Table -1 Compulsory Rotating Medical Internship

Sl	Departments	Option I	Option II
1	Kayachikitsa OPD including Manas Roga, Rasyan and Vajikarana, Swasthavritta and Yoga, Atyayik Chkita, related specialties and respective IPD.	1.5 Months	3 Months
2	Shalya OPD including OT, related specialties and respective IPD.	1 Month	2 Months
3	Shalakya OPD, related specialties including OT, Kriyakalpa and respective IPD.	3 Weeks	1.5 Months
4	Strirogevam Prasuti OPD related specialties including OT and respective IPD.	3 Weeks	1.5 Months
5	Kaumarbhritya OPD related specialties including NICU, pediatric Panchakarma and respective IPD.	0.5 Month	1 Month

SI	Departments	Option I	Option II
6	Panchakarma OPD related specialties, Panchakarma therapy rooms and respective IPD.	1 Month	2.Months
7	Visha Chikitsa OPD any other specialties, respective IPD, screening OPD, Pathya unit etc. (as per choice of internee).	0.5 Month	1 Month
8	Primary Health Centre or Community Health Centre or Rural Hospital or District Hospital or Civil Hospital etc.	6 Months	---

- c) The interns shall be posted in any of the following centers where, National Health Programme are being implemented and these postings shall be to get oriented and acquaint the knowledge of implementation of National Health Programme in regard to, -
- Primary Health Centre;
 - community Health Centre or Civil Hospital or District Hospital;
 - any recognized or approved hospital of Modern Medicine;
 - any recognized or approved Ayurvedic Hospital or Dispensary;
 - in a clinical unit of Central Council for Research in Ayurvedic Sciences;

All the above institutes mentioned in clauses (i) to (v) shall have to be recognized by the concerned University or Government designated authority for taking such a training.

- d) The intern shall undertake the following activities in respective department in the hospital attached to the college, namely: -

(1) **Kayachikitsa.**- The intern shall be practically trained to acquaint with and to make him competent to deal with following, namely:-

- all routine works such as case taking, investigations, diagnosis and management of common diseases by Ayurvedic medicine;
- routine clinical pathological work such as hemoglobin estimation, complete haemogram, urine analysis, microscopic examination of blood parasites, sputum examination, stool examination, Mutra evam Mala pariksha by Ayurvedic method, interpretation of laboratory data and clinical findings and arriving at a diagnosis and all pathological and radiological investigation useful for monitoring the deterioration of different disease conditions;
- training in routine ward procedures and supervision of patients in respect of their diet, habits and verification of medicine schedule.

(1.1) **Swasthavritta and Yoga.** - The intern shall be practically trained to acquaint with and to make him competent to deal with following, namely: -

- programme of prevention and control of locally prevalent endemic diseases including nutritional disorders, immunisation, management of infectious diseases, etc.;
- family welfare planning programme;
- aahar and Vihar Parikalpana including dinacharya, sadvritta (Life style and diet counseling daily seasonal routines); and
- practice of Ashtang Yoga.

(1.2) **Atyayikchikitsa (Emergency or Casualty Management).** - The intern shall be practically trained to acquaint with and to make him competent to deal with all emergency

conditions and participate actively in casualty section of the hospital in identification of casualty and trauma cases and their first aid treatment and also procedure for referring such cases to the identified hospitals.

(2) Shalya Tantra. - The intern shall be practically trained to acquaint with and to make him competent to deal with following, namely: -

- (i) clinical examination, Diagnosis and Management of common surgical disorders according to Ayurvedic principles;
- (ii) management of certain surgical emergencies such as fractures and dislocations, acute abdomen;
- (iii) practical training of aseptic and antiseptics techniques, sterilization;
- (iv) intern shall be involved in pre-operative and post-operative managements;
- (v) practical use of local anesthetic techniques and use of anesthetic drugs;
- (vi) radiological procedures, clinical interpretation of X-ray, Intra Venous Pyelogram, Barium meal, Sonography and Electro Cardio Gram;
- (vii) surgical procedures and routine ward techniques such as-
 - (a) suturing of fresh injuries;
 - (b) dressing of wounds, burns, ulcers and similar ailments;
 - (c) incision and drainage of abscesses;
 - (d) excision of cysts;
 - (e) venesection;
 - (f) application of Ksharasutra in ano-rectal diseases; and
 - (g) rakthamokshana, Agnikarma, Ksharakarma.

(3) Shalakya Tantra. - The intern shall be practically trained to acquaint with and to make him competent to deal with following, namely:-

- (i) diagnosis and management of common surgical disorders according to Ayurvedic principles;
- (ii) intern shall be involved in Pre-operative and Post-operative managements;
- (iii) surgical procedures in Ear, Nose, Throat, Dental problems, Ophthalmic problems;
- (iv) examinations of Eye, Ear, Nose, Throat and Refractive Error with the supportive instruments in Out-Patient Department; and
- (v) all kriyakalpas, Nasya, Raktamokshan, Kamapuran, Shirodhara, Putpak, Kawal, Gandush at Out-Patient and In patient Department level.

