

Competency-Based Dynamic Curriculum for MD/ MS Unani  
(PRESCRIBED BY NCISM)  
Semester II  
Applied Basics of Tahaffuzi wa Samaji Tib  
(Unani Dietetics Lifestyle Management, Preventive Medicine and Public Health)  
(SUBJECT CODE : UNI-AB-TST)  
(Applicable from 2024-25 batch, from the academic year 2024-25 onwards until further  
notification by NCISM)



BOARD OF UNANI, SIDDHA AND SOWA-RIGPA  
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE  
NEW DELHI-110026

## Preface

The Unani System of Medicine, with its deep-rooted holistic approach, offers a unique perspective on health and well-being that goes beyond mere disease treatment. It emphasizes the preservation of health and the prevention of diseases as essential components of care. This philosophy is embodied in the field of *Tahaffuzi wa Samaji Tib* (Preventive and Social Medicine), which focuses on promoting health and preventing disease at both individual and community levels. The postgraduate syllabus for *تحفظی و سماجی طب* (*Tahaffuzi wa Samaji Tib*) provides a comprehensive understanding of the foundational principles and practices of preventive healthcare. The curriculum is structured to align with the evolving demands of public health while preserving the core principles of Unani Medicine. It integrates theoretical, practical, and experiential learning components, ensuring that students acquire in-depth knowledge and develop the skills necessary for real-world application. In the second semester, the curriculum introduces essential concepts such as *Ilm Hifzān-i-Ṣiḥḥat* (Science of Health Preservation), exploring their historical development and relevance in modern public health discourse. The course provides an in-depth exploration of strategies for maintaining health across diverse populations. In the subsequent semesters (3rd to 6th), the syllabus includes four key papers: Epidemiological Methods and Communicable Diseases, Environmental Health, Demography, and Population Dynamics, Nutrition and Lifestyle Management, and Health Care Systems and Public Health Policies.

The paper on Epidemiological Methods and Communicable Diseases equips students with tools to assess and apply the epidemiological approaches for disease prevention and control. Students will also learn to evaluate public health data and design interventions that integrate Unani Medicine with epidemiological practices, offering a unique perspective on disease management. The Environmental Health, Demography, and Population Dynamics paper helps students understand the broader socio-economic and environmental determinants of health, enabling them to apply Unani principles to address these challenges. Emphasis on ethical leadership, professionalism, and community-centred care prepares students to tackle population health challenges, including family planning and demographic issues. Nutrition and Lifestyle Management paper will provide students with a deeper understanding of managing the nutritional problems of public health importance and non-communicable diseases through *Ghidhā'* (diet), *Dawā'* (drugs), and *Ṭarz-i-Zindagī* (lifestyle). The program integrates a thorough understanding of *Asbāb Sitta Ḍarūriyya* (the six essential factors) and *Asbāb Ghayr Ḍarūriyya* (non-essential factors), emphasizing their role in preventing lifestyle disorders and maintaining optimal health. Students will be trained to address the growing burden of lifestyle-related diseases through individualized, holistic care. The paper on Health Care Systems and Public Health Policies will provide an overview of India's healthcare system. Students will be able to critically assess national health strategies and explore the role of national and international health organizations in advancing Unani Medicine. This component will prepare students to become influential advocates for integrating Unani Medicine into public health frameworks, ensuring comprehensive and impactful health solutions.

This competency-based curriculum is designed to equip postgraduate students with the knowledge and skills needed to provide promotive, preventive, curative, and rehabilitative care to both individuals and communities. Upon completion of this course, students will be prepared to assume various roles, such as Community Physicians, Public Health Experts, Unani Dietitians, and Lifestyle Specialists. They will be well-equipped to address contemporary public health challenges and make significant contributions to both the Unani System of Medicine and the broader field of public health.

## INDEX

Summary & Credit Framework .....	1
Course Code and Name of Course .....	2
Table 1 : Course learning outcomes and mapped Program learning outcomes .....	2
Table 2 : Course contents (Modules- Credits and Notional Learning Hours).....	3
Table 3 : Modules - Unit - Module Learning Objectives and Session Learning Objective- Notional Learning Hours- Domain-Level- TL Methods.....	19
Table 4 : Practical Training Activity .....	66
Table 5 : Experiential learning Activity .....	68
Table 6 : Assessment Summary: Assessment is subdivided in A to H points	
6 A : Number of Papers and Marks Distribution .....	70
6 B : Scheme of Assessment ( Formative and Summative Assessment) .....	70
6 C : Calculation Method for Modular Grade Points (MGP) .....	70
6 D : Semester Evaluation Methods for Semester Grade Point Average (SGPA) .....	71
6 E : Question Paper Pattern .....	72
6 F : Distribution for summative assessment (University examination).....	72
6 G : Instruction for the paper setting & Blue Print for Summative assessment (University Examination) .....	73
6 H : Distribution of Practical Exam (University Examination).....	75
Reference Books/ Resources.....	77
Abbreviations .....	80

**NCISM**  
(NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE)

**Competency-Based Dynamic Curriculum for MD/ MS Unani**  
**Applied Basics of Tahaffuzi wa Samaji Tib (UNI-AB-TST)**

**Summary & Credit Framework**

**Semester II**

Module Number & Name	Credits	Notional Learning Hours	Maximum Marks of assessment of modules (Formative Assessment)
M 1. علم طب اور علم حفظانِ صحت: ایک تفصیلی جائزہ Ilm-i-Tibb avr 'Ilm Hifzān-i-Ṣiḥḥat: Ek Tafṣīlī Ja'iza (Science of Medicine and Science of Health Preservation: A Detailed Overview)	2	60	50
M 2. نظریہ صحت و مرض Nazariyya'-i-Ṣiḥḥat-o-Maraḍ (Concept of Health and Disease)	2	60	50
M 3. نظریہ تحفظ، درجات تحفظ اور طریقہ مداخلت Nazariyya'-i-Taḥaffuz, Darajāt-i-Taḥaffuz avr Tarīqa'-i-Mudākhlāt (Concept of Prevention, Levels of Prevention and Modes of Interventions)	2	60	50
M 4. تدابیر حفظ صحت برائے مختلف المزاج و مختلف الاسان افراد Tadbār Hifz-i-Ṣiḥḥat barā'ē Mukhtalif al-Mizāj wa Mukhtalif al-Asnān Afrād (Health-Promoting Measures for the Individuals of Different Temperament and Age-Groups)	2	60	50
M 5. تدابیر حفظ صحت برائے ابدان ضعیفہ Tadbār Hifz-i-Ṣiḥḥat barā'ē Abdān Ḍa'īfa (Health-Promoting Measures for Vulnerable Groups)	2	60	50
M 6. دالک، ریاضت و حمام برائے حفظ صحت Dalk, Riyāḍat wa Ḥammām barā'ē Hifz-i-Ṣiḥḥat (Health Benefits of Massage, Exercise and Turkish Bath)	2	60	50
M 7. حفظانِ صحت میں استغراق اور حرکت و سکون نفسانی میں اعتدال کی اہمیت Istifrāgh avr Ḥarakat-o-Sukūn Nafsānī mēn I'tidāl kī Ahammiyat (Importance of Istifrāgh and Moderation in Psychic Movement and Repose for Health Promotion)	2	60	50
M 8. یونانی طبی ذخائر میں حفاظی اہمیت کی حامل ادویہ Unani Tibbī Zakhā'ir mēn Taḥaffuzī Ahammiyyat kī Hāmīl Adwiya (Drugs of Prophylactic Significance in Unani Medical Literature)	2	60	50
	16	480	400

**Credit frame work**

UNI-AB-TST consists of 8 modules totaling 16 credits, which correspond to 480 Notional Learning Hours. Each credit comprises 30 hours of learner engagement, distributed across teaching, practical, and experiential learning in the ratio of 1:2:3. Accordingly, one credit includes 5 hours of teaching, 10 hours of practical training, 13 hours of experiential learning, and 2 hours allocated for modular assessment, which carries 25 marks.

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

## Course Code and Name of Course

Course code	Name of Course
UNI-AB-TST	Applied Basics of Tahaffuzi wa Samaji Tib (Unani Dietetics Lifestyle Management, Preventive Medicine and Public Health)

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

CO No	<p><b>A1</b></p> <p><b>Course learning Outcomes (CO) UNI-AB-TST</b></p> <p><b>At the end of the course UNI-AB-TST, the students should be able to</b></p>	<p><b>B1</b></p> <p><b>Course learning Outcomes mapped with program learning outcomes.</b></p>
CO1	Apply the foundational principles of the Unani System of Medicine to promote health, prevent disease, and enhance community well-being through early interventions.	PO1,PO3,PO8
CO2	Develop and implement comprehensive strategies based on <i>Asbāb Sitta Darūriyya</i> (Six Essential Factors of Life) to promote optimal health, well-being and prevent lifestyle disorders.	PO3
CO3	Utilize epidemiological methods to prevent and control communicable and non-communicable diseases, employing evidence-based Unani Medicine approaches for effective public health interventions.	PO3,PO5
CO4	Assess and manage environmental and occupational health risks, designing preventive measures in alignment with Unani Medicine principles.	PO3
CO5	Diagnose, treat, and manage nutritional and other public health problems using the Unani Medicine concepts of <i>Ghidhā' wa Dawā'</i> , providing holistic care to individuals and communities.	PO3,PO5
CO6	Plan, implement, and evaluate public health programs that serve vulnerable populations, emphasizing Unani Medicine based strategies for prevention, treatment and rehabilitation.	PO3
CO7	Conduct, lead, and communicate impactful research initiatives and innovations to advance the Unani Medicine, facilitating its integration into both national and international health policies and programs.	PO3,PO4
CO8	Exhibit ethical and professional leadership in addressing population health concerns, including issues related to family planning and demographic management, while promoting sustainable health solutions.	PO3,PO7

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

2A Module Number	2B Module & units	2C Number of Credits	Notional Learning Hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
1	<p><b>M-1</b> علم طب اور علم حفظانِ صحت: ایک تفصیلی جائزہ <i>Ilm-i-Tibb avr 'Ilm Hifzān-i-Ṣiḥḥat: Ek Tafṣilī Jā'iza</i> (Science of Medicine and Science of Health Preservation: A Detailed Overview)</p> <p>This module introduces the basic concepts of '<i>Ilm-i-Tibb</i> (medicine) and '<i>Ilm Hifzān-i-Ṣiḥḥat</i> (health preservation) from Unani Medicine perspective. It covers the historical developments and key principles that inform current preventive health practices, highlighting the importance of Unani Medicine principles in public health.</p> <ul style="list-style-type: none"> <li><b>M1.U1</b> علم طب و علم حفظانِ صحت <i>Ilm-i-Tibb wa 'Ilm Hifzān-i-Ṣiḥḥat</i> (The Science of Medicine and the Science of Health Preservation) <ul style="list-style-type: none"> <li>1.1.1 تعارف و ارتقاء، اغراض و مقاصد، دائرہ کار <i>Ta'aruf wa Irtiqā' Aghrād-o-Maqāsid, Dā'ra'-i-Kār</i> (Introduction and Evolution, Aims and Objectives, Scope)</li> <li>1.1.2 تعریف و تقسیم <i>Ta'rīf-o-Taqsīm</i> (Definition and Types)</li> <li>1.1.3 مختلف ادوار میں حفظانِ صحت کا تصور <i>Mukhtalif Adwār mēn Hifzān-i-Ṣiḥḥat kā Taṣawwur</i> (The Concept of Health Preservation in Different Eras)</li> <li>1.1.4 یونانی طب میں حفظانِ صحت کے منابع <i>Unani Tibb mēn Hifzān-i-Ṣiḥḥat ke Marājī'</i> (Sources of Preventive Healthcare in Unani System of Medicine)</li> <li>1.1.5 اقوال اطباء برائے حفظانِ صحت <i>Aqwa'l-i-Atibbā' barā'e Hifzān-i-Ṣiḥḥat</i> (Statements of Unani Physicians on Health Preservation)</li> </ul> </li> <li><b>M1.U2</b> اصول حفظانِ صحت <i>Uṣūl-i-Hifzān-i-Ṣiḥḥat</i> (Principles of Health Preservation)</li> </ul>	2	10	20	30	60

	<p>1.2.1 اصول حفظانِ صحت برائے صحتمند افراد <i>Uṣūl-i-Hifẓān-i-Ṣiḥḥat barā'e Ṣiḥḥatmand Afrād</i> (Principles of Health Preservation for Healthy Individuals)</p> <p>1.2.2 اصول حفظانِ صحت برائے ابدانِ مستعدِ امراض <i>Uṣūl-i-Hifẓān-i-Ṣiḥḥat barā'e Abdān Musta'id-i-Amrād</i> (Principles of Health Preservation for Individuals Susceptible to Diseases)</p> <p>1.2.3 اصول حفظانِ صحت برائے ابدانِ ضعیفہ <i>Uṣūl-i-Hifẓān-i-Ṣiḥḥat barā'e Abdān Da'īfa</i> (Principles of Health Preservation for Vulnerable Groups)</p> <p>1.2.4 اصول حفظانِ صحت برائے مسافر <i>Uṣūl-i-Hifẓān-i-Ṣiḥḥat barā'e Musāfir</i> (Principles of Health Preservation for Travellers)</p>					
2	<p><b>M-2 نظریہ صحت و مرض Nazariyya'-i-Ṣiḥḥat-o-Maraḍ (Concept of Health and Disease)</b></p> <p>This module explores the concept of health and disease in both the Unani System of Medicine and Western/Present Medical Systems. It explores various definitions, theories, and frameworks for assessing health and well-being, along with a focus on the factors influencing health.</p> <ul style="list-style-type: none"> <li><b>M2.U1 نظریہ صحت Nazariyya'-i-Ṣiḥḥat (Concept of Health)</b> <p>2.1.1 عہدِ ماقبلِ بقرات، عہدِ مابعدِ بقرات، عہدِ حاضر <i>'Ahd Maqabl Buqrāt, 'Ahd Māba'd Buqrāt, 'Ahd Hādir</i> (Pre-Hippocratic Era, Post-Hippocratic Era, Present Era)</p> <p>2.1.2 تعریف (اطباء یونانی اور جدید ماہرینِ صحت کے حوالے سے) <i>Ta'rīf (Atibbā' Unani avr Jadīd Māhīrīn ke Hawālē se)</i> (Definition [According to Unani Physicians and Modern Health Experts])</p> <p>2.1.3 صحت کے مختلف پہلو <i>Ṣiḥḥat ke Mukhtalif Pahlū</i> (Dimensions of Health)</p> <p>2.1.4 صحت کو برقرار رکھنے والے اسباب و عوامل <i>Ṣiḥḥat kō Barqarār Rakhnē vālē Asbāb-o-'Awāmil</i> (Determinants of Health)</p> <p>2.1.5 صحت کے اشاریے <i>Ṣiḥḥat ke Ishāriyē</i> (Indicators of Health)</p> <p>2.1.6 نظریہ صحتِ جیدہ <i>Nazariyya'-i-Ṣiḥḥat Jayyida</i> (Concept of Well-being)</p> </li> <li><b>M2.U2 نظریہ مرض Nazariyya'-i-Maraḍ (Concept of Disease)</b></li> </ul>	2	10	20	30	60

	<p>2.2.1 عہد حاضر 2.2.1 عہد مابعد بقراط، عہد مابعد بقراط، عہد حاضر 'Ahd Māqabī Buqrāt, 'Ahd Māba'd Buqrāt, 'Ahd Hādir (Pre-Hippocratic Era, Post-Hippocratic Era, Present Era)</p> <p>2.2.2 تعریف (اطباء یونانی اور جدید ماہرین صحت کے حوالے سے) Ta'rif (Atibba' Unani avr Jadīd Māhirīn kē Hawālē se) (Definition [According to Unani Physicians and Modern Health Experts])</p> <p>2.2.3 اسباب، علامات، تقسیم و درجات مرض 2.2.3 اسباب، علامات، تقسیم و درجات مرض Asbāb, 'Alāmāt, Taqsīm wa Darjāt-i-Maraḍ (Causes, Symptoms, Classification and Stages of Disease)</p> <p>2.2.4 طبعی ادوار مرض کے طبعی ادوار 2.2.4 طبعی ادوار مرض کے طبعی ادوار Maraḍ kē Ṭaba'ī Adwār (Natural History of Disease)</p> <ul style="list-style-type: none"> <li>• M2.U3 Nazariyya'-i-Ṭabī'at avr Quwwat-i-Mudāfi'at (Concept of Ṭabī'at and Immunity)</li> </ul> <p>2.3.1 تعارف Ta'aruf (Introduction)</p> <p>2.3.2 صحت و مرض میں طبیعت کا کردار 2.3.2 صحت و مرض میں طبیعت کا کردار Ṣiḥḥat-o-Maraḍ mēn Ṭabī'at kā Kirdār (The Role of Ṭabī'at in Health and Disease)</p>					
3	<p><b>M-3 Nazariyya'-i-Taḥaffuz, Darajāt-i-Taḥaffuz avr Ṭarīqa'-i-Mudākhilat (Concept of Prevention, Levels of Prevention and Modes of Interventions)</b></p> <p>This module focuses on the concept of prevention, detailing the different levels of prevention and modes of intervention. It provides guidance on how to choose suitable interventions based on individual risk profiles and introduces the concept of <i>Asbāb Sitta Darūriyya</i> as a key strategy for maintaining health.</p> <ul style="list-style-type: none"> <li>• M3.U1 Nazariyya'-i-Taḥaffuz (Concept of Prevention)</li> </ul> <p>3.1.1 بحوالہ یونانی طب 3.1.1 بحوالہ یونانی طب ba-Hawāla Unani Tibb (with Reference to Unani System of Medicine)</p> <p>3.1.2 بحوالہ معاصر نظامہائے طب 3.1.2 بحوالہ معاصر نظامہائے طب ba-Hawāla Ma'āsir Nizāmha'e Tibb (with Reference to the Contemporary Medical Systems)</p> <ul style="list-style-type: none"> <li>• M3.U2 Darajāt-i-Taḥaffuz (Levels of Prevention)</li> </ul>	2	10	20	30	60



	<p>3.2.1 درجات تحفظ بلحاظ یونانی طب <i>Darjāt-i-Taḥaffuẓ BaLiḥāẓ Unani Tibb</i> (Levels of Prevention in Unani System of Medicine)</p> <p>3.2.1.1 حفظ صحت مطلق <i>Hiẓ-i-Siḥḥat Muṭlaq</i> (Absolute Health Preservation)</p> <p>3.2.1.2 تقدم بالحفظ <i>Taqaddum bi'l Hiẓ</i> (Preventive measures before the onset of disease)</p> <p>3.2.1.3 تدابير ابدان ضعیفہ <i>Tadābīr Abdān Ḍa'īfa</i> (Preventive Measures for Vulnerable Groups)</p> <p>3.2.2 درجات تحفظ بلحاظ معاصر نظامہائے طب <i>Darajāt-i-Taḥaffuẓ ba-Liḥāẓ Ma'āsir Nizāmha'e Tibb</i> (Levels of Prevention in Contemporary Medical Systems)</p> <p>3.2.2.1 ابتدائی درجہ تحفظ <i>Ibtidā'ī Daraja'-i-Taḥaffuẓ</i> (Primordial Prevention)</p> <p>3.2.2.2 اولی درجہ تحفظ <i>Ulā Daraja'-i-Taḥaffuẓ</i> (Primary Prevention)</p> <p>3.2.2.3 ثانوی درجہ تحفظ <i>Thānwī Daraja'-i-Taḥaffuẓ</i> (Secondary Prevention)</p> <p>3.2.2.4 ثالثی درجہ تحفظ <i>Thālīthī Daraja'-i-Taḥaffuẓ</i> (Tertiary Prevention)</p> <p>• <b>M3.U3</b> طریقہ مداخلت <i>Tarīqa'-i-Mudākhlāt</i> (Modes of Intervention)</p> <p>3.3.1 طریقہ مداخلت بلحاظ یونانی طب <i>Tarīqa'-i-Mudākhlāt ba-Liḥāẓ Unani Tibb</i> (Modes of Intervention according to Unani System of Medicine)</p> <p>3.3.1.1 اسباب ستہ ضروریہ <i>Asbāb Sitta Ḍarūriyya</i> (Six Essential Factors of Life)</p> <p>3.3.1.2 قوت مدبرہ بدن <i>Qūwwat Mudabbira'-i-Badan</i> (Body's Regulating Power/Self-defense Mechanism)</p> <p>3.3.2 طریقہ مداخلت بلحاظ معاصر نظامہائے طب <i>Tarīqa'-i-Mudākhlāt ba-Liḥāẓ Ma'āsir Nizāmha'e Tibb</i> (Modes of Intervention according to the Contemporary Medical Systems)</p> <p>3.3.2.1 صحت کی ترویج <i>Siḥḥat kī Tarwīj</i> (Health Promotion)</p>					
--	--	--	--	--	--	--

