

Competency-Based Dynamic Curriculum for MD/ MS Unani

(PRESCRIBED BY NCISM)

Semester II

Applied Basics of Ilaj Bit Tadabeer

(Regimenal Therapy)

(SUBJECT CODE : UNIPG-AB-IBT)

(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 *M.D. (Unani)* program in *Ilaj Bit Tadabeer* (Regimenal Therapy) is designed to foster highly skilled and competent Unani practitioners with a strong foundation in traditional Unani knowledge and modern recent science. This curriculum has been meticulously crafted to meet international standards, integrating ancient wisdom with contemporary healthcare practices to ensure our graduates are equipped to address the healthcare challenges of the 21st century. The program emphasizes a comprehensive and holistic approach to public health, which includes curative and rehabilitative care within the framework of Unani medicine. *Ilaj Bit Tadabeer*, a core pillar of this system, incorporates therapeutic modalities like '*Ilāj bil-Ghidhā*' (dietetics), *Hijāma* (cupping), *Irsāl-i-'Alaq* (leech therapy), *Dalk* (massage), *Faṣd* (venesection), *Ḥammām* etc. The curriculum provides in-depth training in these therapies and advanced diagnostic and therapeutic techniques, allowing graduates to deliver effective and safe patient care that aligns with scientific understanding and legal considerations worldwide.

Structured across six semesters, this program is designed to build progressively on students' knowledge, attitude, value, ethics and skills. Guided by Miller's Pyramid of Clinical Competence, our curriculum progresses from foundational knowledge to practical application, ensuring that students are not only proficient in Unani theory but also adept in clinical skills and professional practice. Students are trained to integrate traditional methods with evidence-based practices, developing the capacity to innovate and contribute to research that strengthens the scientific foundations of Unani medicine. A key focus of the program is fostering clinical competence and research acumen, empowering students to contribute to a body of knowledge that positions Unani medicine within the broader scientific community. By encouraging critical appraisal of scientific literature and rigorous, ethically grounded research, we prepare our graduates to pioneer developments in Unani medicine with integrated modern advancements and scientific and technological developments that respect its rich heritage while embracing global healthcare standards.

Postgraduates of this program will be proficient in diagnosing and treating complex cases through a combination of traditional and recent scientific approaches. They will emerge as leaders capable of advocating *Ilaj Bit Tadabeer* in the global healthcare landscape, promoting its principles and innovations responsibly and ethically. We aim to prepare Unani practitioners who are not only skilled clinicians, teachers, researcher but also visionary professionals dedicated to advancing Unani medicine's role in public healthcare and wellbeing, upholding its holistic principles and ethical integrity.

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NCISM
(NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE)
Competency-Based Dynamic Curriculum for MD/ MS Unani
Applied Basics of Ilaj Bit Tadabeer (UNIPG-AB-IBT)
Summary & Credit Framework
Semester II

Module Number & Name	Credits	Notional Learning Hours	Maximum Marks of assessment of modules (Formative Assessment)
M 1. اسباب ستہ ضروریہ اور ہوائے محیطہ Asbāb Sitta Darūriyya aur Hawā-i-Muḥīṭ (Six Essential Factors and Environmental Air)	2	60	50
M 2. ماکول Ma'kuḷ (Food)	2	60	50
M 3. مشروب Mashrūb (Drink)	2	60	50
M 4. حرکت و سکون بدنی Ḥarakat wa Sukūn-i-Badanī (Physical or Bodily Movement and Repose)	2	60	50
M 5. حرکت و سکون نفسانی Ḥarakat wa Sukūn-i-Nafsānī (Mental or Psychic Activity and Repose)	2	60	50
M 6. نوم و بیداری Nawm wa Yaqza (Sleep and Wakefulness)	2	60	50
M 7. استفراغ و احتباس Istifraḡh wa Iḥtibās (Evacuation and Retention)	2	60	50
M 8. تدابیر مَشَاخِخ Tadābīr-i-Masha'ikh (Regimen for the elderly)	2	60	50
	16	480	400

Credit frame work

UNIPG-AB-IBT 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 any 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.

Course Code and Name of Course

Course code	Name of Course
UNIPG-AB-IBT	Applied Basics of Ilaj Bit Tadabeer (Regimenal Therapy)

Table 1 : Course learning outcomes and mapped Program learning outcomes

CO No	A1 Course learning Outcomes (CO) UNIPG-AB-IBT At the end of the course UNIPG-AB-IBT, the students should be able to	B1 Course learning Outcomes mapped with program learning outcomes.
CO1	Demonstrate the applied anatomical and physiological relevance of various body systems in Unani clinical practice and explore the significance of <i>Tadābīr</i> (Regimenal modalities) in healthcare systems based on classical Unani texts and scientific advancement.	PO5
CO2	Demonstrate the holistic patient care and community health initiatives with <i>Asbāb Sitta Darūriyya</i> (Six Essential Factors) and critical analysis of the scope of <i>'Ilāj bit Tadbīr</i> .	PO1,PO3
CO3	Incorporate Integrated (Unani and scientific advances) diagnostic approaches to enhance diagnostic accuracy in effective patient care.	PO1,PO2
CO4	Demonstrate effective regimen plans (Therapeutic strategies) based on patient response and emerging evidences for systemic diseases.	PO1,PO2,PO7
CO5	Synthesise the principles, mechanisms, and applications of <i>Tadābīr</i> with scientific advancements and develop recent research trends in <i>'Ilāj bit Tadbīr</i> and entrepreneurship.	PO2,PO4,PO7,PO8
CO6	Demonstrate principles (<i>Tadābīr</i>) with practical applications to optimize physical performance and injury prevention and rehabilitation in clinical settings.	PO2,PO6,PO8
CO7	Apply the principles of humoral dynamics and fluid mechanics to formulate effective, evidence-based interventions and therapeutic plans.	PO1,PO2,PO7
CO8	Apply Manual/Standard operating procedures for <i>Tadābīr</i> and comply the medicolegal responsibilities in enhancing holistic healthcare and patient well-being.	PO2,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>M-1 اسباب ستہ ضروریہ اور ہوائے محیط M-1 Asbāb Sitta Ḍarūriyya aur Hawā-i-Muḥīṭ (Six Essential Factors and Environmental Air)</p> <p>This module develops comprehensive information and understanding of <i>Asbāb Sitta Ḍarūriyya</i> and one of its important factors- <i>Hawā-i-Muḥīṭ</i> in Unani medicine. It describes the correlation between <i>Asbāb Sitta Ḍarūriyya</i> and '<i>Ilāj Bit Tadbīr</i>' (Regimenal Therapy). It provides detailed information on the application of <i>Hawā-i-Muḥīṭ</i> in maintaining a person's optimal health. This can be achieved through literature reviews, library sessions, lectures, PPTs, group discussions, case-based and problem-based leanings, seminars, workshops, critically appraising classical Unani texts alongside modern studies, and understanding evidence-based practices in the Unani system of medicine. The module also guides learners to identify cases that occur due to <i>Taghayyurāt-i-Āb-o-Hawā</i> and <i>Mausam</i> (Climatic and seasonal changes) and advocates modifications in <i>Hawā-i-Muḥīṭ</i> and its application as regimens for the <i>Hawā-i-Ḥār</i> (hot air), <i>Hawā-i-Bārid</i> (cold air), <i>Hawā-i-Yābis</i> (dry air), <i>Hawā-i-Raṭb</i> (moist air) and various diseased conditions.</p> <ul style="list-style-type: none"> M1.U1 Introduction and Principles <ul style="list-style-type: none"> 1.1.1.1: اسباب ستہ ضروریہ <i>Asbāb-i-Sitta Ḍarūriyya</i> (Six Essential Factors) 1.1.1.1.1: علاج بالتدبیر کا تعارف، اصول اور دائرہ کار: <i>Ilāj bit Tadbīr ka Ta'āruf, Usūl aur Dā'ira-i-kār</i> (Introduction, Principles and Scope of '<i>Ilāj bit Tadbīr</i>') <ul style="list-style-type: none"> 1.1.1.2: اسباب ستہ ضروریہ کا مختصر تعارف اور بنیادی نظریہ: <i>Asbāb-i-Sitta Ḍarūriyya ka Mukhtaṣar Ta'āruf aur Bunyādī Naẓariya</i> (Brief introduction/Basic concept of <i>Asbāb-i-Sittah Ḍarūriyya</i> -Six Essential Factors) 	2	10	20	30	60

	<p>1.1.1.3: علاج کے طریقوں کی درجہ بندی: <i>Ilāj ke Ṭarīqon ki Darja Bandi</i> (Classification of Modes of Treatment)</p> <p>1.1.2: ہوائے محیط <i>Hawā -i-Muḥīt</i> (Environmental Air)</p> <p>1.1.2.1: ہوائے محیط کا عمومی بیان: <i>Hawā -i-Muḥīt ka 'Umūmī Bayān</i> (General Description of Environmental Air)</p> <p>1.1.2.2: تعلق سے <i>Hawā ka Rūḥ se Ta'alluq</i> (Relation of air with Rūḥ)</p> <p>1.1.2.3: طبیعت اور غیر طبیعتی ہوا کی خصوصیات: <i>Ṭabī'ī aur Ghair Ṭabī'ī Hawā ki Khuṣūṣiyāt</i> (Properties of the healthy and unhealthy air)</p> <ul style="list-style-type: none"> • M1.U2 Concept of Āb-o-Hawā (Climate) <p>1.2.1: آب و ہوا: <i>Āb-o-Hawā</i> (Climate):</p> <p>1.2.1.1: آب و ہوا کی درجہ بندی: <i>Āb-o-Hawā ki Darja Bandi</i> (Classification of climate)</p> <p>1.2.1.2: بدن پر مختلف آب و ہوا کے اثرات: <i>Badan par Mukhtalif Āb-o-Hawā ke Atharāt</i> (Effects of different climates on the body)</p> <p>1.2.1.3: بدن انسانی پر اثرات: برودت اور حرارت کے بدن انسانی پر اثرات: <i>Ruṭūbat, Yubūsat, Burūdat aur Harārat ky badan-i-Insāni par Atharāt</i> (Effects of <i>Ruṭūbat</i> (Humidity), <i>Yubūsat</i> (Dryness), <i>Burūdat</i> (Coldness) and <i>Harārat</i> (Hotness) on human body.)</p> <ul style="list-style-type: none"> • M1.U3 Concept of Mausam (Season) <p>1.3.1: موسم: <i>Mausam</i> (Season):</p> <p>1.3.1.1: بدن پر موسموں کے اثرات: <i>Badan par Mausamon ke atharāt</i> (Effects of seasons on the body)</p> <p>1.3.1.2: بدن میں موسم بہار کی وجہ سے پیدا ہونے والی تبدیلیاں: <i>Badan mein Mausam-i-Bahār ki wajah se Paidā Hone Wālī Tabdīliyān</i> (Changes produced in the body by spring season)</p>					
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	<p>1.3.1.3: بدن میں موسم گرما کی وجہ سے پیدا ہونے والی تبدیلیاں <i>Badan mein Mausam-i-Garmā ki wajah se Paidā Hone Wāḥ Tabdīliyān</i> (Changes produced in the body by summer season)</p> <p>1.3.1.4: بدن میں موسم خزاں کی وجہ سے پیدا ہونے والی تبدیلیاں <i>Badan mein Mausam-i-Khizān ki wajah se Paidā Hone Wāḥ Tabdīliyān</i> (Changes produced in the body by autumn season)</p> <p>1.3.1.5: بدن میں موسم سرما کی وجہ سے پیدا ہونے والی تبدیلیاں <i>Badan mein Mausam-i-Sarmā ki wajah se Paidā Hone Wāḥ Tabdīliyān</i> (Changes produced in the body by winter season)</p> <ul style="list-style-type: none"> • M1.U4 <i>Tadābīr-i-Hawā'-i-Muḥīt</i> <p>1.4.1: تدابیر ہوائے محیط <i>Tadābīr-i-Hawā'-i-Muḥīt</i> (Modifications in Environmental Air)</p> <p>1.4.1.1: تصفیہ ہوائے محیط آلات مصفیٰ ہواء کی مدد سے: <i>Taṣfiya-i-Hawā'-i-Muḥīt, Ālāt ki Madad se</i> (Air purification by control devices; such as Air filters)</p> <p>1.4.1.2: ہوائ کی کیفیت میں تبدیلی <i>Hawā' Kaifiyat mein Tabdīl</i> (Modification in the Temperature of Air)</p> <p>1.4.1.3: ہوائ کی کمیت میں تبدیلی <i>Hawā' ki Kammiyat mine Tabdīl</i> (Modification in the Quantity/Pressure of Air)</p> <p>1.4.1.4: ذہنی اور جسمانی صحت کے لیے ہوائی تصرفات: <i>Zehnī aur Jismānī Sehhat ke liye Hawā' Taṣarruḥāt</i> (Modification in the Air for Mental and Physical Health)</p> <p>1.4.1.5: تدابیر ملبس <i>Tadābīr-i-Malābis</i> (Modification in Clothing)</p> <p>1.4.1.6: تدابیر مسکن <i>Tadābīr-i-Masākin</i> (Measures for Housing and Habitat)</p>					
2	<p>M-2 ماکول <i>Ma'kul</i> (Food)</p> <p>The module 'Ma'kul' provides a comprehensive understanding of foods, focusing on integrating the classification of foods based on Unani principles and scientific advancements. The module emphasizes the significance of conducting a thorough literature review, critically appraising classical Unani texts alongside modern studies, and understanding evidence-based practices in Unani medicine. The learners will master the application of diet in managing various ailments. The module also guides learners in bridging the gap between traditional knowledge and modern scientific</p>	2	10	20	30	60

	<p>advancements. This module also provides the concept that how Unani medicine classifies foods based on their qualities (e.g., hot, cold, moist, dry) and their impact on the body's humoral balance. A core component of the module is the application of diet for managing various ailments, focusing on how food choices influence health and how Unani dietary principles can be used for therapeutic purposes. The module focuses on historical texts and advanced scientific studies.</p> <ul style="list-style-type: none"> • M2.U1 General Description of Ma'kuāl 2.1.1: <i>Ma'kuāl</i> (Food): 2.1.1.1: <i>Ma'kuāl kā 'Umūmī Bayān</i> (General description of foods) 2.1.1.2: <i>Nāzariya-i-Taḥallul</i> (Concept of <i>Taḥallul</i>) 2.1.1.3: <i>Nāzariya-i-Badal Mā Yataḥallal</i> (Concept of <i>Badal Ma Yataḥallal</i>) 2.1.1.4: <i>Ma'kuālāt kī Darja Bandī Unanī Tibb kī Roshnī men</i> (Classification of food based on Unani classics): 2.1.1.4.1: <i>Atharāt ke E'tibār se</i> (Classification according to nature of effect) 2.1.1.4.1.1: <i>Mādda se</i> (affecting by content) 2.1.1.4.1.2: <i>Kayfiyat se</i> (affecting by temperament) 2.1.1.4.1.3: <i>Sūrat-i-Naw'īyya se</i> (affecting by nature) 2.1.1.4.2: <i>Kaymūs ke E'tibār se</i> (Classification according to Chyme) 2.1.1.4.3: <i>Ḥaḍm ke E'tibār se</i> (Classification according to Digestion) 2.1.1.4.4: <i>Taghdhiya ke E'tibār se</i> (Classification according to Nutritive value) • M2.U2 New Classification of Ma'kuāl (Food) 				
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	<p>2.2.1: <i>Ma'kulāt kī Darja Bandī Sciencī Irtiqā' kī Roshnī men</i> (Classification of food based on scientific advancements)</p> <p>2.2.1.1: <i>Darja Bandī</i> (Classification):</p> <p>2.2.1.1.1: <i>Kīmyāvī Sākht kī Bunyād per</i> (Chemical Nature: Carbohydrate/Protein/Fat/Vitamin/Minerals)</p> <p>2.2.1.1.2: <i>Jism men Atharāt kī Bunyād per</i> (Function in body: Energy giving/Bodybuilding/Protective)</p> <p>2.2.1.1.3: <i>Kīmyāvī Khushūsiyāt kī Bunyād per</i> (Chemical properties: Organic/inorganic)</p> <p>2.2.1.1.4: <i>Kathāfat kī Bunyād per</i> (Mass: Macro/Micro Nutrients)</p> <p>2.2.1.1.5: <i>Ma'khadh kī Bunyād per</i> (Origin: Plant/Animal/Mineral)</p> <p>2.2.1.1.6: <i>Sharḥ-i-Taghdhiya kī Bunyād per</i> (Nutritive Value: High/Low)</p> <p>2.2.1.2: <i>Haywānī aur Nabatī Aghdhiya ki Ahmiyat awr Afāl</i> (Importance of Animal and Plant origin foods and their functions)</p> <p>2.2.1.3: <i>Maṭbūkh, Ghair Maṭbūkh aur Muṣanna' Aghdhiya kī Khushūsiyāt</i> (Cooked, Uncooked and Processed food and their properties)</p> <p>2.2.1.4: <i>Ghidha' Dawā'ī aur Dawa' Ghidha'ī ke Qadīm wa Jadīd Taṣawwurat</i> (Concept of Nutraceuticals and Functional foods)</p> <ul style="list-style-type: none"> • M2.U3 Tadabeer-i-Ma'kul <p>2.3.1: <i>Tadābīr-i-Ma'kul</i> (Dietary Regimens)</p> <p>2.3.1.1: <i>Mutawāzin Ghidha'</i> (Balanced Diet)</p>				
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	<p>2.3.1.1.1: متوازن غذا کا عمومی بیان، صحت مندوں اور مریضوں کی متوازن غذا: <i>Mutawāzin Ghidhā' ka 'Umūmī Bayān, Seh̄hat Mandun aur Marīḍon kī Mutawāzin Ghidhā'</i> (General description of a balanced diet and its planning for healthy/diseased persons).</p> <p>2.3.1.1.2: نقص تغذیہ کا تدارک <i>Naqs-i-Taghdhiya ka Tadaruk</i> (Principles of Management of Nutritive Deficiencies)</p> <p>2.3.1.2: عمومی احکام غذا <i>'Umūmī Aḥkāṁ-i-Ghidhā'</i> (General Principles of Dietotherapy)</p> <p>2.3.1.2.1: کم غذا <i>Taqīl-i-Ghidhā'</i> (Reducing Dietary Intake)</p> <p>2.3.1.2.2: زیادہ غذا <i>Takthīr-i-Ghidhā'</i> (Increasing Dietary Intake)</p> <p>2.3.1.2.3: غذا ترک <i>Tark-i-Ghidhā'</i> (Stoppage of Dietary Intake)</p> <ul style="list-style-type: none"> • M2.U4 Application of Aḥkāṁ-i-Ghidhā' <p>2.4.1: احکام غذا کا اطلاق مخصوص امراض میں <i>Aḥkāṁ-i-Ghidhā' ka Itlāq Makḥṣūs Amrād men</i> (Application of Aḥkāṁ-i-Ghidhā' in specific diseases)</p> <p>2.4.1.1: امراض قلب و عروق میں <i>Amrād-i-Qalb wa 'Urūq men</i> (Cardiovascular diseases)</p> <p>2.4.1.2: امراض تنفس میں <i>Amrād-i-Tanaffus men</i> (Respiratory diseases)</p> <p>2.4.1.3: امراض دماغ و اعصاب میں <i>Amrād-i-A'sab wa Dimagh men</i> (Neuro-psychiatric disorders)</p> <p>2.4.1.4: امراض کلیہ میں <i>Amrād-i-Kulya men</i> (Renal diseases)</p> <p>2.4.1.5: امراض جلد میں <i>Amrād-i-Jild men</i> (Skin diseases)</p> <p>2.4.1.6: امراض مفاصل میں <i>Awjā'-i-Mafāsīl men</i> (in Rheumatological disorders)</p> <p>2.4.1.7: امراض جگر میں <i>Amrād-i-Jigar men</i> (in Liver diseases)</p> <p>2.4.1.8: امراض پانکراس میں <i>Amrād-i-Banqarās men</i> (in Pancreatic diseases)</p>					
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	<p>2.4.1.9: سرطان میں <i>Sartān men</i> (in Cancer)</p> <p>2.4.1.10: امراض استحالہ میں <i>Amrād-i-Istihāla men</i> (in Metabolic disorders)</p> <p>2.4.1.11: نقص تغذیہ میں غذا کے احکام <i>Naqs-i-Taghdhiya men Ghidhā' ke Ahkāṁ</i> (Dietary recommendation in Scurvy, Beriberi, Pellagra and Vitamin B12 deficiency)</p>					
3	<p>M-3 مشروب Mashrūb (Drink)</p> <p>The module '<i>Mashrūb</i>' offers a comprehensive understanding of the general description of drinks, classification in Unani and conventional medicine, and Unani dietetics. It introduces learners to how to manage diseases by applying <i>Tadābīr-i-Mashrūb</i>. The module emphasizes the importance, sources, types, and nutritional value of Drinks, enabling learners to apply Unani Drinks in clinical practice. This approach ensures a thorough understanding of various types of drinks and exploration of Unani <i>Tadābīr-i-Mashrūb</i> in public health.</p> <ul style="list-style-type: none"> M3.U1 General Description of Mashrūb <p>3.1.1: مشروب <i>Mashrūb</i> (Drink)</p> <p>3.1.1.1: مشروب کا عمومی بیان <i>Mashrūb kā 'Umūmī Bayān</i> (General description of <i>Mashrūb</i>)</p> <p>3.1.1.2: ماء محمود کی خصوصیات اور اس کے آخذ: <i>Mā'-i-Maḥmūd kī Khushūsiyāt awr us ke Ma'ākhidh</i> (Characteristics of Ideal Drinking Water and its Sources)</p> <p>3.1.1.3: ماء کے افعال واستعمالات <i>Mā' ke Af'āl wa Isti'mālāt</i> (Functions of Water and its Uses)</p> <p>3.1.1.4: غذائی آخذ: ماء <i>Aghdhiya Mā'īya / Mā' ke Ghidhā'ī Ma'ākhidh</i> (Dietary sources of water)</p> <p>3.1.1.5: عمر، جنس اور جثہ کے اعتبار سے ماء کی یومیہ مقدار استعمال <i>'Umr, Jins awr Juththa ke I'tibār se Mā' kī Yawmīya Miqdār-i-Isti'māl</i> (Recommended servings of water per day according to Age, Gender and BMI)</p> <p>3.1.1.6: مشروبات کی اقسام و کیفیات کا عمومی بیان <i>Mashrūbāt kī Aqsām wa Kayfiyāt kā 'Umūmī Bayān</i> (General Description of Types and Qualities of Drinks)</p>	2	10	20	30	60

	<ul style="list-style-type: none"> M3.U2 Fluid and Electrolytes <p>3.2.1: رطوبات بدن اور بنیادی نمکیات: <i>Rutubāt-i-Badan awr Bunyādī Namakiyāt</i> (Fluid and Electrolytes)</p> <p>3.2.1.1: بنیادی نمکیات کا عمومی بیان: <i>Bunyādī Namakiyāt kā 'Umūmī Bayān</i> (General Description of Electrolytes)</p> <p>3.2.1.2: سوڈیم Sodium</p> <p>3.2.1.3: پوٹاشیم Potassium</p> <p>3.2.1.4: کلورائیڈ Chloride</p> <p>3.2.1.5: رطوبات بدن اور نمکیات کا عدم توازن اور متوازن کرنے کی تدابیر: <i>Rutubāt-i-Badan awr Namakiyāt kā 'Adm-i-Tawāzun awr Mutawāzin Karne kī Tadābīr</i> (Fluid and Electrolytes imbalance and its management)</p> M3.U3 علاج بالمشروبات 'Ilāj bil-Mashrūbāt <p>3.3.1: علاج بالمشروبات کی اہمیت: <i>'Ilāj bil-Mashrūbāt kī Ahmiyat</i> (Importance of Unani Drinks)</p> <p>3.3.1.1: درج ذیل مشروبات کی اہمیت اور علاجی استعمال: <i>Darj Dhail Mashrūbāt kī Ahmiyat awr 'Ilājī Isti'māl</i> (Importance of these Drinks and its therapeutic uses):</p> <p>3.3.1.1.1: شیر، لبن، دودھ، حلیب: <i>Halīb/Laban/Dūdh/Shīr</i> (Milk)</p> <p>3.3.1.1.2: عسل، شہد: <i>'Asal/Shahad</i> (Honey)</p> <p>3.3.1.1.3: خلّ، سرکہ: <i>Sirkā/Khall</i> (Vinegar)</p> <p>3.3.1.1.4: خمر، شراب: <i>Khamr/Sharāb</i> (Wine/Alcoholic beverages)</p> M3.U4 علاج بالمیاء 'Ilāj bil-Miyāh <p>3.4.1: علاج بالمیاء: <i>'Ilāj bil-Miyāh</i> (Therapeutic Watery Drinks)</p> 					
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	<p>3.4.1.1: درج ذیل مشروبات کی تیاری اور علاجی استعمال: <i>Darj Dhail Mashrūbāt kī Tayyārī awr 'Ilājī Isti'māl</i> (Preparation of these Drinks and its therapeutic uses):</p> <p>3.4.1.1.1: ماء اللحم <i>Mā'ul-Laḥam</i> (Meat soup/water)</p> <p>3.4.1.1.2: ماء اللبن <i>Mā'ul-Jubn</i> (Whey water)</p> <p>3.4.1.1.3: ماء الشعير <i>Mā'ush-Sha'ir</i> (Barly water)</p> <p>3.4.1.1.4: ماء الفواكه <i>Mā'ul-Fawākih</i> (Fruit juice)</p> <p>3.4.1.1.5: ماء البقوليات <i>Mā'ul-Buqūlāt</i> (Vegetable juice)</p> <p>3.4.1.1.6: ماء العسل <i>Mā'ul-'Asal</i> (Honey water)</p>					
4	<p>M-4 حرکت و سکون بدنی <i>Ḥarakat wa Sukūn-i-Badanī</i> (Physical or Bodily Movement and Repose)</p> <p>The module '<i>Ḥarakat wa Sukūn-i-Badanī</i>' focuses on its principle and applied aspects, as well as on the interrelation of <i>Ḥarakat</i> with <i>Quwā</i>, <i>Tauḥīd-i-Harārat</i>, <i>Tahlīl</i> and <i>Daf-i-Fuḍlāt</i>. This module will guide the learners about the benefits of body movement for the prevention of disease and to keep the human body healthy. It will also train the learners to detoxify by removing unwanted material from the body and enhancing the general condition. It also focuses on the importance of equilibrium of <i>Ḥarakat wa Sukūn-i-Badanī</i> (Balance in Exercise and Rest) to maintain the body in good health and to prevent diseases. The ultimate aim of this module is to use <i>Ḥarakat wa Sukūn-i-Badanī</i> as a therapeutic regimen.</p> <ul style="list-style-type: none"> M4.U1 Introduction and Principle <p>4.1.1: حرکت بدنی <i>Ḥarakat-i-Badanī</i> (Physical or Bodily Movement)</p> <p>4.1.1.1: حرکت بدنی کا عمومی بیان <i>Ḥarakat-i-Badanī kā 'Umūmī Bayān</i> (General description of <i>Ḥarakat-i-Badanī</i>)</p> <p>4.1.1.2: حرکت و قوی کا باہمی تعلق <i>Ḥarakāt wa Quwā kā Bāhamī Ta'alluq</i> (Interrelation of <i>Quwā</i> and <i>Ḥarakāt</i>)</p>	2	10	20	30	60

