

Competency-Based Dynamic Curriculum for MD/ MS Unani

(PRESCRIBED BY NCISM)

Semester II

Applied Basics of Mahiyatul Amraz

(Pathology and Laboratory Diagnosis)

(SUBJECT CODE : UNIPG-AB-MA)

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



॥ आयुषे सर्वलोकानाम् ॥



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Preface

Mahiyatul Amraz (Pathology) is a fundamental aspect of medical science, essential for diagnosing, treating, and preventing diseases. As healthcare continues to evolve, the need for a robust educational framework becomes increasingly vital. This Competency-Based Curriculum for the MD Mahiyatul Amraz program is designed to address this need by providing a comprehensive structure that aligns with contemporary medical standards, emphasizing the development of key competencies for effective clinical practice.

Central to this curriculum is the belief that learning must be meaningful and applicable. By integrating theoretical knowledge with hands-on experience, we aim to prepare our postgraduates to navigate the complexities of patient care with confidence. The curriculum promotes active learning, critical thinking, and interdisciplinary collaboration through case studies and practical laboratory trainings, ensuring that students are equipped to apply their understanding in real-world contexts.

Rooted in the rich traditions of alternative medicine, this curriculum embraces a holistic approach to pathology. It recognizes that true health is not merely the absence of disease but a harmonious balance of mind, body, and spirit. By incorporating principles of traditional medical systems, we seek to provide a more comprehensive understanding of health and disease, one that considers the individual as a whole and not just a collection of symptoms.

Moreover, this curriculum is responsive to the dynamic nature of healthcare, incorporating the latest advancements in pathology and emerging medical trends. By fostering a culture of continuous learning and self-assessment, we instill in our students a lifelong commitment to professional development. We are confident that this Competency-Based Curriculum will enhance the quality of education in Mahiyatul Amraz and contribute significantly to the healthcare community by producing skilled, compassionate Unani pathologist ready to make a positive impact on public health.

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

Module Number & Name	Credits	Notional Learning Hours	Maximum Marks of assessment of modules (Formative Assessment)
M 1. Evolution of Mahiyatul Amraz ماهیة الامراض کا ارتقاء	2	60	50
M 2. Ilmul Ahwal علم الاحوال (knowledge of various body states)	2	60	50
M 3. Ilmul Asbab علم الاسباب (Etiology)	3	90	75
M 4. Ilmul Alamat علم العلامات (Symptomatology)	3	90	75
M 5. Cell Injury, Inflammation & Repair	2	60	50
M 6. Hemodynamic disorders & Genetic Disorders	2	60	50
M 7. Diseases of Immune System & Neoplasia	2	60	50
	16	480	400

Credit frame work

UNIPG-AB-MA consists of 7 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-MA	Applied Basics of Mahiyatul Amraz (Pathology and Laboratory Diagnosis)