	<p>3.3.2.2 مخصوص تحفظ <i>MaKhṣuṣ Taḥaffuẓ</i> (Specific Protection)</p> <p>3.3.2.3 تشخیص مبکر و علاج <i>Tashkhīṣ Mubakkir wa ‘Ilāj</i> (Early Diagnosis and Treatment)</p> <p>3.3.2.4 معذوری کی تحدید <i>Ma‘dhūrī kī Taḥdīd</i> (Disability Limitation)</p> <p>3.3.2.5 بحالی صحت <i>Baḥālī-i-Ṣiḥḥat</i> (Rehabilitation)</p>					
4	<p><b>M-4 مزاج و انسان افراد M-4 Tadābīr Ḥifẓ-i-Ṣiḥḥat barā’e Mukhtalif al-Mizāj wa Mukhtalif al-Asnān Afrād (Health-Promoting Measures for the Individuals of Different Temperament and Age-Groups)</b></p> <p>This module provides insights into guidelines for maintaining health based on an individual's <i>Mizāj</i> (temperament) and age. It emphasizes health-promoting measures suited to different temperaments and age-groups.</p> <ul style="list-style-type: none"> <li><b>M4.U1 مزاج و انسان انسانی Mizāj wa Asnān Inṣānī (Temperament and Human Age-Groups)</b> <ul style="list-style-type: none"> <li>4.1.1 تعارف و تعریف <i>Ta‘āruf wa Ta’rīf</i> (Introduction and Definition)</li> <li>4.1.2 تقسیم <i>Taqṣīm</i> (Classification) <ul style="list-style-type: none"> <li>4.1.2.1 سن حداثت <i>Sinn-i-Ḥadāthat</i> (Childhood)</li> <li>4.1.2.2 سن شباب <i>Sinn-i-Shabāb</i> (Adulthood)</li> <li>4.1.2.3 سن کہولت <i>Sinn-i-Kuhūlat</i> (Middle Age)</li> <li>4.1.2.4 سن شیخوخت <i>Sinn-i-Shaykhūkhat</i> (Old Age)</li> </ul> </li> <li>4.1.3 عوامل موثرہ <i>Awāmil Muwaththira</i> (Determinants or Influencing Factors)</li> </ul> </li> <li><b>M4.U2 مزاج انسانی کو معلوم کرنے کے مختلف آلات M4.U2 Mizāj Inṣānī ko Ma‘lūm kanē ke Mukhtalif Alājāt (Various Tools for Assessing Human Temperament)</b></li> </ul>	2	10	20	30	60

	<p>4.2.1 مزاج اولہ عشرہ/ اجناس <i>Ajnās ‘Ashara/ Adilla’-i-Mizāj</i> (Ten Identifying Features of Temperament)</p> <p>4.2.2 علامات غلبہ اخلاط <i>‘Alāmāt-i-Ghalaba’-i-Akhlāṭ</i> (Signs and Symptoms of Predominance of Humours)</p> <p>4.2.3 دیگر آلہ جات <i>Dīgar Ālajāṭ</i> (Other Tools)</p> <ul style="list-style-type: none"> <li>• <b>M4.U3</b> Mukhtalif al-Mizāj wa Mukhtalif al-Asnān مختلف المزاج و مختلف الاسنان افراد میں امراض کی استعداد اور تدابیر حفظ صحت <i>Afrād meñ Amrād kī Isti’dād avr Tadābīr Ḥifz-i-Siḥḥat</i> (Disease Susceptibility and Health Promoting Measures for Individuals of Varying Temperaments and Age Groups)</li> </ul> <p>4.3.1 مختلف المزاج افراد میں امراض کی استعداد اور ان کی تدابیر حفظ صحت <i>Mukhtalif al-Mizāj Afrād meñ Amrād kī Isti’dād avr un kī Tadābīr Ḥifz-i-Siḥḥat</i> (Disease Susceptibility and Health Promoting Measures for Individuals of Different Temperament)</p> <p>4.3.1.1 حار رطب/ دموئی المزاج افراد میں امراض کی استعداد اور ان کی تدابیر حفظ صحت <i>Ḥār Raṭb/ Damawī al-Mizāj Afrād meñ Amrād kī Isti’dād avr un kī Tadābīr Ḥifz-i-Siḥḥat</i> (Disease Susceptibility and Health Promoting Measures for <i>Ḥār Raṭb</i> Individuals)</p> <p>4.3.1.2 بارد رطب/ بلغمی المزاج افراد میں امراض کی استعداد اور ان کی تدابیر حفظ صحت <i>Bārid Raṭb/ Balghamī al-Mizāj Afrād meñ Amrād kī Isti’dād avr un kī Tadābīr Ḥifz-i-Siḥḥat</i> (Disease Susceptibility and Health Promoting Measures for <i>Bārid Raṭb</i> Individuals)</p> <p>4.3.1.3 حار یا بس/ صفراوی المزاج افراد میں امراض کی استعداد اور ان کی تدابیر حفظ صحت <i>Ḥār Yābis/ Ṣafrāwī al-Mizāj Afrād meñ Amrād kī Isti’dād avr un kī Tadābīr Ḥifz-i-Siḥḥat</i> (Disease Susceptibility and Health Promoting Measures for <i>Ḥār Yābis</i> Individuals)</p> <p>4.3.1.4 بارد یا بس/ سوداوی المزاج افراد میں امراض کی استعداد اور ان کی تدابیر حفظ صحت <i>Bārid Yābis/ Sawdāwī al-Mizāj Afrād meñ Amrād kī Isti’dād avr un kī Tadābīr Ḥifz-i-Siḥḥat</i> (Disease Susceptibility and Health Promoting Measures for <i>Bārid Yābis</i> Individuals)</p>					
--	--	--	--	--	--	--

	<p>4.3.2 مختلف الاسنان افراد میں امراض کی استعداد اور ان کی تدابیر حفظ صحت <i>Mukhtalif al-Asnān Afrād mēn Amrād kī Isti'dād avr un kī Tadābīr Ḥifẓ-i-Ṣiḥḥat</i> (Disease Susceptibility and Health Promoting Measures for Individuals of Different Age-groups)</p> <p>4.3.2.1 سن حداثت میں امراض کی استعداد اور ان کی تدابیر حفظ صحت <i>Sinn-i-Hadāthat mēn Amrād kī Isti'dād avr un kī Tadābīr Ḥifẓ-i-Ṣiḥḥat</i> (Disease Susceptibility and Health Promoting Measures during Childhood)</p> <p>4.3.2.2 سن شباب میں امراض کی استعداد اور ان کی تدابیر حفظ صحت <i>Sinn-i-Shabāb mēn Amrād kī Isti'dād avr un kī Tadābīr Ḥifẓ-i-Ṣiḥḥat</i> (Disease Susceptibility and Health Promoting Measures during Adulthood)</p> <p>4.3.2.3 سن کہولت میں امراض کی استعداد اور ان کی تدابیر حفظ صحت <i>Sinn-i-Kuhūlat mēn Amrād kī Isti'dād avr un kī Tadābīr Ḥifẓ-i-Ṣiḥḥat</i> (Disease Susceptibility and Health Promoting Measures during Middle-age)</p> <p>4.3.2.4 سن شیوخیت میں امراض کی استعداد اور ان کی تدابیر حفظ صحت <i>Sinn-i-Shaykhūkhāt mēn Amrād kī Isti'dād avr un kī Tadābīr Ḥifẓ-i-Ṣiḥḥat</i> (Disease Susceptibility and Health Promoting Measures during Old-age)</p>					
5	<p><b>M-5 تدابیر حفظ صحت برائے ابدان ضعیفہ <i>Tadābīr Ḥifẓ-i-Ṣiḥḥat barā'ē Abdān Ḍa'īfa</i> (Health-Promoting Measures for Vulnerable Groups)</b></p> <p>This module discusses health preservation strategies for vulnerable populations, including pregnant women, infants, the elderly, and those recovering from illness. It outlines specific preventive measures designed to meet the unique health needs of each group within the Unani medicine framework.</p> <ul style="list-style-type: none"> <li><b>M5.U1 ابدان ضعیفہ <i>Abdān Ḍa'īfa</i> (Vulnerable Groups)</b></li> </ul> <p>5.1.1 تعارف و تقسیم <i>Ta'āruf-o-Taqsīm</i> (Introduction and Classification)</p> <p>5.1.1.1 نائیمین، حاملہ، مریض، مشائخ، نوجوان، اطفال، <i>Navmavlūd, Aṭfāl, Mashā'ikh, Nāqihīn, Ḥāmila, Murḍi'a</i> (Newborns, Children, Elderly, Debilitated Individuals, Pregnant Women, Lactating Women)</p> <p>5.1.1.2 مثلاً مسافر ہے، ان ابدان کی تدابیر جن کا شمار کسی مخصوص وجہ کی بناء پر ابدان ضعیفہ میں کیا جاسکتا ہے، <i>Un Abdān kī Tadābīr jin kā Shumār kisī Makḥṣūs</i> لاغر، دماغی طور پر کمزور افراد وغیرہ۔</p>	2	10	20	30	60

	<p><i>Vajah kī Binā` par Abdān Ḍa`īfa mēn̄ kiya`jāsaktā` hay, Mathalan Musāfir, Lāghar, Dimāghī` tavr par Kamzōr Afrād Waghayra.</i> (Measures for individuals that can be categorized as vulnerable, due to specific reasons, such as travellers, frail individuals, and those with mental weakness, etc.)</p> <p>5.1.2 امراض کی استعداد <i>Amrād kī Isti`dād</i> (Disease Susceptibility)</p> <p>5.1.2.1 نومولود میں امراض کی استعداد <i>Navmavlūd mēn̄ Amrād kī Isti`dād</i> (Disease Susceptibility in Newborns)</p> <p>5.1.2.2 ناتین میں امراض کی استعداد <i>Nāqihīn mēn̄ Amrād kī Isti`dād</i> (Disease Susceptibility in Weak or Debilitated Individuals)</p> <p>5.1.2.3 حاملہ میں امراض کی استعداد <i>Hāmila mēn̄ Amrād kī Isti`dād</i> (Disease Susceptibility in Pregnant Women)</p> <p>5.1.2.4 مرضعہ میں امراض کی استعداد <i>Murdi`a mēn̄ Amrād kī Isti`dād</i> (Disease Susceptibility in Lactating Women)</p> <p>5.1.2.5 مسافر میں امراض کی استعداد <i>Musāfir mēn̄ Amrād kī Isti`dād</i> (Health Risks in Travellers)</p> <p>5.1.2.6 لاغر افراد میں امراض کی استعداد <i>Lāghar Afrād mēn̄ Amrād kī Isti`dād</i> (Disease Susceptibility in Frail Individuals)</p> <ul style="list-style-type: none"> <li>• <b>M5.U2</b> تدابیر ابدان ضعیفہ <i>Tadābīr-i-Abdān Ḍa`īfa</i> (Health Promoting Measures for Vulnerable Groups) <ul style="list-style-type: none"> <li>5.2.1 نومولود کی تدابیر <i>Navmavlūd kī Tadābīr</i> (Health Promoting Measures for Newborns)</li> <li>5.2.2 ناتین کی تدابیر <i>Nāqihīn kī Tadābīr</i> (Health Promoting Measures for Weak or Debilitated Individuals)</li> <li>5.2.3 حاملہ کی تدابیر <i>Hāmila kī Tadābīr</i> (Health Promoting Measures for Pregnant Women)</li> </ul> </li> </ul>					
--	---	--	--	--	--	--

	<p>5.2.4 مرضعہ کی تدابیر <i>Murdi'a kī Tadābīr</i> (Health Promoting Measures for Lactating Women)</p> <p>5.2.5 مسافر کی تدابیر <i>Musāfir kī Tadābīr</i> (Health Promoting Measures for Travellers)</p> <p>5.2.6 لاغر افراد کی تدابیر <i>Lāghar Afrād kī Tadābīr</i> (Health Promoting Measures for Frail Individuals)</p>					
6	<p><b>M-6 دالک، ریاضت و حمام برائے حفظ صحت Dalk, Riyāḍat wa Ḥammām barā'e Ḥifz-i-Siḥḥat (Health Benefits of Massage, Exercise and Turkish Bath)</b></p> <p>This module highlights the benefits of <i>Dalk</i> (massage), <i>Riyāḍat</i> (exercise), and <i>Ḥammām</i> (Turkish bath) for enhancing overall well-being. It provides an in-depth understanding of how these practices contribute to health maintenance and disease prevention.</p> <ul style="list-style-type: none"> <li><b>M6.U1 دالک Dalk (Massage)</b> <ul style="list-style-type: none"> <li>6.1.1 تعریف و تقسیم <i>Ta'rīf-o-Taqsīm</i> (Definition and Classification) <ul style="list-style-type: none"> <li>6.1.1.1 قسم دالک <i>Qism-i-Dalk</i> (Type)</li> <li>6.1.1.2 وقت دالک <i>Waqt-i-Dalk</i> (Timing)</li> <li>6.1.1.3 وقفہ دالک <i>Waqfa'-i-Dalk</i> (Interval)</li> <li>6.1.1.4 مدت دالک <i>Muddat-i-Dalk</i> (Duration)</li> <li>6.1.1.5 سفارش برائے روغنیاں <i>Sifārish barā'e Ravghaniyāt</i> (Recommended Oils)</li> </ul> </li> <li>6.1.2 دالک کے معیاری عملیاتی طریقہ کار <i>Dalk ke Mī'yārī 'Amaliyātī Tārīqa'-i-Kār</i> (Standard Operational Procedures for Massage)</li> <li>6.1.3 دالک کے منافع و اثرات <i>Dalk, ke Manāfī'-o-Atharāt</i> (Benefits and Effects of Massage) <ul style="list-style-type: none"> <li>6.1.3.1 عمومی <i>Umūmī</i> (General)</li> <li>6.1.3.2 نظامی <i>Nizāmī</i> (Systemic)</li> </ul> </li> </ul> </li> </ul>	2	10	20	30	60

	<p>6.1.4 دالک کے مفید ہونے کے شرائط، اشارات و ممانعات <i>Dalk ke Mufīd hōnē ke Sharā'it, Ishārat wa Māni'āt</i> (Prerequisites, Indications, and Contraindications of Massage)</p> <p>6.1.5 دالک پر ہونے والے حالیہ تحقیقی شواہد <i>Dalk par hōnē valē Ḥālīya Taḥqīqī Shawāhid</i> (Recent Scientific Evidence on Massage)</p> <p>6.1.5.1 مداخلتی و مشاہداتی مطالعات <i>Mudākhalatī wa Mushāhadatī Muṭāla'āt</i> (Interventional and Observational Studies)</p> <ul style="list-style-type: none"> <li>• <b>M6.U2 ریاضت</b> <i>Riyāḍat</i> (Physical Exercise)</li> </ul> <p>6.2.1 تعریف و تقسیم <i>Ta'rīf-o-Taqsīm</i> (Definition and Classification)</p> <p>6.2.2 ریاضت کے معیاری عملیاتی طریقہ کار <i>Riyāḍat ke Mi'yārī 'Amaliyātī Tarīqa'-i-Kār</i> (Standard Operational Procedures for Exercise)</p> <p>6.2.3 ریاضت کے منافع و اثرات <i>Riyāḍat ke Manāfi' wa Atharāt</i> (Benefits and Effects of Physical Exercise)</p> <p>6.2.3.1 عمومی <i>'Umūmī</i> (General)</p> <p>6.2.3.2 نظامی <i>Nizāmī</i> (Systemic)</p> <p>6.2.4 ریاضت کے مفید ہونے کے شرائط، اشارات و ممانعات <i>Riyāḍat ke Mufīd hōnē ke Sharā'it, Ishārat wa Māni'āt</i> (Prerequisites, Indications, and Contraindications of Exercise)</p> <p>6.2.4.1 مقدار <i>Miqdār</i> (Quantity)</p> <p>6.2.4.2 وقت (ہضم غذا، موسم کے مطابق) <i>Waqt (Ḥaḍm-i-Ghidhā', Mavsam ke Muṭābiq)</i> (Timing [Digestion of Food, Seasonal Considerations])</p> <p>6.2.4.3 قبل ریاضت غذا <i>Ghidhā' Qabl-i-Riyāḍat</i> (Meal Before Exercise)</p> <p>6.2.4.4 عمر <i>'Umr</i> (Age)</p> <p>6.2.4.5 مزاج <i>Mizāj</i> (Temperament)</p>					
--	--	--	--	--	--	--

	<p>6.2.4.6 جسمانی حالت <i>Jismānī Ḥālāt</i> (Physical Condition)</p> <p>6.2.4.7 اعضاء کی حالت <i>A'da' Ma'ufa kī Ḥālāt</i> (Condition of the Affected Organs)</p> <p>6.2.5 تحقیقی شواہد <i>Riyāḍat par hōnē wālē Ḥālīya Taḥqīqī Shawāhid</i> (Recent Scientific Evidence on Physical Exercise)</p> <p>6.2.5.1 مداخلتی و مشاہداتی مطالعات <i>Mudākhalatī wa Mushāhadatī Muṭāla'āt</i> (Interventional and Observational Studies)</p> <ul style="list-style-type: none"> <li>• <b>M6.U3</b> حمام <i>Ḥammām</i> (Turkish Bath)</li> </ul> <p>6.3.1 تعریف و تقسیم <i>Ta'rīf-o-Taqsīm</i> (Definition and Classification)</p> <p>6.3.1.1 قسم حمام <i>Qism-i-Ḥammām</i> (Type)</p> <p>6.3.1.2 وقت حمام <i>Waqt-i-Ḥammām</i> (Timing)</p> <p>6.3.1.3 وقفہ حمام <i>Waqfa'-i-Ḥammām</i> (Interval)</p> <p>6.3.1.4 مدت حمام <i>Muddat-i-Ḥammām</i> (Duration of <i>Ḥammām</i>)</p> <p>6.3.2 ساخت و صفات حمام <i>Sākht-o-Sifāt-i-Ḥammām</i> (Structure and Characteristics of <i>Ḥammām</i>)</p> <p>6.3.3 حمام کے منافع و اثرات <i>Ḥammām kē Manāfī'-o-Atharāt</i> (Benefits and Effects of Turkish Bath)</p> <p>6.3.3.1 عمومی <i>'Umūmī</i> (General)</p> <p>6.3.3.2 نظامی <i>Nizāmī</i> (Systemic)</p> <p>6.3.4 حمام کے مفید ہونے کے شرائط، اشارات و مانعات <i>Ḥammām kē Muḥīd hōnē kē Sharā'it, Ishārāt-o-Mānī'āt</i> (Prerequisites, Indications, and Contraindications of Turkish Bath)</p>					
--	---	--	--	--	--	--



	<p>6.3.5 حقیقی شواہد <i>Hammām par hōnē wālē Ḥālīya Taḥqīqī Shawāhid</i> (Recent Scientific Evidence on Turkish Bath)</p> <p>6.3.5.1 مداخلتی و مشاہداتی مطالعات <i>Mudākhalatī wa Mushāhadatī Muṭāla‘āt</i> (Interventional and Observational Studies)</p>					
7	<p><b>M-7</b> حفظانِ صحت میں استفراغ اور حرکت و سکون نفسانی میں اعتدال کی اہمیت <i>Ḥifẓān-i-Ṣiḥḥat meḥ Istifrāgh avr Ḥarakat-o-Sukūn Nafsānī meḥ I’tidāl kī Aḥammīyat</i> (Importance of Istifrāgh and Moderation in Psychic Movement and Repose for Health Promotion)</p> <p>This module emphasizes the role of <i>Istifrāgh</i> as an essential preventive measure in Unani Medicine. It discusses the significance of balancing mental activity and repose, illustrating how moderation in it supports overall health.</p> <ul style="list-style-type: none"> <li><b>M7.U1</b> استفراغ <i>Istifrāgh</i> (Evacuation/Detoxification)</li> </ul> <p>7.1.1 تعارف <i>Ta‘āruf</i>, (Introduction)</p> <p>7.1.1.1 تعریف <i>Ta‘rīf</i>, (Definition)</p> <p>7.1.1.2 تقسیم <i>Taqṣīm</i> (Classification)</p> <p>7.1.1.3 اغراض و مقاصد <i>Aghrāḍ-o-Maqāṣid</i> (Purposes and Objectives)</p> <p>7.1.1.4 استفراغ کے معیاری عملیاتی طریقہ کار <i>Istifrāgh ke Mī‘yārī ‘Amaliyātī Ṭarīqa’-i-Kār</i> (Standard Operational Procedures for <i>Istifrāgh</i>)</p> <p>7.1.2 اصول و شرائط <i>Uṣūl-o-Sharā’iṭ</i> Principles and Prerequisites</p> <p>7.1.2.1 امتلاء مواد <i>Imtilā’-i-Mawād</i> (Fullness of Matters)</p> <p>7.1.2.2 قوت <i>Quwwat</i> (Strength)</p> <p>7.1.2.3 مزاج <i>Mizāj</i> (Temperament)</p> <p>7.1.2.4 جسمانی حالت <i>Jismānī Ḥālat</i> (Physical Condition)</p>	2	10	20	30	60

	<p>7.1.2.5 اعراض لازمہ <i>A'raḍ Lāzima</i> (Necessaroy Symptoms/Diseases)</p> <p>7.1.2.6 عمر <i>'Umr</i> (Age)</p> <p>7.1.2.7 وقت <i>Waqt</i> (Timing) and ملک و شہر <i>Mulk-o-Shahr</i> (Habitat)</p> <p>7.1.2.8 پیشہ <i>Pēsha</i> (Profession)</p> <p>7.1.2.9 عادت <i>'Ādat</i> (Habit)</p> <p>7.1.3 تحفظی اہمیت <i>Taḥaffuẓī Ahammiyat</i> (Preventive Importance)</p> <p>7.1.3.1 مستعد ابتلاء افراد / مبتلی ابدان <i>Musta'id-i-Imtilā' Afrād/ Mumtalī Abdān</i> (Predisposing Factors for Plethora/ Individuals with Plethora)</p> <p>7.1.3.2 تشخیصی علامات و نشانیاں <i>Tashkhīṣī 'Alāmāt-o-Nishāniyān</i> (Warning/Alarming Signs and Symptoms)</p> <p>7.1.4 طریقے <i>Tarīqe</i> (Methods)</p> <p>7.1.4.1 اسہال <i>Ishāl</i> (Purgation)</p> <p>7.1.4.2 قے <i>Qay'</i> (Emesis)</p> <p>7.1.4.3 فصد <i>Faṣd</i> (Venesection)</p> <p>7.1.4.4 حجامہ <i>Hijāma</i> (Cupping)</p> <p>7.1.4.5 ارسل علق <i>Irsāl-i-'Alaq</i> (Leeching)</p> <p>7.1.4.6 ادرار <i>Idrār</i> (Diuresis)</p> <p>7.1.4.7 حقنہ <i>Huqna</i> (Enema)</p> <p>7.1.5 تحقیقی شواہد <i>Hāliya Taḥqīqī Shawāhid</i> (Recent Scientific Evidence)</p>					
--	--	--	--	--	--	--