	<p>4.1.1.3: حرکت اور تولید حرارت: <i>Ḥarakat awr Tawlīd-i-Ḥarārat</i> (Bodily movement and heat generation)</p> <p>4.1.1.4: تحلیل حرکت اور تحلیل: <i>Ḥarakat awr Taḥlīl</i> (Bodily movement and dissolution)</p> <p>4.1.1.5: دفع فضلات حرکت اور دفع فضلات: <i>Ḥarakat awr Daf-i-Fuḍlāt</i> (Bodily movement and dispersion of waste material)</p> <ul style="list-style-type: none"> • M4.U2 Applied Principles of Ḥarakat-i-Badanī <p>4.2.1: تدابیر حرکت: <i>Tadābīr-i-Ḥarakat</i> (Regimen of <i>Ḥarakat</i>)</p> <p>4.2.1.1: حرکت بدنیہ کی کیت میں تصرف: <i>Ḥarakāt-i-Badanīya kī Kammiyat meṇ Taṣarruf</i> (Modification in the quantity of movements)</p> <p>4.2.1.2: حرکت بدنیہ کی کیفیت میں تصرف: <i>Ḥarakāt-i-Badanīya kī Kayfiyat meṇ Taṣarruf</i> (Modification in the quality of movements)</p> <p>4.2.1.3: حرکت بدنیہ کے اوقات میں تصرف: <i>Ḥarakāt-i-Badanīya ke Awqāt meṇ Taṣarruf</i> (Modification in the timing of movements)</p> <p>4.2.1.4: ریاضتیں اعادہ صحت کی: <i>I'āda-i-Seḥḥat kī Riyādaten</i> (Exercises for restoration of health)</p> <ul style="list-style-type: none"> • M4.U3 Physical Fitness <p>4.3.1: جسمانی صحت میں ریاضت کا کردار: <i>Jismānī Seḥḥat meṇ Riyādat kā Kirdār</i> (Importance of <i>Ḥarakat-i-Badanī</i> in Physical Fitness)</p> <p>4.3.1.1: جسمانی لیاقت کی اساسیات: <i>Jismānī Liyaqat kī Asāsiyāt</i> (Basics of the Physical Fitness/Fitness Formula)</p> <p>4.3.1.2: ریاضت کی یومیہ مقدار و اوقات: <i>Riyādat ki Yawmiya Miqdār wa Awqāt</i> (Daily workout/exercise schedule for fitness)</p> <p>4.3.1.3: مختلف موسموں کی ریاضتیں: <i>Mukhtalif Mawāsim kī Riyādaten</i> (Exercises in different seasons)</p>					
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	<p>4.3.1.4: کھر اور آفس کی ریاضتیں <i>Ghar awr Office kī Riyāḍaten</i> (Exercise program at home & office)</p> <p>4.3.1.5: دوران حمل ریاضت <i>Dawrān-i-Ḥaml Riyāḍat</i> (Exercise during pregnancy)</p> <p>4.3.1.6: ترویجی اور غیر ترویجی ریاضتیں <i>Tarwīḥī awr Ghair Tarwīḥī Riyāḍaten</i> (Aerobic and Anaerobic Exercise)</p> <p>4.3.1.7: ریاضت کے منافی اثرات <i>Riyāḍat ke Manāfi'ī Atharāt</i> (Physiological effects of exercise)</p> <p>4.3.1.8: حراروں کے استہلاک پر مبنی ریاضتیں <i>Harārūn ke Istihlāk per Mabnī Riyāḍaten</i> (Exercise based on calories Consumption)</p> <p>4.3.1.9: جسمانی تحمل اور اس کی اقسام <i>Jismānī Taḥammul awr us kī Aqsām</i> (Physical endurance and its types)</p> <p>4.3.1.10: مختلف اسنان کی ریاضتوں کے لیے عالمی ادارہ صحت کی ہدایات <i>Mukhtalif Asnān kī Riyāḍaton ke liye 'Alamī Idāra Seḥḥat kī Hidayāt</i> (Exercise guidelines of WHO for different age groups)</p> <ul style="list-style-type: none"> • M4.U4 Sukūn-i-Badanī_Description and Application <p>4.4.1: سکون بدنی <i>Sukūn-i-Badanī</i> (Physical Repose)</p> <p>4.4.1.1: سکون بدنی کا عمومی بیان <i>Sukūn-i-Badanī ka 'Umūmī Bayān</i> (General description of <i>Sukūn-i-Badanī</i>)</p> <p>4.4.1.2: صحت کے حصول میں سکون کی اہمیت و ضرورت <i>Seḥḥat ke Ḥusūl men Sukūn-i-Badanī kī Ahmiyat wa Ḍarūrat</i> (Need and importance of rest for maintaining and restoring health)</p> <p>4.4.1.3: سکون باعث برودت و رطوبت <i>Sukūn Bā'is-i-Burūdat wa Rūṭūbat</i> (Physical Repose promotes body fluids and coldness)</p> <p>4.4.1.4: سکون معاون ہضم <i>Sukūn Mu'āwin-i-Ḥaḍam</i> (Physical Repose promotes Digestion)</p> <p>4.4.1.5: کثرت سکون مولد فضلات <i>Kathrat-i-Sukūn Muwallid-i-Fuḍlāt</i> (Excessive Physical Repose produce wastes)</p>					
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	<p>4.4.1.6: طویل سکون فراقی کے جسم انسانی پر اثرات <i>Tawīl Sukūn-i-Firāshī ke Jism-i-Insānī per Atharāt</i> (Effect of prolonged bed rest on the human body)</p> <p>4.4.1.7: حرکات نفسانیہ کی تعدیل میں سکون بدنی کا کردار <i>Ḥarakāt-i-Nafsāniya kī Ta'dīl men Sukūn-i-Badanī kā kirdār</i> (Role of physical repose in regularization of mental activities)</p> <p>4.4.1.8: سکون بدنی کے علاجوی تصرفات <i>Sukūn-i-Badanī ke 'Ilājī Taṣarrufāt</i> (Therapeutic modifications in <i>Sukūn-i-Badanī</i>)</p>					
5	<p>M-5 حرکت وسکون نفسانی <i>Ḥarakat wa Sukūn-i-Nafsānī</i> (Mental or Psychic Activity and Repose)</p> <p>This module explores the details of <i>Ḥarakat wa Sukūn-i-Nafsani</i> and makes the students understand all the key points. It also discusses the relationship of <i>Ḥarakat-i-Nafsāni</i> <i>Ḥarakat wa Sukūn-i-Nafsani</i> with <i>Rūḥ</i> and <i>Ghidhā</i>. It introduces psychophysiological disorders, their classification, and personality disorders as per the diagnostic and statistical manual of mental disorders (DSM-5). This module also identifies the factors influencing <i>Ḥarakat wa Sukūn-i-Nafsani</i>. This module focuses on the principles and techniques for modifying and moderating <i>Ḥarakat wa Sukūn-i-Nafsānī</i> including <i>Tadābīr-i-Tanwīm</i> (sleep therapy) and psychotherapy, to achieve optimal mental and physical health.</p> <ul style="list-style-type: none"> M5.U1 <i>Ḥarakat wa Sukūn-i-Nafsānī</i> and <i>Rūḥ</i> <p>5.1.1: حرکات نفسانیہ <i>Ḥarakāt-i-Nafsāniya</i> (Mental Movements and Psychic Activities)</p> <p>5.1.1.1: حرکات نفسانیہ کا عمومی بیان <i>Ḥarakāt-i-Nafsāniya kā 'Umūmī Bayān</i> (General description of <i>Ḥarakāt-i-Nafsāniya</i>)</p> <p>5.1.1.2: حرکات نفسانیہ کا روح سے تعلق <i>Ḥarakāt-i-Nafsāniya kā Rūḥ se Ta'alluq</i> (Interrelation of <i>Ḥarakāt-i-Nafsāniya</i> with <i>Rūḥ</i>)</p> <p>5.1.1.3: روح کی قلت یا غلظت سے حرکات نفسانیہ میں کمی <i>Rūḥ kī Qillat yā Ghilzat se Ḥarakāt-i-Nafsāniya men Kamī</i> (Decreased Psychic activities due to decreased volume or condensing of <i>Rūḥ</i>)</p> <p>5.1.1.4: حرکات نفسانیہ میں زیادتی سے حرکات نفسانیہ کی کثرت اور لطافت <i>Rūḥ kī Kathrat awr Laṭāfat se Ḥarakāt-i-Nafsāniya men Ziyādatī</i> (Increased Psychic activities due to increased volume or fining of <i>Rūḥ</i>)</p>	2	10	20	30	60

	<p>5.1.1.5: نفس پر انبساط و انقباض روح کے اثرات: <i>Nafs per Inbisāt wa Inqibād-i-Rūḥ ke Atharāt</i> (Effects of expansion and contraction of <i>Rūḥ</i> on the <i>Nafs</i>)</p> <ul style="list-style-type: none"> M5.U2 Applied Aspects of Ḥarakat wa Sukūn-i-Nafsānī <p>5.2.1: علامات واضطرابات حرکت وسکون نفسانی: <i>‘Alāmāt wa Iḍtirābāt-i-Ḥarakat wa Sukūn-i-Nafsānī</i> (Signs and Disorders of Mental Activity and Repose)</p> <p>5.2.1.1: علامات حرکت نفسانی: <i>‘Alāmāt-i-Ḥarakat-i-Nafsānī</i> (Signs of mental or psychic activity)</p> <p>5.2.1.2: علامات سکون نفسانی: <i>‘Alāmāt-i-Sukūn-i-Nafsānī</i> (Signs of mental or psychic repose)</p> <p>5.2.1.3: کثرت حرکت وسکون نفسانی کی افادیت و مضرت: <i>Kathrat-i-Ḥarakat wa Sukūn-i-Nafsānī ki Ifādiyat wa Maḍarrat</i> (Advantages and disadvantages of excessive mental activity or repose)</p> <p>5.2.1.4: نفسانی-منافع الاعضائی عوارض: <i>Nafsānī-Manāfe‘ul-A‘dā‘Awārīd</i> (Psychophysiological disorders):</p> <p>5.2.1.4.1: نفسیاتی مظاہر: <i>Nafsiyātī Mazāhir</i> (Psychological manifestation)</p> <p>5.2.1.4.2: جسدی مظاہر: <i>Jasadī Mazāhir</i> (Somatic manifestation)</p> <p>5.2.1.4.3: شخصی اضطرابات: <i>Shakhsī Iḍtirābāt</i> (Personality disorders) as per diagnostic and statistical manual of mental disorders (DSM-5)</p> <p>5.2.1.4.3.1: Cluster A personality disorders</p> <p>5.2.1.4.3.2: Cluster B personality disorders</p> <p>5.2.1.4.3.3: Cluster C personality disorders</p> <ul style="list-style-type: none"> M5.U3 Modification and Moderation in Ḥarakat wa Sukūn-i-Nafsānī <p>5.3.1: حرکت وسکون نفسانی میں تصرفات: <i>Ḥarakat wa Sukūn-i-Nafsānī men Taṣarrufāt</i> (Modification and Moderation in Psychic Activities and Repose)</p>					
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	<p>5.3.1.1: Hawā'-i-Muḥīṭ kī Tadābīr ke Dhari'ye <i>Ḥarakat wa Sukūn-i-Nafsānī men Taṣarruf</i> (Modifications in <i>Ḥarakat wa Sukūn-i-Nafsānī</i> through regimens of <i>Hawā'-i-Muḥīṭ</i>)</p> <p>5.3.1.2: Ghidhā'ī Tadābīr ke Dhari'ye <i>Ḥarakat wa Sukūn-i-Nafsānī men Taṣarruf</i> (Modifications in <i>Ḥarakat wa Sukūn-i-Nafsānī</i> through dietary regimens)</p> <p>5.3.1.3: Mufarriḥ Aghdhiya awr Adviya se <i>Ḥarakat-i-Nafsānī men Taṣarruf</i> (Modifications in <i>Ḥarakat-i-Nafsānī</i> through exhilarant diet and drugs)</p> <p>5.3.1.4: Harakāt-i-Badaniya kī Tadābīr ke Dhari'ye <i>Ḥarakat wa Sukūn-i-Nafsānī men Taṣarruf</i> (Modifications in <i>Ḥarakat wa Sukūn-i-Nafsānī</i> through regimens of <i>Harakāt-i-Badaniya</i>)</p> <p>5.3.1.5: Tanwīm ke Dhari'ye <i>Sukūn-i-Nafsānī kā Ḥusūl</i> (Achieving <i>Sukūn-i-Nafsānī</i> through Hypnosis)</p> <p>5.3.1.6: Talqīn wa Taḥlīl-i-Nafsī ke Dhari'ye <i>Ḥarakat wa Sukūn-i-Nafsānī men Taṣarruf</i> (Modifications in <i>Ḥarakat wa Sukūn-i-Nafsānī</i> through counselling and psychoanalysis)</p> <p>5.3.1.7: <i>Ḥarakat wa Sukūn-i-Nafsānī men Taṣarrufāt ke Dhari'ye Amrād kā 'Ilāj</i> (Psychotherapy)</p>					
6	<p>M-6 نوم و بیداری Nawm wa Yaqza (Sleep and Wakefulness)</p> <p>The module “<i>Nawm wa Yaqza</i>” provides a comprehensive understanding of sleep and wakefulness as an important component of <i>Asbāb-i-Sitta Darūriyya</i>. It explains sleep and wakefulness as integral parts of a healthy life that repair and heal the body. It enables the students to differentiate between <i>Sukūn-i-Nafsānī</i> and <i>Nawm</i>, understand the effects of excessive sleep and decreased wakefulness and vice versa, and classify sleep disorders. It focuses on therapeutic modification and moderation of <i>Nawm wa Yaqza</i> through Unani classical principles and evidence-based scientific advancement to use it as a regimen therapy.</p> <ul style="list-style-type: none"> M6.U1 نوم و بیداری Sleep and Wakefulness 	2	10	20	30	60

	<p>6.1.1: نوم و یقظہ کا عمومی بیان اور اس کی اطلاعی اہمیت: <i>Nawm wa Yaqza kā ‘Umuīmī Bayān awr us kī Itlāqī Ahmiyat</i> (General description of sleep and wakefulness and its applied significance)</p> <p>6.1.2: نوم و یقظہ کی نوعیت عملِ یونانی اور جدید تحقیقات کے مطابق: <i>Nawm wa Yaqza kī Naw‘iyat-i-‘Amal Tibb-i-Unānī awr Jadīd Taḥqīqāt ke Muṭābiq</i> (Physiology of sleep and wakefulness as per Unani classics and recent research)</p> <p>6.1.3: نوم کے مراحل اور روز و شب کا نومی دائرہ/تسلل طبِ یونانی اور جدید تحقیقات کی روشنی میں: <i>Nawm ke Marāḥil awr Roz-o-Shab kā Nawmī Dā‘ira/Tasalsul Tibb-i-Unānī awr Jadīd Taḥqīqāt kī Roshnī men</i> (Stages of sleep and circadian rhythm in different age groups as per Unani literature and recent clinical research)</p> <p>6.1.4: نوم و یقظہ سے تعلق: <i>Rutūbat wa Yubūsat-i-Dimāgh kā Nawm wa Yaqza se Ta‘alluq</i> (Relation between moistness and dryness of brain with sleep and wakefulness)</p> <ul style="list-style-type: none"> • M6.U2 نوم و یقظہ کے جسم پر اثرات Effect of Nawm wa Yaqza on the Body <p>6.2.1: نوم و یقظہ کے جسم پر اثرات: <i>Nawm wa Yaqza ke Jism par Atharāt</i> (Effect of sleep and wakefulness on the body)</p> <p>6.2.2: کثرت نوم و قلت یقظہ کے اثرات: طبِ یونانی اور جدید تحقیقات کے تناظر میں: <i>Kathrat-i-Nawm wa Qillat-i-Yaqza ke Atharāt: Tibb-i-Unānī awr Jadīd Taḥqīqāt ke Tanāẓur men</i> (Effects of excessive sleep and deficient wakefulness as per Unani literature and recent clinical research)</p> <p>6.2.3: قلت نوم و کثرت یقظہ کے اثرات: طبِ یونانی اور جدید تحقیقات کے تناظر میں: <i>Qillat-i-Nawm wa Kathrat-i-Yaqza ke Atharāt: Tibb-i-Unānī awr Jadīd Taḥqīqāt ke Tanāẓur men</i> (Effects of insufficient sleep and excessive wakefulness as per Unani literature and recent clinical research)</p> <p>6.2.4: نوم میں اعانت: <i>Muraṭṭibat-i-Dākhilī wa Khārijī se Nawm men l’ānat</i> (Assistance in sleep with internal and external moistening agents)</p> <p>6.2.5: نوم میں اعانت: <i>Riyāḍat se Nawm men l’ānat</i> (Assistance in sleep with exercise)</p> <ul style="list-style-type: none"> • M6.U3 خلل نوم Sleep disorders <p>6.3.1: خلل نوم کی درجہ بندی: <i>Khalal-i-Nawm kī Darjabandī</i> (Classification of Sleep Disorders)</p>				
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7	<p>M-7 استفراغ و احتباس Istifrāgh wa Ihtibās (Evacuation and Retention)</p> <p>The module <i>Istifrāgh wa Ihtibās</i> provides a comprehensive understanding of evacuation and retention based on Unani principles and scientific advancements. It explains the concept of <i>Nudj</i> (concoction) and its necessity for effective evacuation that restores the humoral equilibrium. It</p>	2	10	20	30	60

	<p>enables the students to differentiate between normal and abnormal <i>Istifrāgh wa Iẖtibās</i> and their conditions. The focus of the module is on therapeutic modifications in <i>Istifrāgh wa Iẖtibās</i> and its application as a regiminal modality. It also contains a description of <i>Asbāb-i-Ghair Darūriyya</i> and its therapeutic importance.</p> <ul style="list-style-type: none"> M7.U1 Unani concept of <i>Istifrāgh-o-Iẖtibās</i> <p>7.1.1: <i>Istifrāgh wa Iẖtibās</i> (Evacuation and Retention)</p> <p>7.1.1.1: <i>Istifrāgh wa Iẖtibās ka 'Umūmī Bayān</i> (General description of <i>Istifrāgh wa Iẖtibās</i>)</p> <p>7.1.1.2: <i>Badan men Fuḍlāt kī Tawlīd</i> (Production of waste product in the body)</p> <p>7.1.1.3: <i>Istifrāgh kī Aqsām, Mawāqē 'Isti'māl awr Mamnū'āt</i> (Types of <i>Istifrāgh</i>, its indication and contraindication)</p> <p>7.1.1.4: <i>Istifrāgh ki Ifādiyat wa Maḍarrat Unānī Adab-i-'āliya aur Jadīd Taḥqīqāt ke Tanāẓur men</i> (Advantages and disadvantages of evacuation in the perspective of Unani classical literature and recent researches)</p> <p>7.1.1.5: <i>Istifrāgh se Amarād ka Izāla: Qadīm wa Jadīd Naẓariyā</i> (Elimination of diseases through <i>Istifrāgh</i> classical and new concepts)</p> <p>7.1.1.6: <i>Iẖtibās kī Aqsām awr Darūrat</i> (Types of retention and its essentiality)</p> <p>7.1.1.7: <i>Iẖtibās ke Mawāqē 'Isti'māl awr Mawānī</i> (Indication and contraindication of retention)</p> M7.U2 Applied Aspect of <i>Istifrāgh wa Iẖtibās</i> <p>7.2.1: <i>Usūl wa Shara'it-i-Istifrāgh</i> (Principles and conditions of Evacuation)</p> 				
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	<p>7.2.2: نظریہ صبح: یونانی مآخذ اور جدید تحقیقات کی روشنی میں: <i>Nazariya-i-Nudj: Unā nī Ma'ū khidh awr Jadīd Tahqīqāt kī Roshnī men</i> (Concept of <i>Nudj</i> [concoction] in the perspective of Classical Unani literature and recent researches)</p> <p>7.2.3: تداہیر استفرغ بہ لحاظ اقسام فضلات: <i>Tdā bīr-i-Istifrā gh ba Liḥāz-i-Aqsām-i-Fuḍlāt</i> (Evacuation regimens according to types of morbid matter)</p> <p>7.2.4: استفرغ تام اور استفرغ ناقص کی علامات: <i>Istifrā gh-i-Tā mm awr Istifrā gh-i-Nā qīṣ kī 'Alā mā t</i> (Clinical symptoms of complete and incomplete evacuation)</p> <p>7.2.5: استفرغ واحتیاس کے علاجی تصرفات: <i>Istifrā gh wa Iḥtibās ke 'Ilājī Taṣarrufāt</i> (Therapeutic modifications in <i>Istifrā gh wa Iḥtibās</i>)</p> <ul style="list-style-type: none"> • M7.U3 Principles and Applied Aspect of <i>Asbāb-i-Ghair Ḍarūriyya</i> <p>7.3.1: توضیح: اسباب غیر ضروریہ کا عمومی بیان اور توضیح: <i>Asbāb-i-Ghair Ḍarūriyya kā 'Umū mī Bayān awr Tawḍīḥ</i> (General description of <i>Asbāb-i-Ghair Ḍarūriyya</i> and its explanation)</p> <p>7.3.2: اسباب غیر ضروریہ کی اقسام: <i>Asbāb-i-Ghair Ḍarūriyya kī Aqsām</i> (Types of <i>Asbāb-i-Ghair Ḍarūriyya</i>)</p> <p>7.3.3: اسباب غیر ضروریہ اور اس کا معالجاتی پہلو: <i>Asbāb-i-Ghair Ḍarūriyya awr uskā Mo'ū lajā tī pahlū</i> (<i>Asbāb-i-Ghair Ḍarūriyya</i> and its therapeutic aspects)</p>					
8	<p>M-8 تداہیر مشائخ Tadābīr-i-Masha'ikh (Regimen for the elderly)</p> <p>The module "<i>Tadābīr-i-Masha'ikh</i>" gives a comprehensive understanding of how the Unani system of medicine studies humans of different age groups especially the elderly, making geriatrics a separate branch of medicine since the very beginning. It highlights the importance of <i>Asbāb-i-Sitta Ḍarūriyya</i> and its application in geriatric care. This module explores diet, exercise, and lifestyle as the main targets of Unani classical principles in geriatric care and the prevention of diseases. The module emphasizes the application of regimens and specific diet plans for the elderly in a collective approach to Unani classical literature and scientific advancement. This module also enables the students to apply the '<i>Ilāj bit Tadabīr wat-Taghdhiya</i> for common geriatric ailments.</p> <ul style="list-style-type: none"> • M8.U1 Principles of <i>Tadābīr-i-Masha'ikh</i> 	2	10	20	30	60