Table 1 : Course learning outcomes and mapped Program learning outcomes

CO No	A1 Course learning Outcomes (CO) UNIPG-AB-MA At the end of the course UNIPG-AB-MA, the students should be able to	B1 Course learning Outcomes mapped with program learning outcomes.
CO 1	Illustrate the Unani philosophy of disease causation and manifestations correlating with scientific concepts of etiopathogenesis and morphological changes.	PO1,PO7,PO8
CO 2	Integrate and correlate the principles of general pathology with various organ systems to diagnose diseases effectively.	PO2,PO4,PO5
CO 3	Investigate diseases using suitable modern laboratory techniques, correlate the clinical findings, and report the diagnosis accurately in the context of both Unani and contemporary medicine.	PO1,PO4,PO5
CO 4	Diagnose diseases by classical methods of Tashkhis such as 'Alamat, Nabz, Bawl, and Baraz to develop an appropriate Unani management plan.	PO1,PO3,PO8
CO 5	Demonstrate proficiency in microbiological techniques for the diagnosis, prevention, and management of infectious diseases.	PO3,PO5,PO6
CO 6	Conduct evidence-based research and innovation in the various facets of Ilmul Amraz, validation of classical Unani diagnostic principles and interpretation of modern tools of investigation according to Unani Medicine.	PO4,PO5,PO6,PO7,PO8
CO 7	Develop communication skills and educational techniques, along with in-depth subject knowledge, for teaching Ilmul Amraz.	PO7,PO8
CO 8	Demonstrate the ability to empathetically understand and address community healthcare needs, ethically fulfill professional responsibilities, and effectively coordinate with diverse stakeholders in a healthcare setting	PO3,PO4,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 Evolution of Mahiyatul Amraz ماہیت الامراض کا ارتقاء</p> <p>This module will focus on the evolution and origin of diseases, the theories and philosophies of pathology in Unani medicine and contemporary systems, with comparative analysis. It will also highlight the applied aspects of Ilmul Amraz and Tabi'at.</p> <ul style="list-style-type: none"> M1.U1 Evolution & origin of Amraz, Theories and philosophies of disease causation <p>1.1.1. Evolution & origin of Amrāḍ,</p> <p>امراض کی ابتداء و ارتقاء</p> <p>1.1.2. Theories and philosophies of disease causation</p> <p>اسباب امراض کا نظریہ و فلسفہ</p> M1.U2 Unani (holistic) and contemporary (reductionistic) pathology, Integration of modern advancements in Ilmul Amraz & its principles <p>1.2.1. Unani (holistic) and contemporary (reductionistic) pathology</p> <p>علم الامراض کے یونانی اور معاصر نظریہ کا تقابلی تجزیہ</p> <p>1.2.2. Integration of modern advancements in Ilmul Amraz & its principles</p> <p>علم الامراض میں جدید ترقیاتی وسائل کا انضمام اور اس کے اصول</p> 	2	10	20	30	60

	<ul style="list-style-type: none"> M1.U3 Applied aspects of Ilmul Amraz, Relation of Tabi'at and diseases, Division of Ilmul Amraz <p>1.3.1 Applied aspects of Ilmul Amrād</p> <p>علم الامراض کا اطلاقی پہلو</p> <p>1.3.2. Relation of Tabi'at and diseases</p> <p>طبیعت اور امراض کا باہمی تعلق</p> <p>1.3.3. Division of Ilmul Amrād</p> <p>علم الامراض کی تقسیم</p>					
2	<p>M-2 Ilmul Ahwal علم الاحوال (knowledge of various body states)</p> <p>This module will help understand Unani perspective of various body states. It explains alteration in UmūrṬabī 'iyya, various types of diseases, their stages and principles of nomenclature.</p> <ul style="list-style-type: none"> M2.U1 Sabab, Maraz& 'Araz, Aḥwāl Badan, Darajāt Ṣiḥḥat & Maraz and their application, Alteration in UmūrṬabī 'iyya leading to diseases <p>2.1.1. Sabab, Maraz& 'Araz</p> <p>سبب، مرض اور عرض</p> <p>2.1.2. Aḥwāl Badan, Darajāt Ṣiḥḥat & Maraz and their application</p> <p>احوال بدن، درجات صحت و مرض اور ان کا اطلاق</p> <p>2.1.3. Alteration in UmūrṬabī 'iyya leading to diseases</p> <p>امور طبیعیہ میں تغیر سے ہونے والے امراض</p>	2	10	20	30	60