	<p>7.1.5.1 مداخلتی و مشاہداتی مطالعات <i>Mudākhalatī wa Mushāhadatī Muṭāla‘āt</i> (Interventional and Observational Studies)</p> <ul style="list-style-type: none"> <li>• <b>M7.U2 حرکت و سکون نفسانی</b> <i>Ḥarakat-o-Sukūn Nafsānī</i> (Psychic Movement and Repose)</li> </ul> <p>7.2.1 تعارف <i>Ta‘āruf</i> (Introduction)</p> <p>7.2.1.1 حرکت و سکون نفسانی اور انتقال روح <i>Ḥarakat-o-Sukūn Nafsānī avr Intiqāl-i-Rūḥ</i> (Psychic Movement and Repose, Pertaining to the Transfer of <i>Rūḥ</i> (Pneuma))</p> <p>7.2.1.2 دماغی طور پر مستحکم افراد کی خصوصیات <i>Dimāghī tavr par Mustahkam Afrād kī Khushūsiyyāt</i> (Characteristics of Mentally Stable Individuals)</p> <p>7.2.1.3 دماغی طور پر غیر مستحکم افراد کی علامات <i>Dimāghī tavr par Ghayr Mustahkam Afrād kī ‘Alāmāt</i> (Symptoms of Mentally Unstable Individuals)</p> <p>7.2.2 اعتدال کی تدابیر <i>I’tidāl kī Tadābīr</i> (Measures for Moderation)</p> <p>7.2.2.1 مناسب نیند <i>Munāsib Nīnd</i> (Adequate Sleep)</p> <p>7.2.2.2 ریاضت <i>Riyāḍat</i> (Exercise)</p> <p>7.2.2.3 تفریح اور مشغولیات <i>Tafriḥ avr Mashghūliyyāt</i> (Leisure and Hobbies)</p> <p>7.2.2.4 سماجی تعاملات <i>Samājī Ta‘āmulāt</i> (Social Interactions)</p> <p>7.2.2.5 نگہداشت خود کی <i>Khud kī Nigahdāsh</i> (Self-Care)</p> <p>7.2.2.6 پیشہ اور ذاتی زندگی میں توازن <i>Pēsha avr Dhātī Zindagī mēn Tawāzun</i> (Healthy Work-Life Balance)</p> <p>7.2.3 عوارضات نفسانیہ اور ان میں حرکت و سکون نفسانی کا کردار <i>‘Awārīdāt Nafsāniyya avr un mēn Ḥarakat-o-Sukūn Nafsānī ka Kirdār</i> (Role of Psychic Movement and Repose in Psychological Disorders)</p> <p>7.2.3.1 افسردگی، غم، خجالت و شرمندگی، افسردگی، خوف و وحشت، رنج و غم، <i>Ghuṣṣa, Khawf, -o-Waḥshat, Ranj-o-Gham, Khajalat-o-Sharmindagī, Afsurdagī</i> (Anger, Fear and Panic, Sorrow and Grief, Embarrassment and Shame, Depression)</p>					
--	--	--	--	--	--	--

8	<p><b>M-8</b> <b>Unani Tibbī Zakhā'ir mēn Taḥaffuzī Ahammiyyat kī Ḥāmil Adwiya (Drugs of Prophylactic Significance in Unani Medical Literature)</b></p> <p>This module provides insights into the use of prophylactic drugs within Unani Medicine. It highlights key medications found in Unani medicine literature, discussing their significance, proper usage, and role in enhancing health and preventing disease.</p> <ul style="list-style-type: none"> <li><b>M8.U1</b> <b>Adwiya barā'ē Ḥifz-i-Ṣiḥḥat (Health-Promoting Drugs)</b></li> </ul> <p>8.1.1 <b>ترياقی ادویہ Tiryāqī Adwiya (Antidotes)</b></p> <p>8.1.1.1 بیان و تفہیم اور حفظ صحت میں ان کا کردار <i>Bayān-o-Tafhīm avr Ḥifz-i-Ṣiḥḥat mīn in kā Kirdār</i> (Description, Understanding, and Role in Health Preservation)</p> <p>8.1.1.2 ہدایات برائے استعمال <i>Hidāyat barā'ē Istī'māl</i> (Usage Instructions)</p> <p>8.1.1.3 تحقیقی شواہد <i>Taḥqīqī Shawāhid</i> (Scientific Evidences)</p> <p>8.1.2 <b>مقوی ادویہ Muqawwī Adwiya (Tonics)</b></p> <p>8.1.2.1 بیان و تفہیم اور حفظ صحت میں ان کا کردار <i>Bayān-o-Tafhīm avr Ḥifz-i-Ṣiḥḥat mēn in kā Kirdār</i> (Description, Understanding, and Role in Health Preservation)</p> <p>8.1.2.2 ہدایات برائے استعمال <i>Hidāyat barā'ē Istī'māl</i> (Usage Instructions)</p> <p>8.1.2.3 تحقیقی شواہد <i>Taḥqīqī Shawāhid</i> (Scientific Evidences)</p> <p>8.1.3 <b>مُدبیرۂ بدن و منعش حرارت غریزی ادویہ Mudabbira'-i-Badan wa Mun'ish-i-Ḥarārat Gharīzī Adwiya (Immunomodulators and Innate Heat Revitalizing Drugs)</b></p> <p>8.1.3.1 بیان و تفہیم اور حفظ صحت میں ان کا کردار <i>Bayān-o-Tafhīm avr Ḥifz-i-Ṣiḥḥat mēn in kā Kirdār</i> (Description, Understanding, and Role in Health Preservation)</p>	2	10	20	30	60
---	---	---	----	----	----	----

	8.1.3.2 ہدایات برائے استعمال <i>Hidāyāt barā'ē Istī'māl</i> (Usage Instructions)					
	8.1.3.3 تحقیقی شواہد <i>Taḥqīqī Shawāhid</i> (Scientific Evidences)					
		16	80	160	240	480

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

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3C Notional Learning Hours	3D Lecture/ Practical/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/ Shows how/ Knows how/ Know)	3G Teaching Learning Methods
<b>Module 1 : علم طب اور علم حفظانِ صحت: ایک تفصیلی جائزہ</b> <i>‘Ilm-i-Ṭibb avr ‘Ilm Ḥifẓān-i-Ṣiḥḥat: Ek Taḥṣīlī Jā’iza (Science of Medicine and Science of Health Preservation: A Detailed Overview)</i>						
<b>Module Learning Objectives</b> <b>(At the end of the module, the students should be able to)</b> <ol style="list-style-type: none"> <li>Describe the foundational concepts of health promotion in the Unani System of Medicine.</li> <li>Analyze the evolution of health promotion in the Unani System of Medicine and its contemporary applications.</li> <li>Identify key milestones in preventive practices as outlined in classical Unani texts that address current public health challenges.</li> </ol>						
<b>Unit 1 علم طب و علم حفظانِ صحت</b> <i>‘Ilm-i-Ṭibb wa ‘Ilm Ḥifẓān-i-Ṣiḥḥat (The Science of Medicine and the Science of Health Preservation)</i> <p>1.1.1 تعارف و ارتقاء، اغراض و مقاصد، دائرہ کار <i>Ta’aruf wa Irtiqā’ Aghrād-o-Maqāṣid, Dā’ra-i-Kār</i> (Introduction and Evolution, Aims and Objectives, Scope)</p> <p>1.1.2 تعریف و تقسیم <i>Ta’rīf-o-Taqsīm</i> (Definition and Types)</p> <p>1.1.3 مختلف ادوار میں حفظانِ صحت کا تصور <i>Mukhtalif Adwār meṇ Ḥifẓān-i-Ṣiḥḥat kā Taṣawwur</i> (The Concept of Health Preservation in Different Eras)</p> <p>1.1.4 یونانی طب میں حفظانِ صحت کے منابع <i>Unani Ṭibb meṇ Ḥifẓān-i-Ṣiḥḥat ke Marājī’</i> (Sources of Preventive Healthcare in Unani System of Medicine)</p> <p>1.1.5 اقوال اطباء برائے حفظانِ صحت <i>Aqwal-i-Atibba’ barā’e Ḥifẓān-i-Ṣiḥḥat</i> (Statements of Unani Physicians on Health Preservation)</p> <p><b>References:</b> 1,3,5,12,13,47,48,49,61</p>						
3A	3B	3C	3D	3E	3F	3G
CO1	Define and explain the fundamental concepts of <i>‘Ilm-i-Ṭibb</i> and <i>‘Ilm Ḥifẓān-i-Ṣiḥḥat</i> .	1	Lecture	CK	Knows-how	L,L&PPT

CO1	Describe the evolution and development of preventive healthcare across different historical periods.	2	Lecture	CC	Knows-how	L,L&GD,L &PPT
CO1	Identify the sources of preventive healthcare in Unani System of Medicine.	1	Lecture	CC	Knows-how	L,L&GD,L &PPT
CO1	Appraise a classical Unani medical text focusing on its content related to health promotion and preventive healthcare.	10	Experiential - Learning1.1	AFT-REC	Does	FC,LS,SD L
CO1,CO4	Observe and document preventive care practices at a healthcare facility.	10	Experiential - Learning1.2	PSY-GUD	Does	FV
CO1	Discuss the perspectives of notable Unani physicians on health promotion and disease prevention.	2	Lecture	CC	Knows-how	L,L&GD,L &PPT
CO1	Prepare a poster presentation comparing the statements of Unani scholars with modern preventive healthcare guidelines.	10	Practical1.1	PSY-SET	Shows-how	PrBL,TP W

## Unit 2 اصول حفظانِ صحت *Uṣūl-i-Hifẓān-i-Ṣiḥḥat* (Principles of Health Preservation)

1.2.1 اصول حفظانِ صحت برائے صحتمند افراد *Uṣūl-i-Hifẓān-i-Ṣiḥḥat barā'ē Ṣiḥḥatmand Afrād* (Principles of Health Preservation for Healthy Individuals)

1.2.2 اصول حفظانِ صحت برائے ابدان مستعدِ امراض *Uṣūl-i-Hifẓān-i-Ṣiḥḥat barā'ē Abdān Musta'id-i-Amrād* (Principles of Health Preservation for Individuals Susceptible to Diseases)

1.2.3 اصول حفظانِ صحت برائے ابدان ضعیفہ *Uṣūl-i-Hifẓān-i-Ṣiḥḥat barā'ē Abdān Ḍa'īfa* (Principles of Health Preservation for Vulnerable Groups)

1.2.4 اصول حفظانِ صحت برائے مسافر *Uṣūl-i-Hifẓān-i-Ṣiḥḥat barā'ē Musāfir* (Principles of Health Preservation for Travellers)

**References:** 8,15,18,24,58,61

3A	3B	3C	3D	3E	3F	3G
CO1	Identify and articulate the principles of health preservation for healthy individuals.	2	Lecture	CC	Knows-how	L,L&GD,L &PPT
CO1	Analyse the principles of health preservation tailored for individuals susceptible to diseases.	1	Lecture	CC	Knows-how	L,L&PPT

CO1	Discuss the preventive measures applicable to travellers	1	Lecture	CC	Knows-how	L,L&GD,L &PPT
CO1	Develop a comprehensive checklist of preventive measures for healthy individuals and at-risk groups.	10	Practical1.2	PSY-GUD	Shows-how	PBL,TPW
CO1	Conduct insightful discussions and interviews with healthy individuals and at-risk groups to gain insights into their preventive practices.	6	Experiential - Learning1.3	PSY-GUD	Does	FV

### Practical Training Activity

#### Practical 1.1 : Illustration of Unani scholars statements

Total Learning Hours = 10

1. The teacher will assign specific topics related to the statements of Unani scholars. [0.5 hr]
2. Students will conduct a thorough literature search using various Unani Medicine books, journals (both offline and online), to gather relevant information about the selected topic. [4.5 hrs]
3. The teacher will provide guidance on effective poster design principles, including layout, visual appeal, and clarity of information. [1 hr]
4. Students will design and prepare a poster that presents their findings in an engaging and informative way. [2hrs]
5. Each student will present their poster to their peers and the teacher, explaining the key points and insights derived from the Unani scholars' statements. [2 hrs]

#### Practical 1.2 : Preventive Measures Checklist

Total Learning Hours = 10

1. The teacher will divide students into groups and assign health conditions or demographics [atleast 3]. [0.5 hr]
2. Students will collaboratively design the checklist for each given condition. [7.5 hrs]
3. Students will discuss their checklists with the teacher for feedback. [2 hrs]

### Experiential learning Activity

#### Experiential-Learning 1.1 : Classical Unani Text Review on Health Promotion

Total Learning Hours = 10

1. Select any 3 classical Unani texts related to health promotion. [0.5 hr]
2. Identify and summarize the key health-promoting measures discussed in the texts.[7.5 hrs]



3. Prepare a presentation of your findings, highlighting essential practices and principles that contribute to overall well-being as described in the text. [2 hrs]	
<b>Experiential-Learning 1.2</b> : Observation of Preventive Care Practices	
Total Learning Hours = 10	
1. Plan a visit to a local health centre that provides preventive care services. [0.5 hr] 2. Take note of the implemented preventive measures, such as patient education on hygiene, diet, exercise, mental health, or disease prevention. [4.5 hrs] 3. Write a reflection report based on your observations, focusing on these approaches' similarities, differences, and potential integration. [5 hrs]	
<b>Experiential-Learning 1.3</b> : Insight into Preventive Practices of Healthy Individuals and At-Risk Groups	
Total Learning Hours = 6	
1. Use a structured interview guide to interview healthy individuals and at-risk groups (e.g., obese individuals, smokers, sedentary persons, etc.). [3 hrs] 2. Record important points from the interviews. [1 hr] 3. Analyse and discuss the differences in their preventive measures. [1 hr] 4. Present your findings in a report. [1 hr]	
<b>Modular Assessment</b>	
<b>Assessment method</b>	<b>Hour</b>
<b>Instructions:</b> Conduct a structured Modular assessment. Assessment will be of 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment.  <b>Short quiz:</b> Quiz to test understanding of key concepts, historical developments, and foundational principles of health preservation in Unani Medicine. (30 Marks)  and  <b>Structured-LAQ</b> to assess critical thinking and application of key concepts of preventive care. (20 Marks)  Or	4

<p><b>Small group discussions:</b> Discussions will focus on the relevance of Unani Medicine principles in contemporary public health. (50 Marks)</p> <p>Or</p> <p><b>Poster presentation:</b> Students will create a poster that represents key concepts of preventive care. (50 Marks)</p> <p>Or</p> <p>Any practical in converted form can be taken for assessment. (25 Marks)</p> <p>&amp;</p> <p>Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)</p>	
---	--

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3C Notional Learning Hours	3D Lecture/ Practical/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/ Shows how/ Knows how/ Know)	3G Teaching Learning Methods
<b>Module 2 : نظریہ صحت و مرض Nazariyya'-i-Şiḥḥat-o-Maraḍ (Concept of Health and Disease)</b>						
<b>Module Learning Objectives</b> <b>(At the end of the module, the students should be able to)</b> <ol style="list-style-type: none"> <li>1. Discuss the fundamental causes of health and disease (<i>Asbāb-i-Şiḥḥat-o-Maraḍ</i>) as described in the Unani System of Medicine.</li> <li>2. Analyze the interplay between internal and external factors affecting health and disease within the framework of the Unani System of Medicine.</li> <li>3. Apply the knowledge of <i>Asbāb-i-Şiḥḥat-o-Maraḍ</i> in the context of health promotion and disease prevention.</li> </ol>						
<b>Unit 1 نظریہ صحت Nazariyya'-i-Şiḥḥat (Concept of Health)</b> <p>2.1.1 عہد ماقبل بقراط، عہد مابعد بقراط، عہد حاضر 'Ahd Māqabl Buqrāt, 'Ahd Māba'd Buqrāt, 'Ahd Ḥādir (Pre-Hippocratic Era, Post-Hippocratic Era, Present Era)</p> <p>2.1.2 تعریف (اطباء یونانی اور جدید ماہرین صحت کے حوالے سے) Ta'rīf (Atibbā' Unani avr Jadīd Māhirīn ke Ḥawālē se) (Definition [According to Unani Physicians and Modern Health Experts])</p> <p>2.1.3 صحت کے مختلف پہلو Şiḥḥat ke Mukhtalif Pahlū (Dimensions of Health)</p> <p>2.1.4 صحت کو برقرار رکھنے والے اسباب و عوامل Şiḥḥat kō Barqarār Rakhnē vālē Asbāb-o-'Awāmil (Determinants of Health)</p> <p>2.1.5 صحت کے اشاریے Şiḥḥat ke Ishāriyē (Indicators of Health)</p> <p>2.1.6 نظریہ صحت جیدہ Nazariyya'-i-Şiḥḥat Jayyida (Concept of Well-being)</p> <p><b>References:</b> 11,17,50,51</p>						
3A	3B	3C	3D	3E	3F	3G
CO1	Explore the evolution of health concepts from the pre-Hippocratic era to the present day, highlighting their relevance in contemporary contexts.	2	Lecture	CC	Knows-how	L,L&GD,L&PPT

CO1	Describe health from the perspectives of the Unani System of Medicine and contemporary medical systems, identifying its key dimensions.	2	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO1	Discuss the primary determinants of health and evaluate their impact on health outcomes.	1	Lecture	CK	Knows-how	L,L&PPT
CO1	Identify various health indicators and assess them using both Unani and Contemporary Medical methods.	10	Practical2.1	PSY-GUD	Shows-how	W
CO1	Conduct health assessments in a local community and reflect on findings to identify opportunities for improvement.	10	Experiential-Learning2.1	AFT-REC	Does	FV

## Unit 2 نظریہ مرض Nazariyya'-i-Maraḍ (Concept of Disease)

2.2.1 عہد ماقبل بقراط، عہد مابعد بقراط، عہد حاضر 'Ahd Māqabl Buqrāt, 'Ahd Māba'd Buqrāt, 'Ahd Ḥādir (Pre-Hippocratic Era, Post-Hippocratic Era, Present Era)

2.2.2 تعریف (اطباء یونانی اور جدید ماہرین صحت کے حوالے سے) Ta'rīf (Atibbā' Unani avr Jadīd Māhirīn ke Ḥawālē se) (Definition [According to Unani Physicians and Modern Health Experts])

2.2.3 تقسیم و درجات مرض Asbāb, 'Alāmāt, Taqsīm wa Darjāt-i-Maraḍ (Causes, Symptoms, Classification and Stages of Disease)

2.2.4 طبعی ادوار مرض Marāḍ ke Ṭaba'ī Adwār (Natural History of Disease)

References: 9,44,45

3A	3B	3C	3D	3E	3F	3G
CO1	Identify the causes, symptoms, and classifications of diseases as outlined in Unani and contemporary medical literature.	2	Lecture	CC	Knows-how	L,L&PPT ,L&GD
CO1	Describe the natural history of disease and the various stages it progresses through.	1	Lecture	CC	Knows-how	L,L&PPT ,L&GD
CO1	Analyse disease progression and intervention points through chart-making activities, integrating both Unani and allopathic Medical Systems viewpoints.	5	Practical2.2	PSY-SET	Shows-how	PT,TPW
CO1	Conduct literature search on a specific disease, tracing its historical understanding, and present the findings effectively.	8	Experiential-Learning2.2	AFT-REC	Does	IBL

## Unit 3 نظریہ طبیعت اور قوت مدافعت Nazariyya'-i-Ṭabī'at avr Quwwat-i-Mudāfī'at (Concept of Ṭabī'at and Immunity)

### 2.3.1 تعارف *Ta'aruf* (Introduction)

### 2.3.2 صحت و مرض میں طبیعت کا کردار *Ṣiḥḥat-o-Maraḍ mēn Ṭabī'at kā Kirdār* (The Role of Ṭabī'at in Health and Disease)

**References:** 23,34

3A	3B	3C	3D	3E	3F	3G
CO1	Critically examine the role of Ṭabī'at and immunity in health and disease.	2	Lecture	CAP	Knows-how	FC,L,L&GD,L&PPT
CO1	Demonstrate the skills necessary to assess the immune status of Individuals and identify preventive strategies based on Unani Medicine practices.	5	Practical2.3	PSY-SET	Shows-how	PrBL,TPW
CO1	Plan and execute a health campaign focused on promoting immune health and preventive measures.	8	Experiential-Learning2.3	AFT-REC	Does	PSM,PrBL

### Practical Training Activity

#### Practical 2.1 : Health Assessment Tools

Total Learning Hours = 10

1. The teacher will give a brief lecture on health indicators. [1 hr]
2. The teacher will demonstrate tools for health assessment. [3 hrs]
3. Students in groups will participate in hands-on practice sessions. [6 hrs]
  - Students will be divided into small groups to practice using the tools demonstrated by the teacher.
  - Students will document their results and discuss them with the teacher.