	<p>8.1.1: تدابیر مشائخ کا عمومی تعارف اور اہمیت طب یونانی اور مغربی طب میں: <i>Tadābīr-i-Mashā'ikh kā 'Umūmī Ta'āruf awr Ahmiyat Tibb-i-Unānī awr Maghribī Tibb men</i> (General description and significance of <i>Tadābīr-i-Mashā'ikh</i> [regimens for the elderly] In Unani and Western medicine)</p> <p>8.1.2: مشائخ میں بقاء صحت کے لیے اسباب ستہ ضروریہ کا اطلاق: <i>Mashā'ikh men Baqā'-i-Seḥḥat ke liye Asbāb-i-Sitta Darūriyya kā Itlāq</i> (Application of <i>Asbāb-i-Sitta Darūriyya</i> for health promotion in elderly)</p> <p>8.1.3: مشائخ: اصول تدابیر و تغذیہ برائے مشائخ: <i>Usūl-i-Tadābīr wa Taghdhiya barā'-i-Mashā'ikh</i> (Principles of therapeutic regimen and diets for the elderly)</p> <ul style="list-style-type: none"> • M8.U2 Application of Therapeutic Regimen and Diet in Elderly Part 1 <p>8.2.1: امراض مشائخ کا تدبیری علاج اور غذائی تدابیر: <i>Amrād-i-Mashā'ikh kā Tadbīr 'Ilāj awr Ghidhā Tādābīr</i> (Application of regimenal modalities and dietary regimen in the elderly)</p> <p>8.2.1.1: عام امراض مشائخ: <i>'Ām Amrād-i-Mashā'ikh</i> (Common Elderly Disease):</p> <p>8.2.1.1.1: وجع المفاصل <i>Waja' al-Mafāṣil</i> (Arthritis)</p> <p>8.2.1.1.2: نسیان <i>Nisyān</i> (Dementia)</p> <p>8.2.1.1.3: قلق <i>Qalaq</i> (Anxiety)</p> <p>8.2.1.1.4: اکتئاب <i>Ikti'āb</i> (depression)</p> <p>8.2.1.1.5: سہر <i>Sahar</i> (Insomnia)</p> <ul style="list-style-type: none"> • M8.U3 Application of Therapeutic Regimen and Diet in Elderly Part 2 <p>8.3.1: امراض مشائخ کا تدبیری علاج اور غذائی تدابیر: <i>Amrād-i-Mashā'ikh kā Tadbīr 'Ilāj awr Ghidhā Tādābīr</i> (Application of regimenal modalities and dietary regimen in the elderly)</p> <p>8.3.1.1: عام امراض مشائخ: <i>'Ām Amrād-i-Mashā'ikh</i> (Common Elderly Disease):</p>					
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	<p>8.3.1.1.1: قَبْضٌ مُزْمِنٌ <i>Qabḍ-i-Muzmin</i> (chronic constipation)</p> <p>8.3.1.1.2: سَلَسُ الْبَوْلِ <i>Salas al-Bawl</i> (Urine incontinence)</p> <p>8.3.1.1.3: يَبُوسَةُ جِلْدٍ <i>Yubūsat-i-Jild</i> (Dryness of skin)</p> <p>8.3.1.1.4: رَعْشَةٌ <i>Ri'sha</i> (Tremor)</p> <p>8.3.1.1.5: ذِيَابَةُ سَكَّرٍ <i>Dhayā bīṭus</i> (Diabetes)</p>					
		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
Module 1 : اسباب ستہ ضروریہ اور ہوائے محیط Asbāb Sitta Ḍarūriyya aur Hawā-i-Muḥīṭ (Six Essential Factors and Environmental Air)						
Module Learning Objectives (At the end of the module, the students should be able to)						
Describe <i>Asbāb-i-Sitta Ḍarūriyya</i> (Six Essential Factors) and their co-relation with ' <i>Ilāj Bit Tadbīr</i> ', exploring the concept of <i>Hawā '-i-Muḥīṭ</i> .						
Describe the modes of treatment in Unani medicine and the scope and principles of <i>ilaj bit tadbir</i> .						
Demonstrate <i>Taghayyurāt</i> (climatic and seasonal changes) in <i>Āb-o-Hawā '</i> (Climate) and <i>Mausam</i> (Season).						
Apply the concept of <i>Hawā '-i-Muḥīṭ</i> as a therapeutic and health-promotive Regimen.						
Unit 1 Introduction and Principles						
1.1.1: اسباب ستہ ضروریہ <i>Asbāb-i-Sitta Ḍarūriyya</i> (Six Essential Factors)						
1.1.1.1: علاج بالتدبیر کا تعارف، اصول اور دائرہ کار <i>'Ilāj bit Tadbīr ka Ta'ūruf, Usūl aur Dā'ira-i-kār</i> (Introduction, Principles and Scope of ' <i>Ilāj bit Tadbīr</i>)						
1.1.1.2: اسباب ستہ ضروریہ کا مختصر تعارف اور بنیادی نظریہ <i>Asbāb-i-Sitta Ḍarūriyya ka Mukhtaṣar Ta'ūruf aur Bunyādī Naẓariya</i> (Brief introduction/Basic concept of <i>Asbāb-i-Sittah Ḍarūriyya</i> - Six Essential Factors)						
1.1.1.3: علاج کے طریقوں کی درجہ بندی <i>'Ilāj ke Ṭarīqon ki Darja Bandi</i> (Classification of Modes of Treatment)						
1.1.2: ہوائے محیط <i>Hawā '-i-Muḥīṭ</i> (Environmental Air)						

<p>1.1.2.1: ہوائے محیط کا عمومی بیان: <i>Hawā 'i-Muḥīṭ ka 'Umūmī Bayān</i> (General Description of Environmental Air)</p> <p>1.1.2.2: تعلق سے <i>Hawā' ka Ruḥ se Ta'alluq</i> (Relation of air with Ruḥ)</p> <p>1.1.2.3: طبیعت اور غیر طبیعی ہوا کی خصوصیات: <i>Ṭabī'ī aur Ghair Ṭabī'ī Hawā' ki Khuṣūṣiyāt</i> (Properties of the healthy and unhealthy air)</p> <p>References: 3,4,15,16,18,21,28,32,36</p>						
3A	3B	3C	3D	3E	3F	3G
CO4	Classify Asbāb-i- Sitta Ḍarūriya and describe the co-relation of Asbab Sittah Daruriyya with Ilaj Bit Tadbeer.	1	Lecture	CC	Knows-how	L,L&GD,L &PPT ,SY
CO4	Describe the modes of treatment in Unani Medicine and the scope and principles of Ilaj Bit Tadbeer.	1	Lecture	CC	Knows-how	L,L&GD,L &PPT
CO4	Describe <i>Hawā 'i-Muḥīṭ</i> and <i>Khusoosiyat-i-Ṭabī'ī Hawā'</i> (Properties of the healthy air).	1	Lecture	CC	Knows-how	L,L&GD,L &PPT ,SY
CO4	Illustrate and differentiate between Ṭabī'ī aur Ghair Ṭabī'ī Hawā' (properties of pure and impure air), as per Unani classical literature and recent clinical prospects.	6	Practical1.1	PSY-GUD	Shows-how	L,L&GD,L &PPT
CO2,CO3	Conduct role plays to identify environmental air hazards.	4	Experiential - Learning1.1	PSY-SET	Does	RP,SDL
CO2,CO3	Develop skills in assessing and managing environmental air quality and to integrate theoretical knowledge with practical experience.	5	Experiential - Learning1.2	PSY-GUD	Does	BS,FV,JC ,L&GD,L&PPT ,LS
<p>Unit 2 Concept of Āb-o-Hawā' (Climate)</p> <p>1.2.1: آب و ہوا: <i>Āb-o-Hawā'</i> (Climate):</p> <p>1.2.1.1: آب و ہوا کی درجہ بندی: <i>Āb-o-Hawā' ki Darja Bandi</i> (Classification of climate)</p> <p>1.2.1.2: اثرات کے مختلف آب و ہوا: <i>Badan par Mukhtalif Āb-o-Hawā' ke Atharāt</i> (Effects of different climates on the body)</p>						

1.2.1.3: اثرات: *Ruṭūbat*, *Yubūsat*, *Burūdat* aur *Ḥarārat* ky *badan-i-Insā ni par Atharāt* (Effects of *Ruṭūbat* (Humidity), *Yubūsat* (Dryness), *Burūdat* (Coldness) and *Ḥarārat* (Hotness) on human body.)

References: 3,4,15,16,21,36

3A	3B	3C	3D	3E	3F	3G
CO2	Classify the climate and its differentiation with weather.	1	Lecture	CC	Knows-how	L,L&GD,L&PPT,SY
CO2	Describe the effects of <i>Rutūbat</i> (Humidity), <i>Yubūsat</i> (Dryness), <i>Burūdat</i> (Coldness), <i>Ḥarārat</i> (Hotness) on the human body.	2	Lecture	CE	Knows-how	DIS,FC,L,L&GD,L&PPT
CO2	Demonstrate the effects of all climates on different age groups.	6	Practical1.2	CAP	Shows-how	CD,CBL,D,PT,PrBL
CO2	Apply the principles of <i>Asbāb-i- Sitta Darūriya</i> to overcome the diseases produced by sudden weather changes in the present scenario.	7	Experiential - Learning1.3	CAP	Knows-how	CD,CBL,D-BED,DIS,PT,PER,PBL,RLE,RP,SDL,SY,W

Unit 3 Concept of Mausam (Season)

1.3.1: موسم (Season):

1.3.1.1: اثرات: *Badan par Mausamon ke atharāt* (Effects of seasons on the body)

1.3.1.2: تبدیلیاں: *Badan mein Mausam-i-Bahār ki wajah se Paidā Hone Wāḥ Tabdīliyān* (Changes produced in the body by spring season)

1.3.1.3: تبدیلیاں: *Badan mein Mausam-i-Garmā ki wajah se Paidā Hone Wāḥ Tabdīliyān* (Changes produced in the body by summer season)

1.3.1.4: تبدیلیاں: *Badan mein Mausam-i-Khizān ki wajah se Paidā Hone Wāḥ Tabdīliyān* (Changes produced in the body by autumn season)

1.3.1.5: بدن میں موسم سرما کی وجہ سے پیدا ہونے والی تبدیلیاں <i>Badan mein Mausam-i-Sarmā ki wajah se Paidā Hone Wālī Tabdīliyān</i> (Changes produced in the body by winter season)						
References: 3,4,15,16,18,21,22,36						
3A	3B	3C	3D	3E	3F	3G
CO2	Describe the effects of seasons and the changes produced in the body by spring and summer seasons.	1	Lecture	CK	Knows-how	FC,L,L&GD,L&PPT,L_VC
CO2	Identify the changes produced in the body by autumn and winter seasons.	1	Lecture	CK	Knows-how	L,L&GD,L&PPT,L_VC,LS,PBL,SY,W
CO2	Demonstrate different Mausam- <i>Rabi, Khareef, Shitaa, Saif</i> (spring, summer, autumn and winter seasons) and discuss which one is more suitable and/or not suitable to the people of different temperament (<i>Damvi, Safrāvi, Balghami & Sawdāwi</i>)	4	Practical1.3	PSY-GUD	Shows-how	CBL,D,D-BED,PT,PBL
CO2,CO3	Apply modifications in different regimenal modalities to reduce the effects of <i>Harārat</i> (Heat) and <i>Burūdat</i> (Cold) on the body in specific cases.	5	Experiential - Learning1.4	PSY-GUD	Does	CD,CBL,D,D-BED,DIS,ECE,PER,PBL,SY,W
Unit 4 Tadābīr-i-Hawā'-i-Muḥīt 1.4.1: تدابیر ہوائے محیط <i>Tadābīr-i-Hawā' -i-Muḥīt</i> (Modifications in Environmental Air) 1.4.1.1: تصفیر ہوائے محیط آلات مصفی ہوائ کی مدد سے <i>Taṣfiya-i-Hawā' -i-Muḥīt, Ālāt ki Madad se</i> (Air purification by control devices; such as Air filters) 1.4.1.2: ہوائ کی کیفیت میں تبدیلی <i>Hawā' Kaifiyat mein Tabdīl</i> (Modification in the Temperature of Air) 1.4.1.3: ہوائ کی کمیت میں تبدیلی <i>Hawā' ki Kammiyat mine Tabdīl</i> (Modification in the Quantity/Pressure of Air) 1.4.1.4: ذہنی اور جسمانی صحت کے لیے ہوائی تصرفات <i>Zehnī aur Jismānī Seḥḥat ke liye Hawā' Taṣarruṭ</i> (Modification in the Air for Mental and Physical Health)						

1.4.1.5: تدابير ملابس <i>Tadābīr-i-Malābis</i> (Modification in Clothing) 1.4.1.6: تدابير مساكن <i>Tadābīr-i-Masākin</i> (Measures for Housing and Habitat) References: 4,15,16,21,36						
3A	3B	3C	3D	3E	3F	3G
CO2,CO3	Describe <i>Tasfiya-i-Hawā-i-Muḥīṭ</i> by different means (such as Air filters) and <i>Hawā ki Kaifiyat aur Kammiyat mein Tabdeeli</i> (changes in the quality and quantity of air).	1	Lecture	CC	Knows-how	L,L&GD,L &PPT ,L_VC,SY ,TUT,W
CO2,CO3	Describe <i>Hawā ī Taṣarruṭ</i> for <i>Zehnī aur Jismānī Seḥḥat</i> and explain <i>Tadabir</i> for <i>Libas</i> (Clothing) and <i>Tadabir</i> for <i>Masakin</i> (Housing/Habitat)	1	Lecture	CC	Knows-how	CBL,DIS, L,L&GD,L &PPT ,L_VC,LS, SY,TUT, W
CO2,CO3	Demonstrate different methods of <i>Tasfiya-i-Hawā-i-Muḥīṭ</i> by different means (such as Air filters)	2	Practical1.4	PSY-GUD	Shows-how	D,D-M,DIS,FV ,PT,PBL, SIM
CO2,CO3	Perform air filtration using suitable device for environmental air cleaning and apply <i>Tadabir</i> for <i>Libas</i> , and <i>Tadabir</i> for <i>Masakin</i> .	5	Experiential - Learning1.5	PSY-GUD	Shows-how	D,D-M,RP,SY, W
CO2,CO3	Demonstrate <i>Hawā ī Taṣarruṭ</i> for <i>Zehnī aur Jismānī Seḥḥat</i> and explain <i>Tadabir</i> for <i>Libas</i> (Clothing) and <i>Tadabir</i> for <i>Masakin</i> (Housing/Habitat)	2	Practical1.5	PSY-GUD	Shows-how	DIS,EDU, FV,FC,L& PPT ,L_VC,PT ,W
Practical Training Activity						
Practical 1.1 : Air Quality Assessment in context to properties of pure and impure air.						

Total Learning Hours - 6

The teacher will demonstrate to the students the air quality assessment, *Khuṣūṣiyāt* (properties) of *Sehatmand Hawā* and *Takaddur-i-Hawā* precisely. The teacher will discuss the concept of *Hawā 'i-Muḥīt* by applying Unani principles to assess environmental air quality. Then, the teacher will guide them through collecting Unani classical and modern literature. (2 Hours)

The students will be divided into groups and each group will be given a work of collecting the classical information of *Hawā 'i-Muḥīt* as well as from the advanced science. (1 hour) The teacher will ask the students to collect good quality published articles having the classical concept *Hawā 'i-Muḥīt* and its correlation with recent scientific knowledge. (1 Hour) The teacher will encourage the student to present the classical concept of *awā 'i-Muḥīt* as seminar or group discussion. (2 Hours)

Practical 1.2 : Effects of Climates in the persons of different age groups.

Total Learning Hours: 6

The teacher will demonstrate to the students the concept of 'Āb-o-Hawā' (climate) in Unani Medicine and also the effects of various climates on human health in context to different age groups (1 Hour). The teacher will instruct them to apply the Unani principles to manage climate-related health issues. The teacher will explain about 4 age groups as per classical Unani literature, e.g. (i) Sinn-i- Namu (ii) Sinn-i- Shabab (iii) Sinn-i- Kuhulat (iv) Sinn-i-Shaykhukhat. Then the teacher will divide the students into the 4 groups and will allocate each group of the students to the 4 age group of the patients. (2 Hours)

The teacher will divide the students into 2 to 5 groups, give them different scenarios or specific diseases related to climate change in different age groups, and ask them to identify and perform the appropriate method to manage the climatic changes in patients of different age groups. (2 Hours)

The students either single or in groups will collect and compile information on the effects of climatic changes on the body in context to different age groups from the classical literature as well as from the recent advancement and present a detailed seminar in the presence of the teacher. (1 Hour)

Practical 1.3 : Different Mauasam (Season)

Total Learning Hours: 4

The teacher will demonstrate the concept of different seasons as per the Unani classical literature to identify the characteristics of each Mausam e.g. *Rabi* (Spring), *Kharif* (Autumn), *Shita* (Winter) & *Saif* (Summer), and their effects on different temperaments (Damvi, Safravi, Balghami, and Sawdāwi) (2 Hours).

The students will be divided into 2-5 small groups and each group will be given a work of collecting the classical information of different types of seasons. Students will also collect good quality published articles having the classical concept of different seasons. The teacher will encourage the student to present the classical concept of seasons as a seminar or group discussion (2 Hours).

Practical 1.4 : Methods of *Tasfiya-i-Hawā-i-Muḥīt*

Total Learning Hours: 2

The teacher will demonstrate the concept of Takaddur-e-Hawa and the methods of *Tasfiya-i-Hawā-i-Muḥīt* (1 Hour). The teacher will divide the students into small groups of 2 to 5 students. The Students will collect and compile the literature on the methods of *Tasfiya-i-Hawā-i-Muḥīt* from Classical Unani texts as well as from recent scientific advancements and will present a detailed seminar (1 Hour).

Practical 1.5 : *Hawā ī, Taṣarrufāt, Tadabirfor Libas, and Tadabirfor Masakin***Total Learning Hours: 2**

The teacher will demonstrate the methods of modification in the air quality for the improvement of *Zehnī aur Jismānī Seḥḥat* as well as *Tadabirfor Libas* (Clothing) and *Tadabirfor Masakin* (Housing/Habitat) (1 Hour). The teacher will divide the students into groups of 2 to 5. The Students will collect and compile the literature on *Hawā ī, Taṣarrufāt, Tadabirfor Libas, and Tadabirfor Masakin* from Classical Unani texts as well as from recent scientific advancements and will present a detailed seminar (1 Hour).

Experiential learning Activity**Experiential-Learning 1.1 : Identification of environmental air Hazards****Total Learning Hours: 4**

The students will identify environmental air hazards through interactive role-playing and will develop critical thinking skills in the following manner.

Pre-Activity (30 minutes):

1. Review concepts of environmental air (Hawa-i-Muhit) and its importance.
2. Discuss types of air pollutants and health impacts.

Activity 1: Role Assignment : (45 minutes)

1. The teacher will divide the students into small groups.

2. Assign roles:

- Industrial worker
- Urban resident
- Farmer
- Healthcare professional

3. Provide scenario cards with environmental air hazards (e.g., pollution, dust, pesticides).

Activity 2: Role-Play: (45 minutes)

1. Each group acts out their scenario.
2. Identify and record environmental air hazards.
3. Discuss and debate:
 - Sources of pollution
 - Health implications
 - Possible interventions

Activity 3: Debriefing and Reflection: 45 Minutes

1. Share findings.
2. Reflect on:
 - Common air hazards
 - Health risks

- Community-based solutions

3. Discuss limitations and challenges.

Activity 4: Written Reflection : (45 minutes)

1. Write a reflective journal.

2. Address:

- Role-play experience
- Environmental air hazards identified
- Lessons learned

Post-Activity: (30 minutes)

1. Debriefing and conclusion.

2. Assignment: Create a public service announcement (PSA) on environmental air hazards.

Role-Play Scenarios:

1. Industrial worker: Exposure to chemical fumes.
2. Urban resident: Air pollution from traffic.
3. Farmer: Pesticide exposure.
4. Healthcare professional: Indoor air quality in hospitals.

Thus, the students will actively participate, take responsibility and reflect on experience and get the following learning outcomes:

1. Identify environmental air hazards.

2. Develop critical thinking skills.

3. Apply knowledge to real-world scenarios.

Experiential-Learning 1.2 : Skill Development in Assessment and Management of Air quality

Total Learning Hours: 5

The students will collect the important knowledge of evaluating and managing environmental air quality (2 Hours). The students will select a good quality paper and present it as journal club activity (1 Hour). They will also conduct surveys to gather information on local emission sources (1 Hour). They will analyze and interpret the data. They will discuss, collaborate, and communicate with each other in groups and will work as a team. (1 Hour)

Experiential-Learning 1.3 : *Asbāb-i-Sitta Ḍarūriya* in the management of seasonal diseases

Total Learning Hours: 7

The students will apply the concept of weather-induced diseases or the diseases produced by sudden weather changes and the mitigation of these diseases through the application of *Asbāb-i-Sitta Ḍarūriya* in life. The students will explore the concept of *Asbāb-i-Sitta Ḍarūriya* influencing human health. For example, the community's experiences of sudden weather fluctuations, leading to increased respiratory issues and, other health concerns. They will apply the principles of *Asbāb-i-Sitta Ḍarūriya* in the members of the community to help overcome these weather-induced diseases (3 Hours).

The students will be divided into groups and each group will be given a work of collecting the classical information of *Asbāb-i-Sitta Ḍarūriya*. The teacher will ask the students to collect good quality published articles having the classical concept of *Asbāb-i-Sitta Ḍarūriya* (2 Hours). The teacher will encourage the student to present the classical concept of *Asbāb-i-Sitta Ḍarūriya* as a seminar or group discussion. The teacher will allow the students to practice *Asbāb-i-Sitta Ḍarūriya* on real patients/ Models/Simulators in his presence and rectify any misunderstanding among the students (2 Hours).

Experiential-Learning 1.4 : Application of different regimens on *Kaifiyāt-i-Insāni*

Total Learning Hours: 5

The student will collect all the information on the application of different regimens to reduce heat and cold in the body from classical Unani literature as well as from recent advancements and will present in a concise manner in the form of a seminar presentation or group discussion (2 Hours).

The students will apply modification in different regimens to reduce the effects of *Harārat* (Heat) and *Burūdat* (Cold) in the body on real patients or simulators. The teacher will observe the application and selection of regimenal modality in the given scenario or real patient (3 Hours).

Experiential-Learning 1.5 : Application of Air Filter Devices, *Tadabir* for *Libas*, and *Tadabir* for *Masakin*.