(4) Prasuti Tantra & Stree Roga. - The intern shall be practically trained to acquaint with and to make him competent to deal with following, namely: -

- (i) antenatal and post-natal problems and their remedies, antenatal and post-natal care;
- (ii) management of normal and abnormal labours; and
- (iii) minor and major obstetric surgical procedures including Yoni Purna, Yoni Pichu, Uttarbasti etc.
- (iv) all routine works such as case taking, investigations, diagnosis and management of common stiroga by Ayurvedic medicine;
- (v) screening of common carcinomatous conditions in women.

(5) Kaumarbhritya: The intern shall be practically trained to acquaint with and to make him competent to deal with following, namely: -

- (i) Care of new born along with immunization programme including Svamaprashana;
- (ii) Important pediatric problems and their Ayurvedic management;
- (iii) panchakarma in children.

(6) **Panchakarma.** - The intern shall be practically trained to acquaint with and to make him competent to deal with following, namely: -

- (i) Panchakarma & Upakarma procedures and techniques regarding Purva Karma, Pradhan Karma and Pashchat Karma;
- (ii) management of procedural complications, counselling of patients for procedures, maintenance of therapy rooms etc.

(7) **Visha Chikitsa:** The intern shall be engaged in diagnosis and treatment of animate (jagama visha) and inanimate (sthavara visha) poisoning, cumulative toxicity (gara visha and dooshi visha), incompatible food (viruddha ahara), alcoholism etc. Diagnosis & treatment for various skin diseases.

13. **Scheme of Internal Assessments and passing criteria:** There shall be three number of Periodic Assessments in each Term of First Professional, Second Professional, Third (Final) Professional. In addition, while there will be Term Test (s) in 1st & 2nd Term, the University Examination shall be in 3rd Term. A student is required to appear all, and secure minimum 50% marks.

13.1. **Scheme:** The Assessment of students shall be in the form of Formative and Summative Assessments as under-

(a) **Formative Assessment.** - Students shall be assessed periodically to assess their performance in the class, determine the understanding of programme material and their learning outcome in the following manner, namely: -

(i) Periodical Assessment shall be carried out at the end of teaching of a topic or module or a particular portion of syllabus and the evaluation methods as per the following table may be adopted as suits to the content, namely: Table- 1, 2, 3, 4, 5 & 6.

(ii) (a) internal evaluation shall be conducted by the College and Institute at the end of six months (First Term Test) for thirty per cent. of the syllabus and at twelve months (Second Term Test) for forty per cent. new part of the syllabus.

(b) The remaining thirty per cent. of syllabus shall be completed in the last six months (Third Term) before university examination;

13.2. **Distribution of Marks:** The schedule and distribution of marks in respect of Subjects carrying one Theory and more have been prescribed hereunder separately under Table No 5 & Table No 6.

Table – 1: NCISM Guideline on Internal Assessment.

Sl	Sub	Papers	Theory	Practical / Clinical Assessment					G Total
				Practical / Clinical	Viva	Electives	IA	Sub Total	
1	PV	2	200	100	60	10 (Set FB)	30	200	400

Table-2: NCISM Scheme of Internal Assessment (Formative & Summative).

Sl	Prof. Course	Duration of Professional Course		
		First Term 1-6 Months	2 nd Term 7-12 Months	3 rd Term 13-18 Months
		3 PA & First TT	3 PA & Second TT	3 PA & U.Exam
1	First			
2	Second			
3	Third			

NB: PA- Periodic Assessment, TT- Terminal Test, U-Exam- University Examination

Table-3: NCISM Guideline on Calculation method for Internal Assessment (15 Marks)

First / Second / Third Professional Internal Assessment								
Term	Periodic Assessment					Term Test	Term Assessment	
	A 1 (15 Marks)	B 1 (15 Marks)	C 1 (15 Marks)	D Average A+B+C/3	E Converted to 15 Marks D/15*15	F Term Test (Marks converted to 15) (15 Marks)	G Sub Total (___/30 Marks)	H Term Assessment (___/15)
First								
Second								
Third								
Final IA	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.								

Table-4: NCISM Guideline on Calculation method for Internal Assessment (30 Marks)

First / Second / Third Professional Internal Assessment								
Term	Periodic Assessment					Term Test	Term Assessment	
	A 1 (15 Marks)	B 1 (15 Marks)	C 1 (15 Marks)	D Average A+B+C/3	E Converted to 30 Marks D/15*15	F Term Test (Marks converted to 30)	G Sub Total (___/60 Marks)	H Term Assessment (___/30)
First							E+F	E+F/2
Second							E+F	E+F/2
Third						NIL	--	e
Final IA	Average of Three Term Assessment Marks as Shown in 'H' Column.							
*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.								

Table-5: Distribution of Theory & Practical / Clinical Marks (235+100) for Periodic Assessments & Terminal Tests.