#### Practical 2.2 : Analysis of Disease Progression and Intervention Points

Total Learning Hours = 5

1. The teacher will teach stages of disease progression from both Unani and allopathic perspectives. [1hr]
2. Students will be assigned specific diseases for chart-making. [3hrs]
3. The teacher will facilitate a peer review of the charts for accuracy. [1hr]

#### Practical 2.3 : Assessment of Immune Status

<p>Total Learning Hours = 5</p> <ol style="list-style-type: none"> <li>1. The teacher will demonstrate the use of both Unani and modern diagnostic tools to assess immune status. [2 hrs]</li> <li>2. Students will practice these tools for assessing the immune status of individuals under the supervision of the teacher. [3hrs]</li> </ol>
<b>Experiential learning Activity</b>
<b>Experiential-Learning 2.1 : Community Health Assessment</b>
<p>Total Learning Hours = 10</p> <ol style="list-style-type: none"> <li>1. Visit a health centre. [5 hrs]</li> <li>2. Identify key health indicators (e.g., nutrition status, immunization coverage, etc.). [1hr]</li> <li>3. Analyse social, economic, and environmental factors affecting health. [1 hr]</li> <li>4. Prepare a field report summarizing your observations. [3 hrs]</li> </ol>
<b>Experiential-Learning 2.2 : Literature Review on Preventive Strategies</b>
<p>Total Learning Hours = 8</p> <ol style="list-style-type: none"> <li>1. Choose a specific disease and research its historical development and preventive measures over time. [1hr]</li> <li>2. Investigate the origins of the disease, early understandings, major outbreaks, and the first preventive strategies used. [2hrs]</li> <li>3. Track the progression of preventive strategies, including the public health policies. [1hr]</li> <li>4. Analyse current preventive measures, their effectiveness, and global health efforts aimed at reducing the disease's impact. [1hr]</li> <li>5. Present a written report or presentation summarizing the disease's historical background, the evolution of preventive strategies, and current interventions, highlighting key milestones and effectiveness. [3hrs]</li> </ol>
<b>Experiential-Learning 2.3 : Immunity Boost Campaign</b>
<p>Total Learning Hours = 8</p> <ol style="list-style-type: none"> <li>1. Develop educational materials about immune health. [3 hrs]</li> <li>2. Include preventive measures from Unani practices. [2hrs]</li> <li>3. Plan and execute a campaign in your community. [3hrs]</li> </ol>
<b>Modular Assessment</b>

Assessment method	Hour
<p><b>Instructions:</b> Conduct a structured Modular assessment. Assessment will be of 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment.</p> <p><b>Class-presentation:</b> students will present on a specific health or disease concept discussed in the module. (50 Marks)</p> <p>Or</p> <p><b>Quiz:</b> A quiz on concept of health and disease. (50 Marks)</p> <p>Or</p> <p><b>Poster Presentation:</b> Students will create a poster that summarizes key health determinants or other concepts discussed in the module. (50 Marks)</p> <p>Or</p> <p>Any practical in converted form can be taken for assessment. (25 Marks)</p> <p>and</p> <p>Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)</p>	4

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3C Notional Learning Hours	3D Lecture/ Practical/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/ Shows how/ Knows how/ Know)	3G Teaching Learning Methods
<b>Module 3 : نظریہ تحفظ، درجات تحفظ اور طریقہ مداخلت : Nazariyya'-i-Taḥaffuḏ, Darajāt-i-Taḥaffuḏ avr Ṭarīqa'-i-Mudākhlāt (Concept of Prevention, Levels of Prevention and Modes of Interventions)</b>						
<b>Module Learning Objectives</b> <b>(At the end of the module, the students should be able to)</b> <ol style="list-style-type: none"> <li>1. Define and differentiate between the various levels of prevention as described in both Unani and allopathic medical systems.</li> <li>2. Develop strategies to implement preventive interventions described in Unani medicine across different levels.</li> <li>3. Analyze the implications of Unani Medicine preventive measures in addressing contemporary public health challenges.</li> </ol>						
<b>Unit 1 نظریہ تحفظ Nazariyya'-i-Taḥaffuḏ (Concept of Prevention)</b> 3.1.1 بحوالہ یونانی طب <i>ba-Ḥawālā Unanī Ṭibb</i> (with Reference to Unani System of Medicine) 3.1.2 بحوالہ معاصر نظامہائے طب <i>ba-Ḥawālā Ma'aṣir Nizāmha'e Ṭibb</i> (with Reference to the Contemporary Medical Systems) <b>References:</b> 3,16,34,58						
3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Explain the concept of prevention as described in Unani medicine and its relevance to contemporary health practices.	5	Lecture	CAP	Knows-how	L,L&PPT ,L&GD,BL
CO1,CO3	Compare the concepts of prevention from both Unani and allopathic perspectives through chart making.	10	Practical3.1	PSY-GUD	Shows-how	PrBL,TPW
CO1,CO3	Conduct field visits to local communities to observe and document the implementation of preventive measures.	10	Experiential-Learning3.1	AFT-REC	Does	FV
<b>Unit 2 درجات تحفظ Darajāt-i-Taḥaffuḏ (Levels of Prevention)</b>						



### 3.2.1 درجہات تحفظ بلحاظ یونانی طب *Darjāt-i-Taḥaffuẓ BaLiḥāẓ Unani Tibb* (Levels of Prevention in Unani System of Medicine)

3.2.1.1 حفظ صحت مطلق *Hiḥẓ-i-Siḥḥat Muṭlaq* (Absolute Health Preservation)

3.2.1.2 تقدم بالحفظ *Taqaddum bi'l Hiḥẓ* (Preventive measures before the onset of disease)

3.2.1.3 تدابير ابدان ضعيفه *Tadābīr Abdān Ḍa'īfa* (Preventive Measures for Vulnerable Groups)

### 3.2.2 درجہات تحفظ بلحاظ معاصر نظامہائے طب *Darajāt-i-Taḥaffuẓ ba-Liḥāẓ Ma'āsir Nizāmha'e Tibb* (Levels of Prevention in Contemporary Medical Systems)

3.2.2.1 ابتدائی درجہ تحفظ *Ibtidā'ī Daraja'-i-Taḥaffuẓ* (Primordial Prevention)

3.2.2.2 اولی درجہ تحفظ *Ula' Daraja'-i-Taḥaffuẓ* (Primary Prevention)

3.2.2.3 ثانوی درجہ تحفظ *Thānwī Daraja'-i-Taḥaffuẓ* (Secondary Prevention)

3.2.2.4 ثالثی درجہ تحفظ *Thālithī Daraja'-i-Taḥaffuẓ* (Tertiary Prevention)

#### References: 2

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Describe the levels of prevention as outlined in both Unani and Allopathic Medical Systems.	2	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO1,CO3	Analyze individual case studies to identify appropriate levels of prevention, utilizing real-world examples.	5	Practical3.2	PSY-SET	Shows-how	CBL,PrBL,TPW,TBL
CO1,CO3	Conduct community health assessments to identify prevalent health issues and the factors influencing them.	8	Experiential-Learning3.2	PSY-GUD	Does	FV

### Unit 3 طریقہ مداخلت *Tarīqa'-i-Mudākhlāt* (Modes of Intervention)

#### 3.3.1 طریقہ مداخلت بلحاظ یونانی طب *Tarīqa'-i-Mudākhlāt ba-Liḥāẓ Unani Tibb* (Modes of Intervention according to Unani System of Medicine)

3.3.1.1 اسباب ستہ ضروریہ *Asbāb Sitta Ḍarūriyya* (Six Essential Factors of Life)

3.3.1.2 قوت مدبره بدن *Qūwwat Mudabbira'-i-Badan* (Body's Regulating Power/Self-defense Mechanism)

3.3.2 طرئقہ مداخلت بلحاظ معاصر نظامہائے طب *Tarīqa'-i-Mudākhlāt ba-Liḥāẓ Ma'āsir Nizāmha'e Tibb* (Modes of Intervention according to the Contemporary Medical Systems)

3.3.2.1 صحت کی ترویج *Ṣiḥḥat kī Tarwīj* (Health Promotion)

3.3.2.2 مخصوص تحفظ *MaKhṣūs Taḥaffuẓ* (Specific Protection)

3.3.2.3 تشخیص مبکر و علاج *Tashkhīṣ Mubakkir wa 'Ilāj* (Early Diagnosis and Treatment)

3.3.2.4 معذوری کی تحدید *Ma'dhurī kī Taḥdīd* (Disability Limitation)

3.3.2.5 بحالی صحت *Baḥālī'-i-Ṣiḥḥat* (Rehabilitation)

**References:** 14,20,22,33,34,35,43,44,45,60,61

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Describe and compare the intervention strategies in both Unani and Allopathic Medicine, highlighting their principles and applications.	3	Lecture	CAP	Knows-how	L,L&PPT ,L&GD,DIS,FC,SDL
CO1,CO3	Develop awareness materials that effectively communicate the importance of preventive practices in Unani Medicine to promote health and well-being.	5	Practical3.3	PSY-GUD	Shows-how	PrBL,TPW,TBL
CO1,CO3	Plan and execute a health awareness campaign aimed at educating the community about the six essential factors of life and their role in maintaining health.	8	Experiential-Learning3.3	AFT-REC	Does	RLE,SDL

#### Practical Training Activity

#### Practical 3.1 : Comparison of Unani and Allopathic Prevention Concepts

Total Learning Hours = 10

1. The teacher will guide students in identifying key prevention concepts. [2hrs]
2. Students will create charts illustrating differences and similarities between Unani and Allopathic Concepts. [4hrs]
3. Students will organize their findings and prepare a brief presentation explaining the key points of their charts. [2hrs]
4. Students will create a prevention campaign using both Unani and Allopathic approaches, targeting any specific health problem. [2hrs]

#### Practical 3.2 : Development of Personalized Preventive Strategies

<p>Total Learning Hours = 5</p> <ol style="list-style-type: none"> <li>1. The teacher will introduce a hypothetical scenario with an individual or community facing a health issue (e.g., heart disease, obesity). [1hr]</li> <li>2. Students will discuss prevention strategies based on the risk factors identified in the case. [4hrs] <ul style="list-style-type: none"> <li>o Studnets will suggest interventions for each risk factor, considering feasibility, barriers, and resources.</li> <li>o Reflect on the feasibility of strategies and how to tailor them to the community.</li> </ul> </li> </ol>
<p><b>Practical 3.3 : Awareness Material on Preventive Measures</b></p>
<p>Total Learning Hours = 5</p> <ol style="list-style-type: none"> <li>1. The teacher will teach key preventive concepts.[1hr]</li> <li>2. Students will design awareness materials targeting public health problems. [4hrs] <ul style="list-style-type: none"> <li>o Choose a public health problem (e.g., obesity, mental health).</li> <li>o Design content that could be shared on social media.</li> <li>o After completing the materials, present to the class for feedback.</li> </ul> </li> </ol>
<p><b>Experiential learning Activity</b></p>
<p><b>Experiential-Learning 3.1 : Observation of Community Preventive Practices</b></p>
<p>Total Learning Hours = 10</p> <ol style="list-style-type: none"> <li>1. Choose a local community to visit, such as a neighborhood, village, urban district, or community center. Research the demographic characteristics (e.g., age, socioeconomic status) and any known health issues in the area (e.g., high rates of chronic diseases, mental health concerns).[2hrs]</li> <li>2. Develop a set of structured interview questions that explore the health needs and preventive practices of the community. Conduct interviews [6hrs]</li> <li>3. Take notes on observed practices and behaviors that reflect the community's approach to health prevention. [1hr]</li> <li>4. Write a report. [1hr] <ul style="list-style-type: none"> <li>o Detail the preventive practices observed in the community, including both positive actions and areas needing improvement.</li> </ul> </li> </ol>
<p><b>Experiential-Learning 3.2 : Community Health Survey</b></p>
<p>Total Learning Hours = 8</p> <ol style="list-style-type: none"> <li>1. Create an assessment tool to identify common health issues in the community.[1hr]</li> <li>2. Conduct surveys and collect data. [5hrs]</li> </ol>

3. Analyze the collected data and present key health trends from the community. [ 2hrs]

### Experiential-Learning 3.3 : Healthy Living Campaign with focus on *Asbāb Sitta Darūriyya*

Total Learning Hours = 8

1. Develop educational materials about *Asbāb Sitta Darūriyya*. [3hrs]
  - Create visual aids (e.g., infographics, charts) to explain each of the six causes and their importance.
  - Develop a pamphlet or handout that summarizes key concepts in an easy-to-understand manner.
  - Prepare a brief educational video or slideshow that provides practical examples of how each cause can be incorporated into daily life.
2. Plan and conduct outreach activities. [4 hrs]
  - Conduct the outreach event using the materials you developed (pamphlets, videos, etc.) to deliver the message effectively.
  - Engage the audience with interactive activities, such as Q&A sessions, discussions, or group exercises on applying the six causes.
  - Distribute educational materials to ensure continued awareness and engagement after the event.
3. Document the impact of your campaign on community awareness. [1hr]

### Modular Assessment

#### Assessment method

**Instructions:** Conduct a structured Modular assessment. Assessment will be of 50 marks for this module. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment.

**Class-presentation:** Students will present on the concept, level of prevention and modes of intervention in both Unani and Allopathic Medical Systems. (50 Marks)

Or

**Quiz:** A quiz focusing on key concepts related to the concept of prevention, levels of prevention, and modes of intervention. (50 Marks)

Or

**Poster-presentation:** Students will create a poster that summarizes key prevention strategies outlined in the module. (50 Marks)

Or

#### Hour

4

Any practical in converted form can be taken for assessment. (25 Marks) &	
Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)	

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3C Notional Learning Hours	3D Lecture/ Practical/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/ Shows how/ Knows how/ Know)	3G Teaching Learning Methods
<b>Module 4 : تادابیر حفظ صحت برائے مختلف المزاج و مختلف الاسنان افراد : Tadābīr Ḥifẓ-i-Ṣiḥḥat barā'e Mukhtalif al-Mizāj wa Mukhtalif al-Asnān Afrād (Health-Promoting Measures for the Individuals of Different Temperament and Age-Groups)</b>						
<b>Module Learning Objectives</b> <b>(At the end of the module, the students should be able to)</b> <ol style="list-style-type: none"> <li>1. Examine and articulate the preventive care requirements associated with different ages and <i>Mizāj</i>.</li> <li>2. Develop personalized preventive care plans that consider individual <i>Mizāj</i> and address the needs of various age groups to promote health and prevent disease.</li> <li>3. Identify and outline specific preventive strategies tailored to distinct <i>Mizāj</i> types and age groups.</li> </ol>						
<b>Unit 1 مزاج و اسنان انسانی Mizāj wa Asnān Insānī (Temperament and Human Age-Groups)</b> <p>4.1.1 تعارف و تعریف <i>Ta'aruf wa Ta'rīf</i> (Introduction and Definition)</p> <p>4.1.2 تقسیم <i>Taqṣīm</i> (Classification)</p> <p>4.1.2.1 سن حداثت <i>Sinn-i-Ḥadāthat</i> (Childhood)</p> <p>4.1.2.2 سن شباب <i>Sinn-i-Shabāb</i> (Adulthood)</p> <p>4.1.2.3 سن کھولت <i>Sinn-i-Kuhūlat</i> (Middle Age)</p> <p>4.1.2.4 سن شیخوخت <i>Sinn-i-Shaykhūkhat</i> (Old Age)</p> <p>4.1.3 عوامل موثرہ <i>'Awāmil Muwaththira</i> (Determinants or Influencing Factors)</p> <p><b>References:</b> 19,21,46,58</p>						
3A	3B	3C	3D	3E	3F	3G

CO1	Describe the concept of <i>Mizāj</i> and its importance across different life stages	1	Lecture	CC	Knows-how	L, L&GD, L&PPT
CO1	Categorize individuals into temperamental types (Sanguine, Phlegmatic, Choleric, Melancholic) and discuss the factors that influence these temperaments.	2	Lecture	CC	Knows-how	L, L&GD, L&PPT, L_VC
CO1	Conduct assessment of temperament utilizing various tools and interpret the results effectively.	10	Practical4.1	PSY-SET	Shows-how	CBL, D, PL, SY
CO1	Observe practitioners in Unani clinics to gain insights into the integration of <i>Mizāj</i> -based preventive care within patient management.	10	Experiential-Learning4.1	AFT-REC	Does	FV, TPW
<b>Unit 2 مزاج انسانی کو معلوم کرنے کے مختلف آلہ جات Mizāj Insānī ko Ma'lūm kanē ke Mukhtalif Ālajāt (Various Tools for Assessing Human Temperament)</b> 4.2.1 اجناس عشرہ اولہ مزاج <i>Ajnās 'Ashara/ Adilla'-i-Mizāj</i> (Ten Identifying Features of Temperament) 4.2.2 علامات غلبہ اخلاط <i>Ālā mā-t-i-Ghalaba'-i-Akhlāṭ</i> (Signs and Symptoms of Predominance of Humours) 4.2.3 دیگر آلہ جات <i>Dīgar Ālajāt</i> (Other Tools) <b>References:</b> 3,8,18,26						
<b>3A</b>	<b>3B</b>	<b>3C</b>	<b>3D</b>	<b>3E</b>	<b>3F</b>	<b>3G</b>
CO1	Describe the various tools utilized to assess human temperament.	3	Lecture	CAP	Knows-how	L, L&GD, L&PPT
CO1	Participate in community awareness programs and offer counselling on preventive care tailored to individuals across age groups and temperamental categories.	8	Experiential-Learning4.2	PSY-GUD	Does	CBL, PrBL, TBL
<b>Unit 3 Mukhtalif al-Mizāj wa Mukhtalif al-Asnān Afrād mēn_Amrād kī Isti'dād avr Tadābīr Ḥifz-i-Ṣiḥḥat (Disease Susceptibility and Health-Promoting Measures for Individuals of Varying Temperaments and Age Groups)</b> 4.3.1 <i>Mukhtalif al-Mizāj Afrād mēn_Amrād kī Isti'dād avr un kī Tadābīr Ḥifz-i-Ṣiḥḥat</i> (Disease Susceptibility and Health Promoting Measures for Individuals of Different Temperament) 4.3.1.1 <i>Ḥārr Raṭb/ Damawī al-Mizāj Afrād mēn_Amrād kī Isti'dād avr un kī Tadābīr Ḥifz-i-Ṣiḥḥat</i> (Disease Susceptibility and Health Promoting Measures for <i>Ḥārr Raṭb/ Damawī al-Mizāj</i> Individuals)						

4.3.1.2 بیماریوں کی استعداد اور ان کی تدابیر حفظ صحت *Bārid Raṭb/ Balghamī al-Mizāj Afrād mēn Amrād kī Isti'dād avr un kī Tadābīr Ḥifẓ-i-Ṣiḥḥat* (Disease Susceptibility and Health Promoting Measures for *Bārid Raṭb/ Balghamī al-Mizāj* Individuals)

4.3.1.3 بیماریوں کی استعداد اور ان کی تدابیر حفظ صحت *Hārr Yābis/ Ṣafrāwī al-Mizāj Afrād mēn Amrād kī Isti'dād avr un kī Tadābīr Ḥifẓ-i-Ṣiḥḥat* (Disease Susceptibility and Health Promoting Measures for *Hārr Yābis/ Ṣafrāwī al-Mizāj* Individuals)

4.3.1.4 بیماریوں کی استعداد اور ان کی تدابیر حفظ صحت *Bārid Yābis/ Sawdāwī al-Mizāj Afrād mēn Amrād kī Isti'dād avr un kī Tadābīr Ḥifẓ-i-Ṣiḥḥat* (Disease Susceptibility and Health Promoting Measures for *Bārid Yābis/ Sawdāwī al-Mizāj* Individuals)

4.3.2 مختلف عمر کے گروہوں کے افراد میں بیماریوں کی استعداد اور ان کی تدابیر حفظ صحت *Mukhtalif al-Asnān Afrād mēn Amrād kī Isti'dād avr un kī Tadābīr Ḥifẓ-i-Ṣiḥḥat* (Disease Susceptibility and Health Promoting Measures for Individuals of Different Age-groups)

4.3.2.1 بیماریوں کی استعداد اور ان کی تدابیر حفظ صحت *Sinn-i-Ḥadāth mēn Amrād kī Isti'dād avr un kī Tadābīr Ḥifẓ-i-Ṣiḥḥat* (Disease Susceptibility and Health Promoting Measures during Childhood)

4.3.2.2 بیماریوں کی استعداد اور ان کی تدابیر حفظ صحت *Sinn-i-Shabāb mēn Amrād kī Isti'dād avr un kī Tadābīr Ḥifẓ-i-Ṣiḥḥat* (Disease Susceptibility and Health Promoting Measures during Adulthood)

4.3.2.3 بیماریوں کی استعداد اور ان کی تدابیر حفظ صحت *Sinn-i-Kuhūlat mēn Amrād kī Isti'dād avr un kī Tadābīr Ḥifẓ-i-Ṣiḥḥat* (Disease Susceptibility and Health Promoting Measures during Middle-age)

4.3.2.4 بیماریوں کی استعداد اور ان کی تدابیر حفظ صحت *Sinn-i-Shaykhū khat mēn Amrād kī Isti'dād avr un kī Tadābīr Ḥifẓ-i-Ṣiḥḥat* (Disease Susceptibility and Health Promoting Measures during Old-age)

**References:** 2,3,4,5,6,7,9,10,11,15,16,18,19,21,46,50,58,59

3A	3B	3C	3D	3E	3F	3G
CO1	Analyse the relationship between temperament and disease susceptibility.	2	Lecture	CC	Knows-how	L,L&PPT ,L&GD
CO1	Assess the impact of age on disease susceptibility and health outcomes.	2	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO1	Formulate health preservation measures tailored to different temperament and age-groups.	10	Practical4.2	PSY-GUD	Shows-how	BS,PT,W
CO1	Participate in community outreach activities to disseminate knowledge about preventive health measures suited to various temperament and age-groups.	8	Experiential-Learning4.3	AFT-REC	Does	FV,Mnt



<b>Practical Training Activity</b>
<b>Practical 4.1 : Temperament Assessment</b>
<p>Total Learning Hours = 10</p> <ol style="list-style-type: none"> <li>1. The teacher will teach how to conduct an initial temperament assessment by asking relevant questions, interpreting responses, and integrating observations. [2hrs]</li> <li>2. Students will practice assessing the temperaments of their classmates through observation and structured questioning, using the techniques taught. [8 hrs] <ul style="list-style-type: none"> <li>○ Students will conduct brief assessments of individuals in various settings (e.g., community centers, clinics, or among family/friends) to identify temperament traits.</li> <li>○ After each assessment, students will document their process, challenges faced, and insights gained about temperament-based health recommendations.</li> <li>○ Students will exchange assessments and discuss findings to improve their observation and diagnostic skills.</li> </ul> </li> </ol>
<b>Practical 4.2 : Formulation of Health Preservation Plans</b>
<p>Total Learning Hours = 10</p> <ol style="list-style-type: none"> <li>1. The teacher will provide an overview of health preservation, emphasizing the importance of tailoring plans to different age groups (children, adults, elderly). [2hrs] <ul style="list-style-type: none"> <li>○ The teacher provides guidelines on structuring the health preservation plans, ensuring each plan is realistic, feasible, and evidence-based.</li> </ul> </li> <li>2. Students will be divided into small groups, each tasked to develop a health preservation plan for a specific age group (children, adults, elderly). Students will develop the health preservation plans for given age groups. [6 hrs]</li> <li>3. Each group will present their health preservation plans to the class. The teacher and peers provide feedback on clarity, feasibility, and effectiveness. [2 hrs]</li> </ol>
<b>Experiential learning Activity</b>
<b>Experiential-Learning 4.1 : <i>Mizāj</i>-Based Preventive Care Observation</b>
<p>Total Learning Hours = 10</p> <ol style="list-style-type: none"> <li>1. Spend time with Unani practitioners, observing how they assess and integrate temperament into preventive health care. Focus on their approach to identifying a patient's temperament (e.g., through questioning, pulse diagnosis, or observing physical characteristics). [5 hrs]</li> <li>2. Create a structured document with details of strategies used by the Unani practitioners for individuals of different temperaments. [3 hrs]</li> <li>3. Write a reflection on your observations. [2hrs] <ul style="list-style-type: none"> <li>○ Reflect on how <i>Mizāj</i>-based care is integrated into daily practice.</li> <li>○ Discuss any challenges you observed in the implementation of <i>Mizāj</i>-based strategies.</li> </ul> </li> </ol>
<b>Experiential-Learning 4.2 : <i>Mizāj</i>-Based Diet and Lifestyle Counselling</b>