Total Learning Hours: 5 The student will apply different air filter devices for environmental air cleaning. The student will observe the effects of cleaned air on the body in real patients or a given scenario. (2 Hours) The students will advice to the patients to modify clothing as per the need of the management. Student will also practice to change the habitat of the patient in context to manage different diseases in real patients or scenarios (2 Hours). Each student will be involved in seminar presentation in th presence of teachers (1 Hour).	
Modular Assessment	
Assessment method	Hour
Modular Assessment Assessment Methods: Instructions - 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. Calculate the Modular grade point as per table 6 C. Case base evaluation: Each student will be given a published paper from various Tadabeer. Assessment of the review based on the summary of the given published research paper. Ask the students to follow the guidelines like, review of article by ticking off the checklist and Summary of review mentioning guidelines, describing missed elements, and positive aspects of the paper. - 30 Marks SAQ: 4 questions (1 question from each unit) - 20 Marks OR Any practical in converted form can be taken for assessment. (25 Marks) AND Any of the experiential. portfolios, reflections, or presentations in conveted form may be taken as an assessment. (25 Marks)	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
Module 2 : ماکول (Ma'kul (Food)						
Module Learning Objectives (At the end of the module, the students should be able to) <ul style="list-style-type: none"> Describe food and its classification as per Unani and scientific advancement. Conduct the application of <i>Tadbir-i-Ghidhā</i> with different clinical conditions Identify and demonstrate the cases where <i>Tadbir-i-Ghidhā</i> can be applied based on the basic principles of <i>Ghidhā</i>. 						
Unit 1 General Description of Ma'kul 2.1.1: ماکول (Ma'kul (Food): 2.1.1.1: ماکول کا عمومی بیان <i>Ma'kul kā 'Umūmī Bayān</i> (General description of foods) 2.1.1.2: نظریہ تحلیل <i>Nazariya-i-Taḥallul</i> (Concept of <i>Taḥallul</i>) 2.1.1.3: نظریہ بدل مایتحلل <i>Nazariya-i-Badal Mā Yataḥallal</i> (Concept of <i>Badal Ma Yataḥallal</i>) 2.1.1.4: ماکولات کی درجہ بندی یونانی طب کی روشنی میں <i>Ma'kulāt kī Darja Bandī Unanī Tibb kī Roshnī meḥ</i> (Classification of food based on Unani classics): 2.1.1.4.1: اثرات کے اعتبار سے <i>Atharāt ke E'tibār se</i> (Classification according to nature of effect) 2.1.1.4.1.1: مادہ سے <i>Mādda se</i> (affecting by content) 2.1.1.4.1.2: کیفیت سے <i>Kayfiyat se</i> (affecting by temperament)						

- 2.1.1.4.1.3: *Sūrat-i-Naw'iyā se* (affecting by nature)
- 2.1.1.4.2: *Kaymūs ke E'tibār se* (Classification according to Chyme)
- 2.1.1.4.3: *Haḍm ke E'tibār se* (Classification according to Digestion)
- 2.1.1.4.4: *Taghdhiya ke E'tibār se* (Classification according to Nutritive value)

References: 3,4,16,20

3A	3B	3C	3D	3E	3F	3G
CO2,CO3	Describe the concept of ماکول (food), including <i>ماکتل (Taḥallul)</i> and <i>بدل ماکتل (Badal Mā Yataḥallal)</i>	1	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO2,CO3	Describe the Unani classification of food ماکولات کی پونانی درجہ بندی (classification of foods) based on مادہ (Mādda), کیفیت (Kaifiyat), صورت نوعیہ (Surat-i-Naw'iyā), کیموس (Kaimūs), ہضم (Haḍm) and تغذیہ (Taghdhiya)	1	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO1,CO2,CO4	Demonstrate specific diets as per Unani concept to prevent diseases and maintain health.	4	Practical2.1	PSY-GUD	Shows-how	CBL,D-M,PT,PBL
CO1,CO2,CO4	Apply the concept of <i>Tahallul, Badal Mā Yataḥallal</i> , diet as per the Unani literature in normal, obese, lean & thin individuals as well as in disease conditions.	6	Experiential-Learning2.1	AFT-RES	Does	BS,CBL,DIS,JC,PER,PBL

Unit 2 New Classification of Ma'kul (Food)

- 2.2.1: *Ma'kulāt kī Darja Bandī Sciencī Irtiqā' kī Roshnī men* (Classification of food based on scientific advancements)
- 2.2.1.1: *Darja Bandī* (Classification):
- 2.2.1.1.1: *Kīmyāvī Sākht kī Bunyād per* (Chemical Nature: Carbohydrate/Protein/Fat/Vitamin/Minerals)
- 2.2.1.1.2: *Jism men Atharāt kī Bunyād per* (Function in body: Energy giving/Bodybuilding/Protective)
- 2.2.1.1.3: *Kīmyāvī Khuṣūṣiyāt kī Bunyād per* (Chemical properties: Organic/inorganic)

2.2.1.1.4: کثافت کی بنیاد پر: <i>Kathāfat kī Bunyād per</i> (Mass: Macro/Micro Nutrients)
2.2.1.1.5: ماخذ کی بنیاد پر: <i>Ma'khadh kī Bunyād per</i> (Origin: Plant/Animal/Mineral)
2.2.1.1.6: شرح تغذیہ کی بنیاد پر: <i>Sharḥ-i-Taghdhiya kī Bunyād per</i> (Nutritive Value: High/Low)
2.2.1.2: حیوانی اور نباتی اغذیہ کی اہمیت اور افعال: <i>Haywānī aur Nabatī Aghdhiya ki Ahmiyat awr Afāl</i> (Importance of Animal and Plant origin foods and their functions)
2.2.1.3: مطبوخ، غیر مطبوخ اور مُصنَّع اغذیہ کی خصوصیات: <i>Maṭbūkh, Ghair Maṭbūkh aur Muṣanna' Aghdhiya kī Khushūsiyāt</i> (Cooked, Uncooked and Processed food and their properties)
2.2.1.4: غذاء دوائی اور دواء غذائی کے قدیم و جدید تصورات: <i>Ghidha' Dawā'ī aur Dawa' Ghidha'ī ke Qadīm wa Jadīd Taṣawwurat</i> (Concept of Nutraceuticals and Functional foods)
References: 4,20

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO4	Describe the classification of foods based on recent advancements (function, chemical constituents, mass, origin and nutritional value), the concept of Nutraceuticals & Functional foods, properties and the impact of cooked and uncooked food.	2	Lecture	CC	Knows-how	BS,L,L&GD,L&PPT
CO1,CO2,CO4	Demonstrate the advanced scientific classification of food, benefits of cooked and uncooked foods, Nutraceuticals, and functional foods.	4	Practical2.2	PSY-GUD	Shows-how	CBL,DIS,ECE,JC
CO1,CO2,CO4	Apply the concept of diet prescription as per advanced scientific classification of food and use the properties of nutraceuticals, functional, cooked and uncooked foods in the management of different diseases.	7	Experiential-Learning2.2	PSY-GUD	Shows-how	BS,DIS,JC,LS,PBL

Unit 3 Tadabeer-i-Ma'kūl

2.3.1: تدابیر ماکول: *Tadābīr-i-Ma'kūl* (Dietary Regimens)

2.3.1.1: متوازن غذا: *Mutawāzin Ghidha'* (Balanced Diet)

2.3.1.1.1: متوازن غذا کی متوازن غذا: Mutawāzin Ghidhā' ka 'Umūmī Bayān, Seḥḥat Mandun aur Marīdon kī Mutawāzin Ghidhā' (General description of a balanced diet and its planning for healthy/diseased persons).

2.3.1.1.2: نقص تغذیہ کا تدارک Naqs-i-Taghdhiya ka Tadāruk (Principles of Management of Nutritive Deficiencies)

2.3.1.2: عمومی احکام غذا 'Umūmī Aḥkāṁ-i-Ghidhā' (General Principles of Dietotherapy)

2.3.1.2.1: تقلیل غذا Taqlīl-i-Ghidhā' (Reducing Dietary Intake)

2.3.1.2.2: تکثیر غذا Takthīr-i-Ghidhā' (Increasing Dietary Intake)

2.3.1.2.3: ترک غذا Tark-i-Ghidhā' (Stoppage of Dietary Intake)

References: 4,15,16,18,20,21

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO4	Describe the balanced diet (متوازن غذا) concerning its definition, general principles and clinical importance in managing disorders induced by nutritional deficiency.	3	Lecture	CC	Knows-how	L,L&PPT ,L_VC
CO1,CO2,CO4	Apply basic principles of a balanced diet in the management of nutritional deficiency.	6	Practical2.3	PSY-GUD	Shows-how	CBL,D,PT,PBL,TBL
CO1,CO2,CO4	Apply Umūmī Aḥkāṁ-i-Ghidhā' (General Principles of Dietotherapy): تقلیل غذا Taqlīl-i-Ghidhā' (Reducing Dietary Intake), تکثیر غذا Takthīr-i-Ghidhā' (Increasing Dietary Intake), ترک غذا Tark-i-Ghidhā' (Stoppage of Dietary Intake)	6	Experiential-Learning2.3	AFT-RES	Does	CBL,DIS,JC,PER,PBL

Unit 4 Application of Aḥkāṁ-i-Ghidhā'

2.4.1: احکام غذا کا اطلاق مخصوص امراض میں: Aḥkāṁ-i-Ghidhā' ka ṭlaq Makhṣuṣ Amrād men (Application of Aḥkāṁ-i-Ghidhā' in specific diseases)

- 2.4.1.1: امراضِ قلب و عروق میں: *Amrād-i-Qalb wa 'Urūq men* (Cardiovascular diseases)
- 2.4.1.2: امراضِ تنفس میں: *Amrād-i-Tanaffus men* (Respiratory diseases)
- 2.4.1.3: امراضِ دماغ و اعصاب میں: *Amrād-i-A'sab wa Dimagh men* (Neuro-psychiatric disorders)
- 2.4.1.4: امراضِ کلیہ میں: *Amrād-i-Kulya men* (Renal diseases)
- 2.4.1.5: امراضِ جلد میں: *Amrād-i-Jild men* (Skin diseases)
- 2.4.1.6: اوجاعِ مفاصل میں: *Awjā'-i-Mafāsil men* (in Rheumatological disorders)
- 2.4.1.7: امراضِ جگر میں: *Amrād-i-Jigar men* (in Liver diseases)
- 2.4.1.8: امراضِ بانقراس میں: *Amrād-i-Banqarās men* (in Pancreatic diseases)
- 2.4.1.9: سرطان میں: *Sartān men* (in Cancer)
- 2.4.1.10: امراضِ استحالہ میں: *Amrād-i-Istihāla men* (in Metabolic disorders)
- 2.4.1.11: نقصِ تغذیہ میں غذا کے احکام: *Naqs-i-Taghdhiya men Ghidhā' ke Ahkāṁ* (Dietary recommendation in Scurvy, Beriberi, Pellagra and Vitamin B12 deficiency)

References: 4,15,16,18,20

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO4	Describe Ahkāṁ-i-Ghidhā in Cardiovascular diseases (امراضِ قلب و عروق), Respiratory diseases (امراضِ تنفس), Neuro-psychiatric disorders (امراضِ عصبیہ), Renal diseases (امراضِ کلیہ) and Skin diseases (امراضِ جلد), Rheumatological disorders (اوجاعِ مفاصل), Liver diseases (امراضِ جگر), Pancreatic diseases (امراضِ بانقراس), Cancer (سرطان), Metabolic disorders (امراضِ استحالہ) and Dietary recommendations in Scurvy, BeriBeri, Pellagra, Vit.B12 deficiency	3	Lecture	CC	Knows-how	L,L&GD,L&PPT ,L_VC
CO1,CO2,CO4	Demonstrate the Ahkāṁ-i-Ghidhā in Cardiovascular diseases (امراضِ قلب و عروق), Respiratory diseases (امراضِ تنفس), Neuro-psychiatric disorders (امراضِ عصبیہ), Renal diseases (امراضِ کلیہ), Skin diseases (امراضِ جلد), Rheumatological disorders (اوجاعِ مفاصل), Liver diseases (امراضِ جگر)	6	Practical2.4	PSY-GUD	Shows-how	CBL,PT,PER

	diseases), امراض بانقراس (Pancreatic diseases), سرطان (Cancer), امراض استقلاب (Metabolic disorders) and Dietary recommendations in Scurvy, Beri Beri, Pellagra, Vit.B12 deficiency.					
CO1,CO2,CO4	Apply <i>Aḥkā m-i-Ghidhā</i> in امراض قلب و عروق (Cardiovascular diseases), امراض (Respiratory diseases), امراض عصبية نفسانية (Neuro-psychiatric disorders), ادواج مفصل (Renal diseases), امراض جلد (Skin diseases), امراض مفاصل (Rheumatological disorders), امراض كبد (Liver diseases), امراض بانقراس (Pancreatic diseases), سرطان (Cancer), امراض استقلاب (Metabolic disorders), Scurvy, Beri Beri, Pellagra, Vit.B12 deficiency.	7	Experiential-Learning2.4	PSY-GUD	Does	CBL,DIS,JC

Practical Training Activity

Practical 2.1 : Dietetics in Unani Medicine.

Total Learning Hours: 4 Hours

The teacher will demonstrate the application of specific types of food as per Unani Classical literature for the maintenance of health and prevention of disease using diagram, chart, PPTs, and Group discussions. The teacher may show a short video highlighting the link between diet and health outcomes.(2hrs)

The students will collect information on different diets and arrange them according to specific diseases. The students will also prepare a presentation and present it under the supervision of the teacher on different diets and diseases.(1hr) The student will prescribe the specific diet to a real patient or given scenario and will note down the effects of specific diets in different disease conditions. (1hr)

Practical 2.2 : Various types of food and their effects on body

Total Learning Hours: 4 Hours

The teacher will demonstrate a few research concepts based on classical dietary plans for maintaining health and recovering from diseases. The teacher will demonstrate the qualities of cooked and uncooked food and the concept of Nutraceutical and functional food (2hrs). Students will be divided into small groups. Each group should refer to classical literature to find different dietary components for health and disease and submit the assignments. Students will be encouraged to do group discussions on the submitted assignments and present the relevance of their work in the form of a PPT presentation under the supervision of a teacher (2hrs).

Practical 2.3 : Balanced Diet

Total Learning Hours: 6 Hours

The Teacher will demonstrate the principles of a balanced diet in the management of various types of nutritional deficiencies. (2hrs) Students will be divided into 2 to 5 small groups and will be encouraged to collect information on balanced diet from classical literature as well as from recent scientific advancements. (2hrs) Students will recognize the nutritional deficiency in a given patient or scenario case and will prescribe the diet and follow it. (1hr) Students will submit the assignment and present the relevant findings of the assignment in the form of a PowerPoint presentation or group discussion. (1hr)

Practical 2.4 : Dietary Principles for different diseases**Total Learning Hours: 6 Hours**

The teacher will demonstrate a comprehensive dietary plan for Cardiovascular diseases, Respiratory diseases, Neuropsychiatric disorders, Renal diseases, Skin diseases, Rheumatological disorders, Liver diseases, Pancreatic diseases, Cancer, and Metabolic disorders. (2hrs) The teacher will also demonstrate dietary recommendations for Scurvy, Beri Beri, Pellagra, and Vit.B12 deficiency by using real patients, disease scenarios, charts, diagrams, and video clips. (1hr) The Students will be divided into 2 to 5 groups and will be assigned a work of collecting the relevant information for group discussion and presentation. (2hrs) The students will be allowed to prescribe dietary plans for various body disorders and nutritional deficiencies. (1hr)

Experiential learning Activity**Experiential-Learning 2.1 : Application of Unani Dietary Regimens.****Total Learning Hours: 6 Hours**

The students may be divided into 2 to 5 groups. The students either single or in groups will collect information from the classical literature as well as from the recent scientific advancements and present a detailed seminar. (2hrs) The student will present a published paper on the clinical trial/systematic review/meta-analysis of any of the diet plans for different diseases as a journal club and a detailed discussion on the effects of different foods on different body systems will be done (1hr). The students will recognize the concepts of *Tahallul* and *Badal Mā Yataḥallal* and will apply the Unani dietary regimens to manage different disease conditions. (3hrs)

Experiential-Learning 2.2 : Advanced principles in diet prescription**Total Learning Hours: 7 Hours**

Students will be divided into 2 to 5 groups. Each group identifies the properties of cooked and uncooked food and will apply this knowledge in formulating the diet of a real patient or given scenarios. (2hrs) Students will prescribe the diet as per the recent scientific classification of food for different diseases. (2hrs) Students will be encouraged to apply the concept of nutraceuticals and Functional food for health and disease management. (2hrs)

Each group will be given a task to collect information about the classification based on recent scientific advancements and encouraged to do a GD and PPT presentation. Students will also present the key points of their work in the form of a PowerPoint presentation. A published review or clinical trial article will be taken by students from a reputed indexed journal and a journal club activity will be done by the student in the presence of a teacher. (1hr)

Experiential-Learning 2.3 : Application of general principles of diet as per the Unani Classics	
Total Learning Hours: 6 Hours Students will be divided into groups and the teacher will assign a scenario of different conditions and to formulate the general principles of diet as per the conditions. (2hrs) Students will be encouraged to do a group discussion about their assignments in the presence of a teacher. (1hr) Students will also present their work in the form of a PowerPoint presentation. A published review or clinical trial article will be taken by students from a reputed indexed journal and a journal club activity will be done by the student in the presence of a teacher.(2hrs) Students will be allowed to apply the general principles of diet in real patients with different diseases, and the teacher will evaluate their work and correct them if any misunderstanding is found. (1hr)	
Experiential-Learning 2.4 : Dietary principles in different diseases.	
Total Learning Hours: 7 Hours Students will be divided into groups, and the teacher will assign real patients or scenarios of different diseases to formulate the principles of diet according to the disease. (3hrs) Students will be encouraged to collect and compile information on dietary principles as per Unani and advanced literature, and to do a group discussion about their assignments in the presence of a teacher. (2hr) Students will also present their work in the form of a PowerPoint presentation.(1hr) Students will take a published review or clinical trial article from a reputed indexed journal, and will do a journal club activity in the presence of a teacher.(1hr)	
Modular Assessment	
Assessment method	Hour
Modular Assessment 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. Calculate the Modular grade point as per table 6C. Case-based evaluation: To create a case-based evaluation for students to formulate dietary plans, the teacher will provide them with a set of disease scenarios. Each student would be tasked with developing a dietary plan based on the specific health condition provided, using the principles of Unani dietary principles and evidence-based practices (25 Marks)	4

<p>Students will be asked to apply the principles of <i>Tadbir-i-Ghidhā</i> in clinical practice. The students will tailor dietary recommendations to individual needs based on their specific conditions, maintaining the balance of their humours, and restoring the body's optimal function (25 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. portfolios, reflections, or presentations in converted form may be taken as an assessment. (25 Marks)</p>	
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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
Module 3 : مشروب Mashrūb (Drink)						
Module Learning Objectives (At the end of the module, the students should be able to)						
Describe the <i>Mashrūb</i> (drinks) its sources, functions, types, uses, and identification of important drinks						
Conduct the demonstration of, sources, types, uses, <i>Tadābīr-i-Mashrūb</i> and description of important drinks						
Identification and appropriate selection of drink as per health and specific diseased conditions						
Unit 1 General Description of Mashrūb						
3.1.1: مشروب <i>Mashrūb</i> (Drink)						
3.1.1.1: مشروب کا عمومی بیان <i>Mashrūb kā 'Umūmī Bayān</i> (General description of <i>Mashrūb</i>)						
3.1.1.2: ماء محمود کی خصوصیات اور اس کے مآخذ <i>Ma' -i-Maḥmūd kī Khushsiyāt awr us ke Ma'ākhidh</i> (Characteristics of Ideal Drinking Water and its Sources)						
3.1.1.3: ماء کے افعال واستعمالات <i>Ma' ke Af'āl wa Isti'mālāt</i> (Functions of Water and its Uses)						
3.1.1.4: غذائی مآخذ / ماء کے غذائی مآخذ <i>Aghdhiya Ma'īya / Ma' ke Ghidhāt Ma'ākhidh</i> (Dietary sources of water)						
3.1.1.5: عمر، جنس اور جثہ کے اعتبار سے ماء کی یومیہ مقدار استعمال <i>Umr, Jins awr Juththa ke I'tibār se Ma' kī Yawmīya Miqdār-i-Isti'māl</i> (Recommended servings of water per day according to Age, Gender and BMI)						
3.1.1.6: مشروبات کی اقسام و کیفیات کا عمومی بیان <i>Mashrūbāt kī Aqsām wa Kayfiyāt kā 'Umūmī Bayān</i> (General Description of Types and Qualities of Drinks)						
References: 4,14,15,16,18,20						

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO4	Describe the concept, sources ,functions and types of drink Discuss uses, qualities and dietary sources of water Describe recommended serving of water per day according to Age, gender and BMI	2	Lecture	CC	Knows-how	L,L&PPT ,L_VC
CO1,CO2,CO4	Demonstration of Dietary sources of water, Different types of drinks in Unani, and Recommended serving of water per day according to Age, gender, and BMI.	4	Practical3.1	PSY-GUD	Shows-how	D,L&PPT
CO1,CO2,CO4	Design and Implement recommended serving of water per day according to Age, gender and BMI	6	Experiential-Learning3.1	AFT-RES	Does	BS,CBL,D,DIS,L&PPT ,L_VC

Unit 2 Fluid and Electrolytes

3.2.1: نمکیات: رطوبات بدن اور بنیادی *Rutubāt-i-Badan awr Bunyādī Namakiyāt* (Fluid and Electrolytes)

3.2.1.1: بنیادی نمکیات کا عمومی بیان: *Bunyādī Namakiyāt kā 'Umūmī Bayān* (General Description of Electrolytes)

3.2.1.2: سوڈیم Sodium

3.2.1.3: پوٹاشیم Potassium

3.2.1.4: کلورائیڈ Chloride

3.2.1.5: نمکیات کا عدم توازن اور متوازن کرنے کی تدابیر: *Rutubāt-i-Badan awr Namakiyāt kā 'Adm-i-Tawāzun awr Mutawāzin Karne kī Tadābīr* (Fluid and Electrolytes imbalance and its management)

References: 4,5,11,12,13,20,21,36

3A	3B	3C	3D	3E	3F	3G
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CO1,CO2,CO4	Describe the imbalance of the following electrolytes; Sodium, Potassium, Chloride, and Fluid balance	2	Lecture	CC	Knows-how	BS,L,L&PPT
CO1,CO2,CO4	Demonstrate the clinical features of electrolyte imbalance	4	Practical3.2	PSY-GUD	Shows-how	D,L&PPT ,L_VC
CO1,CO2,CO4	Identify the clinical features of electrolyte imbalance	6	Experiential-Learning3.2	AFT-RES	Does	BS,CBL,JC,PT,PBL

Unit 3 علاج بالمشروبات 'Ilāj bil-Mashrūbat

3.3.1: اہمیت کی اہمیت 'Ilāj bil-Mashrūbat kī Ahmiyat (Importance of Unani Drinks)

3.3.1.1: درج ذیل مشروبات کی اہمیت اور علاجی استعمال: Darj Dhail Mashrūbat kī Ahmiyat awr 'Ilājī Isti'māl (Importance of these Drinks and its therapeutic uses):

3.3.1.1.1: شیر، لبن، دودھ، حلیب، Halīb/Laban/Dūdḥ/Shīr (Milk)

3.3.1.1.2: عسل، شهد 'Asal/Shahad (Honey)

3.3.1.1.3: خلّ، سرکہ، Sirkā/Khall (Vinegar)

3.3.1.1.4: خمر، شراب Khamr/Sharāb (Wine/Alcoholic beverages)

References: 1,2,5,7,15,17,22,23

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO4	Describe importance, sources, types, and nutritional value of Milk, Honey, Vinegar, and Wine/Alcoholic beverages.	3	Lecture	CC	Knows-how	L,L&PPT ,L_VC
CO1,CO2,CO4	Discuss sources, types, and nutritional value of Milk, Honey, Vinegar, Wine/Alcoholic beverages	6	Practical3.3	PSY-GUD	Shows-how	DIS,L&PPT ,L_VC
CO1,CO2,CO4	Apply the knowledge of types of drinks and nutritional value of Milk, Honey, Vinegar, and Wine/alcoholic beverages in the management of diseases.	7	Experiential-Learning3.3	AFT-RES	Does	FC,L&PPT ,L_VC,PER

Unit 4 علاج بالمیاء 'Ilāj bil-Miyāh

3.4.1: علاج بالمیاء 'Ilāj bil-Miyāh (Therapeutic Watery Drinks)

3.4.1.1.1: درج ذیل مشروبات کی تیاری اور علاجی استعمال: *Darj Dhail Mashrūbct kī Tayyārī awr 'Ilājī Isti'māl* (Preparation of these Drinks and its therapeutic uses):

3.4.1.1.1.1: ماء اللحم *Ma'ul-Laham* (Meat soup/water)

3.4.1.1.1.2: ماء اللبن *Ma'ul-Jubn* (Whey water)

3.4.1.1.1.3: ماء الشعير *Ma'ush-Sha'ir* (Barly water)

3.4.1.1.1.4: ماء الفواكه *Ma'ul-Fawākih* (Fruit juice)

3.4.1.1.1.5: ماء البقوليات *Ma'ul-Buqūlāt* (Vegetable juice)

3.4.1.1.1.6: ماء العسل *Ma'ul-'Asal* (Honey water)

References: 4,5,11,12,13,20,21,36

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO4	Describe the importance, sources, types, nutritional value, and uses of Ma'ul-Laham, Ma'ul-Jubn, Ma'ul-Shaeer, Ma'ul-Fawakeh, Ma'ul-Baqulat, and Ma'ul-Asal.	3	Lecture	CC	Knows-how	L,L&GD,L&PPT ,L_VC
CO1,CO2,CO4	Demonstrate, sources, types of <i>Ma'ul-Laham, Ma'ul-Jubn, Ma'ul-Shaeer, Ma'ul-Fawakeh, Ma'ul-Baqulat and Ma'ul-Asal</i>	6	Practical3.4	PSY-SET	Shows-how	D,L&PPT ,L_VC
CO1,CO2,CO4	Identify sources, types, and nutritional value of Ma'ul-Laham, Ma'ul-Jubn, Ma'ul-Shaeer, Ma'ul-Fawakeh, Ma'ul-Baqulat and Ma'ul-Asal	7	Experiential-Learning3.4	AFT-RES	Shows-how	CBL,L&PPT ,L_VC,PER

Practical Training Activity

Practical 3.1 : Drinks as per Unani Classics and advanced sciences.