	<ul style="list-style-type: none"> M2.U2 Ajnās Amrāz; Amrāz Mufrada: Sū'l Mizāj, Sū'l Tarkeeb, Tafarruq Ittiṣāl & their classification Amrāz Murakkaba: Awrām & Busūr and their classification <p>2.2.1. Ajnās Amrāḍ; Amrāḍ Mufrada: Sū'l Mizāj, Sū'l Tarkeeb, Tafarruq Ittiṣāl & their classification</p> <p>اجناس امراض، امراض مفردہ، سوء مزاج، سوء ترکیب، تفرق اتصال اور ان کی تقسیم</p> <p>2.2.2. Amrāḍ Murakkaba: Awrām & Buthūr and their classification</p> <p>امراض مرکبہ: اورام و بشور، اور ان کی تقسیم</p> <ul style="list-style-type: none"> M2.U3 Principles of nomenclature of disease, Other types of diseases: Amrāz Zāhira & Bāṭina, Amrāz Khāṣṣa & Shirkat, Maraz Musallim & Ghayr Musallim, Amrāz Mu'diya, Amrāz Mutawārisa, Amrāz Jinsiyya, Awqāt Amrāz <p>2.3.1. Principles of nomenclature of disease</p> <p>امراض کے نام رکھنے کے اصول (وجہ تسمیہ)</p> <p>2.3.2. Other types of diseases: Amrāḍ Zāhira & Bāṭina, Amrāḍ Khāṣṣa & Shirkat, Maraz Musallim & Ghayr Musallim, Amrāḍ Mu'diya, Amrāḍ Mutawārisa, Amrāḍ Jinsiyya, Awqāt Amrāḍ</p> <p>دیگر اقسام امراض: امراض ظاہرہ و باطنہ، امراض خاصہ و شرکت، مرض مسلم اور غیر مسلم، امراض معدیہ، امراض متوارثہ، امراض جنسیہ، اوقات امراض</p>					
3	<p>M-3 Ilmul Asbab علم الاسباب (Etiology)</p> <p>In this module causes of diseases are classified holistically. General and specific etiological factors are described along with the mechanism of disease causation.</p> <ul style="list-style-type: none"> M3.U1 Asbab 'Ammā; Asbāb Sābiqa, Asbāb Wāṣila, Asbāb Bādiya, Sharā'iṭ Ta'sīrāt Asbāb, Asbāb Mukhallifa & Ghayr Mukhallifa 	3	15	30	45	90