<p>Total Learning Hours = 8</p> <ol style="list-style-type: none"> <li>1. Students will develop personalized counselling strategies and create a set of advice based on <i>Mizāj</i> principles. Strategies should be realistic, culturally sensitive, and aligned with Unani medicine. [2 hrs]</li> <li>2. Students will conduct individual counselling sessions, applying the <i>Mizāj</i> principles to understand and analyze the person's temperament and health challenges. [5 hrs]</li> <li>3. After the sessions, students will gather individual feedback regarding the counselling experience. [1 hr]</li> </ol>	
<p><b>Experiential-Learning 4.3</b> : Temperament and Age-Based Health Awareness Campaign</p>	
<p>Total Learning Hours = 8</p> <ol style="list-style-type: none"> <li>1. Design educational sessions focusing on age-appropriate and temperament-based preventive measures. [3hrs]</li> <li>2. Conduct outreach activities in the community. [4hrs] <ul style="list-style-type: none"> <li>o Organize health fairs/camps or group sessions, and provide materials like pamphlets or posters.</li> </ul> </li> <li>3. Report on community engagement and feedback. [1hr] <ul style="list-style-type: none"> <li>o Summarize the level of engagement, feedback on the sessions, and suggestions for improvement.</li> </ul> </li> </ol>	
<p><b>Modular Assessment</b></p>	
Assessment method	Hour
<p><b>Instructions:</b> Conduct a structured Modular assessment. Assessment will be of 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment.</p> <p><b>Case Presentation:</b> Students will present a case study that highlights health-promoting measures tailored to an individual based on their <i>Mizāj</i> and age group. (50 Marks)</p> <p>Or</p> <p><b>Quiz:</b> A quiz assessing knowledge of health-promoting measures related to different temperaments and age groups. (50 Marks)</p> <p>Or</p> <p><b>Scenario Based Assessment:</b> Student will analyse provided scenarios involving individuals of varying temperaments and ages. (50 Marks)</p>	4

Or	
Any practical in converted form can be taken for assessment. (25 Marks)    &	
Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)	

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3C Notional Learning Hours	3D Lecture/ Practical/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/ Shows how/ Knows how/ Know)	3G Teaching Learning Methods
<b>Module 5 : تدابیر حفظ صحت برائے ابدان ضعیفہ : Tadābīr Ḥifẓ-i-Ṣiḥḥat barā'ē Abdān Ḍa'īfā (Health-Promoting Measures for Vulnerable Groups)</b>						
<b>Module Learning Objectives</b> <b>(At the end of the module, the students should be able to)</b> <ol style="list-style-type: none"> <li>1. Describe the specific health needs and preventive care requirements for vulnerable groups.</li> <li>2. Develop and implement preventive care strategies tailored to the needs of vulnerable populations.</li> <li>3. Recognize key interventions necessary to enhance health outcomes and prevent disease in vulnerable groups.</li> </ol>						
<b>Unit 1 ابدان ضعیفہ Abdān Ḍa'īfā (Vulnerable Groups)</b> <b>5.1.1 تعارف و تقسیم Ta'aruf-o-Taqsīm (Introduction and Classification)</b> <p>5.1.1.1 نوزائیدہ، بچے، نابالغ، حاملہ، مرضعہ Navmavlūd, Aṭfāl, Masha'ikh, Nāqihīn, Ḥāmila, Murdī'a (Newborns, Children, Elderly, Debilitated Individuals, Pregnant Women, Lactating Women)</p> <p>5.1.1.2 ان ابدان کی تدابیر جن کا شمار کسی مخصوص وجہ کی بناء پر ابدان ضعیفہ میں کیا جاسکتا ہے، مثلاً مسافر، لاغر، دماغی طور پر کمزور افراد وغیرہ۔ Un Abdān kī Tadābīr jin kā Shumār kisī Makhṣūṣ Vajah kī Bina' par Abdān Ḍa'īfā mēn kiya jāsakatā hay, Mathalan Musāfir, Lāghar, Dimāghī tavr par Kamzōr Afrād Waghayra. (Measures for individuals that can be categorized as vulnerable, due to specific reasons, such as travellers, frail individuals, and those with mental weakness, etc.)</p> <b>5.1.2 امراض کی استعداد Amrād kī Isti'dād (Disease Susceptibility)</b> <p>5.1.2.1 نوزائیدہ میں امراض کی استعداد Navmavlūd mēn Amrād kī Isti'dād (Disease Susceptibility in Newborns)</p> <p>5.1.2.2 نابالغ میں امراض کی استعداد Nāqihīn mēn Amrād kī Isti'dād (Disease Susceptibility in Weak or Debilitated Individuals)</p> <p>5.1.2.3 حاملہ میں امراض کی استعداد Ḥāmila mēn Amrād kī Isti'dād (Disease Susceptibility in Pregnant Women)</p>						

5.1.2.4 استعداد کی امراض میں مرضی Murḍi'a mēn Amrād kī Isti'dād (Disease Susceptibility in Lactating Women)

5.1.2.5 مسافر میں امراض کی استعداد Musāfir mēn Amrād kī Isti'dād (Health Risks in Travellers)

5.1.2.6 لاغر افراد میں امراض کی استعداد Lāghar Afrād mēn Amrād kī Isti'dād (Disease Susceptibility in Frail Individuals)

**References:** 6,7,9,10,20

3A	3B	3C	3D	3E	3F	3G
CO1,CO6	Analyze the various types of vulnerable groups and their specific health needs.	2	Lecture	CK	Knows-how	L,L&GD,L&PPT
CO1,CO6	Identify common diseases and symptoms associated with vulnerable populations.	2	Lecture	CK	Knows-how	L,L&GD,L&PPT
CO1,CO6	Analyse the root causes of vulnerabilities through case studies.	10	Practical5.1	PSY-SET	Knows-how	CBL,TPW
CO1,CO6	Assess challenges in delivering health services to vulnerable groups.	8	Experiential-Learning5.1	AFT-REC	Shows-how	CBL,FV,PrBL,SDL

## Unit 2 تدابیر ابدان ضعیفہ Tadābīr-i-Abdān Ḍa'īfa (Health Promoting Measures for Vulnerable Groups)

5.2.1 نوزادوں کی تدابیر Navmavlūd kī Tadābīr (Health Promoting Measures for Newborns)

5.2.2 ناتقین کی تدابیر Nāqihīn kī Tadābīr (Health Promoting Measures for Weak or Debilitated Individuals)

5.2.3 حاملہ کی تدابیر Hāmila kī Tadābīr (Health Promoting Measures for Pregnant Women)

5.2.4 مرضی کی تدابیر Murḍi'a kī Tadābīr (Health Promoting Measures for Lactating Women)

5.2.5 مسافر کی تدابیر Musāfir kī Tadābīr (Health Promoting Measures for Travellers)

5.2.6 لاغر افراد کی تدابیر Lāghar Afrād kī Tadābīr (Health Promoting Measures for Frail Individuals)

**References:** 3,4,5,6,7,8,9,18,52

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

CO1,CO6	Determine the most common diseases affecting each vulnerable population group, including newborns, elderly, pregnant women, lactating women, and individuals with debility.	3	Lecture	CC	Knows-how	L,L&PPT
CO1,CO6	Analyze the susceptibility factors associated with each group that contribute to their vulnerability to diseases.	3	Lecture	CC	Knows-how	CBL,L,L&GD,L&PPT
CO1,CO6	Develop customized dietary and lifestyle plans based on Unani principles for newborns, elderly, pregnant women, lactating women, and individuals with debility to promote health and prevent disease.	10	Practical5.2	PSY-SET	Shows-how	CBL,D-M,DIS,Mnt
CO1,CO6	Plan and conduct targeted health camps and awareness campaigns for newborns, elderly, pregnant and lactating women, and individuals with debility.	8	Experiential-Learning5.2	AFT-REC	Does	FV
CO1,CO6	Acquire practical experience in rehabilitation units by observing patient care and customizing rehabilitation plans to meet individual needs.	10	Experiential-Learning5.3	AFT-REC	Does	FV,KL

#### **Practical Training Activity**

##### **Practical 5.1 : Common Diseases and Susceptibilities in Newborns, Pregnant women, and Elderly**

Total Learning Hours = 10

1. The teacher will introduce the concept of vulnerable groups, such as newborns, pregnant women, and the elderly, highlighting their unique health risks and susceptibilities. [4 hrs]
2. Based on the case studies, students will suggest evidence-based preventive measures, considering both general and population-specific health concerns. [6 hrs]
  - o Students will tailor their preventive measures based on specific concerns for each group.
  - o Students will work in groups to discuss and develop preventive measures, using evidence-based research and guidelines from reputable health organizations (e.g., WHO, CDC).
  - o After developing their preventive measures, each group will present their suggestions, justifying their approach with evidence and explaining how their recommendations address the specific needs of each vulnerable group.

##### **Practical 5.2 : Customized Dietary and Lifestyle Plans for Vulnerable Groups**

Total Learning Hours = 10

1. The instructor will guide students through the fundamental principles of Unani medicine, specifically focusing on dietary and lifestyle planning tailored to the health needs of vulnerable groups. [3hrs]
2. Students will be tasked with creating specific dietary and lifestyle plans for each vulnerable group (elderly, pregnant, lactating women, and children) based on the Unani principles learned. [5 hrs]

3. Students will present their plans to their peers and teachers. [2 hrs]
  - Students will prepare presentations summarizing their dietary and lifestyle plans, clearly explaining the rationale behind their choices based on Unani principles.
  - After each presentation, peers and teachers will provide feedback on the plans' effectiveness, cultural sensitivity, and overall feasibility.

### **Experiential learning Activity**

#### **Experiential-Learning 5.1 : Healthcare Practices Observation in Specialized Units**

Total Learning Hours = 8

1. Visit hospitals focusing on vulnerable groups (e.g., maternity, paediatric, geriatric care). [4hrs]
  - Choose hospitals or healthcare centers that specialize in maternity, pediatric, and geriatric care to observe the unique health needs of each vulnerable group.
  - Familiarize yourself with the healthcare setup, such as maternity wards, pediatric units, and geriatrics sections, to assess the level of care provided.
2. Observe preventive practices such as regular check-ups, prenatal screenings, maternal nutrition counseling, and mental health support provided to pregnant women. [3hrs]
  - Engage with doctors, nurses, and other healthcare providers to understand the rationale behind preventive care measures and how they are tailored to the specific needs of these groups.
3. Prepare a detailed report on your findings. [1hr]

#### **Experiential-Learning 5.2 : Targeted Health Camps for Vulnerable Population**

Total Learning Hours = 8

1. Plan and organize health camps tailored for elderly individuals, pregnant and lactating women, ensuring the unique health needs of these groups are met. [4 hrs]
2. Develop screening and counselling protocols for each group and design counseling sessions to address specific health concerns, promoting preventive care and healthy practices. [3hrs]
3. Document the impact and success of the camp, including key metrics such as the number of participants, and overall satisfaction of participants. [1hr]

#### **Experiential-Learning 5.3 : Rehabilitation Care Observation and Reflection**

Total Learning Hours = 10

1. Participate in rehabilitation sessions, observe the techniques and methodologies healthcare professionals use to assist patients in their recovery. [4hrs]
2. Document patient cases, including treatment plans, progress, and any challenges observed during rehabilitation. [3hrs]
3. Reflect on the significance of rehabilitation in the broader context of health recovery. [3hrs]

- Reflect on common challenges, such as patient motivation, the importance of patient-practitioner communication, and the integration of family support in the rehabilitation process.

## Modular Assessment

Assessment method	Hour
<p><b>Instructions:</b> Conduct a structured Modular assessment. Assessment will be of 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment.</p> <p><b>Scenario Based Assessment:</b> Students will analyse various scenarios involving vulnerable groups (e.g., pregnant women, infants, elderly) and propose appropriate health-promoting measures tailored to each group. (50 Marks)</p> <p>Or</p> <p><b>Case Presentation:</b> Student will present a case study focused on a specific vulnerable group, highlighting the unique health challenges they face and the tailored preventive measures that can be implemented. (50 Marks)</p> <p>Or</p> <p><b>Quiz:</b> Quiz to assess the understanding of health-promoting measures tailored to vulnerable groups, and other essential concepts covered in the module. (50 Marks)</p> <p>Or</p> <p>Any practical in converted form can be taken for assessment. (25 Marks)</p> <p>&amp;</p> <p>Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)</p>	4



3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3C Notional Learning Hours	3D Lecture/ Practical/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/ Shows how/ Knows how/ Know)	3G Teaching Learning Methods
<b>Module 6 : دلک ریاضت و حمام برائے حفظ صحت : Dalk, Riyāḍat wa Ḥammām barāʿe Ḥifz-i-Ṣiḥhat (Health Benefits of Massage, Exercise and Turkish Bath)</b>						
<b>Module Learning Objectives</b> <b>(At the end of the module, the students should be able to)</b> <ol style="list-style-type: none"> <li>1. Discuss the health benefits of <i>Dalk</i> (massage), <i>Riyāḍat</i> (exercise), and <i>Ḥammām</i> (Turkish bath) in promoting overall well-being.</li> <li>2. Develop protocols for the effective incorporation of <i>Dalk</i>, <i>Riyāḍat</i>, and <i>Ḥammām</i> into preventive health care practices.</li> <li>3. Assess the impact of regular <i>Dalk</i>, <i>Riyāḍat</i>, and <i>Ḥammām</i> on health maintenance and disease prevention.</li> </ol>						
<b>Unit 1 دلک Dalk (Massage)</b> 6.1.1 تعریف و تقسیم <i>Ta'rif-o-Taqsīm</i> (Definition and Classification) <ol style="list-style-type: none"> <li>6.1.1.1 قسم دلک <i>Qism-i-Dalk</i> (Type)</li> <li>6.1.1.2 وقت دلک <i>Waqt-i-Dalk</i> (Timing)</li> <li>6.1.1.3 وقفہ دلک <i>Waqfa'-i-Dalk</i> (Interval)</li> <li>6.1.1.4 مدت دلک <i>Muddat-i-Dalk</i> (Duration)</li> <li>6.1.1.5 سفارش برائے روغنیاں <i>Sifārish barāʿe Ravghaniyāt</i> (Recommended Oils)</li> </ol> 6.1.2 دلک کے معیاری عملیاتی طریقہ کار <i>Dalk ke Mi'yārī 'Amaliyātī Tārīqa'-i-Kār</i> (Standard Operational Procedures for Massage) 6.1.3 دلک کے منافع و اثرات <i>Dalk, ke Manāfī-o-Atharāt</i> (Benefits and Effects of Massage)						

6.1.3.1 عمومی 'Umūmī (General)

6.1.3.2 نظامی Nizāmī (Systemic)

6.1.4 دلک کے مفید ہونے کے شرائط، اشارات و ممانعات *Dalk ke Mufid hōne ke Sharā'it, Ishārāt wa Māni'āt* (Prerequisites, Indications, and Contraindications of Massage)

6.1.5 تحقیقی شواہد *Dalk par hōne vālē Ḥālīya Taḥqīqī Shawāhid* (Recent Scientific Evidence on Massage)

6.1.5.1 مداخلتی و مشاہداتی مطالعات *Mudākhalatī wa Mushāhadatī Muṭāla'āt* (Interventional and Observational Studies)

References: 2,3,4,5,6,53,54,55

3A	3B	3C	3D	3E	3F	3G
CO1	Define and classify various types of <i>Dalk</i> (massage).	1	Lecture	CK	Knows-how	L,L&PPT
CO1	Identify the general and systemic benefits of <i>Dalk</i> (massage).	1	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO1	Critically evaluate the prerequisites, indications, and contraindications for <i>Dalk</i> (massage).	1	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO1	Analyze recent scientific evidence on the effectiveness of <i>Dalk</i> (massage).	1	Lecture	CAN	Knows-how	JC,L&GD
CO1	Demonstrate and practice various <i>Dalk</i> techniques, including observing physiological responses and documenting procedures related to oil selection and application methods.	6	Practical6.1	PSY-GUD	Shows-how	PT
CO1	Present detailed case studies on <i>Dalk</i> , highlighting individual patient profiles, techniques employed, outcomes observed, and any challenge faced.	9	Experiential-Learning6.1	PSY-ADT	Does	CBL

## Unit 2 ریاضت Riyāḍat (Physical Exercise)

6.2.1 تعریف و تقسیم *Ta'rif-o-Taqsīm* (Definition and Classification)

6.2.2 ریاضت کے معیاری عملیاتی طریقہ کار *Riyāḍat ke Mi'yārī 'Amaliyātī Ṭarīqa'-i-Kār* (Standard Operational Procedures for Exercise)

### 6.2.3 ریاضت کے منافع و اثرات *Riyāḍat ke Manāfi' wa Atharāt* (Benefits and Effects of Physical Exercise)

6.2.3.1 عمومی 'Umūmī (General)

6.2.3.2 نظامی *Nizāmī* (Systemic)

### 6.2.4 ریاضت کے مفید ہونے کے شرائط، اشارات و ممانعات *Riyāḍat ke Mufīd hōnē ke Shara'it, Ishārāt wa Māni'āt* (Prerequisites, Indications, and Contraindications of Exercise)

6.2.4.1 مقدار *Miqdār* (Quantity)

6.2.4.2 وقت (ہضم غذا، موسم کے مطابق) *Waqt (Haḍm-i-Ghidhā', Mavsam ke Muṭābiq)* (Timing [Digestion of Food, Seasonal Considerations])

6.2.4.3 قبل ریاضت غذا *Ghidhā' Qabl-i-Riyāḍat* (Meal Before Exercise)

6.2.4.4 عمر 'Umr (Age)

6.2.4.5 مزاج *Mizāj* (Temperament)

6.2.4.6 جسمانی حالت *Jismānī Ḥālāt* (Physical Condition)

6.2.4.7 کی حالت *A'da' Ma'ufa kī Ḥālāt* (Condition of the Affected Organs)

### 6.2.5 تحقیقی شواہد *Riyāḍat par hōnē wālē Ḥālīya Taḥqīqī Shawāhid* (Recent Scientific Evidence on Physical Exercise)

6.2.5.1 مداخلتی و مشاہداتی مطالعات *Mudākhalatī wa Mushāhadatī Muṭālā'āt* (Interventional and Observational Studies)

**References:** 2,3,6,29,56,62

3A	3B	3C	3D	3E	3F	3G
CO1,CO2	Identify the general and systemic benefits of <i>Riyāḍat</i> (exercise) for promoting overall health and well-being.	1	Lecture	CC	Knows-how	L,L&PPT
CO1,CO2	Appraise the prerequisites, indications, and contraindications for various forms of <i>Riyāḍat</i> (physical exercise).	1	Lecture	CC	Knows-how	L,L&GD
CO1,CO2	Analyze recent scientific evidence on the effectiveness of <i>Riyāḍat</i> (physical exercise).	2	Lecture	CAN	Knows-how	L,L&PPT

CO1,CO2	Design personalized <i>Riyāḍat</i> (exercise) plans that cater to different temperaments and age groups.	7	Practical6.2	PSY-GUD	Shows-how	CBL,SY
CO1,CO2	Engage in a self-monitored <i>Riyāḍat</i> (exercise) routine over a specified period, documenting observations and reflecting on both physical and mental effects.	7	Experiential-Learning6.2	AFT-SET	Does	FV,RLE,SDL

### Unit 3 حمام *Ḥammām* (Turkish Bath)

#### 6.3.1 تعریف و تقسیم *Ta'rif-o-Taqsīm* (Definition and Classification)

6.3.1.1 قسم حمام *Qism-i-Ḥammām* (Type)

6.3.1.2 وقت حمام *Waqt-i-Ḥammām* (Timing)

6.3.1.3 وقفہ حمام *Waqfa'-i-Ḥammām* (Interval)

6.3.1.4 مدت حمام *Muddat-i-Ḥammām* (Duration of *Ḥammām*)

#### 6.3.2 ساخت و صفات حمام *Sākht-o-Sifāt-i-Ḥammām* (Structure and Characteristics of *Ḥammām*)

#### 6.3.3 حمام کے منافع و اثرات *Ḥammām ke Manāfī'-o-Atharāt* (Benefits and Effects of Turkish Bath)

6.3.3.1 عمومی *'Umūmī* (General)

6.3.3.2 نظامی *Nizāmī* (Systemic)

#### 6.3.4 حمام کے مفید ہونے کے شرائط، اشارات و ممانعت *Ḥammām ke Mufīd hōnē ke Shara'it, Ishārāt-o-Māni'āt* (Prerequisites, Indications, and Contraindications of Turkish Bath)

#### 6.3.5 تحقیقی شواہد *Ḥammām par hōnē wālē Ḥālīya Taḥqīqī Shawāhid* (Recent Scientific Evidence on Turkish Bath)

6.3.5.1 مداخلتی و مشاہداتی مطالعات *Mudākhalatī wa Mushāhadatī Muṭāla'āt* (Interventional and Observational Studies)

**References:** 2,3,4,55

3A	3B	3C	3D	3E	3F	3G
CO1,CO2	Examine and categorise <i>Ḥammām</i> , detailing its structures and distinguishing characteristics.	1	Lecture	CK	Knows-how	L,L&PPT ,L_VC