Total Learning Hours: 4 Hours

The teacher will demonstrate different dietary sources of water, various types of Unani drinks, and recommended servings of water per day according to age, gender, and BMI to the students.(2hr)

Students will be encouraged to collect information and present the key points as PPT presentation under the supervision of teacher. (1hr) Students will prescribe the drinks as per the needs of health and disease. (1hr)

Practical 3.2 : Specific drinks for Electrolyte Imbalance
<p>Total Learning Hours: 4 Hours</p> <p>The teacher will demonstrate the clinical features of different electrolyte imbalances such as Hyponatremia, hypernatremia, Hypokalemia, Hyperkalemia, Hypochloremia, Hperchloremia, etc.(2hrs)</p> <p>Students will collect information on the clinical features of electrolyte imbalance and present the key findings as PPT presentation or group discussion. (1hr) Students will be allowed to recognize the electrolyte deficiency and prescribe the specific drink in the management under the supervision of a teacher. (1hr)</p>
Practical 3.3 : Nutritional Values of Unani Drinks
<p>Total Learning Hours: 6 Hours</p> <p>The teacher will demonstrate the importance, sources, types, and nutritional value of Milk, Honey, Vinegar, and Wine/Alcohol.(2hrs)</p> <p>Students will be divided into small groups of 2 to 5. Students will be encouraged to collect information on various drinks mentioned in Unani. (1hr)</p> <p>The Students will discuss or present the key points as a group discussion or PPT presentation, respectively in the presence of the teacher. The students will also prepare the charts and posters showing information of different drinks discussed in Unani Classics as well as advanced sciences. (1hr)</p> <p>Students will be allowed to prescribe the appropriate drink to the patient as needed, and the teacher will observe.(2hrs)</p>
Practical 3.4 : Specific Unani therapeutic drinks
<p>Total Learning Hours: 6 Hours</p> <p>The teacher will demonstrate the importance, sources, types of <i>Ma'ül-Laham</i>, <i>Ma'ül-Jubn</i>, <i>Ma'ül-Shaeer</i>, <i>Ma'ül-Fawakeh</i>, <i>Ma'ül-Baqulat</i>, <i>Ma'ül-Asal</i>. (2hrs)</p> <p>Students will be divided into small groups of 2 to 5. Students will be encouraged to collect information on various drinks mentioned in Unani. (1hr)</p> <p>The Students will discuss or present the key points as a group discussion or PPT presentation, respectively in the presence of the teacher. The students will also prepare charts and posters showing information on different drinks discussed in Unani Classics as well as advanced sciences. (1hr)</p> <p>Students will be allowed to prescribe the appropriate drink to the patient as needed, and the teacher will observe.(2hrs)</p>
Experiential learning Activity
Experiential-Learning 3.1 : Recommendation of water intake per day according to age, gender and BMI

Total Learning Hours: 6 Hours	
Students will calculate the need of water intake per day as per age, gender, and BMI of the given real patients or scenarios. (2hrs) The students will collect the material on the concept of water intake and will present a PPT presentation in the presence of a teacher. (2hrs) A published review/trial article will be taken by students from a reputed indexed journal and a journal club activity will be done by students in the presence of a teacher.(2hrs)	
Experiential-Learning 3.2 : Identification of electrolyte imbalance	
Total Learning Hours: 6 Hours	
Students will identify the features of different electrolyte imbalances. (2hrs) The collected information and comparison of electrolytes will be discussed as a group discussion (GD) or in the form of a journal club (JC) or seminar in the presence of teachers and the results will be implemented in the management of diseases.(4hrs)	
Experiential-Learning 3.3 : Drinks for Health and Disease Management	
Total Learning Hours: 7 Hours	
The students will collect the material on the sources, types, and nutritional values of Milk, Honey, Vinegar, and Wine/alcoholic beverages and will present a PowerPoint presentation in the presence of a teacher. (2hrs) A published review/trial article will be taken by students from a reputed indexed journal and a journal club activity will be done by students in the presence of a teacher.(2hrs) Students will calculate the intake of nutritional requirements for milk, honey and other beverages in a healthy person and a person having some kind of disease. (3hrs)	
Experiential-Learning 3.4 : Nutritional importance of Unani drinks	
Total Learning Hours: 7 Hours	
The students will identify the importance, sources, types, and nutritional value of Ma'ül-Laham, Ma'ül-Jubn, Ma'ül-Shaeer, Ma'ül-Fawakeh, Ma'ül-Baqulat and Ma'ül-Asal. (3hrs) .The collected information and comparison of Unani drinks will be discussed as a group discussion or in the form of a journal club in the presence of teachers and concrete results will be implemented in the management of diseases. (4hrs)	
Modular Assessment	
Assessment method	Hour
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. Calculate the modular grade point as per table 6C. Case-based evaluation: 25 Marks	4

<p>To create a case-based evaluation for students to formulate a requirement for per-day liquid intake, the teacher will provide them with a set of disease scenarios. Each student will be tasked with developing a liquid intake plan based on the specific health condition provided, using the principles of Unani principles and evidence-based practices.</p> <p>Short Answer Question: 20 Marks 4 Questions (one question from each unit)—Students will provide clear and concise responses to specific questions.</p> <p>Reading, Communicating and Presentation Skill: 05 Marks Organizing Regular open book reading sessions, class presentations, seminar presentations, and Viva sessions OR Any practical in converted form can be taken for assessment. (25 Marks) AND Any of the experiential. portfolios, reflections, or presentations in converted form may be taken as an assessment. (25 Marks)</p>	
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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
Module 4 : حرکت و سکون بدنی : Harakat wa Sukūn-i-Badanī (Physical or Bodily Movement and Repose)						
Module Learning Objectives (At the end of the module, the students should be able to) Describe <i>Ḥarakat Badanī</i> and its correlation with <i>Quwa</i> , <i>Tawīd-i-Ḥarārat</i> , <i>Tahīlī</i> , <i>Daf-i-Fuḍlāt</i> and <i>Tadbir-i-Harakat</i> , physical fitness, and exercises. Conduct the demonstration of <i>Ḥarakat Badanī</i> for physical fitness, and exercises for the restoration of health. Identify the therapeutic indications and contraindications of <i>Ḥarakat was Sukūn-i-Badanī</i> and incorporate the latest research and best practices.						
Unit 1 Introduction and Principle 4.1.1: حرکت بدنی : <i>Ḥarakat-i-Badanī</i> (Physical or Bodily Movement) 4.1.1.1: حرکت بدنی کا عمومی بیان : <i>Ḥarakat-i-Badanī kā 'Umūmī Bayān</i> (General description of <i>Ḥarakat-i-Badanī</i>) 4.1.1.2: حرکات و قوئی کا باہمی تعلق : <i>Ḥarakāt wa Quwā kā Bāhamī Ta'alluq</i> (Interrelation of <i>Quwā</i> and <i>Ḥarakāt</i>) 4.1.1.3: حرکات اور تولید حرارت : <i>Ḥarakat awr Tawīd-i-Ḥarārat</i> (Bodily movement and heat generation) 4.1.1.4: حرکات اور تحلیل : <i>Ḥarakat awr Tahīlī</i> (Bodily movement and dissolution) 4.1.1.5: حرکات اور دفع فضلات : <i>Ḥarakat awr Daf-i-Fuḍlāt</i> (Bodily movement and dispersion of waste material) References: 2,4,11,12,14,15,16,17,21,22,24,28,32,33,34,35,36						
3A	3B	3C	3D	3E	3F	3G

CO1,CO2,CO4	Describe general principles of <i>Ḥarakat Badanī</i> and its relation with <i>Quwa</i> , <i>Tawleed-i Hararat</i> , <i>Tahlil</i> and <i>Dafa'e-i-Fuḍlāt</i>	2	Lecture	CC	Knows-how	L,L&GD,L&PPT ,L_VC,LS
CO1,CO2,CO4	Describe the general principles of <i>Ḥarakat Badanī</i> and its relation to <i>Quwa</i> , <i>Tawleed-i Hararat</i> , <i>Tahlil</i> , and <i>Dafa'e-i-Fuḍlāt</i>	6	Practical4.1	PSY-GUD	Shows-how	D,DIS,L&PPT ,L_VC
CO1,CO2,CO4	Perform <i>Harkat-i-Badanī</i> Apply the interrelation of <i>Harakat</i> with <i>Quwa</i> and <i>Tawleed-i-Hararat</i> , <i>Harakat</i> with <i>Tahlil</i> and <i>Dafa'e-i-Fuḍlāt</i> Review the Unani classical books with reference to <i>Ḥarakat-o-Sukūn Badanī</i>	7	Experiential-Learning4.1	PSY-ADT	Does	D,DIS,JC,L&PPT ,LS

Unit 2 Applied Principles of Ḥarakat-i-Badanī

4.2.1: تدابیر حرکت *Tadābīr-i-Ḥarakat* (Regimen of *Ḥarakat*)

4.2.1.1: حرکات بدنیه کی کیت میں تصرف *Ḥarakāt-i-Badanīya kī Kammiyat meṇ Ṭasarruf* (Modification in the quantity of movements)

4.2.1.2: حرکات بدنیه کی کیفیت میں تصرف *Ḥarakāt-i-Badanīya kī Kayfiyat meṇ Ṭasarruf* (Modification in the quality of movements)

4.2.1.3: حرکات بدنیه کے اوقات میں تصرف *Ḥarakāt-i-Badanīya ke Awqāt meṇ Ṭasarruf* (Modification in the timing of movements)

4.2.1.4: ریاضتیں کی اعادہ صحت *I'āda-i-Seḥḥat kī Riyādaten* (Exercises for restoration of health)

References: 3,4,15

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO4	Describe the qualitative and quantitative modifications in <i>Ḥarakat-i-Badanīya</i> for health and disease management.	2	Lecture	CC	Knows-how	DIS,L,L&GD,L&PPT ,LS
CO1,CO2,CO4	Demonstrate the qualitative and quantitative modifications in <i>Ḥarakat-i-Badanīya</i> for health and disease management.	4	Practical4.2	CAN	Shows-how	CBL,D-M,DIS,L&PPT ,L_VC,LS,PER,PBL

CO1,CO2,CO4	Discuss Harakat-i-Badaniyah ki kammiyat wa kaifiyat me Tasarruf Husool-i-Sehat aur Izala-i-Marz keliye	6	Experiential-Learning4.2	AFT-RES	Does	L,L&PPT ,L_VC,SDL,TUT
Unit 3 Physical Fitness <p>4.3.1: جسمانی صحت میں ریاضت کا کردار: <i>Jismānī Seḥḥat men Riyādat kā Kirdār</i> (Importance of <i>Ḥarakat-i-Badanī</i> in Physical Fitness)</p> <p>4.3.1.1: جسمانی لیاقت کی اساسیات: <i>Jismānī Liyaqat kī Asāsīyāt</i> (Basics of the Physical Fitness/Fitness Formula)</p> <p>4.3.1.2: ریاضت کی یومیہ مقدار و اوقات: <i>Riyādat ki Yawmiya Miqdār wa Awqāt</i> (Daily workout/exercise schedule for fitness)</p> <p>4.3.1.3: مختلف موسموں کی ریاضتیں: <i>Mukhtalif Mawāsīm kī Riyādaten</i> (Exercises in different seasons)</p> <p>4.3.1.4: گھر اور آفس کی ریاضتیں: <i>Ghar awr Office kī Riyādaten</i> (Exercise program at home & office)</p> <p>4.3.1.5: حمل دوران ریاضت: <i>Dawrān-i-Ḥaml Riyādat</i> (Exercise during pregnancy)</p> <p>4.3.1.6: ترویجی اور غیر ترویجی ریاضتیں: <i>Tarwīḥī awr Ghair Tarwīḥī Riyādaten</i> (Aerobic and Anaerobic Exercise)</p> <p>4.3.1.7: ریاضت کے منافی اثرات: <i>Riyādat ke Manāfi'ī Atharāt</i> (Physiological effects of exercise)</p> <p>4.3.1.8: حراروں کے استہلاک پر مبنی ریاضتیں: <i>Harārūn ke Istihlāk per Mabnī Riyādaten</i> (Exercise based on calories Consumption)</p> <p>4.3.1.9: جسمانی تحمل اور اس کی اقسام: <i>Jismānī Taḥammul awr us kī Aqsām</i> (Physical endurance and its types)</p> <p>4.3.1.10: مختلف اسنان کی ریاضتوں کے لیے عالمی ادارہ صحت کی ہدایات: <i>Mukhtalif Asnān kī Riyādaton ke liye 'Alamī Idāra Seḥḥat kī Hidayāt</i> (Exercise guidelines of WHO for different age groups)</p> <p>References: 4,16,36</p>						
3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO6	Describe Ḥarakat-i-Badanī, Basics of Physical fitness, Daily workout Schedule, and Fitness Formula	3	Lecture	CC	Knows-how	DIS,L,L&GD,L&PPT ,LS

	Describe exercises in different seasons, exercise based on calorie consumption, exercise programs at home & office, exercise during pregnancy, and Anaerobic exercise Describe the physiological effects of exercise, physical endurance, and its types					
CO1,CO2,CO4	Describe Ḥarakat-i-Badanī, Basics of Physical fitness, Daily workout Schedule, and Fitness Formula Describe exercises in different seasons, exercise based on calorie consumption, exercise programs at home & office, exercise during pregnancy, and Anaerobic exercise Describe the physiological effects of exercise, physical endurance, and its types Design fitness formula Analyze different exercises and its application in restoration of health Evaluate different exercises for fitness	4	Practical4.3	PSY-GUD	Shows-how	CBL,D,D-BED,D-M,L&PPT ,L_VC,PT,PBL
CO1,CO2,CO4	Design individualized fitness formula, schedule and its application in restoration of health	6	Experiential-Learning4.3	AFT-RES	Does	D,L&PPT ,L_VC

Unit 4 Sukūn-i-Badanī_Description and Application

4.4.1: سکونِ بدنی *Sukūn-i-Badanī* (Physical Repose)

4.4.1.1: سکونِ بدنی کا عمومی بیان *Sukūn-i-Badanī kā 'Umūmī Bayān* (General description of *Sukūn-i-Badanī*)

4.4.1.2: صحت کے حصول میں سکون کی اہمیت و ضرورت *Seḥḥat ke Ḥusūl men Sukūn-i-Badanī kī Ahmiyat wa Ḍarūrat* (Need and importance of rest for maintaining and restoring health)

4.4.1.3: سکون باعثِ برودت و رطوبت *Sukūn Bā'is-i-Burūdat wa Rūṭubāt* (Physical Repose promotes body fluids and coldness)

4.4.1.4: سکونِ معاونِ ہضم *Sukūn Mu'āwin-i-Haḍam* (Physical Repose promotes Digestion)

4.4.1.5: کثرتِ سکونِ مولدِ فضلات *Kathrat-i-Sukūn Muwallid-i-Fuḍlāt* (Excessive Physical Repose produce wastes)

4.4.1.6: طویل سکونِ فراشی کے جسمِ انسانی پر اثرات *Tawīl Sukūn-i-Firāshī ke Jism-i-Insānī per Atharāt* (Effect of prolonged bed rest on the human body)

4.4.1.7: حرکاتِ نفسانیہ کی تعدیل میں سکونِ بدنی کا کردار *Harakāt-i-Nafsāniya kī Ta'dīl meṇ Sukūn-i-Badanī kā kirdār* (Role of physical repose in regularization of mental activities)

4.4.1.8: سکونِ بدنی کے علاجی تصرفات *Sukūn-i-Badanī ke 'Ilājī Taṣarrufāt* (Therapeutic modifications in *Sukūn-i-Badanī*)

References: 4,16,18,21,28,32,36

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO4	<p>Describe the definition, general principles, need and importance of Sukūn-i-Badanī in maintaining and restoring health</p> <p>Explain how Sukūn-i-Badanī produces Burudat and Rutubat and Kathrat-i-Sukūn (کثرتِ سکون) is Muwallid-i-Fuzlat (مولدِ فضلات).</p> <p>Explain Sukūn-i-Badanī as Mu'āwin-i-Haḍam (معاونِ ہضم) and effects of prolonged Sukūn-i-Badanī on human body</p> <p>Describe <i>Harakat-i-Nafsaniya</i> ki Taqleel me <i>Sukūn Badanī</i> ka kirdaar</p>	3	Lecture	CC	Knows-how	D,DIS,LS
CO1,CO2,CO4	<p>Discuss <i>Sukūn Badanī</i></p> <p>Discuss <i>Sukūn</i> in restoring health</p> <p>Discuss <i>Harkat-i-Nafsaniya</i> ki Taqleel me <i>Sukūn Badanī</i> ka kirdaar</p>	6	Practical4.4	CAP	Shows-how	D,DIS,L&PPT ,L_VC,LS
CO1,CO2,CO4	Analyze <i>Sukūn-i-Badanī</i> in restoring health and <i>Harakat-i-Nafsaniya</i> ki <i>Taqleel</i> me <i>Sukūn Badanī</i> ka kirdaar	7	Experiential-Learning4.4	PSY-GUD	Does	D,L&PPT ,L_VC

Practical Training Activity

Practical 4.1 : Concept and Principles of *Harakat Badanī*

Total Learning Hours: 6

The teacher will demonstrate the concept and principles of *Harakat-i-Badanī*, and its relation to *Quwa*, *Tahlil*, *Tawleed-i-Hararat*, and *Dafa'e-i-Fuḍlā* by using PPT, diagrams, models, and videoclips (2 Hours). The students will collect and compile the literature on the concept of *Harakat-i-Badanī*, and its relation to *Quwa*, *Tahlil*, *Tawleed-i-Hararat*, and *Dafa'e-i-Fuḍlā* from Classical Unani texts as well as from recent scientific advancements and will present a detailed seminar (2 Hours). The students will apply the principles of *Harakat-i-Badanī* in real patients and scenarios given (1 Hour). A group discussion will be facilitated by the teachers and every student will be given chance to discuss about the challenges in the application of *Harakat-i-Badanī* in the management and prevention of diseases (1 Hour).

Practical 4.2 : Qualitative and quantitative modifications in *Harakat-i-Badanīya* for health and disease management.

Total Learning Hours: 4

The teacher will demonstrate the qualitative and quantitative modifications in *Harakat-i-Badanīya* for health and disease management by video clips, models, charts, diagrams, ppts and real patients (2hrs). Students will learn and apply the knowledge to health restoration and disease management. They go through a literature review and a library session of Unani reference books. The collected information is shared as a presentation in the presence of teachers (2 hrs).

Practical 4.3 : Exercises for different seasons, fitness formula and its effect on body.

Total Learning Hours: 4

The teacher will demonstrate different types of exercises useful in different seasons and the effects of exercise on the body (1 Hour). The teacher will design a customized fitness formula and demonstrate it on model or real patient and students will learn and implement it to manage various ailments. (1 Hour) The students will apply different exercises in the patients for prevention or restoration of health in OPD/IPD/ Procedure room (2 Hours)

Practical 4.4 : Discuss *Sukun Badani*, *Sukun* in restoring health and *Harkat-i-Nafsaniya* ki taqleel me *Sukun Badani* ka kirdaar

Total Learning Hours: 6 Hours

Teacher divide students into small groups and demonstrate *Sukūn Badanī*, *Sukūn* in restoring health and *Harkat-i-Nafsaniya* ki Taqleel me *Sukūn Badanī* ka kirdaar with the help of charts, videoclips, student learn and show the different positions for health promotion and restoring health. (4 Hours)

Students acquire knowledge with the help of classical and modern literature review, collected information shared in the form of presentation in presence of teachers. (2 Hours)

Experiential learning Activity
Experiential-Learning 4.1 : <i>Ḥarakat-o-Sukūn Badanī</i> and its relation to <i>Quwa, Tawleed-i-Hararat, Tahlil</i> and <i>Dafa'e-i-Fuḍlāṭ</i> .
Total Learning Hours: 7 The students will be able to precisely comprehend the concept of <i>Harakat-i-Badanī</i> and its general principles and efficiently apply to the patients (2 Hours). They will collect the literature of <i>Harakat-i-Badanī</i> from Unani and Modern reference books and discussion will be done (2 Hours). Application of different body movements in the management of different diseases will be done by the students (2 Hours). The students will present a published clinical trial/review paper from a reputed journal indicating the efficacy of exercise in the management of different diseases (1 Hour).
Experiential-Learning 4.2 : Qualitative and quantitative modifications in exercises in the management and prevention of diseases.
Total Learning Hours: 6 Students will clearly understand the qualitative and quantitative modifications in body movements to restore the health and treat the disease conditions (2 Hours). The students will customise the exercise as per the need of the patients (2 Hours). The students will present a published clinical trial/review paper from a reputed journal indicating the efficacy of exercise in the management of different diseases (2 Hour).
Experiential-Learning 4.3 : Fitness formula and schedule of exercise
Total Learning Hours: 6 Students will clearly understand the efficacy of different exercises in restoring the health and treating the disease conditions (2 Hours). The students will customise the exercise in terms of schedule and need for the patients (2 Hours). The students will present a published clinical trial/review paper from a reputed journal indicating the efficacy of different exercise in prevention and management of different diseases (2 Hour).
Experiential-Learning 4.4 : <i>Sukūn-i-Badanī</i> for physical and mental well-being.
Total Learning Hours: 7 The students will precisely comprehend the concept of <i>Sukūn Badanī</i> and its general principles (2 Hours). The students will apply the phenomenon of rest in physical and mental well-being (2 Hours). The students will practice the concept of <i>Sukūn Badanī for the prevention and management of various diseases (2 Hours)</i> . The students will present a published clinical trial/review paper from a reputed journal indicating the role of rest in prevention and management of different diseases (1 Hour).
Modular Assessment

Assessment method	Hour
<p>Assessment:</p> <p>Instructions: 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. Calculate the Modular grade point as per table 6 C.</p> <p>Case Base Evaluation: Objective Structured Practical Examination (OSPE) - 25 Marks</p> <p>OSPE is a structured assessment method used to evaluate students' procedural skills and practical knowledge. The evaluation of application of different type of exercise will be done in each student.</p> <p>Short Answer Question: 20 Marks</p> <p>4 Questions (one question from each unit)- Students will provide clear and concise responses to specific questions.</p> <p>Reading, Communicating and Presentation Skill: 05 Marks</p> <p>Organizing Regular open book reading sessions, class presentations, seminar presentations, and Viva sessions</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. portfolios, reflections, or presentations in converted form may be taken as an 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
Module 5 : حرکت و سکون نفسانی : Harakat wa Sukūn-i-Nafsānī (Mental or Psychic Activity and Repose)						
Module Learning Objectives (At the end of the module, the students should be able to)						
Describe <i>Harakat wa Sukūn-i-Nafsani</i> their Alamat (signs), the relationship of <i>Harkat-i-Nafsani</i> with <i>Ruh</i> and <i>Ghidha'</i> , Tanweem (sleep therapy) and Psychotherapy.						
Conduct the detailed analysis and application of general principles of <i>Asbab Sitta Daruriyya of Ilaj Bit Tadbir</i> , their therapeutic approach and outcomes in specific cases.						
Identify the basic application of the Unani principle of Harakat-wa-Sukun Nafsani in lifestyle, Psychophysiological and personality disorders in clinical settings.						
Unit 1 Harakat wa Sukūn-i-Nafsānī and Ruḥ						
5.1.1: حرکات نفسانیہ : <i>Harakāt-i-Nafsāniya</i> (Mental Movements and Psychic Activities)						
5.1.1.1: حرکات نفسانیہ کا عمومی بیان : <i>Harakāt-i-Nafsāniya kā 'Umuṁī Bayān</i> (General description of <i>Harakāt-i-Nafsāniya</i>)						
5.1.1.2: حرکات نفسانیہ کا روح سے تعلق : <i>Harakāt-i-Nafsāniya kā Ruḥ se Ta'alluq</i> (Interrelation of <i>Harakāt-i-Nafsāniya</i> with <i>Ruḥ</i>)						
5.1.1.3: روح کی قلت یا غلظت سے حرکات نفسانیہ میں کمی : <i>Ruḥ kī Qillat yā Ghilzat se Harakāt-i-Nafsāniya men Kami</i> (Decreased Psychic activities due to decreased volume or condensing of <i>Ruḥ</i>)						
5.1.1.4: روح کی کثرت اور لطافت سے حرکات نفسانیہ میں زیادتی : <i>Ruḥ kī Kathrat awr Laṭāfat se Harakāt-i-Nafsāniya men Ziyādatī</i> (Increased Psychic activities due to increased volume or finning of <i>Ruḥ</i>)						
5.1.1.5: نفس پر انقباض و انقباض روح کے اثرات : <i>Nafs per Inbisāt wa Inqibād-i-Ruḥ ke Atharāt</i> (Effects of expansion and contraction of <i>Ruḥ</i> on the <i>Nafs</i>)						
References: 1,4,15,16,18,21,28,30,31,36						

3A	3B	3C	3D	3E	3F	3G
CO2,CO3	Describe <i>Ḥarakāt-i-Nafsāniya</i> and <i>Sukūn-i-Nafsāniya</i> and relationship of <i>Ḥarakāt-i-Nafsāniya</i> with <i>Ruh</i> .	1	Lecture	CC	Knows-how	L,L&GD,L&PPT ,L_VC,PER,TUT,W
CO2,CO3	Discuss the concept of <i>Rūḥ kī Qillat</i> or <i>Ghīlzat</i> that causes decline of <i>Ḥarakāt-i-Nafsāniya</i> (<i>Ḥarakāt-i-Nafsāniya men Kamāl</i>). Discuss the concept of <i>Rūḥ kī Kathrat awr Latafat</i> by which <i>Ḥarakāt-i-Nafsāniya</i> increases (<i>Ḥarakāt-i-Nafsāniya men Ziyādat</i>)	1	Lecture	CE	Knows-how	DIS,L,L&GD,L&PPT ,SY,TUT
CO2,CO3	Discuss - <i>Kathrat-i-Ḥarakat wa Sukūn-i-Nafsānī ki Ifādiyat wa Maḍarrat</i> (Advantages and Disadvantages of excessive Mental or Psychic activity). Describe the relationship of <i>Inbisāt wa Inqibād-i-Rūḥ</i> with the <i>Inbisāt wa Inqibād-i-Nafs</i> .	1	Lecture	CE	Knows-how	BS,FC,JC,L,L&GD,Mnt,SY,TUT,W
CO2,CO3	Demonstrate the ' <i>Alāmāt</i> ' (Signs) of <i>Qillat-i- Rūḥ</i> and <i>Kathrat-i- Rūḥ</i> with examples in specific conditions	6	Practical5.1	PSY-GUD	Shows-how	CD,CBL,D,DIS,PER
CO2,CO3	Apply Tasarruf in Makool and Naum wa Yaghza to manage Inqibaz-i-Ruh and Awarizat-e-Nafsaniya.	9	Experiential-Learning5.1	PSY-GUD	Shows-how	CD,CBL,PT,PrBL