	<p>3.1.1. Asbab ‘Ammā; Asbāb Sābiqa, Asbāb Wāṣila, Asbāb Bādiya</p> <p>اسباب عامه، اسباب سابقہ، اسباب واسطہ، اسباب بادیہ</p> <p>3.1.2. Sharā’iṭ Ta’sīrāt Asbāb</p> <p>تاثیرات اسباب کے شرائط</p> <p>3.1.3. Asbāb Mukhallifa & Ghayr Mukhallifa</p> <p>اسباب مختلفہ و غیر مختلفہ</p> <ul style="list-style-type: none"> • M3.U2 Asbāb Wajud, Asbāb Zarūriyya & Ghayr Zarūriyya <p>3.2.1. Asbāb Wujud</p> <p>اسباب وجود</p> <p>3.2.2. Asbāb Ḍarūriyya & Ghayr Ḍarūriyya</p> <p>اسباب ضروریہ و غیر ضروریہ</p> <ul style="list-style-type: none"> • M3.U3 Asbāb Juz’iyya; Asbāb Sū’i Mizāj, Fasad Shakl, Suddah, Ziq Majari, Ittisā’ Majari, Khushunat wa Malasat, Khal’ & Mufaraqat Waz’, Sū’l Mujāwirat Qarīb & Ba’īd, Ḥarakāt Ghayr Ṭabī’iyya, Ziyādatī ‘Adad & Miqdār, Nuqṣān ‘Adad & Miqdār <p>3.3.1. Asbāb Juz’iyya; Asbāb Sū’i Mizāj, Fasad Shakl, Suddah, Ḍīq Majari, Ittisā’ Majari, Khushūnat wa Malāsāt, Khal’ & Mufaraqat Waḍ’, Sū’l Mujāwirat Qarīb & Ba’īd, Ḥarakāt Ghayr Ṭabī’iyya, Ziyādatī ‘Adad & Miqdār, Nuqṣān ‘Adad & Miqdār</p> <p>اسباب جزئیہ، اسباب سوء مزاج، اسباب فساد شکل، سدہ، ضیق مجاری، اتساع مجاری، خشونت و ملاست، خلع و مفارقت وضع، سوء مجاورت قریب و بعید، حرکات غیر طبیعیہ، زیادتی عدد و مقدار، نقصان عدد و مقدار</p>					
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	<ul style="list-style-type: none"> M3.U4 Asbāb Tafarruq Ittisal, Qrha, Waram, Tukhma & Imtilā, Ihtibās & Istifrāgh, Zu'f A'za, Waja', Waja' due to Ḥarakat, Khilṭ Radī & Riyāḥ, Taskin Waja', Asarāt Waja' <p>3.4.1. Asbāb Tafarruq Ittisal, Qrha, Waram, Tukhma & Imtilā, Ihtibās & Istifrāgh, Ḍu'f-i-A'ḍā', Waja', Waja' due to Ḥarakat, Khilṭ Radī & Riyāḥ, Taskin Waja', Asarāt Waja'</p> <p>اسباب تفرق اتصال، قرحة، ورم، تخمة و امتلاء، احتباس و استفراغ، ضعف اعضاء، وجع بسبب حرکت، خلط ردی و ریاح، تسکین وجع، اثرات وجع</p>					
4	<p>M-4 Ilmul Alamat علم العلامات (Symptomatology)</p> <p>This module is useful in understanding the diagnostic approach in Unani medicine. It also deals with Alamat of general and common pathological conditions.</p> <ul style="list-style-type: none"> M4.U1 Types of 'Alāmāt and their diagnostic importance; Dāll, Muzakkir, Taqdimatul Ma'rafa, 'Alāmāt Ṣiḥḥiyya ('Alāmāt Jawhariyya, Alāmāt 'Arziyya, 'Alāmāt Tamāmiyya), 'Alāmāt Maraziyya <p>4.1.1. Types of 'Alāmāt and their diagnostic importance; Dāll, Muzakkir, Taqdimatul Ma'rafa, 'Alāmāt Ṣiḥḥiyya ('Alāmāt Jawhariyya, Alāmāt 'Arḍiyya, 'Alāmāt Tamāmiyya), 'Alāmāt Maraḍiyya</p> <p>علامات کی اقسام اور تشخیصی اہمیت: دال، مذکر، تقدم المعرفة، علامات صحیہ (علامات جوہریہ، علامات عرضیہ، علامات تمامیہ)، علامات مرضیہ</p> <ul style="list-style-type: none"> M4.U2 'Alāmāt Amrāz Zāhira, 'Alāmāt Amrāz Bāṭina, 'Alāmāt Fāriqa between Amrāz Khāṣṣa (Aṣliyya) & Mushāraka 'Alāmāt Sui Mizaj, 'Alāmāt Ghalaba' Akhlāṭ <p>4.2.1. 'Alāmāt Amrāḍ Zāhira, 'Alāmāt Amrāḍ Bāṭina</p> <p>علامات امراض ظاہرہ، علامات امراض باطنہ</p> <p>4.2.2. 'Alāmāt Fāriqa between Amrāḍ Khāṣṣa (Aṣliyya) & Mushāraka</p>	3	15	30	45	90