CO1,CO2	Describe the general and systemic benefits of <i>Ḥammām</i> and its indications and contraindications for use.	1	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO1,CO2	Develop individualized <i>Ḥammām</i> plans tailored to meet the specific health needs of individuals.	7	Practical6.3	PSY-GUD	Shows-how	W
CO1,CO2	Present detailed case studies on <i>Ḥammām</i> , highlighting individual patient profiles, the outcomes achieved, and any challenges faced during the procedure.	10	Experiential-Learning6.3	AFT-REC	Does	CBL
<b>Practical Training Activity</b>						
<b>Practical 6.1 : Demonstrating and Practicing <i>Dalk</i> Techniques</b>						
<p>Total Learning Hours = 6</p> <ol style="list-style-type: none"> <li>1. The teacher will provide an in-depth lecture on different <i>Dalk</i> techniques, their benefits, and the importance of selecting the right oils. [2 hrs]</li> <li>2. Students will demonstrate and practice various <i>Dalk</i> techniques, learning the proper application methods and oil selection based on the individual's condition. [2 hrs]</li> <li>3. Students will also observe and document the physiological responses of individuals to <i>Dalk</i> therapy, noting effects such as muscle relaxation, skin reactions, etc. [2hrs]</li> </ol>						
<b>Practical 6.2 : Customized <i>Riyāḍat</i> (Exercise) Plans</b>						
<p>Total Learning Hours = 7</p> <ol style="list-style-type: none"> <li>1. The teacher will assign cases based on specific health conditions. [1 hr]</li> <li>2. Students will design individualized exercise plans to address the specific health needs of each assigned case, considering factors like the patient's age, temperament and current health status. [3hrs]</li> <li>3. Students will present their tailored plans to the teacher, receiving feedback and guidance to refine their plans. [3 hrs]</li> </ol>						
<b>Practical 6.3 : Customized <i>Ḥammām</i> Plans</b>						
<p>Total Learning Hours = 7</p> <ol style="list-style-type: none"> <li>1. The teacher will assign cases based on specific health conditions. [1 hr]</li> <li>2. Students will design individualized <i>Ḥammām</i> plans to address the specific health needs of each assigned case, considering factors like the patient's age and current health status. [3 hrs]</li> <li>3. Students will present their tailored plans to the teacher, receiving feedback and guidance to refine their approach. [3hrs]</li> </ol>						

<b>Experiential learning Activity</b>
<b>Experiential-Learning 6.1 : <i>Dalk</i> Sessions</b>
<p>Total Learning Hours = 9</p> <ol style="list-style-type: none"> <li>1. Plan and conduct <i>Dalk</i> sessions tailored to individual needs, considering their health conditions. [4hrs]</li> <li>2. Carefully document the results of each session. [ 3 hrs] <ul style="list-style-type: none"> <li>○ Record demographic details, health conditions, and specific goals of the session.</li> <li>○ Note the duration, oil used, and additional features used.</li> <li>○ Observe and document any immediate changes during or after the session.</li> <li>○ Document both the positive effects and any side effects.</li> <li>○ Record feedback from the participants regarding how they felt during and after the session.</li> </ul> </li> <li>3. Present the findings in a detailed case study report. [2hrs] <ul style="list-style-type: none"> <li>○ Summarize the effectiveness of <i>Dalk</i> for each individual.</li> <li>○ Provide recommendations for tailoring future sessions based on the findings.</li> </ul> </li> </ol>
<b>Experiential-Learning 6.2 : Personal <i>Riyāḍat</i> (Exercise) Practice and Reflection</b>
<p>Total Learning Hours = 7</p> <ol style="list-style-type: none"> <li>1. Design an <i>Riyāḍat</i> (exercise) plan based on your personal health needs. [2 hrs] <ul style="list-style-type: none"> <li>○ Reflect on your current physical health, fitness level, and any specific goals you have.</li> <li>○ Choose exercises like walking, jogging, or cycling, depending on your current fitness level and goals.</li> </ul> </li> <li>2. Follow the plan consistently for the designated period. [4 hrs] <ul style="list-style-type: none"> <li>○ Record your daily or weekly workouts, noting the intensity, duration, and any changes in your physical condition.</li> </ul> </li> <li>3. Write a reflection on the physical and mental effects of your practice. [ 1 hr]] <ul style="list-style-type: none"> <li>○ Reflect on changes you've noticed in your body, such as improved stamina, strength, flexibility, or changes in body composition.</li> <li>○ Discuss any physical challenges you faced.</li> <li>○ Summarize your experience, emphasizing how the exercise plan contributed to your health and well-being.</li> </ul> </li> </ol>
<b>Experiential-Learning 6.3 : <i>Ḥammām</i> Sessions</b>
<p>Total Learning Hours = 10</p> <ol style="list-style-type: none"> <li>1. Plan and conduct <i>Ḥammām</i> sessions tailored to individual needs, considering their health conditions. [4 hrs]</li> <li>2. Carefully document the results of each session. [ 4hrs] <ul style="list-style-type: none"> <li>○ Record demographic details, health conditions, and specific goals of the session.</li> </ul> </li> </ol>

- Note the duration, temperature settings, and additional features used.
  - Observe and document any immediate changes during or after the session.
  - Document both the positive effects and any side effects.
  - Record feedback from the participants regarding how they felt during and after the session.
3. Present the findings in a detailed case study report. [2hrs]
- Summarize the effectiveness of *Ḥammām* for each individual, reflecting on its role in health improvement.
  - Provide recommendations for tailoring future sessions based on the findings.

## Modular Assessment

Assessment method	Hour
<p><b>Instructions:</b> Conduct a structured Modular assessment. Assessment will be of 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment.</p> <p><b>Scenario Based Assessment:</b> Students will analyse various scenarios involving individuals using <i>Dalk</i>, <i>Riyāḍat</i> and <i>Ḥammām</i> for health benefits. They will propose tailored recommendations based on the specific needs and conditions of each scenario. (50 Marks)</p> <p>Or</p> <p><b>Presentation:</b> Students will present on the health benefits of <i>Dalk</i>, <i>Riyāḍat</i> and <i>Ḥammām</i>, incorporating recent scientific evidence. (50 Marks)</p> <p>Or</p> <p><b>Journal Club:</b> Students will present and discuss recent research articles related to the health benefits of <i>Dalk</i>, <i>Riyāḍat</i> and <i>Ḥammām</i>. (50 Marks)</p> <p>Or</p> <p><b>Quiz:</b> A quiz to assess the knowledge of health benefits and applications of <i>Dalk</i>, <i>Riyāḍat</i> and <i>Ḥammām</i>, including key concepts covered in the module. (50 Marks)</p> <p>Or</p> <p>Any practical in converted form can be taken for assessment. (25 Marks)</p> <p>&amp;</p>	4

Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)	
---	--



3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3C Notional Learning Hours	3D Lecture/ Practical/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/ Shows how/ Knows how/ Know)	3G Teaching Learning Methods
<b>Module 7 : حِفْظِ نَفْسِ اَوْر حَرَكَتِ وَ سَكُونِ نَفْسِ اَمْتِدَالِ كِي اہمیت : Moderation in Psychic Movement and Repose for Health Promotion)</b> <b>Module Learning Objectives</b> <b>(At the end of the module, the students should be able to)</b> <ol style="list-style-type: none"> <li>1. Discuss the significance of <i>Istifrāgh</i> and the balance of <i>Ḥarakat-o-Sukūn Nafsānī</i> (psychic movement and repose) in promoting health.</li> <li>2. Prepare individualized plans for different methods of <i>Istifrāgh</i> for health preservation.</li> <li>3. Formulate strategies to balance emotional and mental activities to enhance mental well-being.</li> <li>4. Analyze the impact of <i>Istifrāgh</i> in disease prevention and overall health maintenance.</li> <li>5. Examine the role of stress management and emotional stability in preventing psychosomatic disorders.</li> </ol>						
<b>Unit 1 استفرغ Istifrāgh (Evacuation/Detoxification)</b> <b>7.1.1 تعارف Ta'aruf, (Introduction)</b> <ol style="list-style-type: none"> <li>7.1.1.1 تعریف Ta'rīf, (Definition)</li> <li>7.1.1.2 تقسیم Taqsīm (Classification)</li> <li>7.1.1.3 اغراض و مقاصد Aghrād-o-Maqāsid (Purposes and Objectives)</li> <li>7.1.1.4 استفرغ کے معیاری عملیاتی طریقہ کار Istifrāgh ke Mi'yārī 'Amaliyātī Tarīqa'-i-Kār (Standard Operational Procedures for Istifrāgh)</li> </ol> <b>7.1.2 اصول و شرائط Uṣūl-o-Sharā'it Principles and Prerequisites</b> <ol style="list-style-type: none"> <li>7.1.2.1 امتلائے مواد Imtilā'-i-Mawād (Fullness of Matters)</li> </ol>						

7.1.2.2 قوت *Quwwat* (Strength)

7.1.2.3 مزاج *Mizāj* (Temperament)

7.1.2.4 جسمانی حالت *Jismānī Ḥālat* (Physical Condition)

7.1.2.5 اعراض لازمہ *A‘rād Lāzima* (Necessaroy Symptoms/Diseases)

7.1.2.6 عمر *Umr* (Age)

7.1.2.7 وقت *Waqt* (Timing) and ملک و شہر *Mulk-o-Shahr* (Habitat)

7.1.2.8 پیشہ *Pēsha* (Profession)

7.1.2.9 عادت *Ādat* (Habit)

7.1.3 تحفظی اہمیت *Taḥaffuẓī Ahammiyat* (Preventive Importance)

7.1.3.1 مستعد امتلاء افراد / مبتلی ابدان *Musta‘id-i-Imtilā’ Afrād/ Mumtalī Abdān* (Predisposing Factors for Plethora/ Individuals with Plethora)

7.1.3.2 تشخیصی علامات و نشانیوں *Tashkhīṣī ‘Alāmāt-o-Nishāniyān* (Warning/Alarming Signs and Symptoms)

7.1.4 طریقے *Tariqē* (Methods)

7.1.4.1 اسہال *Ishaāl* (Purgation)

7.1.4.2 قے *Qay’* (Emesis)

7.1.4.3 فصد *Faṣd* (Venesection)

7.1.4.4 حجامہ *Hijāma* (Cupping)

7.1.4.5 ارسال علق *Irsāl-i-‘Alaq* (Leeching)

7.1.4.6 ادرار *Idrār* (Diuresis)

7.1.4.7 حقنه <i>Huqna</i> (Enema)						
7.1.5 تحقیق شواہد حالیہ <i>Hālīya Taḥqīqī Shawāhid</i> (Recent Scientific Evidence)						
7.1.5.1 مداخلتی و مشاہداتی مطالعات <i>Mudākhalatī wa Mushāhadatī Muṭāla‘āt</i> (Interventional and Observational Studies)						
References: 2,3,9,22,57						
3A	3B	3C	3D	3E	3F	3G
CO1,CO2	Describe a clear definition and systematic classification of <i>Istifrāgh</i> , highlighting its underlying principles, goals, and clinical significance.	1	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO1,CO2	Identify the principles and conditions that govern <i>Istifrāgh</i> practices.	2	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO1,CO2	Discuss the preventive significance of <i>Istifrāgh</i> and identify diagnostic signs and symptoms for its application.	2	Lecture	CC	Knows-how	L,L&GD,L&PPT, L_VC
CO1,CO2	Develop individualised <i>Hijāma</i> plans tailored to specific health conditions and needs.	5	Practical7.1	PSY-GUD	Shows-how	CBL,PL,PT
CO1,CO2	Analyse and document the practical applications of <i>Istifrāgh</i> techniques at wellness centres, focusing on their implementation and outcomes.	10	Experiential-Learning7.1	PSY-ORG	Does	PER,PrBL,TPW
CO1,CO2	Demonstrate the ability to select and apply appropriate <i>Istifrāgh</i> measures, including <i>Ishaāl, Qay’, Fasḍ, Hijāma, Irsāl-i-‘Alaq, Idrār</i> , and <i>Huqna</i> .	5	Practical7.2	PSY-GUD	Shows-how	CBL,D,D-BED
CO1,CO2	Evaluate recent research findings on <i>Istifrāgh</i> to understand its efficacy.	5	Practical7.3	PSY-GUD	Shows-how	JC,PT
CO1,CO2	Design and execute public awareness campaigns aimed at increasing understanding and participation in <i>Istifrāgh</i> practices, promoting their preventive benefits.	8	Experiential-Learning7.2	AFT-REC	Does	FV
Unit 2 حرکت و سکون نفسانی <i>Ḥarakat-o-Sukūn Nafsānī</i> (Psychic Movement and Repose)						
7.2.1 تعارف <i>Ta‘āruf</i> (Introduction)						
7.2.1.1 حرکت و سکون نفسانی اور انتقال روح <i>Ḥarakat-o-Sukūn Nafsānī avr Intiqāl-i-Rūḥ</i> (Psychic Movement and Repose, Pertaining to the Transfer of <i>Rūḥ</i> (Pneuma))						

7.2.1.2 دماغی طور پر مستحکم افراد کی خصوصیات *Dimāghī tavr par Mustaḥkam Afrād kī Khushūsiyyāt* (Characteristics of Mentally Stable Individuals)

7.2.1.3 دماغی طور پر غیر مستحکم افراد کی علامات *Dimāghī tavr par Ghayr Mustaḥkam Afrād kī 'Alāmāt* (Symptoms of Mentally Unstable Individuals)

7.2.2 اعتدال کی تدابیر *I'tidāl kī Tadābīr* (Measures for Moderation)

7.2.2.1 مناسب نیند *Munāsib Nīnd* (Adequate Sleep)

7.2.2.2 ریاضت *Riyāḍat* (Exercise)

7.2.2.3 تفریح اور مشغولیات *Tafriḥ avr Mashghūliyyāt* (Leisure and Hobbies)

7.2.2.4 سماجی تعاملات *Samājī Ta'āmulaṭ* (Social Interactions)

7.2.2.5 خود کی نگہداشت *Khud kī Nigahdāsht* (Self-Care)

7.2.2.6 پیشہ اور ذاتی زندگی میں توازن *Pēsha avr Dhātī Zindagī mēn Tawāzun* (Healthy Work-Life Balance)

7.2.3 عوارضات نفسانیہ اور ان میں حرکت و سکون نفسانی کا کردار *'Awāriḍāt Nafsāniyya avr un mēn H̄arakat-o-Sukūn Nafsānī kī Kirdār* (Role of Psychic Movement and Repose in Psychological Disorders)

7.2.3.1 غصہ، خوف و وحشت، رنج و غم، خجالت و شرمندگی، افسردگی، غم و غصہ، *Ghuṣṣa, Khawf, -o-Waḥshat, Ranj-o-Gham, Khajalat-o-Shar mindagī, Afsurdagī* (Anger, Fear and Panic, Sorrow and Grief, Embarrassment and Shame, Depression)

References: 3,27,44,45

3A	3B	3C	3D	3E	3F	3G
CO1,CO2	Discuss the concepts of psychic movement and repose and their significance in mental health.	1	Lecture	CC	Knows-how	L&GD,L&PPT,L_VC
CO1,CO2	Identify the characteristics of mentally healthy individuals.	2	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO1,CO2	Analyse the role of mental activity and rest in addressing psychological disorders.	2	Lecture	CC	Knows-how	L,L&GD,L&PPT,L_VC
CO1,CO2	Demonstrate the ability to assess individuals' mental status using various tools.	5	Practical7.4	PSY-ORG	Shows-how	SY,W

CO1,CO2	Implement community outreach activities aimed at raising awareness about the importance of mental health practices and promoting participation in wellness initiatives.	8	Experiential-Learning7.3	AFT-REC	Does	D,PER,PrBL,TBL
<b>Practical Training Activity</b>						
<b>Practical 7.1 : Personalized <i>Hijāma</i> Plans</b>						
Total Learning Hours = 5						
<ol style="list-style-type: none"> <li>1. The teacher will explain the different <i>Hijāma</i> techniques, including dry cupping, wet cupping, and other variations, along with their specific benefits. [1hr]</li> <li>2. Students will work on case studies with various health conditions, designing personalized <i>Hijāma</i> plans that include the appropriate cupping method, targeted body areas, and application frequency. [3hrs]</li> <li>3. Students will present their customized <i>Hijāma</i> plans to the teacher for review and feedback. [1hr]</li> </ol>						
<b>Practical 7.2 : Customized <i>Istifrāgh</i> Plans</b>						
Total Learning Hours = 5						
<ol style="list-style-type: none"> <li>1. The teacher will introduce various Istifrāgh techniques, including <i>Ishaāl</i>, <i>Qay'</i>, <i>Faṣd</i>, <i>Hijāma</i>, <i>Irsāl-i-'Alaq</i>, <i>Idrār</i>, and <i>Huqna</i>, explaining their purposes, indications, and appropriate use in different contexts. [2 hrs]</li> <li>2. Students will develop customized Istifrāgh plans for hypothetical cases, considering factors such as the age and health status of the individuals. [3hrs]</li> </ol>						
<b>Practical 7.3 : Preventive Implications of <i>Istifrāgh</i></b>						
Total Learning Hours = 5						
<ol style="list-style-type: none"> <li>1. The teacher will assign a specific article to the students.[0.5 hr]</li> <li>2. Students will critically assess the article by using the specific checklist. [2.5 hrs]</li> <li>3. The student will summarize and present the findings. [1hr]</li> <li>4. The teacher will facilitate group discussions on key points of the article. [1hr]</li> </ol>						
<b>Practical 7.4 : Mental Status Assessment</b>						
Total Learning Hours = 5						
<ol style="list-style-type: none"> <li>1. The teacher will introduce various tools and questionnaires used for mental health assessments, explaining their purpose and how to effectively use them for evaluating mental status. [2hrs]</li> </ol>						

2. Students will practice assessing the mental health status using the introduced tools, ensuring they understand the nuances of applying these assessments in real-world scenarios. [2hrs]
3. Students will discuss their findings with the teacher, receiving guidance on interpretation, potential challenges, and how to improve their assessment techniques. [1 hr]

### Experiential learning Activity

#### Experiential-Learning 7.1 : Exploring *Istifrāgh* Methods in Wellness Centres/Clinics

Total Learning Hours = 10

1. Students will visit wellness centers or clinics to observe the practical application of *Istifrāgh* techniques, such as *Ishāl*, *Qay'*, *Faşd*, *Hijāma*, *Irsāl-i-'Alaq*, *Idrār*, and *Huqna*, in real-world settings. [4hrs]
2. Students will document the various *Istifrāgh* procedures being performed, noting the techniques used, the rationale for their application, and any adjustments made based on patient needs. [4hrs]
3. Students will analyze the case studies observed during the visit and write a comprehensive report on the role of *Istifrāgh* in health and wellness. [2hrs]

#### Experiential-Learning 7.2 : Public Awareness Campaign on *Istifrāgh*

Total Learning Hours = 8

1. Design activities to promote the *Istifrāgh* in maintaining health.[3 hrs]
  - Design a series of activities that help individuals achieve healthy detoxification while ensuring safety and appropriateness for various individuals.
2. Develop informative materials on different measures of *Istifrāgh*. [3 hrs]
  - Develop easy-to-understand handouts that explain the concept of *Istifrāgh*, its role in health maintenance, and how it aligns with Unani principles.
  - Design visually appealing infographics that summarize different methods of *Istifrāgh*, such as vomiting (for cleansing the stomach), sweating (through exercise or steam therapy), and other elimination techniques.
  - Provide clear instructions on how to safely practice detoxifying techniques, highlighting potential risks and when to seek medical advice
3. Reflect on community engagement and feedback. [2 hrs]
  - Based on feedback, identify areas for improvement in both the content and delivery of activities.