Unit 2 Applied Aspects of Ḥarakat wa Sukūn-i-Nafsānī

5.2.1: علامات واضطرابات حركت وسكون نفساني: '*Alāmāt wa Iqtirābāt-i-Ḥarakat wa Sukūn-i-Nafsānī*' (Signs and Disorders of Mental Activity and Repose)

5.2.1.1: علامات حركت نفساني: '*Alāmāt-i-Ḥarakat-i-Nafsānī*' (Signs of mental or psychic activity)

5.2.1.2: علامات سكون نفساني: '*Alāmāt-i-Sukūn-i-Nafsānī*' (Signs of mental or psychic repose)

5.2.1.3: کثرت حركت وسكون نفساني کی افادیت و مضرت: '*Kathrat-i-Ḥarakat wa Sukūn-i-Nafsānī ki Ifādiyat wa Maḍarrat*' (Advantages and disadvantages of excessive mental activity or repose)

5.2.1.4: نفسانی-منافع الاعضائی عوارض: '*Nafsānī-Manāfē 'ul-A'dā' Awārīd*' (Psychophysiological disorders):

5.2.1.4.1: نفسیاتی مظاہر <i>Nafsiyātī Mazāhir</i> (Psychological manifestation)						
5.2.1.4.2: جسدی مظاہر <i>Jasadī Mazāhir</i> (Somatic manifestation)						
5.2.1.4.3: شخصی اضطرابات <i>Shakhsī Iḍtirābāt</i> (Personality disorders) as per diagnostic and statistical manual of mental disorders (DSM-5)						
5.2.1.4.3.1: Cluster A personality disorders						
5.2.1.4.3.2: Cluster B personality disorders						
5.2.1.4.3.3: Cluster C personality disorders						
References: 1,4,16,30,31,36						
3A	3B	3C	3D	3E	3F	3G
CO2,CO3	Discuss ' <i>Alāmāt-i-Sukūn-i-Nafsānī</i> ' (Signs of Mental or Psychic Repose) and ' <i>Alāmāt-i-Harakat-i-Nafsānī</i> ' (Signs of Mental or Psychic Activity) on the human body.	1	Lecture	CC	Knows-how	FC,L,L&GD,L&PPT ,LS,TUT
CO2,CO3	Discuss <i>Kathrat-i-Harakat wa Sukūn-i-Nafsānī ki Ifādiyat wa Maḍarrat</i> (Advantages and Disadvantages of excessive Mental Activity and Repose) on the human body.	1	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO2,CO3	Illustrate the effects of <i>Kathrat-i-Nafsānī</i> on human body with the examples as per Unani literature and recent advancements.	6	Practical5.2	PSY-SET	Shows-how	CD,CBL,D,D-BED,DIS,FV,PT,PER
CO2,CO3	Apply the modifications and moderations of <i>Asbāb-i-Ghair Ḍarūriyya</i> to overcome the complications of <i>Kathrat-i-Sukūn-i-Nafsānī</i>	7	Experiential-Learning5.2	AFT-RES	Shows-how	CD,CBL,D,PT,PER,PBL
CO2,CO3,CO4,CO5	Demonstrate the diagnostic characteristics of Personality Disorders according to classical Unani understanding and DSM-5.	4	Practical5.3	PSY-GUD	Shows-how	CD,CBL,D,D-BED,L,PT,PER
CO2,CO3,CO4,CO5	Develop personalized treatment plans for psychophysiological disorders	5	Experiential-Learning5.3	PSY-GUD	Shows-how	CD,CBL,D,D-BED,DIS,L&PPT ,L_VC,PER

Unit 3 Modification and Moderation in Ḥarakat wa Sukūn-i-Nafsānī

5.3.1: حرکت و سکون نفسانی میں تصرفات *Ḥarakat wa Sukūn-i-Nafsānī men Taṣarrufāt* (Modification and Moderation in Psychic Activities and Repose)

5.3.1.1: تصرفات میں تصرفات: *Hawā'-i-Muḥīṭ kī Tadābīr ke Dhari'ye Ḥarakat wa Sukūn-i-Nafsānī men Taṣarruf* (Modifications in *Ḥarakat wa Sukūn-i-Nafsānī* through regimens of *Hawā'-i-Muḥīṭ*)

5.3.1.2: غذائی تدابیر کے ذریعہ حرکت و سکون نفسانی میں تصرفات *Ghidhā'ī Tadābīr ke Dhari'ye Ḥarakat wa Sukūn-i-Nafsānī men Taṣarruf* (Modifications in *Ḥarakat wa Sukūn-i-Nafsānī* through dietary regimens)

5.3.1.3: مفرح اغذیہ اور ادویہ سے حرکت و سکون نفسانی میں تصرفات *Mufarriḥ Aghdhiya awr Adviya se Ḥarakat-i-Nafsānī men Taṣarruf* (Modifications in *Ḥarakat-i-Nafsānī* through exhilarant diet and drugs)

5.3.1.4: حرکات بدنیه کی تدابیر کے ذریعہ حرکت و سکون نفسانی میں تصرفات *Harakāt-i-Badaniya kī Tadābīr ke Dhari'ye Ḥarakat wa Sukūn-i-Nafsānī men Taṣarruf* (Modifications in *Ḥarakat wa Sukūn-i-Nafsānī* through regimens of *Harakāt-i-Badaniya*)

5.3.1.5: تنویم کے ذریعہ سکون نفسانی کا حصول *Tanwīm ke Dhari'ye Sukūn-i-Nafsānī kā Ḥusūl* (Achieving *Sukūn-i-Nafsānī* through Hypnosis)

5.3.1.6: تلقین و تحلیل نفسی کے ذریعہ حرکت و سکون نفسانی میں تصرفات *Talqīn wa Taḥlīl-i-Nafsī ke Dhari'ye Ḥarakat wa Sukūn-i-Nafsānī men Taṣarruf* (Modifications in *Ḥarakat wa Sukūn-i-Nafsānī* through counselling and psychoanalysis)

5.3.1.7: حرکت و سکون نفسانی میں تصرفات کے ذریعہ امراض کا علاج *Ḥarakat wa Sukūn-i-Nafsānī men Taṣarrufāt ke Dhari'ye Amrād kā 'Ilāj* (Psychotherapy)

References: 1,4,16,21,22,30,31,32

3A	3B	3C	3D	3E	3F	3G
CO2,CO3	Discuss - <i>Hawā'-i-Muḥīṭ kī Tadābīr ke Dhari'ye Ḥarakat wa Sukūn-i-Nafsānī men Taṣarruf</i> .	1	Lecture	CC	Knows-how	L,L&GD,L&PPT ,SY,W
CO2,CO3,CO4,CO5	Describe Dietotherapy useful in Mental or Psychic Activity and Repose (Ghizai tadabeer ke zariye Harkat-o-Sukun-i-Nafsaini mein tasarruf). Describe the Harkat-i-Nafsaniya ki taqleel wa tahleel ke zariye Harkat-o-sukun-i-Nafsani mein Tasurrufat (modification and moderation).	2	Lecture	CE	Knows-how	L,L&GD,L&PPT ,L_VC,SY,W

CO2,CO3,CO4,CO5	Explain the Regimenal methods or Tadabeer of Harkat-i-Badaniya by which mental or psychic activities can be improved (Harkat-i-Badaniya ki Tadabeer ke zariye Harkat wa Sukun-i-Nafsani me Tasarruf)	1	Lecture	CE	Knows-how	L,L&GD,L&PPT ,SY,TUT,W
CO2,CO3,CO4,CO5	Discuss Tanweem and Psychotherapy by which the person gets Sukoon-e- Nafsani.	1	Lecture	CK	Knows-how	L,L&GD,L&PPT ,L_VC,SY,TUT,W
CO2,CO3,CO4,CO5	Demonstrate Mufarreh Aghziya and Advia with examples and explain how to treat Amraze Nafsaniya by using Mufarreh Aghziya and Advia.	4	Practical5.4	PSY-SET	Shows-how	CD,CBL,D,D-BED,DIS,L&PPT ,PER,PBL
CO2,CO3,CO4,CO5	Apply the principles of <i>Sukūn-i-Nafsānī</i> and discuss <i>Tanwīm</i> as a mode of treatment to achieve <i>Sukūn-i-Nafsānī</i> following congenital impairment.	5	Experiential-Learning5.4	PSY-GUD	Shows-how	BS,CBL,D,D-BED,FV,PrBL

Practical Training Activity

Practical 5.1 : '*Alāmāt* (Signs) of *Qillat-i- Ruḥ* and *Kathrat-i- Ruḥ*

Total Learning Hours: 6

The teacher will demonstrate the causes and '*Alāmāt* of *Qillat-i- Ruḥ* and *Kathrat-i- Ruḥ* with examples in specific conditions, likely in the context of Unani medicine by using models, charts, power point presentations or on real patients (1 Hours). The students will apply the knowledge of '*Alāmāt* of *Qillat-i-Ruḥ* and *Kathrat-i-Ruḥ* in the diagnosis and treatment of various ailments (2 Hours). The students will be given a project to prepare depicting the '*Alāmāt* of *Qillat-i-Ruḥ* and *Kathrat-i-Ruḥ* (1 Hour) and a discussion on the challenges in identifying the sign and symptoms of *Qillat-i-Ruḥ* and *Kathrat-i-Ruḥ* will be done (1 Hour). The students will explore, collect and compile the literature on the concept of *Qillat-i-Ruḥ* and *Kathrat-i-Ruḥ* from Classical Unani texts as well as from recent scientific advancements and will present a detailed seminar (1 Hour).

Practical 5.2 : Effects of *Kathrat-i-Nafsānī* on human body

Total Learning Hours: 6

The teacher will explain and make the students understand about the concept of *Kathrat-i-Nafsānī* and its impact on human health (1 Hour) The teacher will discuss the effects and side effects of *Kathrat-i-Nafsānī* as seen in the form of systemic and generalized disorders in humans with examples from Unani literature and recent research (1 Hour). The students will apply the knowledge for the prevention and management strategies for *Kathrat-i-Nafsānī* (2 Hours). The students will explore, collect and compile the literature from Unani texts and recent advancement and discuss the findings of physical and psychological effects of *Kathrat-i-Nafsānī* on the human body (2 Hours).

Practical 5.3 : Demonstration of Personality Disorders

Total Learning Hours: 4

The teacher will demonstrate and make the students able to diagnose the Personality Disorders as per Unani literature and DSM-5. For this, the teacher will elaborate in detail the steps of diagnosis by using the Materials like DSM-5 manual and by distributing the students Case studies for Role-playing scenarios (1 Hour)

Seminar presentation: 2 Hours

Step 1: Literature Search & Review (Duration: 60 Minutes) - The student will be assigned the topic on diagnostic characteristics of personality disorders as per Unani literature and scientific advances for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 45 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 15 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Group Discussion: 1 Hour

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.

Practical 5.4 : *Ilāj Bil Ghidhā* and *Ilāj Bid-Dawa* and application on Amraz-e- Nafsaniya

Total Learning Hours: 4

The teacher will demonstrate the classification of Ghiza and Dawa, Ilaj Bil Ghiza (Dietotherapy), Ilaj Bid Dawa, Eihkam-e -Ghiza (Dietary Principles) & Tadabeer (Regimenal methods) by which mental or psychic activities can be achieved in a better way (1 Hour)

Creativity Writing: 1 Hour

Students will search the information on *Ilāj Bil Ghidhā* and *Ilāj Bid-Dawa* and their role in the management of Amraz-e- Nafsaniya and student will be encouraged to compile the information and publish it.

Seminar presentation: 1.5 Hour

Step 1: Literature Search & Review (Duration: 30 Minutes) - The student will be assigned the topic on *Ilāḥ Bil Ghidhā* and *Ilāḥ Bid -Dawa* and application on Amraz-e-Nafsaniya for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 30 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Group Discussion: 30 Min

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.

Experiential learning Activity

Experiential-Learning 5.1 : Modification and Moderation in Makool and Naum wa Yaghza to manage Inqibaz-i-Ruh and Awarizat-e-Nafsaniya

Total Learning Hours: 9

The teacher will demonstrate and make the students able to understand the use of Makool wa Mashroob for managing the Awarizat-e-Nafsaniya. He will also be able to understand the principles of moderation and modification in Naum wa Yaghza to manage Inqibaz-i-Ruh and Awarizat-e-Nafsaniya (2 Hour)

Seminar presentation:3 Hours

Step 1: Literature Search & Review (Duration: 75 Minutes) - The student will be assigned the topic on Tasarruf in Makool and Naum wa Yaghza to manage Inqibaz-i-Ruh and Awarizat-e-Nafsaniya for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 75 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Journal Club Presentation: 2 Hours

The students will present a published clinical trial/review paper from a reputed journal indicating the role of *Asbāb-i-Ghair Ḍarūriyya* in the management of different diseases (2 Hour).

Group Discussion: 2 Hour

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.

Experiential-Learning 5.2 : Management of complications of *Kathrat-i-Sukūn-i-Nafsānī*.

Total Learning Hours: 7

Students will clearly understand the application of modification and moderation of *Asbāb-i-Ghair Ḍarūriyya* to overcome the complications of *Kathrat-i-Sukūn-i-Nafsānī*. The teacher will give a real patient of such complication or scenario to the students and will ask the students to modify or moderate the *Asbāb-i-Ghair Ḍarūriyya* to avoid the complication due to *Kathrat-i-Sukūn-i-Nafsānī*. Patients will be asked to modify their dietary habit, their physical activity and rest etc.(2 Hours)

Seminar presentation:3 Hours

Step 1: Literature Search & Review (Duration: 75 Minutes) - The student will be assigned the topic on *Sukūn-i-Nafsānī* and *Tanwīm* for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 75 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Journal Club Presentation: 1 Hours

The students will present a published clinical trial/review paper from a reputed journal indicating the role of Asbāb-i-Ghair Ḍarūriyya in the management of different diseases (1 Hour).

Group Discussion: 1 Hour

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.

Experiential-Learning 5.3 : Treatment plans for psychophysiological disorders

Total Learning Hours: 5

Under guidance of the teacher, the students will develop personalized treatment plans for psychophysiological disorders, focusing on anxiety and stress management. They will explore the classification, psychological and somatic manifestations of these disorders (2 Hours).

The students will developed personalized treatment plans for three case studies:

Case Study 1: Izterab-i- Nafsani (Anxiety Disorder) (1 Hour)

- Lifestyle modifications: regular exercise, healthy diet, relaxation techniques (deep breathing, progressive muscle relaxation)
- Stress management: cognitive-behavioral therapy, mindfulness meditation

Case Study 2: Depression (1 Hour)

- Lifestyle modifications: social support network, sleep hygiene, physical activity
- Stress management: problem-solving therapy, journaling

Case Study 3: Fishar-ud-Dam Qawi (Hypertension) (1 Hour)

- Lifestyle modifications: sodium reduction, weight management, stress reduction techniques (yoga, meditation)
- Stress management: biofeedback therapy, relaxation response training

Experiential-Learning 5.4 : Application of principles of *Sukūn-i-Nafsānī* on *Tanwīm*

Total Learning Hours: 5

Students will clearly understand the principles of *Sukūn-i-Nafsānī* and its relation with *Tanwīm*. The teacher will give a real patient or scenario to the students and will ask the students to establish a relation of *Sukūn-i-Nafsānī* and *Tanwīm*. (2 Hours)

Seminar presentation: 2 Hours

Step 1: Literature Search & Review (Duration: 45 Minutes) - The student will be assigned the topic from *Sukūn-i-Nafsānī* and *Tanwīm* for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 60 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 15 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Journal Club Presentation: 1 Hours

The students will present a published clinical trial/review paper from a reputed journal indicating the role of Asbāb-i-Ghair Ḍarūriyya in the management of different diseases (1 Hour).

Modular Assessment

Assessment method	Hour
Assessment method for module (4 Hours) (50 marks) Instructions - 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. Calculate the Modular grade point as per table 6 C. SAQ: 3 (one question from each unit) - 30 Marks Students will write clear and concise responses to specific questions. Viva Voice - 20 Marks	4

<p>The teacher will ask the question about the applicability of the subject in the management of diseases.</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. portfolios, reflections, or presentations in conveted form may be taken as an assessment. (25 Marks)</p>	
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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
Module 6 : نوم و يقظہ Nawm wa Yaqza (Sleep and Wakefulness)						
Module Learning Objectives (At the end of the module, the students should be able to) Develop a comprehensive understanding of the principles of ‘Ilāj bit Tadbīr and its therapeutic significance. Describe the normal and abnormal <i>Nawm wa Yaqza</i> , its type and correlation with sleep disorders and its effects on the human body. Identify factors affecting <i>Nawm wa Yaqza</i> negatively and positively. Apply <i>Nawm wa Yaqza</i> after modification and moderation, as a therapeutic regimen for physical and psychological disorders in clinical practice.						
Unit 1 نوم و يقظہ Sleep and Wakefulness 6.1.1: <i>Nawm wa Yaqza kā ‘Umūmī Bayān awr us kī ṭlāqī Ahmiyat</i> (General description of sleep and wakefulness and its applied significance) 6.1.2: <i>Nawm wa Yaqza kī Naw’iyat-i-‘Amal Tibb-i-Unānī awr Jadīd Taḥqīqāt ke Muṭābiq</i> (Physiology of sleep and wakefulness as per Unani classics and recent research) 6.1.3: <i>Nawm ke Marāḥil awr Roz-o-Shab kā Nawmī Dā’ira/Tasalsul Tibb-i-Unānī awr Jadīd Taḥqīqāt kī Roshnī men</i> (Stages of sleep and circadian rhythm in different age groups as per Unani literature and recent clinical research) 6.1.4: <i>Ruṭūbat wa Yubūsat-i-Dimāgh kā Nawm wa Yaqza se Ta’alluq</i> (Relation between moistness and dryness of brain with sleep and wakefulness) References: 4,15,16,18,21,36						
3A	3B	3C	3D	3E	3F	3G

CO2,CO3	Describe <i>Nawm wa Yaqza</i> as per Unani Concept.	1	Lecture	CC	Knows-how	L,L&GD,L&PPT,LS,TUT,W
CO1	Describe the physiology of sleep and wakefulness as per Unani classical literature and recent scientific advancement.	2	Lecture	CC	Knows-how	L,L&PPT,LS,PER
CO5	Describe stages of sleep and circadian rhythm in different age groups as per recent scientific advancements.	1	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO1	Demonstrate mechanism of sleep, stages of sleep and differentiate REM and NREM sleep with chart making and discussion.	3	Practical6.1	AFT-RES	Shows-how	D,DIS
CO2,CO4	Demonstrate principles of <i>Asbāb-i-Sittah Darūriyya</i> and its significance and Design a Unani diet plan and educate patient regarding life style modification for sleep deprivation.	3	Practical6.2	CAP	Shows-how	CBL,D-BED,SIM
CO2,CO4,CO5	Analyse and assess sleep patterns among the patients having different temperament as per <i>Ajnās-i-Ashrah</i> .	4	Experiential-Learning6.1	PSY-GUD	Does	CBL,D-BED,RP
CO2,CO3,CO4	Apply Unani dietary regimen and exercise plan in overweight and lifestyle modifications and assess their outcome by patient's feedback.	4	Experiential-Learning6.2	CAP	Does	CBL,D-BED
CO2,CO4,CO5	Demonstrate the interrelation of moistness and dryness of the brain (<i>rutubaṭ wa yabusat-i-dimāgh</i>) and sleep and wakefulness (<i>Nawm wa Yaqza</i>) and their pathophysiological impact on physical and psychic (mental) activity of patient with examples (Unani and modern aspect). Enlist specific diseases related to <i>kasrat-i-rutubaṭ wa yabusat-i-dimāgh</i> , and symptoms (<i>'Alamāt</i> related to <i>akhlāṭ</i>).	4	Practical6.3	PSY-GUD	Shows-how	CBL,D-BED,SIM
Unit 2 نوم و يقظہ کے جسم پر اثرات Effect of Nawm wa Yaqza on the Body						

- 6.2.1: نوم و بیدارگی کے اثرات: *Nawm wa Yaqza ke Jism par Atharāt* (Effect of sleep and wakefulness on the body)
- 6.2.2: کثرتِ نوم و قلتِ بیدارگی کے اثرات: طبِ یونانی اور جدید تحقیقات کے تناظر میں: *Kathrat-i-Nawm wa Qillat-i-Yaqza ke Atharāt: Tibb-i-Unānī awr Jadīd Taḥqīqāt ke Tanāẓur men* (Effects of excessive sleep and deficient wakefulness as per Unani literature and recent clinical research)
- 6.2.3: قلتِ نوم و کثرتِ بیدارگی کے اثرات: طبِ یونانی اور جدید تحقیقات کے تناظر میں: *Qillat-i-Nawm wa Kathrat-i-Yaqza ke Atharāt: Tibb-i-Unānī awr Jadīd Taḥqīqāt ke Tanāẓur men* (Effects of insufficient sleep and excessive wakefulness as per Unani literature and recent clinical research)
- 6.2.4: مرطباتِ داخلی و خارجی سے نوم میں اعانت: *Muraṭṭibat-i-Dākhilī wa Khārijī se Nawm men l'ānat* (Assistance in sleep with internal and external moistening agents)
- 6.2.5: ریاضت سے نوم میں اعانت: *Riyāḍat se Nawm men l'ānat* (Assistance in sleep with exercise)
- References:** 4,15,16,18,36

3A	3B	3C	3D	3E	3F	3G
CO2	Describe effects of deprivation of sleep and excessive sleep on the body as per Unani literature and recent scientific advancements.	1	Lecture	CC	Knows-how	L,L&GD,L&PPT,LS
CO2	Discuss the significance of exercise in assisting sleep from the perspective of Unani literature and recent clinical research prospects.	1	Lecture	CAP	Knows-how	L,L&GD,L&PPT,PER
CO2,CO3,CO4	Demonstrate the patient of sleep disturbances from different occupations and formulate therapeutic regimenal plan and assess outcome.	3	Practical6.4	PSY-GUD	Shows-how	CBL,ECE,RP
CO2,CO3,CO5	Demonstrate principles of <i>Asbāb Sitta Ḍarūriyya</i> as lifestyle modification in Qillat-i-Nawm (sleep deprivation)	3	Practical6.5	CC	Shows-how	D,D-BED
CO1,CO2	Assess cognitive function impairment in patient of sleep deprivation through MMSE questionnaire assessment tool.	4	Experiential-Learning6.3	CC	Does	CBL,RP,SIM
CO3,CO4,CO5	Perform thorough examination and apply principles of diet (ahkam-i ghiza) with diet plan and lifestyle modification on perimenopausal patients with mood disorder into clinical setting and assess outcomes on feedback.	4	Experiential-Learning6.4	AFT-RES	Does	CBL

Unit 3 خلل نوم Sleep disorders

6.3.1: خلل نوم کی درجہ بندی: *Khalal-i-Nawm kī Darjabandī* (Classification of Sleep Disorders)

6.3.1.1: نوم مضطرب/خلل نومی: *Nawm-i-Muḍtarib/Khatal Nawmī* (Parasomnia Sleep Disorders)

6.3.1.1.1: نوم متعلق بہ سریع حرکت عین: Rapid Eye Movement (REM)-related parasomnias

6.3.1.1.2: نوم غیر متعلق بہ سریع حرکت عین: Non-REM related parasomnias

6.3.1.2: نوم اختلال: *Ikhtilāl-i-Nawm* (Dyssomnia Sleep Disorders)

6.3.1.2.1: نوم داخلی: *Ikhtilāl-i-Nawm Dā khilī* (Intrinsic sleep disorders)

6.3.1.2.1.1: Restless leg syndrome (RLS)

6.3.1.2.1.2: Sleep apnea

6.3.1.2.1.3: Insomnia

6.3.1.2.1.4: Periodic limb movements in sleep (PLMS)

6.3.1.2.2: نوم خارجی: *Ikhtilāl-i-Nawm Khārijī* (Extrinsic sleep disorders)

6.3.1.3: نومی دائرہ کا خلل: *Roz-o-Shab ke Nawmī Dā'ira kā Khalal* (Circadian Rhythm Sleep Disorders)

6.3.1.4: خلل نوم مع جسمانی یا نفسیاتی امراض: *Khalal-i-Nawm M'a Nizāmī awr Nafsiyā ī Amrūd* (Sleep disorders with systemic and psychological illness)

6.3.2: نوم ویتھ کے علاجی تعریفات: *Nawm wa Yaqza ke 'Ilājī Taṣarrufāt* Therapeutic Modifications in *Nawm wa Yaqza*

6.3.3: نوم سے ہضم اور دیگر افعال میں اعانت: *Nawm se Haḍm awr dīgar Afāl men l'ānat* (Assistance in digestion and other functions through sleep)

References: 4, 15, 16, 18, 28, 29

3A	3B	3C	3D	3E	3F	3G
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CO2,CO4	Classify and describe sleep disorders and its usool-i-ilaj in the perspective of asbab sitta daruriya and correlate with modern line of treatment.	2	Lecture	CC	Knows-how	JC,L,L&GD,L&PPT
CO4,CO5	Discuss and differentiate sleep disorder and mental disorder and its causes, symptoms and Usoole-i-ilaj in the perspective of applied basics of Ilaj Bit Tadbeer.	2	Lecture	CC	Knows-how	L&GD,L&PPT,LS,PER,REC
CO2,CO4	Demonstrate significance of applied principles of <i>Asbāb Sitta Darūriyya</i> in sleep disorder.	4	Practical6.6	PSY-GUD	Shows-how	CBL,D,D-BED,DIS
CO4,CO5	Perform thorough examination and apply principles of diet (ahkam-i ghiza) with diet plan and lifestyle modification in patients with excessive sleepiness.	5	Experiential-Learning6.5	AFT-RES	Does	CBL,D-BED,RP
CO3,CO4	Apply diet and exercise regimenal plan in arousal disorder and assess outcomes on patient's feedback.	5	Experiential-Learning6.6	CAP	Does	CBL,RP

Practical Training Activity

Practical 6.1 : Mechanism of sleep and sleep cycle

Total Learning Hours: 3

The teacher will demonstrate the mechanism of sleep, stages of sleep and other relevant information and make the students able to understand clearly about the mechanism of sleep and stages of sleep (1 Hour).