Subjects	Periodic Assessment (Theory & Practical)			Terminal Test Theory & Practical		F	G	H
	A	B	C	D	E			
	1 st Term 1-6 Months	2 nd Term 7-12 Month	3 rd Term 13-18 Months	T-1	T 2			Term Assessment
	1 st , 2 nd & 3 rd PA	4 th , 5 th & 6 th PA	7 th , 8 th & 9 th PA					
First Prof	15+0=15 15+10=25 15+10=25 Total 65	15+0=15 15+10=25 15+10=25 Total 65	15+0=15 15+10=25 15+10=25 Total 65	50+20=70	50+20=70			A+B+C (Average)* +D+E/ 2
Second Prof	15+0=15 15+10=25 15+10=25 Total 65	15+0=15 15+10=25 15+10=25 Total 65	15+0=15 15+10=25 15+10=25 Total 65	50+20=70	50+20=70			A+B+C (Average)* +D+E/ 2

Subjects	Periodic Assessment (Theory & Practical)			Terminal Test Theory & Practical		F	G	H
	A	B	C	D	E			
	1 st Term 1-6 Months	2 nd Term 7-12 Month	3 rd Term 13-18 Months	T-1	T 2			Term Assessment
	1 st , 2 nd & 3 rd PA	4 th , 5 th & 6 th PA	7 th , 8 th & 9 th PA					
Third Prof	15+0=15 15+10=25 15+10=25 Total 65	15+0=15 15+10=25 15+10=25 Total 65	15+0=15 15+10=25 15+10=25 Total 65	50+20=70	50+20=70			A+B+C (Average)* +D+E/ 2

Table-6: Distribution of Theory & Practical / Clinical Marks (335+200) for Periodic Assessments & Terminal Tests.

Subjects	Periodic Assessment (Theory & Practical)			Terminal Test Theory & Practical		F	G	H
	A	B	C	D	E			
	1 st Term 1-6 Months	2 nd Term 7-12 Month	3 rd Term 13-18 Months	T-1	T 2			Term Assessment
	1 st , 2 nd & 3 rd PA	4 th , 5 th & 6 th PA	7 th , 8 th & 9 th PA					
First Professional	15+10=25 15+10=25 15+10=25 Total 75	15+10=25 15+10=25 15+10=25 Total 75	15+10=25 15+10=25 15+20=35 Total 85	100+50=150	100+50=150			A+B+C (Average)* +D+E/ 2
Second Professional	15+10=25 15+10=25 15+10=25 Total 75	15+10=25 15+10=25 15+10=25 Total 75	15+10=25 15+10=25 15+20=35 Total 85	100+50=150	100+50=150			A+B+C (Average)* +D+E/ 2
Third Professional	15+10=25 15+10=25 15+10=25 Total 75	15+10=25 15+10=25 15+10=25 Total 75	15+10=25 15+10=25 15+20=35 Total 85	100+50=150	100+50=150			A+B+C (Average)* +D+E/ 2

13.2 **Scheme of Internal Assessments Evaluation Methods:** The Scheme of Evaluation Methods for Periodical Assessment as prescribed in the Structure and relevant Table-No 1, Table-No 2, Table No -3 & Table- No 4, Table No 5, & Table No 6 shall be as under;

Sl	Evaluation Methods for Periodical Assessment
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

13.3. Remedial Classes / Assessments: Each College / Institution shall arrange remedial classes / sessions for students who are either not able to score qualifying marks or have missed on some assessments due to any valid reason soon after the publication of college level examinations results, and reassess.

Provided, the candidate must have fulfilled the minimum percentage of attendance in the theory, and practical / clinical sessions. This chance would be extended only after thorough analysis of the reasoned grounds for his / her absence or poor performance.

Provided further, such cases shall be placed before the Examination Committee of the College / Institution whose decision shall be final and binding.

13.4. Internship: 12 Months: During the rotational posting (s), the performance of an intern in a Unit / Department shall be assessed.

(1) Evaluation of Internship. –

(i) The evaluation system shall assess the skills of a candidate while performing the minimum number of procedures as enlisted with an objective that successful learning of these procedures will enable the candidates to conduct the same in his actual practice.

(ii) The evaluation shall be carried out by respective Head of Department at the end of each posting and the reports shall be submitted to Head of the institute in the prescribed form.

(iii) On completion of one year of compulsory rotatory internship including online course on Public Health, the Head of the Institute evaluate all the assessment reports in the prescribed form, provided by various Head of the Department at the end of respective posting and if found satisfactory, the intern shall be issued Internship Completion Certificate in the prescribed form within seven working days.

(iv) On obtaining below fifteen marks as per prescribed form or less than fifty per cent. of marks, in an assessment in any of the departments he shall be required to repeat the posting in the respective department for a period of thirty per cent. of the total number of days, laid down for that department in Internship Training and posting.

(v) Candidate shall have the right to register his grievance in any aspects of conduct of evaluation and award of marks, separately to the concerned Head of the Department and Head of the Institution, within three days from the date of completion of his evaluation, and on receipt of such grievance, the Head of the Institution in consultation with the Head of the concerned department shall redress and dispose of the grievance in an amicable manner within seven working days.

14. Eligibility criteria for appearing University Examinations:

14.1. The final First Professional, Second Professional, and Third Final Professional Examinations shall be conducted by the University. A student is required to fulfill the following in order to be eligible for appearing First, Second, & Third Professional University Examinations;

- (i) Attended 75 % theory and 75% practical classes,
- (ii) completed required certifiable competencies for the concerned phases of training, and successful completion and passing of examination of prescribed electives;
- (ii) Secure at least 50% of marks of the total marks combined in theory and practical / clinical; not less than 40% marks in theory and practical separately for the internal assessment in a particular subject in order to be eligible for appearing at the final University examination of that subject.