#### Experiential-Learning 7.3 : Mental Health Campaign

Total Learning Hours = 8

1. Design and organize community activities to promote the balance of mental activity and rest. [3 hrs]
2. Develop educational materials on mental wellness. [3 hrs]

- Develop easy-to-understand handouts
  - Design visually appealing infographics
3. Engage with the community through outreach efforts, gather feedback on the effectiveness of the campaign, and reflect on the level of participation and impact on mental health awareness. [2 hrs]

## Modular Assessment

Assessment method	Hour
<p><b>Instructions:</b> Conduct a structured Modular assessment. Assessment will be of 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment.</p> <p><b>Presentation:</b> Students will present on the significance of <i>Istifrāgh</i> and the balance of psychic movement and repose in health promotion. (50 Marks)</p> <p>Or</p> <p><b>Quiz:</b> A quiz for assessing knowledge of <i>Istifrāgh</i>, its methods, and the principles of balancing psychic movement and repose. (50 Marks)</p> <p>Or</p> <p><b>Case Study:</b> Students will analyse a case study involving a patient requiring <i>Istifrāgh</i>. They will propose interventions based on individual needs. (50 Marks)</p> <p>Or</p> <p><b>Journal Club:</b> Students will present and critique recent literature on <i>Istifrāgh</i> and its health benefits. (50 Marks)</p> <p>Or</p> <p>Any practical in converted form can be taken for assessment. (25 Marks)</p> <p>&amp;</p> <p>Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)</p>	4

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3C Notional Learning Hours	3D Lecture/ Practical/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/ Shows how/ Knows how/ Know)	3G Teaching Learning Methods
<b>Module 8 : یونانی طبی ذخائر میں عطی اہمیت کی حامل ادویہ : Unani Tibbī Zakha'ir mēn Taḥaffuẓī Ahammiyyat kī Ḥāmil Adwiya (Drugs of Prophylactic Significance in Unani Medical Literature)</b>						
<b>Module Learning Objectives</b> <b>(At the end of the module, the students should be able to)</b> <ol style="list-style-type: none"> <li>1. Identify key drugs recommended in the Unani System of Medicine for prophylaxis and understand their mechanisms.</li> <li>2. Analyze the historical and contemporary application of these drugs in preventing both communicable and non-communicable diseases.</li> <li>3. Develop protocols for integrating prophylactic Unani medicines in public health settings to stay healthy during epidemics.</li> </ol>						
<b>Unit 1 ادویہ برائے حفظ صحت Adwiya barā'ē Ḥifẓ-i-Ṣiḥḥat (Health-Promoting Drugs)</b> <b>8.1.1 تریاتی ادویہ Tiryāqī Adwiya (Antidotes)</b> <ol style="list-style-type: none"> <li>8.1.1.1 بیان و تفہیم اور حفظ صحت میں ان کا کردار <i>Bayān-o-Tafhīm avr Ḥifẓ-i-Ṣiḥḥat mīn in kā Kirdār</i> (Description, Understanding, and Role in Health Preservation)</li> <li>8.1.1.2 ہدایات برائے استعمال <i>Hidāyat barā'ē Istī'māl</i> (Usage Instructions)</li> <li>8.1.1.3 تحقیقی شواہد <i>Taḥqīqī Shawāhid</i> (Scientific Evidences)</li> </ol> <b>8.1.2 مقوی ادویہ Muqawwī Adwiya (Tonics)</b> <ol style="list-style-type: none"> <li>8.1.2.1 بیان و تفہیم اور حفظ صحت میں ان کا کردار <i>Bayān-o-Tafhīm avr Ḥifẓ-i-Ṣiḥḥat mēn in kā Kirdār</i> (Description, Understanding, and Role in Health Preservation)</li> <li>8.1.2.2 ہدایات برائے استعمال <i>Hidāyat barā'ē Istī'māl</i> (Usage Instructions)</li> </ol>						



8.1.2.3 حقیقی شواہد *Taḥqīqī Shawāhid* (Scientific Evidences)

8.1.3 مدبرہ بدن و منش حرارت غریزی ادویہ *Mudabbira'-i-Badan wa Mun'ish-i-Ḥarārat Gharīzī Adwiya* (Immunomodulators and Innate Heat Revitalizing Drugs)

8.1.3.1 بیان و تفہیم اور حفظ صحت میں ان کا کردار *Bayān-o-Tafhīm avr Ḥifz-i-Ṣiḥḥat mēn in kā Kirdār* (Description, Understanding, and Role in Health Preservation)

8.1.3.2 ہدایات برائے استعمال *Hidāyat barā'ē Istī'māl* (Usage Instructions)

8.1.3.3 تحقیقی شواہد *Taḥqīqī Shawāhid* (Scientific Evidences)

**References:** 28,36,37,38,39,40,41,42,60

3A	3B	3C	3D	3E	3F	3G
CO1,CO5	Examine the significance of <i>Tiryāq</i> in health maintenance, providing detailed descriptions, usage instructions, and supporting evidence from research.	3	Lecture	CAN	Knows-how	L,L&GD,L&PPT ,L_VC
CO1,CO5	Assess the role of tonics in promoting health, detailing their conceptual frameworks, proper usage instructions, and correlating research evidence on their efficacy.	4	Lecture	CAN	Knows-how	JC,L,L&GD,L&PPT ,L_VC
CO1,CO5	Analyze the function of immunomodulators and drugs that enhance innate heat, including their descriptions, usage instructions, and supporting scientific evidence.	3	Lecture	CAN	Knows-how	DA,L,L&GD,L&PPT
CO1,CO5	Analyse and compile relevant information from classical Unani medical texts concerning prophylactic substances, detailing their preventive roles and health-promoting properties.	10	Practical8.1	PSY-SET	Shows-how	LS,TPW
CO1,CO5	Prepare a poster Comparing the health benefits of <i>Tiryāqī</i> , <i>Muqawwī</i> , <i>Mudabbir-i-Badan</i> and <i>Mun'ish-i-Ḥarārat Gharīzī Adwiya</i> .	10	Practical8.2	PSY-MEC	Shows-how	PT,TPW
CO1,CO5	Document the practical application of Unani drugs in clinical and community settings for health promotion.	10	Experiential-Learning8.1	AFT-VAL	Does	CBL,FV
CO1,CO5	Develop educational materials and implement community awareness programs to inform the public about the prophylactic benefits of Unani drugs.	10	Experiential-Learning8.2	AFT-SET	Does	BS,C_L,Mnt
CO1,CO5	Conduct in-depth discussions and interviews with various population groups to gain insights into the usage patterns of Unani single drugs and formulations for preventive purposes.	6	Experiential-Learning8.3	AFT-VAL	Does	FV,RLE

<b>Practical Training Activity</b>
<b>Practical 8.1 : Literature Review on Prophylactic Unani Drugs</b>
<p>Total Learning Hours = 10</p> <ol style="list-style-type: none"> <li>1. The teacher will assign classical Unani Medical texts to review. [1 hr]</li> <li>2. Students will research and extract relevant information about prophylactic drugs used in Unani System of Medicine, focusing on their health benefits, uses, and applications. [6 hrs]</li> <li>3. Students will organize their findings into a comprehensive review and discuss their results with the teacher. [3hrs] <ul style="list-style-type: none"> <li>○ Students will create a list of prophylactic drugs, including their scientific names, therapeutic uses, and health benefits as outlined in the classical texts.</li> <li>○ Students will schedule a discussion session with the teacher to review their findings.</li> <li>○ The teacher will provide feedback on the depth of research, clarity of organization, and any gaps or additional areas to explore.</li> </ul> </li> </ol>
<b>Practical 8.2 : Health Benefits of <i>Tiryāqī</i>, <i>Muqawwī</i>, <i>Mudabbir-i-Badan</i> and <i>Mun'ish-i-Ḥarārāt Ghañzī Adwiya</i></b>
<p>Total Learning Hours = 10</p> <ol style="list-style-type: none"> <li>1. The teacher will guide students in researching and comparing the health benefits of <i>Tiryāqī</i>, <i>Muqawwī</i>, <i>Mudabbir-i-Badan</i>, and <i>Mun'ish-i-Ḥarārāt Ghañzī Adwiya</i>. [3hrs]</li> <li>2. Students will create informative charts or posters that highlight the medicinal uses, health benefits, and key characteristics of each category of drugs. [5 hrs]</li> <li>3. Students will present their charts or posters to the class. [2hrs] <ul style="list-style-type: none"> <li>○ Teachers and students will provide feedback on each presentation.</li> </ul> </li> </ol>
<b>Experiential learning Activity</b>
<b>Experiential-Learning 8.1 : Exploration of Health Promoting Unani drugs in Community and Hospital Settings</b>
<p>Total Learning Hours = 10</p> <ol style="list-style-type: none"> <li>1. Interview Unani Medicine practitioners, patients, and healthy individuals to gather insights on the use of Unani drugs for health promotion. [5hrs] <ul style="list-style-type: none"> <li>○ Speak with healthy individuals who regularly use Unani drugs for health promotion. Understand their routines, what remedies they use for general well-being, and their reasons for choosing Unani over other wellness practices.</li> <li>○ Gather insights into what patients would recommend to others considering Unani medicine for preventive health.</li> </ul> </li> <li>2. Document the findings. [3hrs] <ul style="list-style-type: none"> <li>○ Summarize practitioner and patient perspectives on how Unani treatments support long-term health and wellness.</li> <li>○ Highlight personal experiences from patients about how Unani drugs have affected their health, including benefits and potential side effects.</li> </ul> </li> <li>3. Discuss your findings with teachers and prepare a report. [2hrs]</li> </ol>

- Summarize the major insights, focusing on the perspectives of both practitioners and patients. Discuss common remedies used, their effectiveness, and any notable patient outcomes.

### Experiential-Learning 8.2 : Community Awareness Campaign on Health-Promoting Unani Drugs

Total Learning Hours = 10

1. Develop informative materials, such as brochures, posters, and digital content, highlighting the health benefits and uses of Unani drugs for promoting well-being and preventing disease. [4 hrs]
  - Use simple, clear language and attractive visuals.
  - Include easy-to-understand charts, infographics, or diagrams that explain how Unani drugs work to promote wellness.
2. Plan and conduct a public health campaign to raise awareness about the health-promoting properties of Unani drugs. [4hrs]
  - Determine the key groups to target for the campaign.
3. Present your findings in a report, discussing the effectiveness of the campaign in raising awareness and promoting the use of Unani drugs. [2hrs]
  - Reflect on how actively the public engaged with the campaign, such as participation in sessions.
  - Summarize any direct feedback from participants about their understanding of Unani drugs before and after the campaign.
  - Based on the findings, suggest ways to improve future campaigns.

### Experiential-Learning 8.3 : Insights on the Usage Pattern of Unani Drugs for Health Promotion

Total Learning Hours = 6

1. Use a structured guide to conduct interviews with various population groups to gather insights on their use of Unani drugs for health promotion. [3 hrs]
2. Record key insights from the interviews, focusing on how different groups perceive and utilize Unani drugs for improving health and wellness. [2hrs]
3. Compile and present your findings in a comprehensive report, highlighting common trends, benefits, and challenges associated with the use of Unani drugs. [1 hr]

### Modular Assessment

Assessment method	Hour
<p><b>Instructions:</b> Conduct a structured Modular assessment. Assessment will be of 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment.</p> <p><b>Journal Club:</b> Students present and discuss recent research articles on prophylactic drugs from Unani medical literature. (50 Marks)</p> <p>Or</p>	4

<p><b>Class Presentation:</b> Students will present on a specific prophylactic drug from Unani literature, discussing its pharmacological properties, applications, and significance in disease prevention. (50 Marks)</p> <p>Or</p> <p><b>Debate:</b> Structured debate on the effectiveness of Unani prophylactic drugs. Students will present arguments and counterarguments based on literature and evidence. (50 Marks)</p> <p>Or</p> <p>Any practical in converted form can be taken for assessment. (25 Marks)</p> <p>&amp;</p> <p>Any of the experiential as portfolio/reflections/presentations can be taken as assessment. (25 Marks)</p>	
---	--

**Table 4 : Practical Training Activity****(\*Refer table 3 of similar activity number)**

Practical No*	Practical name	Hours
1.1	Illustration of Unani scholars statements	10
1.2	Preventive Measures Checklist	10
2.1	Health Assessment Tools	10
2.2	Anaysis of Disease Progression and Intervention Points	5
2.3	Assessment of Immune Status	5
3.1	Comparison of Unani and Allopathic Prevention Concepts	10
3.2	Development of Perosnalized Preventive Strategies	5
3.3	Awareness Material on Preventive Measures	5
4.1	Temperament Assessment	10
4.2	Formulation of Health Preservation Plans	10
5.1	Common Diseases and Susceptibilities in Newborns, Pregnant women, and Elderly	10
5.2	Customized Dietary and Lifestyle Plans for Vulnerable Groups	10
6.1	Demonstrating and Practicing Dalk Techniques	6
6.2	Customized Riyāḍat (Exercise) Plans	7
6.3	Customized Ḥammām Plans	7
7.1	Personalized Ḥijāma Plans	5
7.2	Customized Istifrāgh Plans	5
7.3	Preventive Implications of Istifrāgh	5
7.4	Mental Status Assessment	5

8.1	Literature Review on Prophylactic Unani Drugs	10
8.2	Health Benefits of Tiryāqī, Muqawwī, Mudabbir-i-Badan and Mun'ish-i-Ḥarārat Gharīzī Adwiya	10

**Table 5 : Experiential learning Activity**

(\*Refer table 3 of similar activity number)

Experiential learning No*	Experiential name	Hours
1.1	Classical Unani Text Review on Health Promotion	10
1.2	Observation of Preventive Care Practices	10
1.3	Insight into Preventive Practices of Healthy Individuals and At-Risk Groups	6
2.1	Community Health Assessment	10
2.2	Literature Review on Preventive Strategies	8
2.3	Immunity Boost Campaign	8
3.1	Observation of Community Preventive Practices	10
3.2	Community Health Survey	8
3.3	Healthy Living Campaign with focus on Asbāb Sitta Ḍarūriyya	8
4.1	Mizāj-Based Preventive Care Observation	10
4.2	Mizāj-Based Diet and Lifestyle Counselling	8
4.3	Temperament and Age-Based Health Awareness Campaign	8
5.1	Healthcare Practices Observation in Specialized Units	8

5.2	Targeted Health Camps for Vulnerable Population	8
5.3	Rehabilitation Care Observation and Reflection	10
6.1	Dalk Sessions	9
6.2	Personal Riyāḍat (Exercise) Practice and Reflection	7
6.3	Ḥammām Sessions	10
7.1	Exploring Istifrāgh Methods in Wellness Centres/Clinics	10
7.2	Public Awareness Campaign on Istifrāgh	8
7.3	Mental Health Campaign	8
8.1	Exploration of Health Promoting Unani drugs in Community and Hospital Settings	10
8.2	Community Awareness Campaign on Health-Promoting Unani Drugs	10
8.3	Insights on the Usage Pattern of Unani Drugs for Health Promotion	6



**Table 6 : Assessment Summary: Assessment is subdivided in A to H points**  
**6 A : Number of Papers and Marks Distribution**

Subject Code	Paper	Theory	Practical	Total
UNI-AB-TST	1	100	200	300

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

### Credit frame work

UNI-AB-TST consists of 8 modules totaling 16 credits, which correspond to 480 Notional Learning Hours. Each credit comprises 30 Hours of learner engagement, distributed across teaching, practical, and experiential learning in the ratio of 1:2:3. Accordingly, one credit includes 5 hours of teaching, 10 hours of practical training, 13 hours of experiential learning, and 2 hours allocated for modular assessment, which carries 25 marks.

**Formative Assessment :** Module wise Assessment: will be done at the end of each module. Evaluation includes learners active participation to get Credits and Marks. Each Module may contain one or more credits.

**Summative Assessment:** Summative Assessment (University examination) will be carried out at the end of Semester II.

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

Module Number & Name (a)	Credits (b)	Actual No. of Notional Learning Hours (c)	Attended Number of notional Learning hours (d)	Maximum Marks of assessment of modules (e)	Obtained Marks per module (f)	MGP =d*f/c*e*100
M1. علم طب اور علم حفظانِ صحت: ایک تفصیلی جائزہ. Ilm-i-Tibb avr 'Ilm Hifzān-i-Ṣiḥḥat: Ek Tafṣīlī Ja'iza (Science of Medicine and Science of Health Preservation: A Detailed Overview)	2	60		50		
M2. Nazariyya'-i-Ṣiḥḥat-o-Maraḍ (Concept of Health and Disease) نظریہ صحت ومرض	2	60		50		
M3. Nazariyya'-i-Taḥaffuz, Darajāt-i-Taḥaffuz avr Ṭarīqa'-i-Mudākhillat (Concept of Prevention, Levels of Prevention and Modes of Interventions) نظریہ تحفظ، درجات تحفظ اور طریقہ مداخلت	2	60		50		
M4. Tadābīr Hifz-i-Ṣiḥḥat barā'ē Mukhtalif al-Mizāj wa Mukhtalif al-Asnān Afrād (Health-Promoting Measures for the Individuals of Different Temperament and Age-Groups) تدابیر حفظ صحت برائے مختلف المزاج و مختلف الاسنان افراد	2	60		50		
M5. Tadābīr Hifz-i-Ṣiḥḥat barā'ē Abdān Ḍa'īfa (Health-Promoting Measures for Vulnerable Groups) تدابیر حفظ صحت برائے ابدان ضعیفہ	2	60		50		
M6. Dalk, Riyāḍat wa Ḥammām barā'ē Hifz-i-Ṣiḥḥat (Health Benefits of Massage, Exercise and Turkish Bath) دلك، ریاضت و حمام برائے حفظ صحت	2	60		50		
M7. Hifzān-i-Ṣiḥḥat mēn Istifrāgh avr Ḥarakat-o-Sukūn Nafsānī mēn l'tidāl kī Ahammiyat (Importance of Istifrāgh and	2	60		50		

Moderation in Psychic Movement and Repose for Health Promotion)						
M8. یونانی طبی ذخائر میں تحفظی اہمیت کی حامل ادویہ۔ Unani Tibbī Zakha'ir mēn_ Taḥaffuẓī Ahammiyyat kī Ḥāmil Adwiya (Drugs of Prophylactic Significance in Unani Medical Literature)	2	60		50		
MGP = ((Number of Notional learning hours attended in a module) X (Marks obtained in the modular assessment) / (Total number of Notional learning hours in the module) X (Maximum marks of the module)) X 100						

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

SGPA will be calculated at the end of the semester as an average of all Module MGPs. Average of MGPs of the Semester For becoming eligible for Summative assessment of the semester, student should get minimum of 60% of SGPA

**SGPA = Average of MGP of all modules of all papers = add all MGPs in the semester/ no. of modules in the semester** Evaluation Methods for Modular Assessment

A S.No	B Module number and Name	C MGP
1	M1. علم طب اور علم حفظانِ صحت: ایک تفصیلی جائزہ۔ Ilm-i-Tibb avr 'Ilm Ḥifẓān-i-Ṣiḥḥat: Ēk Tafṣīlī Ja'iza (Science of Medicine and Science of Health Preservation: A Detailed Overview)	C 1
2	M2. Nazariyya'-i-Ṣiḥḥat-o-Maraḍ (Concept of Health and Disease)	C 2
3	M3. Nazariyya'-i-Taḥaffuẓ, Darajāt-i-Taḥaffuẓ avr Tāriqa'-i-Mudākhlāt (Concept of Prevention, Levels of Prevention and Modes of Interventions)	C 3
4	M4. Tadabīr Ḥifẓ-i-Ṣiḥḥat barā'ē Mukhtalif al-Mizāj wa Mukhtalif al-Asnān Afrād (Health-Promoting Measures for the Individuals of Different Temperament and Age-Groups)	C 4
5	M5. Tadabīr Ḥifẓ-i-Ṣiḥḥat barā'ē Abdān Ḍa'īfa (Health-Promoting Measures for Vulnerable Groups)	C 5
6	M6. Dalk, Riyāḍat wa Ḥammām barā'ē Ḥifẓ-i-Ṣiḥḥat (Health Benefits of Massage, Exercise and Turkish Bath)	C 6
7	M7. Hifẓān-i-Ṣiḥḥat mēn_ Istifrāgh avr Ḥarakat-o-Sukūn Nafsānī mēn_ I'tidāl kī Ahammiyyat (Importance of Istifrāgh and Moderation in Psychic Movement and Repose for Health Promotion)	C 7
8	M8. یونانی طبی ذخائر میں تحفظی اہمیت کی حامل ادویہ۔ Unani Tibbī Zakha'ir mēn_ Taḥaffuẓī Ahammiyyat kī Ḥāmil Adwiya (Drugs of Prophylactic Significance in Unani Medical Literature)	C 8
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8) / Number of modules(8)

S. No	Evaluation Methods
1.	Method explained in the Assessment of the module or similar to the objectives of the module.

## 6 E : Question Paper Pattern

**MD/MS Unani Examination**  
**UNI-AB-TST**  
**Sem II**  
**Time: 3 Hours ,Maximum Marks: 100**  
**INSTRUCTIONS: All questions compulsory**

		Number of Questions	Marks per question	Total Marks
Q 1	Application-based Questions (ABQ)	1	20	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Analytical based structured Long answer question (LAQ)	4	10	40
				100

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

S.No	List of Module/Unit	ABQ	SAQ	LAQ
<b>(M- 1)</b> علم طب اور علم حفظانِ صحت: ایک تفصیلی جائزہ Ilm-i-Tibb avr 'Ilm Hifzān-i-Ṣiḥḥat: Ēk Tafṣīlī Jā'iza (Science of Medicine and Science of Health Preservation: A Detailed Overview) (Marks: Range 5-20)				
1	<b>(U-1)</b> علم طب اور علم حفظانِ صحت Ilm-i-Tibb wa'Ilm Hifzān-i-Ṣiḥḥat (The Science of Medicine and the Science of Health Preservation)	No	Yes	Yes
2	<b>(U-2)</b> اصولِ حفظانِ صحت Uṣūl-i-Hifzān-i-Ṣiḥḥat (Principles of Health Preservation)	No	Yes	Yes
<b>(M- 2)</b> Nazariyya'-i-Ṣiḥḥat-o-Marad (Concept of Health and Disease) (Marks: Range 5-20)				
1	<b>(U-1)</b> Nazariyya'-i-Ṣiḥḥat (Concept of Health)	No	Yes	Yes
2	<b>(U-2)</b> Nazariyya'-i-Marad (Concept of Disease)	No	Yes	Yes
3	<b>(U-3)</b> Nazariyya'-i-Ṭabī'at avr Quwwat-i-Mudāfī'at (Concept of Ṭabī'at and Immunity)	No	Yes	Yes
<b>(M- 3)</b> Nazariyya'-i-Taḥaffuz, Darajāt-i-Taḥaffuz avr Ṭarīqa'-i-Mudākhlilāt (Concept of Prevention, Levels of Prevention and Modes of Interventions) (Marks: Range 5-20)				
1	<b>(U-1)</b> Nazariyya'-i-Taḥaffuz (Concept of Prevention)	No	Yes	No
2	<b>(U-2)</b> Darajāt-i-Taḥaffuz (Levels of Prevention)	No	Yes	Yes
3	<b>(U-3)</b> Ṭarīqa'-i-Mudākhlilāt (Modes of Intervention)	Yes	Yes	Yes
<b>(M- 4)</b> Tadābīr Hifz-i-Ṣiḥḥat barā'e Mukhtalif al-Mizāj wa Mukhtalif al-Asnān Afrād (Health-Promoting Measures for the Individuals of Different Temperament and Age-Groups) (Marks: Range 5-20)				
1	<b>(U-1)</b> Mizāj wa Asnān Insānī (Temperament and Human Age-Groups)	No	Yes	No