Seminar presentation: 1 Hours

The student will collect the appropriate information and present this information in the form of a seminar presentation (1 Hour)

Group Discussion: 1 Hour

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion (1 Hour).
Practical 6.2 : Significance of <i>Asbāb-i-Sittah Darūriyya</i> in sleep deprivation
<p>Total Learning Hours: 3</p> <p>Teacher will instruct the students to take detailed history of sleep deprivation patients regarding present complaints, past history, treatment history, family history, personal history, occupational history, gynaecological history, and perform physical examination and design a diet plan and educate them for lifestyle modification (1 Hour).</p> <p>Seminar presentation: 1 Hours</p> <p>The student will collect the appropriate information about the role and significance of <i>Asbāb-i-Sittah Darūriyya</i> in managing the sleep deprivation and present this information in the form of a seminar presentation (1 Hour)</p> <p>Group Discussion: 1 Hour</p> <p>The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion (1 Hour).</p>
Practical 6.3 : Relation of <i>rutubāt wa yabusat-i-dimāgh</i> in sleep and wakefulness.
<p>Total Learning Hours: 4</p> <p>Demonstration and Performance: 2 Hour</p> <p>The teacher will demonstrate the interrelation of moistness and dryness of the brain (<i>rutubāt wa yabusat-i-dimāgh</i>) and sleep and wakefulness (<i>Nawm wa Yaqza</i>). Students will be given a real patient or a scenario of moistness and dryness of the brain (<i>rutubāt wa yabusat-i-dimāgh</i>) and sleep and wakefulness (<i>Nawm wa Yaqza</i>) and he will formulate the modification in <i>Asbāb Sitta Darūriyya</i> for the management of given disease.</p> <p>Seminar presentation: 1 Hours</p> <p>The student will collect the appropriate information on the moistness and dryness of the brain (<i>rutubāt wa yabusat-i-dimāgh</i>) and sleep and wakefulness (<i>Nawm wa Yaqza</i>) and present this information in the form of a seminar presentation.</p> <p>Group Discussion: 1 Hour</p> <p>The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.</p>
Practical 6.4 : Sleep pattern in patients from different occupations

Total Learning Hours: 3**Demonstration and Performance: 1 Hour**

The teacher will demonstrate and discuss normal sleep patterns and how different occupation's stress level could disturb sleep pattern. The students will understand normal sleep pattern and abnormal sleep pattern. Student will formulate a regimenal treatment plan as per the pattern of the sleep of the patients.

Seminar presentation: 1 Hours

The student will collect the appropriate information on sleep pattern, disturbances due to abnormal sleep pattern and their management and present this information in the form of a seminar presentation

Group Discussion: 1 Hour

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.

Practical 6.5 : Effect of lifestyle modification on Qillat-i-Naum (sleep deprivation)**Total Learning Hours: 3****Demonstration and Performance: 1 Hour**

The teacher will demonstrate principles of *Asbāb Sitta Ḍarūriyya* as lifestyle modification in Qillat-i-Nawm and make the students able to understand clearly about the application of *Asbāb Sitta Ḍarūriyya* as lifestyle modification in Qillat-i-Nawm. Students will be given a real patient or a scenario of sleep deprivation and he will formulate lifestyle modification for the management of sleep deprication.

Seminar presentation: 1 Hours

The student will collect the appropriate information on the principles of *Asbāb Sitta Ḍarūriyya* as lifestyle modification in Qillat-i-Nawm and present this information in the form of a seminar presentation.

Group Discussion: 1 Hour

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion (1 Hour).

Practical 6.6 : Role of *Asbāb Sitta Ḍarūriyya* in sleep disorder.

Total Learning Hours: 4**Demonstration and Performance: 2 Hour**

The teacher will demonstrate principles of *Asbāb Sitta Ḍarūriyya* as lifestyle modification in sleep disorders and make the students able to understand clearly about the application of *Asbāb Sitta Ḍarūriyya* as lifestyle modification in sleep disorders. Students will be given a real patient or a scenario of sleep disorder and he will formulate the modification in *Asbāb Sitta Ḍarūriyya* for the management of given disease.

Seminar presentation: 1 Hours

The student will collect the appropriate information on the principles of *Asbāb Sitta Ḍarūriyya* as lifestyle modification in sleep disorders and present this information in the form of a seminar presentation.

Group Discussion: 1 Hour

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.

Experiential learning Activity**Experiential-Learning 6.1 : Sleep pattern in individuals with different temperament.****Total Learning Hours: 4****Demonstration and Performance: 1 Hour**

Students will clearly understand to assess and analyze sleep pattern in patients having different temperament as per *Ajnās-i-Ashra*. Students will be given real patients or different scenarios to assess and analyze the temperament.

Seminar presentation: 3 Hours

Step 1: Literature Search & Review (Duration: 75 Minutes) - The student will be assigned the topic on sleep pattern for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 75 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Experiential-Learning 6.2 : Lifestyle modification in overweight

Total Learning Hours: 4

Demonstration and Performance: 2 Hour

Students will be able to understand clearly how to apply the Unani dietary and riyazat regimens in the management of various lifestyle disorders. The teacher will provide the patients of lifestyle disorder and student will prescribe the appropriate diet, exercise and lifestyle modifications as per the disease of the patients.

Seminar presentation: 2 Hours

Step 1: Literature Search & Review (Duration: 60 Minutes) - The student will be assigned the topic on sleep pattern for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 45 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 15 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Experiential-Learning 6.3 : Assess cognitive function impairment in patient of sleep deprivation through MMSE questionnaire assessment tool.

Total Learning Hours: 4

Performance: 1 Hour

Students will record history of patient including present illness, history of past illness treatment history, family history, socio-economic history, and personal history. Each student will assess cognitive function impairment in patient of sleep deprivation through MMSE questionnaire assessment tool.

Seminar presentation: 2 Hours

Step 1: Literature Search & Review (Duration: 60 Minutes) - The student will be assigned the topic on sleep deprivation for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 45 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 15 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Journal Club Presentation: 1 Hour

The students will present a published clinical trial/review paper from a reputed journal indicating the role of any kind of regimenal modality in the management of sleep deprivation.

Experiential-Learning 6.4 : Diet Plan and lifestyle modification in primenopausal patients

Total Learning Hours: 4

Performance: 1 Hour

Students will record history of patient including present illness, history of past illness treatment history, family history, socio-economic history, and personal history. Each student will assess the symptoms and sign in primenopausal patients and record in record book.

Seminar presentation: 2 Hours

Step 1: Literature Search & Review (Duration: 60 Minutes) - The student will be assigned the topic on primenopausal syndrome, mood disorders before menopause, diet plan and lifestyle modification for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 45 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 15 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Journal Club Presentation: 1 Hour

The students will present a published clinical trial/review paper from a reputed journal indicating the role of any kind of regimnal modality in the management of primenopausal syndrome or Mood disturbance.

Experiential-Learning 6.5 : Role of lifestyle in excessive sleepiness.

Total Learning Hours: 5

Performance: 2 Hour

Students will record history of patient including present illness, history of past illness treatment history, family history, socio-economic history, and personal history. Each student will assess the symptoms and sign of excessive sleepiness. Students will be given a real patient or scenario of excessive sleepiness and he will be allowed to formulate his diet and lifestyle modification under the guidanc of teacher.

Seminar presentation: 2 Hours

Step 1: Literature Search & Review (Duration: 60 Minutes) - The student will be assigned the topic on the concept of excessive sleepiness and its management for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 45 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 15 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Journal Club Presentation: 1 Hour

The students will present a published clinical trial/review paper from a reputed journal indicating the role of Diet or lifestyle modification in the management of excessive sleepiness.

Experiential-Learning 6.6 : Role of diet and exercise in arousal disorder.	
Total Learning Hours: 5	
Performance: 2 Hour	
<p>Students will record history of patient including present illness, history of past illness treatment history, family history, socio-economic history, and personal history. Each student will assess the symptoms and sign of arousal disorder. Students will be given a real patient or scenario of arousal disorder and he will be allowed to formulate his diet, exercise and lifestyle modification under the guidance of teacher.</p>	
Seminar presentation: 2 Hours	
<p>Step 1: Literature Search & Review (Duration: 60 Minutes) - The student will be assigned the topic on the concept arousal disorder and its management for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.</p>	
<p>Step 2: Content Organization & Presentation (Duration: 45 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.</p>	
<p>Step 3: Discussion & Assessment (Duration: 15 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.</p>	
Journal Club Presentation: 1 Hour	
<p>The students will present a published clinical trial/review paper from a reputed journal indicating the role of Diet, exercise or lifestyle modification in the management of arousal disorder.</p>	
Modular Assessment	
Assessment method	Hour
<p>Instructions - 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. Calculate the Modular grade point as per table 6 C.</p>	4

<p>Reading, Communicating and Presentation Skill: 20 Marks</p> <p>Organizing Regular open book reading sessions, class presentations, seminar presentations, and Viva sessions</p> <p>Short Answer Question: 30 Marks</p> <p>3 Questions (one question from each unit)- Students will provide clear and concise responses to specific questions.</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. portfolios, reflections, or presentations in conveted form may be taken as an assessment. (25 Marks)</p>	
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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
Module 7 : استفراغ و احتباس Istifrāgh wa Iḥtibās (Evacuation and Retention)						
Module Learning Objectives (At the end of the module, the students should be able to)						
Develop a comprehensive understanding of the principles of <i>Istifrāgh wa Iḥtibās</i> and its therapeutic significance.						
Describe the normal and abnormal <i>Istifrāgh wa Iḥtibās</i> , its types, conditions, and necessity of <i>Nudj</i> (concoction) for effective evacuation.						
Apply <i>Istifrāgh wa Iḥtibās</i> after modification and moderation, as a therapeutic regimen for various disorders in clinical practice.						
Explore <i>Asbāb-i-Ghair Daruriyya</i> for its therapeutic importance.						
Unit 1 Unani concept of Istifrāgh-o-Iḥtibās						
7.1.1: استفراغ و احتباس <i>Istifrāgh wa Iḥtibās</i> (Evacuation and Retention)						
7.1.1.1: استفراغ و احتباس کا عمومی بیان <i>Istifrāgh wa Iḥtibās kā ‘Umūmī Bayān</i> (General description of <i>Istifrāgh wa Iḥtibās</i>)						
7.1.1.2: بدن میں فضلات کی تولید <i>Badan men Fuḍlāt kī Tawlīd</i> (Production of waste product in the body)						
7.1.1.3: استفراغ کی اقسام، مواقع استعمال اور ممنوعات <i>Istifrāgh kī Aqsām, Mawāqe ‘Isti‘māl awr Mamnu‘āt</i> (Types of <i>Istifrāgh</i> , its indication and contraindication)						
7.1.1.4: استفراغ کی افادیت و مضرت یونانی ادب عالیہ اور جدید تحقیقات کے تناظر میں <i>Istifrāgh kī Ifādiyat wa Maḍarrat Unānī Adab-i-āliya aur Jadīd Taḥqīqāt ke Tanāẓur men</i> (Advantages and disadvantages of evacuation in the perspective of Unani classical literature and recent researches)						
7.1.1.5: استفراغ سے امراض کا ازالہ قدیم و جدید نظریہ <i>Istifrāgh se Amarād kā Izālā: Qadīm wa Jadīd Naẓariyā</i> (Elimination of diseases through <i>Istifrāgh</i> classical and new concepts)						

<p>7.1.1.6: <i>ḥtibās kī Aqsām awr Darūrat</i> (Types of retention and its essentiality)</p> <p>7.1.1.7: <i>ḥtibās ke Mawāqē ‘Isti‘māl awr Mawānī</i> (Indication and contraindication of retention)</p> <p>References: 2,3,4,6,7,8,9,10,11,12,14,15,16,17,18,19,21,22,23,24,25,26,27,28,29,32,33,34,35,36,37</p>						
3A	3B	3C	3D	3E	3F	3G
CO2,CO3	Describe <i>Istifrāgh wa ḥtibās</i> in general.	1	Lecture	CC	Knows-how	DIS,FC,L&PPT ,L_VC,LS
CO2,CO3	Describe the types of <i>Istifrāgh</i> and enlist its indications and contraindications.	1	Lecture	CC	Knows-how	L,L&GD,L&PPT ,LS,PER,REC
CO3,CO4	Explain the mechanism of evacuation (<i>Istifrāgh</i>) and its effects on body.	1	Lecture	CC	Knows-how	L,L&GD,L&PPT ,LS
CO4,CO5,CO6	Prepare the humour specific Unani medicine for evacuation (<i>Istifrāgh</i>)	5	Experiential-Learning7.1	PSY-MEC	Does	CBL,RP
CO1,CO2	Explain the elimination of diseases through <i>Istifrāgh</i> in perspective of classical as well as advanced concepts.	6	Practical7.1	PSY-GUD	Shows-how	D,D-BED,DIS,ECE
<p>Unit 2 Applied Aspect of Istifrāgh wa ḥtibās</p> <p>7.2.1: <i>Usūl wa Sharā’it-i-Istifrāgh</i> (Principles and conditions of Evacuation)</p> <p>7.2.2: <i>Naẓariya-i-Nuḍj: Unā nī Ma’ā khidh awr Jadīd Taḥqīqāt kī Roshnī men</i> (Concept of <i>Nuḍj</i> [concoction] in the perspective of Classical Unani literature and recent researches)</p> <p>7.2.3: <i>Tdā bīr-i-Istifrāgh ba Liḥāz-i-Aqsām-i-Fuḍlāt</i> (Evacuation regimens according to types of morbid matter)</p> <p>7.2.4: <i>Istifrāgh-i-Tā mm awr Istifrāgh-i-Nā qṣ kī ‘Alā māt</i> (Clinical symptoms of complete and incomplete evacuation)</p> <p>7.2.5: <i>Istifrāgh wa ḥtibās ke ‘Ilājī Taṣarrufāt</i> (Therapeutic modifications in <i>Istifrāgh wa ḥtibās</i>)</p> <p>References: 2,3,4,6,7,8,9,10,12,15,16,18,24,28,29,32,36</p>						
3A	3B	3C	3D	3E	3F	3G

CO1,CO2	Discuss the concept of <i>Nudj</i> in the perspective of Classical Unani literature and recent clinical research.	1	Lecture	CC	Knows-how	DIS,L,L&GD,L&PPT
CO4,CO5	Demonstrate the principles and conditions of evacuation (<i>Usūl wa Shara'it-i-Istifrāgh</i>) and its importance in the treatment.	8	Practical7.2	PSY-GUD	Shows-how	CBL,D,D-BED
CO3,CO4,CO5	Formulate & describe the <i>Nuskha-e-Mundij - wa Mushil</i> in context to dominance of different humours. <i>Nudj</i>	5	Experiential-Learning7.2	AFT-RES	Does	CBL,RP
CO2	Describe and classify <i>Istifrāgh</i> , its principles, indications, and contraindications with complications.	3	Lecture	CC	Know	JC,L,L&GD,L&PPT ,LS
CO3,CO4,CO5	Apply principles of evacuation for the management of different diseases.	8	Experiential-Learning7.3	AFT-RES	Does	CBL,PER,RP

Unit 3 Principles and Applied Aspect of *Asbāb-i-Ghair Ḍarūriyya*

7.3.1: *Asbāb-i-Ghair Ḍarūriyya kā 'Umūmī Bayān awr Tawḍīḥ* (General description of *Asbāb-i-Ghair Ḍarūriyya* and its explanation)

7.3.2: *Asbāb-i-Ghair Ḍarūriyya kī Aqsām* (Types of *Asbāb-i-Ghair Ḍarūriyya*)

7.3.3: *Asbāb-i-Ghair Ḍarūriyya awr uskā Mo'ālajātī pahlū* (*Asbāb-i-Ghair Ḍarūriyya* and its therapeutic aspects)

References: 4,12,15,16,18,21,22,24,28,36						
3A	3B	3C	3D	3E	3F	3G
CO2	Describe and classify the <i>Asbāb-i-Ghair Ḍarūriyya</i>	2	Lecture	CC	Knows-how	L,L&GD,L&PPT ,LS
CO2	Demonstrate principles of <i>Asbāb-i-Ghair Ḍarūriyya</i> and discuss its significance and therapeutic aspect in specific diseases	6	Practical7.3	PSY-GUD	Shows-how	D,D-BED,PT,PBL,SIM
CO4,CO7	Enumerate <i>Asbāb-i-Ghair Ḍarūriyya</i> and analyze the effect of one of them in a musculoskeletal medical case in clinical setting and record its outcome.	8	Experiential-Learning7.4	AFT-RES	Does	CBL,DIS,ECE,JC,PT,PER
CO1,CO4	Discuss the therapeutic aspects of <i>Asbāb-i-Ghair Ḍarūriyya</i> .	1	Lecture	CC	Knows-how	L,L&GD,L&PPT ,L_VC
Practical Training Activity						
Practical 7.1 : Therapeutic <i>Istifrāgh</i>						
<p>Total Learning Hours: 6</p> <p>The teacher will demonstrate the causes, risk factors of retention (<i>lḥtibās</i>) and its effects on body with examples and selecting appropriate and relevant comprehensive applied principles of <i>Istifrāgh -i- kulli</i> and <i>juzwi</i> (generalised and local evacuation) (2 Hours).</p> <p>The teacher will divide the students into two groups, one will have library session and the other group will prepare and present PPT in seminar.</p> <p>Seminar presentation</p> <p>Step 1: Literature Search & Review (Duration: 2 hours) - Each group will be assigned a topic on <i>lḥtibās wa Istifrāgh</i> for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the topic.</p> <p>Step 2: Content Organization & Presentation (Duration: 90 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their topics. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.</p>						

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Practical 7.2 : Principles and conditions of evacuation (*Usūl wa Sharā'it-i-Istifrāgh*)

Total Learning Hours: 08

The teacher will demonstrate principles and conditions of evacuation (*Usūl wa Sharā'it-i-Istifrāgh*). (1 Hour)

Students will explore the principles of evacuation for the prevention and management of various diseases. This session will focus on understanding the importance and application of these principles in different health conditions (2 Hours).

Students will engage in an in-depth study of Istifrāgh (vomiting) and its clinical symptoms, examining both complete and incomplete evacuation. They will analyze and discuss various aspects of these symptoms in relation to human health (2 Hours).

Students will explore, collect, and compile literature from Unani texts, as well as recent advancements in the field. They will discuss their findings regarding the physical and psychological effects of *Kathrat-i-Nafsani* (mental stress) on the human body. This session will also cover therapeutic modifications in *Istifrāgh* and *Ihtibās* (retention). (2 Hours).

Post Practica Discussion: Important points of evacuation will be discussed with among all the students (1 Hour).

Group 1 (15 Minutes):

Topic: The Principles of Evacuation

This group will focus on discussing the core principles of evacuation, their importance in disease prevention, and how they apply in various clinical scenarios.

Group 2 (15 Minutes):

Topic: Symptoms of Complete and Incomplete Evacuation

This group will delve into the clinical symptoms of Istifrāgh, analyzing the differences between complete and incomplete evacuation and their implications for treatment.

Group 3 (15 Minutes):

Topic: Physical and Psychological Effects of *Kathrat-i-Nafsani*

In this group, students will explore the impact of mental stress (*Kathrat-i-Nafsani*) on the body, discussing both the physical and psychological effects.

Group 4 (15 Minutes):

Topic: Therapeutic Modifications in *Istifrāgh* and *Ihtibās*

This group will focus on therapeutic strategies and modifications for addressing *Istifrāgh* (vomiting) and *Ihtibās* (retention), integrating both traditional and modern approaches.

Practical 7.3 : Significance of *Asbāb-i-Ghair Ḍarūriyya* in disease management.

Total Learning Hours: 6

The teacher will explain and make the students understand about the concept of *Asbāb-i-Ghair Ḍarūriyya* and its impact on human health (1 Hour) The teacher will discuss its therapeutic effects of *Asbāb-i-Ghair Ḍarūriyya* in different diseases (1 Hour). The students will apply the knowledge for the prevention and management strategies for *Asbāb-i-Ghair Ḍarūriyya* (2 Hours). The students will explore, collect and compile the literature from Unani texts and recent advancement and discuss the findings of *Asbāb-i-Ghair Ḍarūriyya* (2 Hours).

Experiential learning Activity

Experiential-Learning 7.1 : Formulations for *Istifrāgh*

Total Learning Hours: 5

Each student will be given a patient or senario. Student will ask the patient about the current symptoms and their severity. on the basis of examination, he will make a diagnose (2 Hours).

Student will understand and recognize the retention of morbid matter in the body as it relates to the patient's condition.

and formulate prescription of Unani medicine for evacuation and advise patient of pre and post evacuation dietary precautions independently (3 Hours).

Experiential-Learning 7.2 : Formulation of humour specific *Nuskha-e-Mundij - wa Mushil*

Total Learning Hours: 6

Diagnosis and Treatment: Student will Inquire about current sign and symptoms and other relevant history of the patient. He will determine the patient's temperament (sanguine, choleric, melancholic, phlegmatic) based on Unani literature. Based on examination and assessment of temperament, diagnosis will be made (1 Hour). Each student will actively participate to formulate prescription of Unani medicine of mundij and mushil in diagnosed patient as per the dominance of khilt (2 Hours)

Seminar presentation

Step 1: Literature Search & Review (Duration: 75 Minutes) - The student will be assigned the topic "Assessment and analysis of different formulations of *Mundij-wa Mushil*" for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the topic.

Step 2: Content Organization & Presentation (Duration: 75 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their topics. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Experiential-Learning 7.3 : Principles of evacuation (*Istifrāgh*)

Total Learning Hours: 8

Students will clearly understand principles of evacuation and will apply these principles in the management of different diseases (2 Hour).

Seminar presentation:3 Hours

Step 1: Literature Search & Review (Duration: 75 Minutes) - The students will be assigned the topic of *Usūl-i-Istifrāgh* for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 75 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered in the presence of teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Journal Club Presentation: 2 Hours

The students will present a published clinical trial/review paper from a reputed journal indicating the *Usūl-i-Istifrāgh* in the management of different diseases (2 Hour).

Group Discussion: 1 Hour

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.

Experiential-Learning 7.4 : Therapeutic *Asbāb-i-Ghair Darūriyya*

Total Learning Hours: 8

Students will clearly understand *Asbāb-i-Ghair Darūriyya* and will apply its concept in the management of different diseases (2 Hour).

Seminar presentation:3 Hours

Step 1: Literature Search & Review (Duration: 75 Minutes) - The student will be assigned the topic from *Asbāb-i-Ghair Darūriyya* for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 75 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Journal Club Presentation: 2 Hours

The students will present a published clinical trial/review paper from a reputed journal indicating the role of *Asbāb-i-Ghair Darūriyya* in the management of different diseases (2 Hour).

Group Discussion: 1 Hour

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.

Modular Assessment**Assessment method****Hour**

Instructions - 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. Calculate the Modular grade point as per table 6 C.