- (iv) An average of the marks scored in all periodical assessments and Terminal Tests of the Professional will be accounted for 15 / 30 Marks in the final internal assessment scores of University examinations.
- (v) Not been debarred for any objectionable mis-conduct or malpractice by the Institution, and University, and

Provided further, a student shall be required to qualify in all nine electives of first, second and third professional sessions before appearing third professional university examination.

Provided furthermore, if a candidate has not secured requisite aggregate in the internal assessment may be subjected to remedial measures by the institution. If he/she successfully completes their remedial measures, he/she will be eligible to appear for University Examination. Remedial measures shall be completed before submitting the internal assessment marks off / online to the university.

15. **Examinations:** There shall be one main examination before completion of First, Second, and Third Professional consisting of 18 (Eighteen) months each and a supplementary to be processed not later than 3- 6 weeks from the date of the declaration of the results of the main examination for every professional.

15.1. End Term Examinations (University):

- a) **First Professional:** The first Professional examination shall be held by the end of first Professional training (18 months including examination), in the subjects - Sanskrit & History of Ayurveda (Sanskrit & Ayurveda Itihas), Fundamental Principles of Ayurveda & Quantum Mechanics (Padartha Vigyan), Human Physiology (Kriya Sharira), Human Anatomy (Rachana Sharira), and Study of Ayurveda Classical Text I (Samhita Adhyana-I).
- b) **Second Professional:** The second Professional examination shall be held by the end of second professional training (18 months including examination), in the subjects - Pharmacology & Materia Medica Herbal (Dravyaguna Vigyan), Materia Medica – Mineral & Metals & Pharmaceutical Science (Rasashastra Evam Bhaishajya Kalpana), Methods of Diagnosis, Diagnostic Procedure & Pathology (Roga Nidan Evam Vikriti Vigyan), Clinical Toxicology & Medical Jurisprudence (Agad Tantra Evam Vidhi Vaidyaka), Study of Ayurveda Classical Text (Samhita Adhyayan-II), and Life Style Management, Public Health & Yoga (Swasthivrita Evam Yoga).
- c) **Third Professional:** The third Professional Examination shall be held by the end of third professional training (18 months including examination) in the subjects - Internal Medicine including Psychiatry, Rejuvenative Medicine, Reproducing Medicine & Epigenetics (Kayachikitsa including Manasa Roga, Rasayana, & Vajikarana), Gynecology & bstetrics (Prasuti Tantra Evam Stree Roga), Therapeutic Procedural Management (Panchakrama & Upakram), General Surgery (Shalya Tantra), Ophthalmology, Oto-rhino-laryngology & Oro-dentistry (Shalakyta Tantra), Paediatrics (Kaumarabharitya), Study of Ayurveda Classical Text (Samhita Adhyayan III), Emergency Medicine (Atyaikachikitsa), and Research Methodology & Medical Statistics.
- (d) **No of Attempts:** A maximum number of four permissible attempts would be available to clear the Professional University examination, whereby the 1st, 2nd, & 3rd Professional course shall have to be cleared within 9 years of admission of a candidate to the said course. Partial attendance at any University examination shall be counted as an availed attempt.

15.2. Scheme of Theory Examinations (Summative):

- (i) The Nature of questions will include different types such as structured essays (Long Answer Questions - LAQ), Short Answers Questions (SAQ) and objective type



questions (Selection / Supplied) (e.g. Multiple Choice Questions - MCQ). Marks for each part should be indicated separately. MCQs shall be accorded a weightage of not more than 20% of the total theory marks.

- (ii) The Practical / clinical examinations will be conducted in the laboratories and /or hospital wards.

The Viva / oral examination should assess approach to patient management, emergencies, attitudinal, ethical and professional values.

15.3. Uniform Formats / Templates: The University, therefore, has prescribed following uniform format (s) to be followed at the college / institution level, and university end for all purposes under **Annexure A (Series)**.

15.4. Preservation of Evidences: All evidences (Questions, Answer Booklets, and other records) maintained at College / Institution and University level shall be preserved at respective end as a part of record (Electronic / Hard Copy) for the whole tenure of 10 years of the Course and shall be subject to scrutiny at the time of verification.

16. Registration (Formative & Summative):

(i) The College / Institution shall register the subjects of eligible students with the University on payment of a fee as to be notified by the University towards conduct of professional (Regular / Supplementary / Attempt / Detained) examinations. The College / Institution shall retain 15% of the University fees towards Examination Centres expenditure. However, such retention of fees @ 15% shall not be applicable in case of Supplementary / Attempt / Detained Examinations.

(ii) The College / Institution shall follow uniform Question pattern / template / Answer Booklets and Records for conducting Periodical Assessment and Terminal Tests (Theory, and Practical) Assessments.