2	(U-2) مزاج انسانى کو معلوم کرنے کے مختلف آلہ جات Mizāj Insānī ko Ma'lūm kanē kē Mukhtalif Ālajaṭ (Various Tools for Assessing Human Temperament)	No	Yes	Yes
3	(U-3) مختلف المزاج و مختلف الاسنان افراد میں امراض کی استعداد اور تدابیر حفظ صحت Mukhtalif al-Mizāj wa Mukhtalif al-Asnān Afrād mēn Amrāḍ kī Isti'dād avr Tadābīr Ḥifẓ-i-Ṣiḥḥat (Disease Susceptibility and Health-Promoting Measures for Individuals of Varying Temperaments and Age Groups)	Yes	Yes	Yes
(M- 5) تدابیر حفظ صحت برائے ابدان ضعیفہ Tadābīr Ḥifẓ-i-Ṣiḥḥat barā'ē Abdān Ḍa'īfa (Health-Promoting Measures for Vulnerable Groups) (Marks: Range 5-20)				
1	(U-1) ابدان ضعیفہ Abdān Ḍa'īfa (Vulnerable Groups)	No	Yes	No
2	(U-2) تدابیر ابدان ضعیفہ Tadābīr-i-Abdān Ḍa'īfa (Health Promoting Measures for Vulnerable Groups)	Yes	Yes	Yes
(M- 6) دلک، ریاضت و حمام برائے حفظ صحت Dalk, Riyāḍat wa Ḥammām barā'ē Ḥifẓ-i-Ṣiḥḥat (Health Benefits of Massage, Exercise and Turkish Bath) (Marks: Range 5-20)				
1	(U-1) دلک Dalk (Massage)	Yes	Yes	Yes
2	(U-2) ریاضت Riyāḍat (Physical Exercise)	Yes	Yes	Yes
3	(U-3) حمام Ḥammām (Turkish Bath)	Yes	Yes	Yes
(M- 7) حفظان صحت میں استفرغ اور حرکت و سکون نفسانی میں اعتدال کی اہمیت Ḥifẓ-i-Ṣiḥḥat mēn Istifrāgh avr Ḥarakat-o-Sukūn Nafsānī mēn I'tidāl kī Ahammiyat (Importance of Istifrāgh and Moderation in Psychic Movement and Repose for Health Promotion) (Marks: Range 5-20)				
1	(U-1) استفرغ Istifrāgh (Evacuation/Detoxification)	Yes	Yes	Yes
2	(U-2) حرکت و سکون نفسانی Ḥarakat-o-Sukūn Nafsānī (Psychic Movement and Repose)	No	Yes	Yes
(M- 8) عطیہ اہمیت کی حامل ادویہ Unani Tibbī Zakha'ir mēn Tahaffuzī Ahammiyyat kī Ḥāmil Adwiya (Drugs of Prophylactic Significance in Unani Medical Literature) (Marks: Range 5-20)				
1	(U-1) ادویہ برائے حفظ صحت Adwiya barā'ē Ḥifẓ-i-Ṣiḥḥat (Health-Promoting Drugs)	Yes	Yes	Yes

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

### Instructions for the paper setting.

- 100 marks question paper shall contain:-
  - Application Based Question: 1 No (carries 20 marks)
  - Short Answer Questions: 8 Nos (each question carries 05 marks)
  - Long Answer Questions: 4 Nos (each question carries 10 marks)
- Questions should be drawn based on the table 6F.
- Marks assigned for the module in 6F should be considered as the maximum marks. No question shall be asked beyond the maximum marks.
- Refer table 6F before setting the questions. Questions should not be framed on the particular unit if indicated "NO".
- There will be a single application-based question (ABQ) worth 20 marks. No other questions should be asked from the same module where the ABQ is framed.
- Except the module on which ABQ is framed, at least one Short Answer Question should be framed from each module.
- Long Answer Question should be analytical based structured questions assessing the higher cognitive ability.
- Use the Blueprint provided in 6G or similar Blueprint created based on instructions 1 to 7

Blueprint		
Question No	Type of Question	Question Paper Format
Q1	<b>Application based Questions</b> 1 Question 20 marks All compulsory	M3.U3 Or M4.U3 Or M5.U2 Or M6.U1 Or M6.U2 Or M6.U3 Or M7.U1 Or M8.U1 Or
Q2	<b>Short answer Questions</b> Eight Questions 5 Marks Each All compulsory	1. M1.U1 Or . M1.U2 2. M2.U1 Or . M2.U2 Or . M2.U3 3. M3.U1 Or . M3.U2 Or . M3.U3 4. M4.U1 Or . M4.U2 Or . M4.U3 5. M5.U1 Or . M5.U2 6. M6.U1 Or . M6.U2 Or . M6.U3 7. M7.U1 Or . M7.U2 8. M8.U1
Q3	<b>Analytical Based Structured Long answer Questions</b> Four Questions 10 marks each All compulsory	1. M1.U1 Or . M1.U2 Or . M2.U1 Or . M2.U2 Or . M2.U3 2. M3.U2 Or . M3.U3 Or . M4.U2 Or . M4.U3 3. M5.U2 Or . M6.U1 Or . M6.U2 Or . M6.U3 4. M7.U1 Or . M7.U2 Or . M8.U1

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

S.No	Heads	Marks
1	<p><b>Long Case/Case Scenario [1 No.]</b>  <b>Duration:</b> 1 hour  The scenarios or cases may be drawn from or based on the following modules:</p> <ul style="list-style-type: none"> <li>• <b>M3:</b> U3</li> <li>• <b>M4:</b> U3</li> <li>• <b>M5:</b> U2</li> <li>• <b>M6:</b> U1, U2, U3</li> <li>• <b>M7:</b> U1</li> <li>• <b>M8:</b> U1</li> </ul> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Students will be tasked with developing a health preservation strategy for a specific scenario or case.</li> <li>• Students will be tasked with suggesting lifestyle plans for a given case.</li> <li>• Students will be tasked to design individualized exercise plans based on a person's age group or temperament to a given case.</li> <li>• Students will be tasked to propose personalized Ḥammām plans based on the unique needs of a given scenario or case.</li> <li>• Students will be tasked with assessing the immune status of a given individual.</li> <li>• Students will be tasked to identify an individual's temperament and propose a preventive plan tailored to a given case.</li> <li>• Students will be asked to design a <i>Dalk</i> (massage) session for a given case or scenario.</li> </ul>	80
2	<p><b>Short case [1 No.]</b>  Or  <b>Spotters [6 Nos.]</b>  Or  <b>Case Scenario [1 No.]</b>  <b>Duration:</b> 30 minutes  The case, scenarios or spotters may be drawn from or based on the following modules:</p> <ul style="list-style-type: none"> <li>• M3: U2</li> <li>• M5: U2</li> <li>• M6: U1, U2, U3</li> <li>• M7: U2</li> <li>• M8: U1</li> </ul> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Students will be asked to identify herbs/formulations and explain their preventive health benefits.</li> <li>• Students will be asked to identify a given method of <i>Istifragh</i> and describe its preventive applications.</li> <li>• Students will be tasked with identifying the author of a specific statement and explaining how it relates to preventive medicine.</li> <li>• Students will be provided with the name of a Unani scholar and asked to write about their major contributions to preventive medicine.</li> </ul>	60

	<ul style="list-style-type: none"> <li>Students will be given the name of a Unani book and asked to outline its key content related to preventive medicine.</li> </ul>	
3	<b>Practical Record</b> Students will maintain a practical record documenting all practical sessions conducted throughout the semester. Marks will be awarded based on consistent documentation duly signed by teacher.	10
4	<b>Logbook</b> Students will maintain a logbook or e-portfolio documenting their learning, experiences and reflections. Marks will be awarded based on consistent documentation, clarity and understanding.	10
5	<b>Viva Voce</b> [ 2 Examiners; 2 x 20 ]	40
<b>Total Marks</b>		<b>200</b>

## Reference Books/ Resources

S.No	References
1	Jālīnūs. Kitāb fī Firaq al-Ṭibb (Urdu Translation by Ḥakīm Sayed Zillur Raḥmān). Aligarh: Ibn Sīnā Academy; 2000.
2	Al-Majūsī, 'Alī ibn 'Abbās. Kāmil al-Ṣana'a al-Ṭibbiyya (Urdu Translation by Ghulām Ḥasnayn Kintūrī). Part.I. Vol.I. New Delhi: Central Council for Research in Unani Medicine; 2010.
3	Ibn Sīnā, Al-Shaykh al-Ra'īs Abū 'Alī al-Ḥusayn ibn 'Abdullāh. Al-Qānūn fi'l Ṭibb (Urdu Translation by Ghulām Ḥasnayn Kintūrī). Vol. 1. New Delhi: Idāra Kitābus Shifā'; 2010.
4	Ibn Sīnā, Al-Shaykh al-Ra'īs Abū 'Alī al-Ḥusayn ibn 'Abdullāh (Avicenna). Al-Qānūn fi'l Ṭibb [Canon of Medicine] English translation by Jāmi'a Ḥamdard). New Delhi: Jāmi'a Ḥamdard; 1993.
5	Shah MH. The General Principles of Avicenna's Canon of Medicine. New Delhi: Idāra Kitābus Shifā'; 2007.
6	Ibn Sīnā, Al-Shaykh al-Ra'īs Abū 'Alī al-Ḥusayn ibn 'Abdullāh. Kulliyāt-i-Qānūn (Urdu Translation by Ḥakīm Khuwājā Ridwān Aḥmad). 4th ed. Pakistan: Dārut-Ta'ālīf; Karachi.
7	Ṭabarī, Abū'l Ḥasan 'Alī ibn Sahl Rabban. Firdaws al-Ḥikma fi'l Ṭibb (Urdu Translation by Ḥakīm Muḥammad Awwal Shāh Sambhalī). Deoband: Faisal Publication; 2002.
8	Rāzī, Abū Bakr Muḥammad ibn Zakariyyā. Kitāb al-Manṣūrī (Urdu Translation by CCRUM). New Delhi: Central Council for Research in Unani Medicine; 1991.
9	Kirmānī, Burhānuddīn Nafīs bin 'Iwād. Kulliyāt-i-Nafīsī (Tarjama-o-Sharḥ by Ḥakīm Muḥammad Kabīruddīn). I & II ed. New Delhi: Idāra Kitābus Shifā'; 1994.
10	Gruner OC. A Treatise on the Canon of Medicine of Avicenna. New York: AMS Press; 1973.
11	Kabīruddīn, Ḥakīm Muḥammad. Ifāda'-i-Kabīr 1st ed. New Delhi: NCPUL; 2001.
12	Ibn Abī Uṣaybi'a, Mu' affaq al-Dīn Abū al- 'Abbās Aḥmad Ibn Al-Qāsim Ibn Khalīfa Al-Khazrajī. 'Uyūn al-Anbā' fī Ṭabaqāt al-Aṭibbā' (Urdu Translation by CCRUM). New Delhi: Central Council for Research in Unani Medicine; 1990.
13	Lois N. Magner, Oliver Kim. A History of Medicine. Boca Raton: CRC Press Taylor & Francis Group; 2018.
14	Anonymous. Ḥifẓān-i-Ṣiḥḥat. 1st ed. New Delhi: NCPUL; 2018.
15	Kabīruddīn, Ḥakīm Muḥammad. Tarjama-o-Sharḥ-i-Kulliyāt-i-Qānūn Ibn Sīnā. Lahore, Pakistan: Shaykh Muḥammad Bashīr and Sons; 1930
16	Arzānī, Ḥakīm Muḥammad Akbar. Iksir al-Qulūb (Urdu translation by Nūr Muḥammad with the name of Mufarriḥ al-Qulūb). New Delhi: Central Council for Research in Unani Medicine;
17	Park K. Textbook of Preventive and Social Medicine. Jabalpur; Banarsidas Bhanot Publishers; 2023.
18	Ibn Rushd, Abū al-Walīd. Kitāb al-Kulliyāt (Urdu Translation by CCRUM). New Delhi: Central Council for Research in Unani Medicine; 1987.
19	Ahmadi M, Shirafkan H, Mozaffarpur SA. Assessment of the Diagnostic Methods of Mizaj in Persian Medicine: A Systematic Review. Diagnostics (Basel). 2023;13(5):818.
20	Ibn Zuhr, Abū Marwān 'Abd al-Malik. Kitāb al-Taysīr fi'l Madāwāt wa al-Tadbīr (Urdu Translation by CCRUM). 1st ed. New Delhi: Central Council for Research in Unani Medicine; 1986.
21	Jālīnūs. Kitāb fi'l Mizāj (Urdu Translation by Ḥakīm Syed Zillur Raḥmān). Aligarh: Ibn Sīnā Academy; 2008.
22	Rāzī, Abū Bakr Muḥammad ibn Zakariyyā. Kitāb al-Fākhir (Urdu Translation by CCRUM). New Delhi: Central Council for Research in Unani Medicine;



23	Jurjānī, Sharaf al-Dīn Ismā'īl ibn Ḥusayn. Dhakhīra Khawārizm Shāhī (Urdu translation by Hādī Ḥusayn Khān). Vol. 1. New Delhi: Idāra Kitābus Shifā'; 2010.
24	Baghdādī, Ibn Hubal. Kitāb al-Mukhtārāt fi'l Ṭibb (Urdu Translation by CCRUM). Part.I. New Delhi: Central Council for Research in Unani Medicine; 2005.
25	Al-Hirawī, Muḥammad ibn Yūsuf. 'Ayn al-Ḥayāt. (Urdu Translation by Ḥakīm Sayed Zillur Raḥmān). Aligarh: Ibn Sīnā Academy; 2007.
26	Masīhī, Abū Sahl 'Isā. Kitāb al-Mī'a (Urdu Translation by CCRUM). Vol. 1. New Delhi: Central Council for Research in Unani Medicine; 2008.
27	Rāzī, Abū Bakr Muḥammad ibn Zakariyyā. Kitāb al-Ḥawī fi'l Ṭibb (Urdu Translation by CCRUM). Vol. 1. 1st ed. New Delhi: Central Council for Research in Unani Medicine; 2005.
28	Qarshī, Ḥakīm Muḥammad Ḥasan. Jāmi' al-Ḥikmat. New Delhi: Idāra Kitābus Shifā'; 2011.
29	Narayanan Lakshmi S. Textbook of Therapeutic Exercises. New Delhi: Jaypee Brothers Medical Publishers; 2005.
30	Hollis Margaret. Massage for Therapists. 2nd ed. London: Blackwell Science; 2004.
31	Sinha AG. Principles and Practice of Therapeutic Massage. 2nd ed. New Delhi: Jaypee Brothers Medical Publishers; 2010.
32	Grace S, Deal M. Textbook of Remedial Massage. Australia: Elsevier; 2012.
33	Rāzī, Abū Bakr Muḥammad ibn Zakariyyā. Kitāb al-Murshid (Urdu Translation by Ḥakīm Raḍīul Islām Nadvī). 1st ed. New Delhi: Taraqqī Urdu Bureau; 2000.
34	Suryakantha AH. Community Medicine with Recent Advances. New Delhi: Jaypee Brothers Medical Publishers; 2021.
35	Ibn Zuhr, Abū Marwān 'Abd al-Malik. Kitāb al-Aghdhiya (Urdu Translation by CCRUM). New Delhi: Central Council for Research in Unani Medicine; 2009.
36	Anonymous. National Formulary of Unani Medicine, Part-I to VI, New Delhi: Department of AYUSH, Ministry of Health and Family Welfare, Govt. of India. Part-I 2006. Part-II 2007. Part-III 2001. Part-IV 2006. Part-V 2008. Part-VI 2011.
37	Kabīruddin, Ḥakīm Muḥammad. Bayāḍ-i-Kabīr. Idāra Kitābus Shifā'; New Delhi: 2010.
38	Said HM. Hamdard Pharmacopoeia of Eastern Medicine. New Delhi: Sri Satguru publications; 1990.
39	Anonymous. Unani Pharmacopoeia of India. Part-I(Vol.I-VI), Part-II(Vol.I-II). New Delhi: Department of AYUSH, Ministry of Health and Family Welfare, Govt. of India. Part-I Vol.I 2007, II 2007, III 2007, IV 2007, V 2008, VI 2009. Part-II Vol.I 2009, II 2010.
40	Ibn al-Bayṭār, Ḍiyā'uddīn. Kitāb al-Jāmi' li Mufradāt al-Adwiya wa'l Aghdhiya (Urdu Translation by CCRUM). New Delhi: Central Council for Research in Unani Medicine; 2006.
41	Najm al-Ghanī, Ḥakīm Muḥammad. Khazā'in al-Adwiya. New Delhi: Central Council for Research in Unani Medicine; 2010.
42	Khān, Ḥakīm Muḥammad A'zam. Muḥīṭ-i-A'zam (Urdu translation). Part I-IV. New Delhi: Central Council for Research in Unani Medicine; I-2012, II-2013, III-2014, IV-2018.
43	Jamīl, Abū Wārith. Tawḍīḥāt Asbāb Sitta Ḍarūriyya. Aligarh: Dept. of Kulliyat, AMU; 2006.
44	Kadri AM. IAPSM's Textbook of Community Medicine. New Delhi: Jaypee Brothers Medical Publishers; 2019.
45	Mahajan & Gupta. Textbook of Preventive and Social Medicine. New Delhi: Jaypee Brothers Medical Publishers; 2024.
46	Khan N Tariq, Itrat M. Kitab ul Mizaj: Ifham-o-Tafheem Shanakhti tareeqae kaar aur Itlaqui Umoor. New Delhi: Hidayat Publishers; 2023.

47	Zillur Raḥmān, Ḥakīm Sayed. Ṭibbī Taqdamiy. Aligarh: Duorson Publication, Aligarh Muslim University; 2000.
48	Zillur Raḥmān Ḥakīm Sayed. Aṭīna'-i-Tārīkh-i-Ṭibb. Aligarh: Duorson Publication, Aligarh Muslim University; 2001.
49	Garrison FH. An Introduction to the History of Medicine. Philadelphia: WB Saunders Co; 1929.
50	Aḥmad Sayed Ishtiyāq. Kulīyyāt 'Aṣrī. 1st ed. New Delhi: New Public Press; 1983.
51	Chāndpurī, Kawthar. Mu'jaz al-Qānūn. New Delhi: Qawmī Council barā'e Farogh Urdu Zabañ; 1998.
52	Suhami RL, Moxham J. Textbook of Medicine, 4th edn. New York: Churchill Livingstone; 2004.
53	Sinha AG. Principles and Practice of Therapeutic Massage. New Delhi: Jaypee Brothers Medical Publishers; 2004.
54	Casaar PM. Hands Book of Clinical Massage. 2nd edition. New Delhi, India: Churchill Livingstone an Imprint of Elsevier; 2004.
55	Khān, Ḥakīm Muḥammad A'zam. Iksīr-i-A'zam (Urdu Translation by Ḥakīm Muḥammad Kabīruddīn). New Delhi: Idāra Kitābus Shifā; 2011.
56	Gormley J, Hussey J. Exercise therapy, UK: Blackwell Publishing; 2005.
57	Al-Qamarī, Abū al-Manṣūr al-Ḥasan ibn Nuḥ. Ghinā Muna (Arabic). New Delhi: Central Council for Research in Unani Medicine; 2008.
58	Itrat M. Methods of health promotion and disease prevention in Unani medicine. J Educ Health Promot. 2020 Jul 28;9:168. doi: 10.4103/jehp.jehp_618_19.
59	Kopaei R, Khajegir A, Kiani S. The Association between Dystemperament and Prevention of Diseases: A Systematic Review. J Clin Diagn Res. 2016 Sep;10(9):YE01-YE06. doi: 10.7860/JCDR/2016/19023.
60	Itrat M, Khan TN, Zulkifle M. Unani Medicine and Healthy Living. In: Gu D, Dupre ME, editors. Encyclopedia of Gerontology and Population Aging. Cham: Springer; 2021. Available from: <a href="https://doi.org/10.1007/978-3-030-22009-9_920">https://doi.org/10.1007/978-3-030-22009-9_920</a>
61	Ansari AH. Ṭibb Yūnānī mēn Ḥifzān-i-Ṣiḥḥat kī Tafhīm – Ėk Muṭāla'a. Tarjumān-e-Ṭib January 2016-June 2018;3-5(1-2):21-27.
62	Gardiner Dena M. The Principles of Exercise Therapy. 4th Ed. New Delhi: CBS Publishers; 2005.

## Abbreviations

Domain		T L Method		Level	
CK	Cognitive/Knowledge	L	Lecture	K	Know
CC	Cognitive/Comprehension	L&PPT	Lecture with PowerPoint presentation	KH	Knows how
CAP	Cognitive/Application	L&GD	Lecture & Group Discussion	SH	Shows how
CAN	Cognitive/Analysis	L_VC	Lecture with Video clips	D	Does
CS	Cognitive/Synthesis	REC	Recitation		
CE	Cognitive/Evaluation	SY	Symposium		
PSY-SET	Psychomotor/Set	TUT	Tutorial		
PSY-GUD	Psychomotor/Guided response	DIS	Discussions		
PSY-MEC	Psychomotor/Mechanism	BS	Brainstorming		
PSY-ADT	Psychomotor Adaptation	IBL	Inquiry-Based Learning		
PSY-ORG	Psychomotor/Origination	PBL	Problem-Based Learning		
AFT-REC	Affective/ Receiving	CBL	Case-Based Learning		
AFT-RES	Affective/Responding	PrBL	Project-Based Learning		
AFT-VAL	Affective/Valuing	TBL	Team-Based Learning		
AFT-SET	Affective/Organization	TPW	Team Project Work		
AFT-CHR	Affective/ characterization	FC	Flipped Classroom		
		BL	Blended Learning		
		EDU	Edutainment		
		ML	Mobile Learning		
		ECE	Early Clinical Exposure		
		SIM	Simulation		
		RP	Role Plays		
		SDL	Self-directed learning		
		PSM	Problem-Solving Method		
		KL	Kinaesthetic Learning		
		W	Workshops		
		GBL	Game-Based Learning		
		LS	Library Session		
		PL	Peer Learning		
		RLE	Real-Life Experience		

		PER	Presentations		
		D-M	Demonstration on Model		
		PT	Practical		
		X-Ray	X-ray Identification		
		CD	Case Diagnosis		
		LRI	Lab Report Interpretation		
		DA	Drug Analysis		
		D	Demonstration		
		D-BED	Demonstration Bedside		
		DL	Demonstration Lab		
		DG	Demonstration Garden		
		FV	Field Visit		
		JC	Journal Club		
		Mnt	Mentoring		
		PAL	Peer Assisted Learning		
		C_L	Co Learning		