4

Case Base Evaluation: 25 Marks

<p>Each student will be given a real patient or a disease scenario to perform an appropriate regimenal modality as the disease.</p> <p>Short Answer Question: 15 Marks</p> <p>3 Questions (one question from each unit)- Students will provide clear and concise responses to specific questions.</p> <p>Reading, Communicating and Presentation Skill: 10 Marks</p> <p>Organizing Regular open book reading sessions, class presentations, seminar presentations, and Viva sessions</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. portfolios, reflections, or presentations in conveted form may be taken as an assessment. (25 Marks)</p>	
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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
Module 8 : تدابير مشائخ Tadābīr-i-Mashā'ikh (Regimen for the elderly)						
Module Learning Objectives (At the end of the module, the students should be able to)						
Explore and discuss the classic literature on the <i>Masha'ikh</i> (elderly people).						
Describe the importance of <i>Asbāb-i-Sitta Darūriyya</i> with reference to <i>Masha'ikh</i> (elderly people).						
Apply and prescribe <i>Tadabir wa Taghdhiya-i-Masha'ikh</i> (Therapeutic regimen and diet for the elderly) for the promotion of health and common geriatric diseases in clinical practice.						
Unit 1 Principles of Tadābīr-i-Mashā'ikh						
8.1.1: تدابير مشائخ کا عمومی تعارف اور اہمیت طب یونانی اور مغربی طب میں : 8.1.1: <i>Tadābīr-i-Mashā'ikh kā 'Umūmī Ta'arūf awr Ahmiyat T'ibb-i-Unānī awr Maghribī T'ibb men</i> (General description and significance of <i>Tadābīr-i-Mashā'ikh</i> [regimens for the elderly] In Unani and Western medicine)						
8.1.2: مشائخ میں بقاء صحت کے لیے اسباب ستہ ضروریہ کا اطلاق : 8.1.2: <i>Mashā'ikh men Baqā'-i-Seḥḥat ke liye Asbāb-i-Sitta Darūriyya kā Itlāq</i> (Application of <i>Asbāb-i-Sitta Darūriyya</i> for health promotion in elderly)						
8.1.3: مشائخ کے لیے اصولی تدابیر و تغذیہ برائے مشائخ : 8.1.3: <i>Usūl-i-Tadābīr wa Taghdhiya barā'-i-Mashā'ikh</i> (Principles of therapeutic regimen and diets for the elderly)						
References: 3,4,15,16,17,18						
3A	3B	3C	3D	3E	3F	3G
CO2	Describe the geriatric care and the significance of <i>Tadābīr-i-Mashā'ikh</i> .	4	Lecture	CC	Knows-how	L,L&GD,L&PPT ,L_VC,LS,PER,REC

CO2	Demonstrate the role of <i>Asbāb-i-Sitta Ḍarūriyya</i> for health promotion in elderly and disease management.	8	Practical8.1	CC	Shows-how	D,D-BED,DIS
CO4,CO5	Apply <i>Usūl-i-Tadābīr</i> in various diseases of elderly patients.	5	Experiential-Learning8.1	AFT-RES	Does	CBL,ECE,RP
CO1,CO4	Apply <i>Usūl-i-Taghdhiya</i> in various diseases of elderly patients.	5	Experiential-Learning8.2	AFT-RES	Does	CBL,DIS,JC

Unit 2 Application of Therapeutic Regimen and Diet in Elderly Part 1

8.2.1: *Amrāḍ-i-Mashā'ikh ka Tadbīr 'Ilāj awr Ghidhā ī Tadābīr* (Application of regimnal modalities and dietary regimen in the elderly)

8.2.1.1: *Ām Amrāḍ-i-Mashā'ikh* (Common Elderly Disease):

8.2.1.1.1: *Waja' al-Mafāṣil* (Arthritis)

8.2.1.1.2: *Nisyān* (Dementia)

8.2.1.1.3: *Qalaq* (Anxiety)

8.2.1.1.4: *Ikti'āb* (depression)

8.2.1.1.5: *Sahar* (Insomnia)

References: 2,3,4,12,15,16,18,36

3A	3B	3C	3D	3E	3F	3G
CO2	Describe <i>tadabeeri ilaj</i> in different diseases	3	Lecture	CC	Knows-how	FC,L,L&GD,L&PPT,L_VC,LS,PER
CO4,CO5,CO6	Demonstration of Ilaj bit Tadbeer for various geriatric diseasee.	6	Practical8.2	PSY-GUD	Knows-how	CBL,D,D-BED,DIS,PT,SIM
CO4,CO7	Apply the Principles of Ilaj bit Tadbeer in the Management of different diseases of elderly.	8	Experiential-Learning8.3	AFT-RES	Does	CBL,PBL,RP

Unit 3 Application of Therapeutic Regimen and Diet in Elderly Part 2

8.3.1: امراض مشائخ کا تدبیری علاج اور غذائی تدابیر *Amrāḍ-i-Mashā'ikh kā Tadbīr 'Ilāj awr Ghidhā'ī Tadbīr* (Application of regimenal modalities and dietary regimen in the elderly)

8.3.1.1: عام امراض مشائخ *'Ām Amrāḍ-i-Mashā'ikh* (Common Elderly Disease):

8.3.1.1.1: قبض مزمن *Qabḍ-i-Muzmin* (chronic constipation)

8.3.1.1.2: سلس البول *Salas al-Bawl* (Urine incontinence)

8.3.1.1.3: یبوست جلد *Yubūsat-i-Jild* (Dryness of skin)

8.3.1.1.4: رعشه *Ri'sha* (Tremor)

8.3.1.1.5: ذیابیطس *Dhayābīṭus* (Diabetes)

References: 4,12,15,16,21,36

3A	3B	3C	3D	3E	3F	3G
CO2,CO7	Discuss the importance of ghizaye tadabeer in the management of various diseases	3	Lecture	CC	Knows-how	JC,L,L&GD,L&PPT,LS,REC
CO2	Demonstrate the effect of Regimenal Modalities in the management of chronic constipation, Urine incontinence, Dryness of skin, Tremor and Diabetes	6	Practical8.3	PSY-GUD	Shows-how	CBL,D,D-BED,DIS
CO4,CO7	Apply appropriate regimenal modality in the management of chronic constipation, Urine incontinence, Dryness of skin, Tremor and Diabetes	8	Experiential-Learning8.4	AFT-RES	Does	CBL,ECE,RP

Practical Training Activity

Practical 8.1 : Role of *Asbāb-i-Sitta Ḍarūriyya* in care of elderly patients.

Total Learning Hours: 8

The teacher will demonstrate the principles of *Asbāb Sitta Ḍarūriyya* and their therapeutic role in managing various sytemic illnesses in elderly patients (2 Hours).

Teacher will also assign a case study of an elderly patient with musculoskeletal disease and the students will develop a holistic treatment plan using the *Asbāb Sitta Ḍarūriyya* (2 Hours).

Seminar presentation:3 Hours

Step 1: Literature Search & Review (Duration: 75 Minutes) - The student will be assigned the topic from *Asbāb Sitta Ḍarūriyya* for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 75 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Group Discussion: 1 Hour

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.

Practical 8.2 : Ilaj bit Tadbeer for elderly diseases.

Total Learning Hours: 6

The teacher will demonstrate the principles of Ilaj bit Tadbeer and their therapeutic role in managing various systemic illnesses in elderly patients (1 Hour). Teacher will also assign a case study of an elderly patient and the students will develop a holistic treatment plan using the Principles of Ilaj bit Tadbeer (2 Hours).

Seminar presentation:2 Hours

Step 1: Literature Search & Review (Duration: 45 Minutes) - The student will be assigned the topic from *Asbāb Sitta Ḍarūriyya* for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 75 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 15 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Group Discussion: 1 Hour

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.

Practical 8.3 : Therapeutic Regimenal Modalities for Elderly Diseases.

Total Learning Hours: 6

The teacher will demonstrate the principles of Ilaj bit Tadbeer and their therapeutic role in managing various systemic illnesses in elderly patients (1Hour). Teacher will also assign a case study of an elderly patient and the students will develop a holistic treatment plan using the Principles of Ilaj bit Tadbeer (2 Hours).

Seminar presentation:2 Hours

Step 1: Literature Search & Review (Duration: 45 Minutes) - The student will be assigned the topic on Role of Regimenal Modality in the management of elderly diseases for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 75 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 15 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.

Group Discussion: 1 Hour

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.

Experiential learning Activity

Experiential-Learning 8.1 : Principles of regimenal therapy for disease management of elderly person

Total Learning Hours: 5

Students will clearly understand the principles of regimenal therapy for the management of different diseases in elderly patients and will apply its concept in the management of different diseases (2 Hour).

Journal Club Presentation: 2 Hours

The students will present a published clinical trial/review paper from a reputed journal on various regimens in the management of different diseases (2 Hour).

Group Discussion: 1 Hour

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.

Experiential-Learning 8.2 : Application of Dietary Plans for elderly persons.

Total Learning Hours: 5

Students will clearly understand the principles of diet therapy for maintaining the health and for the management of different diseases in elderly patients and will apply its concept in the management of different diseases (2 Hour).

Journal Club Presentation: 2 Hours

The students will present a published clinical trial/review paper from a reputed journal on various diets in the management of different diseases (2 Hour).

Group Discussion: 1 Hour

The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.

Experiential-Learning 8.3 : Application of Ilaj bit Tadbeer in diseases.

Total Learning Hours: 8

Students will clearly understand the principles of regimenal therapy for the management of different diseases in elderly patients and will apply its concept in the management of different diseases (2 Hours).

The teacher will give real patient or senario on musculoskeletal diseases or other diseases and the student will apply the principles of Ilaj bit Tadbeer in the management of various diseases of elderly (2 Hours).

Journal Club Presentation: 2 Hours

The students will present a published clinical trial/review paper from a reputed journal on various regimens in the management of different diseases (2 Hours).	
Group Discussion: 2 Hour	
The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.	
Experiential-Learning 8.4 : Application of regimnal modality for disease management of elderly.	
Total Learning Hours: 8	
Students will clearly understand the effects of regimnal modality for maintaining the health and for the management of different diseases in elderly patients and will apply its concept in the management of different diseases (2 Hour). The teacher will provide a real patient or senario of disease and student will combine the appropriate regimnal modalities to manage the given disease (3 Hours)	
Journal Club Presentation: 2 Hours	
The students will present a published clinical trial/review paper from a reputed journal on various diets in the management of different diseases (2 Hour).	
Group Discussion: 1 Hour	
The teacher will make small groups of the students. Each group will be assigned a topic and teacher will encourage students to take part in the group discussion.	
Modular Assessment	
Assessment method	Hour
<p>Instructions - 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. Calculate the Modular grade point as per table 6 C.</p> <p>Case Base Evaluation: Procedural Skill: 25 Marks</p> <p>Students will be given a real patient or scenario and students will select and perform one of the <i>Tadabīr-i-Mashā'ikh</i>.</p> <p>Reading, Communicating and Presentation Skill: 10 Marks</p> <p>Organizing Regular open book reading sessions, class presentations, seminar presentations, and Viva sessions</p>	4

Short Answer Question: 15 Marks 3 Questions (one question from each unit)- Students will provide clear and concise responses to specific questions. OR Any practical in converted form can be taken for assessment. (25 Marks) AND Any of the experiential. portfolios, reflections, or presentations in converted form may be taken as an assessment. (25 Marks)	
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Table 4 : Practical Training Activity

(*Refer table 3 of similar activity number)

Practical No*	Practical name	Hours
1.1	Air Quality Assessment in context to properties of pure and impure air.	6
1.2	Effects of Climates in the persons of different age groups.	6
1.3	Different Mauasam (Season)	4
1.4	Methods of Tasfiya-i-Hawā-i-Muḥīt	2
1.5	Hawā'ī, Taṣarrufāt, Tadabir for Libas, and Tadabir for Masakin	2
2.1	Dietetics in Unani Medicine.	4
2.2	Various types of food and their effects on body	4
2.3	Balanced Diet	6
2.4	Dietary Principles for different diseases	6
3.1	Drinks as per Unani Classics and advanced sciences.	4
3.2	Specific drinks for Electrolyte Imbalance	4
3.3	Nutritional Values of Unani Drinks	6
3.4	Specific Unani therapeutic drinks	6
4.1	Concept and Principles of Ḥarakat Badanī	6
4.2	Qualitative and quantitative modifications in Ḥarakat-i-Badanīya for health and disease management.	4
4.3	Eercises for different seasons, fitness formula and its effect on body.	4
4.4	Discuss Sukun Badani ,Sukun in restoring health and Harkat-i-Nafsaniya ki taqleel me Sukun Badani ka kirdaar	6
5.1	‘Alāmāt (Signs) of Qillat-i- Ruḥ and Kathrat-i- Ruḥ	6
5.2	Effects of Kathrat-i-Nafsānī on human body	6

5.3	Demonstration of Personality Disorders	4
5.4	Ilāj Bil Ghidhā and Ilāj Bid -Dawa and application on Amraz-e- Nafsaniya	4
6.1	Mechanism of sleep and sleep cycle	3
6.2	Significance of Asbāb-i-Sittah Ḍarūriyya in sleep deprivation	3
6.3	Relation of rutubaṭ wa yabusat-i-dimāgh in sleep and wakefulness.	4
6.4	Sleep pattern in patients from different occupations	3
6.5	Effect of lifestyle modification on Qillat-i-Naum (sleep deprivation)	3
6.6	Role of Asbāb Sitta Ḍarūriyya in sleep disorder.	4
7.1	Therapeutic Istifrāgh	6
7.2	Principles and conditions of evacuation (Usūl wa Shara'it-i-Istifrāgh)	8
7.3	Significance of Asbāb-i-Ghair Ḍarūriyya in disease management.	6
8.1	Role of Asbāb-i-Sitta Ḍarūriyya in care of elderly patients.	8
8.2	Ilaj bit Tadbeer for elderly diseases.	6
8.3	Therapeutic Regimenal Modalities for Elderly Diseases.	6

Table 5 : Experiential learning Activity

(*Refer table 3 of similar activity number)

Experiential learning No*	Experiential name	Hours
1.1	Identification of environmental air Hazards	4
1.2	Skill Development in Assessment and Management of Air quality	5
1.3	Asbāb-i-Sitta Ḍarūriya in the management of seasonal diseases	7
1.4	Application of different regimens on Kaifiyāt-i-Insāni	5
1.5	Application of Air Filter Devices, Tadabir for Libas, and Tadabir for Masakin.	5
2.1	Application of Unani Dietary Regimens.	6
2.2	Advanced principles in diet prescription	7
2.3	Application of general principles of diet as per the Unani Classics	6
2.4	Dietary principles in different diseases.	7
3.1	Recommendation of water intake per day according to age, gender and BMI	6
3.2	Identification of electrolyte imbalance	6
3.3	Drinks for Health and Disease Management	7
3.4	Nnutritional importance of Unani drinks	7
4.1	Ḥarakat-o-Sukūn Badanī and its relation to Quwa, Tawleed-i-Hararat, Tahlil and Dafa'e-i-Fuḍlāt.	7
4.2	Qualitative and quantitative modifications in exercises in the management and prevention of diseases.	6
4.3	Fitness formula and schedule of exercise	6
4.4	Sukūn-i-Badanī for physical and mental well-being.	7
5.1	Modification and Moderation in Makool and Naum wa Yaghza to manage Inqibaz-i-Ruh and Awarizat-e-Nafsaniya	9
5.2	Management of complications of Kathrat-i-Sukūn-i-Nafsānī.	7

5.3	Treatment plans for psychophysiological disorders	5
5.4	Application of principles of Sukūn-i-Nafsānī on Tanwīm	5
6.1	Sleep pattern in individuals with different temperament.	4
6.2	Lifestyle modification in overweight	4
6.3	Assess cognitive function impairment in patient of sleep deprivation through MMSE questionnaire assessment tool.	4
6.4	Diet Plan and lifestyle modification in perimenopausal patients	4
6.5	Role of lifestyle in excessive sleepiness.	5
6.6	Role of diet and exercise in arousal disorder.	5
7.1	Formulations for Istifrāgh	5
7.2	Formulation of humour specific Nuskha-e-Mundij - wa Mushil	5
7.3	Principles of evacuation (Istifrāgh)	8
7.4	Therapeutic Asbāb-i-Ghair Ḍarūriyya	8
8.1	Principles of regimenal therapy for disease management of elderly person	5
8.2	Application of Dietary Plans for elderly persons.	5
8.3	Application of Ilaj bit Tadbeer in diseases.	8
8.4	Application of regimenal modality for disease management of elderly.	8

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

Subject Code	Paper	Theory	Practical	Total
UNIPG-AB-IBT	1	100	200	300

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

Credit frame work

UNIPG-AB-IBT 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. اسباب ستر ضروریہ اور ہوائے محیط M1. Asbāb Sitta Ḍarūriyya aur Hawā-i-Muḥīṭ (Six Essential Factors and Environmental Air)	2	60		50		
M2. مائول Ma'kuḷ (Food)	2	60		50		
M3. مشروب Mashrūb (Drink)	2	60		50		
M4. حرکت و سکون بدنی Ḥarakat wa Sukūn-i-Badanī (Physical or Bodily Movement and Repose)	2	60		50		
M5. حرکت و سکون نفسانی Ḥarakat wa Sukūn-i-Nafsānī (Mental or Psychic Activity and Repose)	2	60		50		
M6. نوم و بیدارگی Nawm wa Yaqza (Sleep and Wakefulness)	2	60		50		
M7. استفرغ و احتباس Istifraḡ wa Iḥtibās (Evacuation and Retention)	2	60		50		
M8. تدابیر مشائخ Tadābir-i-Masha'ikh (Regimen for the elderly)	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. اسباب ستہ ضروریہ اور ہوائے محیط. M1. Asbāb Sitta Ḍarūriyya aur Hawā-i-Muḥīṭī (Six Essential Factors and Environmental Air)	C 1
2	M2. آکل. Ma'kuḷ (Food)	C 2
3	M3. مشروب. Mashrūb (Drink)	C 3
4	M4. حرکت و سکون بدنی. Hāratat wa Sukuṅ-i-Badanī (Physical or Bodily Movement and Repose)	C 4
5	M5. حرکت و سکون نفسانی. Hāratat wa Sukuṅ-i-Nafsanī (Mental or Psychic Activity and Repose)	C 5
6	M6. نوم و یقظہ. Nawm wa Yaqza (Sleep and Wakefulness)	C 6
7	M7. استفرغ و احتباس. Istifraḡh wa Iḥtibās (Evacuation and Retention)	C 7
8	M8. تدابیر مشائخ. Tadaḃīr-i-Masha'ikh (Regimen for the elderly)	C 8
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8) / Number of modules(8)

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

6 E : Question Paper Pattern

MD/MS Unani Examination
UNIPG-AB-IBT
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
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(M- 1) اسباب ستہ ضروریہ اور ہوائے محیط (M- 1) Asbāb Sitta Ḍarūriyya aur Hawā-i-Muḥīṭ (Six Essential Factors and Environmental Air) (Marks: Range 5-20)

1	(U-1) Introduction and Principles	No	Yes	Yes
2	(U-2) Concept of Āb-o-Hawā (Climate)	Yes	Yes	Yes
3	(U-3) Concept of Mausam (Season)	Yes	Yes	Yes
4	(U-4) Tadābīr-i-Hawā-i-Muḥīṭ	No	Yes	Yes

(M- 2) ماکول Ma'kuḷ (Food) (Marks: Range 5-20)

1	(U-1) General Description of Ma'kuḷ	No	Yes	Yes
2	(U-2) New Classification of Ma'kuḷ (Food)	Yes	Yes	Yes
3	(U-3) Tadabeer-i-Ma'kuḷ	Yes	Yes	Yes
4	(U-4) Application of Aḥkāṁ-i-Ghidhā	Yes	Yes	Yes

(M- 3) مشروب Mashrūb (Drink) (Marks: Range 5-20)

1	(U-1) General Description of Mashrūb	No	Yes	Yes
2	(U-2) Fluid and Electrolytes	No	Yes	Yes
3	(U-3) علاء بالمشروبات Ilāḥ bil-Mashrūbat	No	Yes	Yes
4	(U-4) علاء بالمیاء Ilāḥ bil-Miyāh	Yes	Yes	Yes

(M- 4) حرکت و سکون بدنی Ḥarakat wa Sukūn-i-Badanī (Physical or Bodily Movement and Repose) (Marks: Range 5-20)

1	(U-1) Introduction and Principle	No	Yes	Yes
2	(U-2) Applied Principles of Ḥarakat-i-Badanī	Yes	Yes	Yes
3	(U-3) Physical Fitness	No	Yes	Yes
4	(U-4) Sukūn-i-Badanī_ Description and Application	Yes	Yes	Yes

(M- 5) حرکت و سکون نفسانی Ḥarakat wa Sukūn-i-Nafsānī (Mental or Psychic Activity and Repose) (Marks: Range 5-20)

1	(U-1) Ḥarakat wa Sukūn-i-Nafsānī and Ruḥ	Yes	Yes	Yes
2	(U-2) Applied Aspects of Ḥarakat wa Sukūn-i-Nafsānī	Yes	Yes	Yes
3	(U-3) Modification and Moderation in Ḥarakat wa Sukūn-i-Nafsānī	Yes	Yes	Yes

(M- 6) نوم و بیدارگی Nawm wa Yaqza (Sleep and Wakefulness) (Marks: Range 5-20)

1	(U-1) نوم و بیدارگی Sleep and Wakefulness	Yes	Yes	Yes
2	(U-2) نوم و بیدارگی کے جسم پر اثرات Effect of Nawm wa Yaqza on the Body	Yes	Yes	Yes
3	(U-3) خلل نوم Sleep disorders	Yes	Yes	Yes

(M- 7) استفرغ و احتباس Istifrāgh wa Iḥtibās (Evacuation and Retention) (Marks: Range 5-20)

1	(U-1) Unani concept of Istifrāgh-o-Iḥtibās	No	Yes	Yes
2	(U-2) Applied Aspect of Istifrāgh wa Iḥtibās	Yes	Yes	Yes
3	(U-3) Principles and Applied Aspect of Asbāb-i-Ghair Ḍarūriyya	Yes	Yes	Yes

(M- 8) تدابیر مشائخ Tadābīr-i-Mashā'ikh (Regimen for the elderly) (Marks: Range 5-20)

1	(U-1) Principles of Tadābīr-i-Mashā'ikh	No	Yes	Yes
2	(U-2) Application of Therapeutic Regimen and Diet in Elderly Part 1	Yes	Yes	Yes

3	(U-3) Application of Therapeutic Regimen and Diet in Elderly Part 2	Yes	Yes	Yes
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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	Application based Questions 1 Question 20 marks All compulsory	M1.U2 Or M1.U3 Or M2.U2 Or M2.U3 Or M2.U4 Or M3.U4 Or M4.U2 Or M4.U4 Or M5.U1 Or M5.U2 Or M5.U3 Or M6.U1 Or M6.U2 Or M6.U3 Or M7.U2 Or M7.U3 Or M8.U2 Or M8.U3
Q2	Short answer Questions Eight Questions 5 Marks Each All compulsory	1. M1.U1 Or . M1.U2 Or . M1.U4 Or . M1.U3 Or . M2.U1 2. M2.U2 Or . M2.U3 Or . M2.U1 Or . M2.U4 3. M3.U1 Or . M3.U2 Or . M3.U4 Or . M3.U3 4. M4.U2 Or . M4.U3 Or . M4.U1 Or . M4.U4 5. M5.U1 Or . M5.U2 Or . M5.U3 Or . M5.U2 6. M6.U1 Or . M6.U3 Or . M6.U3 Or . M6.U2 7. M7.U1 Or . M7.U2 Or . M7.U3 8. M8.U1 Or . M8.U3 Or . M8.U2
Q3	Analytical Based Structured Long answer Questions Four Questions 10 marks each All compulsory	1. M2.U3 Or . M1.U4 Or . M2.U3 Or . M3.U2 2. M3.U2 Or . M4.U4 Or . M4.U4 Or . M3.U3 3. M5.U3 Or . M6.U2 Or . M5.U3 Or . M6.U1 Or . M6.U1 4. M7.U2 Or . M8.U2 Or . M7.U2 Or . M7.U3 Or . M8.U1

6 H : Distribution of Practical Exam (University Examination)

S.No	Heads	Marks
1	Long case or procedure/Major practical as applicable Selection and application of Dietary and Regimenal Modality.	80

	<p>Duration: 90 Minutes Marks: 80 Marks</p> <p>The candidate will evaluate and select the appropriate Dietary and Regimenal Modality for the assigned patient. The assessment will be based on the following criteria:</p> <ol style="list-style-type: none"> 1. Detailed history taking: 10 marks 2. General and systemic examination: 10 marks 3. Examination of specific system: 10 marks 4. Provisional and confirmed diagnosis: 05 marks 5. Selection of the appropriate Dietary and Regimenal Modality: 05 marks 6. Appropriateness of dietary recommendation as per the need of the patient: 20 marks 7. Appliation of regimenal modality: 20 marks <ol style="list-style-type: none"> a) Pre-Procedure 06 Marks <ol style="list-style-type: none"> i) Preparation of the patient: 2 marks ii) Preparation of the performer: 2 marks iii) Vitals evaluation: 2 marks b) Procedure: 10 marks c) Post procedure: 04 marks <ol style="list-style-type: none"> i) Patient care: 01 marks ii) Vitals evaluation: 01 marks iii) Bio medical waste management: 02 marks 	
2	<p>Short Case Two therapeutic procedures (one regimenal modalitiy) Duration: 60 minutes Marks: 30 marks</p> <p>The candidate will perform one assigned therapeutic procedure on the given patient. The procedure will be evaluated based on the following criteria:</p> <ol style="list-style-type: none"> 1. Evaluation and diagnosis of the patient: 5 marks 2. Application of selected modality: 25 marks <ol style="list-style-type: none"> a) Pre procedure: 5 marks b) Procedure: 15 marks c) Post procedure: 5 marks <p>List of therapeutic procedures: As per the syllabus</p>	30
3	<p>Spotter evaluation: Number of spotters: 3 Duration : 60 minutes Marks: 10 marks for each spotter</p> <p>The candidate will be assigned 3 spotters based on the syllabus. Each spotter will be evaluated based on the following criteria: Assessment point for each spotter (10 marks)</p> <ol style="list-style-type: none"> 1. Identification and description (2 marks). 2. Indications and contraindications (2 marks). 3. Application and adverse effects (2 marks). 4. Safety and precautions (2 marks). 5. Instrument care and sterilization (2 marks). <p>List of spotters: As per the syllabus</p>	30
4	Viva (2 examiners: 20 marks/each examiner)	40
5	Logbook (Activity Record)	10
6	Practical/Clinical Record	10
Total Marks		200

Reference Books/ Resources

S.No	References
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Abbreviations

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

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