17. Passing Heads & award of Degree:

(i) The minimum marks required for passing the examination shall be fifty per cent. In theory component and fifty percent in practical component (that include practical, clinical, viva-voce, internal assessment and electives wherever applicable) separately in each subject.

In case, if a student could not qualify the minimum THREE ELETIVE courses during the respective professional but qualifies during later professional sessions, the marks of those electives shall not be added to the viva marks of respective subjects.

(ii) The theory, and practical (Including Elective) marks secured by a student in First, Second, & Third Professional, subject code (s) (AY-UG), title of subject (s) with equivalent terms and medium of instruction allotted by the NCISM shall be suitably reflected in the final Mark Sheet (s) to be issued to the successful students by the University. However, no class shall be reflected in the Mark Sheet.

(iii) The University shall issue a Bonafide Certificate after successful completion and passing in all First to Third (Final) Professional University examinations including electives enabling the candidate to join the compulsory internship programme and provisional registration certificate from State Board or Council if any for Compulsory Rotatory Internship.

(iv) A candidate shall be awarded Ayurvedacharya (Bachelor of Ayurvedic Medicine and Surgery-B.A.M.S) Degree after passing all the examinations and completion of the laid down programme of study extending over the laid down period and the compulsory rotatory internship extending over twelve months and the nomenclature of degree shall be Ayurvedacharya (Bachelor of Ayurvedic Medicine and Surgery -B.A.M.S).

18. Promotion, Carry over benefit and Re-admission:

a) If a student who failed in one or two subjects of First Professional shall be allowed to keep terms of the Second Professional session and to appear in Second Professional examination;

However, if a student who failed in more than two subjects shall not be allowed to keep term in Second Professional session.

b) If a student who failed in one or two subjects of Second Professional shall be allowed to keep the terms of the Third (Final) Professional session;

However, if a student who fail in more than two subjects shall not be allowed to keep terms in Third (Final) Professional session.

Provided further, before appearing for Third (Final) Professional examination, the students shall have to pass all subjects of First and Second Professional and shall qualify nine electives.

c) A candidate seeking re-enter to the any Professional Year Course shall be subject to condition that s/he is not subject to any disciplinary action and no charges are pending or contemplated against them. In addition, s/he shall submit a declaration to the extent that s/he has not pursued or undertaken any recognized course or training during such period. The student shall follow the curriculum / syllabus in vogue (currently approved / is being followed) for the Course. However, candidates having a break of study of 2 years and above from the date of admission will not be considered for readmission.

19. Supplementary Examination: A supplementary examination will be held within 6 months from the scheduled date of the main examination for every professional.

20. Classification of successful candidates and award of Degree: The University shall follow the Class pattern till the adoption of Grading System in the Academic Council and Executive Board.

20.1. Declaration of Class: A candidate having appeared in all the subjects in the same examination and passed that examination shall be placed in Pass class irrespective of the percentage of marks secured by him/her in the whole examinations.

20.2. A candidate having appeared in all the subjects in the same examination and passed in all University's 1st, 2nd, and 3rd Bachelor Examinations & Internship irrespective of percentage of marks secured by him / her in the whole examinations, and shall be eligible for award of Bachelor of Ayurvedic Medicine and Surgery.

21. Log Book, Record and Evaluation Guidelines:

It shall be compulsory to maintain the record of procedures done / assisted / observed by him / her on day-to-day basis in a specified an e-logbook and the intern shall maintain a record of work, which is to be verified and certified by the Medical Officer or Head of the Unit or Department under whom he works.

Failure to produce e-log book, complete in all respects duly certified by the concerned authority to the Principal / Director at the end of Internship Training Programme, may result in cancellation of his performance in any or all disciplines of Internship Training Programme.

The institution shall retain soft copy of the completed and certified e-logbook and is to be made available for verification.

22. Withdrawal from Course, Struck off from the rolls of the College / Institution Admitted and withdrawal of Degree:

22.1. The University upon application, shall cancel the registration number issued to the candidate, and issue migration certificate on payment of fee to be prescribed by the University.

22.2. A student's name will be struck off from the rolls of the College / Institution in any of the following cases if he/ she does not qualify / pass:

- a) 1st Professional Examination in 4 attempts including regular, supplementary, attempt, or detained examinations,
- b) 2nd Professional Examination in 4 attempts including regular, supplementary, attempt, or detained examinations,
- c) 3rd Professional Examination in 4 attempts including regular, supplementary, attempt, or detained examinations.

22.3. Any student found to have obtained admission in fraudulent manner, if the documents furnished for gaining admission by any student are found to be forged/ false/ doctored at any stage of study.

22.4. If any student is found to be involved in serious breach of discipline

22.5. A degree awarded by the University may be withdrawn if it is found at the later stage that the candidate has submitted any forged document or ineligible at the time of admission to the course.

23. **Medal (s), Award (s) & Prize (s):** The University shall notify as and when decided by the Executive Board from time to time.

24. **Discretionary Power:** Notwithstanding anything contained in the above, in case of any doubt or difficulty as to the interpretation of these Regulation (s), the matter shall be referred to the Vice Chancellor and his / her decision in this behalf, subject to the provisions of the OUHS Act - 2021, and 1st Statute - 2023 shall be final.

25. **Glossary of Terms Used:**

1	Case Based Learning	Case-Based Learning involves diving into real-life situations. Here, students engage with a case, often drawn from clinical practice or real-life scenarios, as a starting point for learning. These cases encourage students to apply their knowledge and think critically. They analyze the situation, consider different angles, and propose solutions. This approach transforms learning into a practical adventure where students put their knowledge to the test by solving genuine problems.
2	Case Presentation	Presentations offer a multifaceted assessment platform. They not only gauge students' depth of subject knowledge but also hone their verbal communication, organization, and public speaking abilities, fostering well-rounded development.
3	Case Taking	Assessing students' interactions with simulated patients or cases evaluates their clinical and communication skills. It demonstrates their ability to gather information, diagnose, and recommend appropriate solutions.
4	Checklist-Based Assessments	Checklist-based assessments provide structured evaluation criteria for various skills or tasks. They offer a systematic way to measure performance against predefined standards, ensuring comprehensive coverage of essential competencies.
5	Class Presentation	Presentations offer a multifaceted assessment platform. They not only gauge students' depth of subject knowledge but also hone their verbal communication, organization, and public speaking abilities, fostering well-rounded development.
6	Clinical Cases	Clinical case exams present scenarios resembling real patient encounters. Students diagnose, analyze, and propose treatment plans based on the provided information, demonstrating clinical reasoning and decision-making skills.

7	Clinical Video Cases	Clinical video cases provide a virtual insight into real-world scenarios, testing students' diagnostic and decision-making skills. By evaluating their ability to analyze and respond to complex patient situations, this assessment mirrors clinical practice.
8	Compilations	Compilations involve students gathering and presenting a collection of their work or accomplishments. This assessment method showcases their achievements, growth, and learning journey, offering a holistic view of their progress.
9	Course Code	A Code allotted by the University for smooth management of courses.
10	Creativity Writing	Creative writing assessments tap into students' imaginative prowess, challenging them to apply theoretical concepts in innovative ways. This approach fosters expression, original thinking, and the synthesis of diverse ideas.
11	Critical Reading of Papers	Critical reading of papers hones students' analytical skills as they assess research articles. This method evaluates their capacity to extract meaningful insights, identify strengths and limitations, and engage with scholarly literature.
12	CWS	Case-Writing Skills assesses students' ability to construct comprehensive clinical cases. It evaluates their understanding of clinical concepts, communication skills, and their capacity to present complex medical scenarios.
13	Debate	Debates immerse students in dynamic discussions, honing research skills, critical analysis, and effective articulation of viewpoints. They encourage in-depth exploration of theoretical topics while evaluating persuasive capabilities.
14	Formative Assessment	An assessment conducted during the instruction with the primary purpose of providing feedback for improving learning.
15	Hands-On Skills	Practical assessments involve performing specific procedures or tasks. Students demonstrate psychomotor skills, accuracy, and attention to detail, showcasing their competence in applying theoretical knowledge in real-world settings.
16	Home Assignments	Any task given to learners beyond regular hours with an instruction for evaluation.
17	DOPS	Directly Observed Procedural Skills assesses procedural skills under supervision. Trained assessors directly observe and evaluate students' performance, ensuring competence in performing practical tasks and procedures.
18	Identification	Identification tasks assess students' knowledge of different elements, such as specimens, objects, or components relevant to their field. It evaluates their recognition and categorization skills. Problem Solving: Practical problem-solving tasks replicate real-world challenges. Students apply their theoretical understanding to find solutions, showcasing their critical thinking and analytical skills.
19	Interactions	Interactions foster dynamic engagement by assessing students' ability to communicate, collaborate, and respond effectively to diverse situations. These interactions can encompass discussions, debates, and role plays, evaluating their interpersonal and teamwork skills.
20	Internal Assessment	Range of assessments conducted by the teachers teaching a particular subject with the express purpose of knowing what is learnt and how it is learnt. Internal assessment can have both formative and summative functions.

21	Practical Record	Practical Record, or case sheet
22	LAQ	Long Answer Questions assess in-depth understanding and critical analysis. Students are expected to provide detailed, structured responses that demonstrate their grasp of complex topics.
23	Library Assignments	Self-directed learning - based on the identified learning resources in the physical and e-library.
24	Log Book	Log books provide a chronological record of students' practical experiences, activities, and accomplishments. This assessment method offers insight into their hands-on training, clinical exposure, and the development of practical skills.
25	Making of Charts	Designing charts showcases students' data interpretation and presentation skills. These assessments demand clarity in conveying complex information visually, assessing their ability to communicate effectively.
26	Making of Model	Crafting models bridges the gap between theory and practicality, evaluating students' ability to translate abstract concepts into tangible representations. This method fosters creativity, attention to detail, and spatial understanding.
27	Making of Posters	Posters amalgamate creativity and communication skills. Crafting visually compelling representations of theoretical concepts evaluates students' visual design abilities and their capacity to synthesize and present information.
28	MCQ	Multiple Choice Questions evaluate a wide range of content efficiently. They test students' recall, application, and analytical skills, offering a diverse assessment of their understanding.
29	Mini-CEX	Mini Clinical Evaluation Exercise evaluates clinical skills through direct observation in real clinical settings. It provides immediate feedback on students' performance, assessing clinical decision-making, patient interaction, and problem-solving.
30	Model	Using models, students demonstrate their understanding of complex structures, systems, or processes. This hands-on approach assesses their ability to manipulate and interact with physical representations of theoretical concepts.
31	Online Quiz	Online quizzes blend technology with assessment, catering to tech-savvy learners. They provide immediate insights into students' understanding, making it a convenient tool for self-assessment and targeted improvement.
32	Online Game-Based Assessment	Game-based assessments leverage the allure of gaming to evaluate learning outcomes. By embedding educational objectives into interactive games, they enhance engagement while measuring knowledge application.
33	OSPE	Objective Structured Practical Examination evaluates practical skills in controlled settings. It involves multiple stations, each assessing specific skills or techniques, providing a well-rounded assessment of students' proficiency.
34	OSCE	Objective Structured Clinical Examination evaluates clinical skills through a series of stations, each focusing on specific tasks. This method rigorously assesses students' ability to perform practical procedures, communicate effectively, and demonstrate critical thinking under timed conditions.
35	Patient Management Problems	Patient management problems simulate real clinical challenges, evaluating students' ability to diagnose, treat, and manage patient conditions. This method assesses their clinical reasoning and application of theoretical concepts.

36	Peer Assessment	Peer assessment involves students evaluating their peers' work, performance, or contributions. This method encourages collaboration, teamwork, and a deeper understanding of assessment criteria.
37	Portfolios	Portfolios are curated collections of students' work that showcase their achievements, reflections, and growth over time. This method encourages self-assessment, critical thinking, and the documentation of diverse learning experiences.
38	Poster	Poster presentations require students to visually present information, combining textual and visual elements. This method evaluates their capability to organize and convey complex concepts in a clear and concise manner.
39	Presentation	Presentations require students to communicate their understanding of a topic to an audience. This method enhances public speaking and communication skills, while also assessing the student's grasp of the subject matter and their ability to synthesize information effectively.
40	Practical Exam	Spotting, Identifications, Clinical Cases, Hands-On Skills Spotting and Identifications: These assessments test students' ability to identify and label specific elements, such as anatomical structures or specimens. They focus on recognition and recall of visual information.
41	Practical Performance	Practical performance evaluations gauge students' competency in applying acquired skills. Whether in a laboratory, clinical setting, or workshop, students are observed as they execute tasks, demonstrating their proficiency and practical application of knowledge.
42	Practical Survey	Practical surveys involve students collecting data from real-world scenarios. They learn how to design surveys, gather information, and analyze results. This method offers a hands-on experience in data collection and analysis, aligning theory with practical research skills.
43	Professional	Annual Examination is termed as Professional Examination.
44	Puzzles	Puzzles: Problem-solving puzzles push students to apply theoretical understanding in innovative ways. By challenging them to unravel intricate scenarios, these assessments nurture critical thinking, analytical skills, and adaptive reasoning.
45	Quiz	Quizzes serve as efficient assessments, evaluating students' grasp of core concepts and reinforcing theoretical fundamentals through repeated practice. They prompt ongoing review, aiding memory consolidation and providing immediate feedback on knowledge gaps.
46	Rating Scales	Rating scales provide a structured approach to evaluating students' performance across predefined criteria. They offer a quantifiable assessment of skills, behaviors, or competencies, allowing for consistent and standardized evaluation.
47	Record Keeping	Record keeping assessments focus on accurate documentation of clinical encounters, procedures, and patient interactions. This method evaluates students' attention to detail, organization, and communication skills in maintaining comprehensive records.
48	Role Play	Role-playing scenarios assess students' ability to apply theoretical concepts to real-life situations. It tests their problem-solving, communication, and interpersonal skills by immersing them in simulated scenarios.
49	SAQ	Short Answer Questions require concise written responses to specific prompts. They assess students' ability to provide focused answers, showcasing their comprehension and application of key concepts.
50	SDL	Self-Directed Learning which a learner learns in absence of a teacher guided

		by the identified objectives and learning resources.
51	Self-Assessment	Self-assessment encourages students to reflect on their own learning and performance. By evaluating their strengths, weaknesses, and areas for improvement, students take an active role in their educational journey.
52	SGL	Small Group Learning formed to facilitate one to one guidance of the learners and to support identified poor learners and encourage bright scholars.
53	Simulated Patients:	Simulated patients offer a controlled environment for students to interact with lifelike scenarios. This assessment method assesses clinical skills, communication, empathy, and the application of theoretical knowledge in a practical context.
54	Sub Code	A Code allotted by the University for smooth management of theory and practical subjects.
55	Structured Viva	Structured viva exams have predetermined questions and evaluation criteria. This focused approach ensures consistent assessment across students and covers specific learning objectives.
56	Summative Assessment:	An assessment conducted at the end of a term to check how much the student has learnt and here undertaken by the University applicable for promotion and certification.
57	SVL Lab activity	Student Virtual Labs, which is a platform that enables students to engage in interactive, and hands-on learning.
58	Team-Based Learning	In Team-Based Learning, learning is a team effort. Students prepare for class on their own, then come together in small groups to apply what they've learned. It's like a structured group activity where everyone contributes. The cool part is that it encourages students to be ready before class and helps them use what they've learned in a practical way. It's all about teamwork and applying knowledge to solve problems.
59	Theory	Theory exams assess students' understanding of fundamental concepts and principles. They often require comprehensive written responses that showcase students' knowledge, critical thinking, and ability to communicate ideas clearly.
60	Theory Extended Matching Item (EMI)	Items present students with scenarios or clinical cases along with a list of possible responses. Students are tasked with matching the most suitable response to each scenario, thereby demonstrating their comprehension of theoretical concepts in practical contexts. This assessment method not only evaluates students' ability to recall information but also tests their application of knowledge to real-world situations, encouraging critical thinking and decision-making skills.
61	Theory Essay Writing	Theory essay writing provides students with an opportunity to explore topics in-depth. By crafting well-structured essays, students not only showcase their theoretical understanding but also their ability to analyze, synthesize, and present coherent arguments. This method assesses not just knowledge retention but also the higher-order cognitive skills of analysis, evaluation, and effective communication.
62	Theory Modified Essay Questions (MEQs)	Theory Modified Essay Questions challenge students to address complex scenarios that require the integration of theoretical concepts. By applying their theoretical knowledge to practical situations, students demonstrate their aptitude for critical thinking, problem-solving, and decision-making. This method goes beyond surface-level understanding, probing into students' ability to synthesize information and apply it effectively.

63	Theory Constructed Response Questions (CRQs)	Theory Constructed Response Questions (CRQs): Theory Constructed Response Questions require students to provide detailed written responses to specific prompts. This method assesses not only students' comprehension of theoretical material but also their capability to apply that knowledge to real-world scenarios. CRQs demand thoughtful analysis and application of theories, providing insights into students' ability to translate theoretical concepts into practical solutions.
64	Trainers' Report	Trainers' reports offer valuable insights into students' performance from the perspective of educators or supervisors. These assessments provide an external perspective on students' progress, clinical skills, and overall competence.
65	Viva Exams	General and Structured General Viva: General viva exams involve oral questioning on various subjects. Students must articulate their knowledge, reasoning, and problem-solving abilities in response to questions posed by examiners.
66	Word Puzzle	Word puzzles inject an element of entertainment into vocabulary acquisition. Alongside assessing knowledge of essential terms, these puzzles stimulate cognitive connections, making learning engaging and memorable.
67	360-Degree Evaluation	360-degree evaluation gathers feedback from multiple sources, including trainers, peers, and self-assessment. This comprehensive approach provides a well-rounded view of students' competencies, behaviors, and interactions.



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Total Number of Pages: (XX)		Course: BAMS
		SUB CODE:
BAMS Year Regular / Supplementary / Attempt / Detained Examination: 20__ - __		
SUBJECT NAME:		
BRANCH:		
Max Time: 3 Hours	Sitting: 1 st 10.00 AM to 1.00 PM	
Max Marks: 100		
Q. CODE: (To be allotted by the University)		
Medium of Writing: English & Hindi for Slokas		
<i>(Applicable for Theory Subjects where there are two Parts)</i>		
Any Question having parts should be answered as whole at one place only. Illustrate answer with diagrams wherever relevant / required if any)		
The figures in the right-hand margin indicate marks.		
Section- A		
1	Objective Type (Selection / Supplied)	(5 x 2 Marks)
	a)	
	b)	
	c)	
	d)	
	e)	
Q 2	Structured Long Answer Questions	(1 x 10 Marks)
	a)	
Q 3	Structured Long Answer Questions	(1 x 10 Marks)
	a)	
Q 4	Short Answer Questions (Focused) / (Applied) Case based/ problem-based question	(5 x 4 Marks)
	a)	
	b)	
	c)	
	d)	
Section- B		
Q 5	Objective Type (Selection / Supplied)	(5 x 2 Marks)
	a)	
	b)	
	c)	
	d)	
	e)	
Q 6	Structured Long Answer Questions	(1 x 10 Marks)
	a)	
Q 7	Structured Long Answer Questions	(1 x 10 Marks)
	a)	
Q 8	Short Answer Questions (Focused) / (Applied) Case based/ problem-based question	(5 x 4 Marks)
	a)	
	b)	
	c)	
	d)	

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The figures in the right-hand margin indicate marks.		
Q 1	Objective Type (Selection / Supplied)	(10 x 2 Mark)
	a)	
	b)	
	c)	
	d)	
	e)	
	f)	
	g)	
	h)	
	i)	
Q 2	Long Answer Question	(1 X 10 Marks)
	a)	
Q 3	Long Answer Question	(1 X 10 Marks)
	a)	
Q 4	Long Answer Question	(1 X 10 Marks)
	a)	
Q 5	Long Answer Question	(1 X 10 Marks)
	a)	
Q 6	Short Answer Questions (Focused) / (Applied) Case based / problem-based question	(8 x 5 Marks)
	a)	
	b)	
	c)	
	d)	
	e)	
	f)	
	g)	
	h)	