	<p>امراض خاصہ(اصلیہ) و مشارکہ کے درمیان علامات فارقہ</p> <p>4.2.3. 'Alāmāt Sui Mizaj, 'Alāmāt Ghalaba' Akhlāṭ</p> <p>علامات سوء مزاج، علامات غلبہ اخلاط</p> <ul style="list-style-type: none"> • M4.U3 'Alāmāt Imtilā' & differential diagnosis of Imtilā' bi Ḥasbi'l Aw'iyā, Imtilā' bi Ḥasbi'l Quwwa, 'Alāmāt Riyāḥ, 'Alāmāt Sudda, 'Alāmāt Tafarruq Ittiṣāl, 'Alāmāt Awrām <p>4.3.1. 'Alāmāt Imtilā' & differential diagnosis of Imtilā' bi Ḥasbi'l Aw'iyā, Imtilā' bi Ḥasbi'l Quwwa</p> <p>علامات امتلاء، امتلاء بحسب الاوعیہ اور امتلاء بحسب القوۃ کے درمیان تشخیص فارقہ</p> <p>4.3.2. 'Alāmāt Riyāḥ, 'Alāmāt Sudda, 'Alāmāt Tafarruq Ittiṣāl, 'Alāmāt Awrām</p> <p>علامات ریاح، علامات سدہ، علامات تفرق اتصال، علامات اورام</p>					
5	<p>M-5 Cell Injury, Inflammation & Repair</p> <p>This module consists of classification, etiology, pathogenesis, pathological changes, clinical manifestations and complications of Cell Injury, Inflammation & Repair.</p> <ul style="list-style-type: none"> • M5.U1 Introduction to Pathology and definition of key concepts/terminologies, Reversible & Irreversible Cell Injury, Apoptosis, Cellular Adaptations, Pathologic calcification, Cellular Aging <p>5.1.1. Introduction to Pathology and definition of key concepts/terminologies, Reversible & Irreversible Cell Injury, Apoptosis, Cellular Adaptations, Pathologic calcification, Cellular Aging</p> <ul style="list-style-type: none"> • M5.U2 Inflammation & Repair <p>5.2.1. Inflammation & Repair</p>	2	10	20	30	60

6	<p>M-6 Hemodynamic disorders & Genetic Disorders</p> <p>This module consists of classification, etiology, pathogenesis, pathological changes, clinical manifestations and complications of Hemodynamic disorders & Genetic Disorders</p> <ul style="list-style-type: none"> M6.U1 Oedema, Hyperaemia & Congestion, Thrombosis, Embolism, Shock, Infarction <p>6.1.1 Oedema, Hyperaemia & Congestion, Thrombosis, Embolism, Shock, Infarction</p> <ul style="list-style-type: none"> M6.U2 Genes and Human Diseases, Classification of genetic disorders, Marfan Syndrome, Familial Hypercholesterolemia, Cystic Fibrosis & Down syndrome <p>6.2.1. Genes and Human Diseases, Classification of genetic disorders, Marfan Syndrome, Familial Hypercholesterolemia, Cystic Fibrosis & Down syndrome</p>	2	10	20	30	60
7	<p>M-7 Diseases of Immune System & Neoplasia</p> <p>This module consists of classification, etiology, pathogenesis, pathological changes, clinical manifestations and complications of Diseases of Immune System & Neoplasia</p> <ul style="list-style-type: none"> M7.U1 Hypersensitivity Reactions, Autoimmune Disorders, Rejection of Tissue Transplants, Immune Deficiency Disorders, Amyloidosis <p>7.1.1. Hypersensitivity Reactions, Autoimmune Disorders, Rejection of Tissue Transplants, Immune Deficiency Disorders, Amyloidosis</p> <ul style="list-style-type: none"> M7.U2 Nomenclature, Characteristics of Benign and Malignant Neoplasms, Molecular Basis of Cancer, Carcinogenic Agents and their Cellular Interactions, Clinical Aspects of Neoplasia <p>7.2.1. Nomenclature, Characteristics of Benign and Malignant Neoplasms, Molecular Basis of Cancer, Carcinogenic Agents and their Cellular Interactions, Clinical Aspects of Neoplasia</p>	2	10	20	30	60
		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 : Evolution of Mahiyatul Amraz ماہیت الامراض کا ارتقاء						
Module Learning Objectives (At the end of the module, the students should be able to)						
Interpret and explain the evolution & origin of diseases						
Synthesize the philosophical & theoretical perspectives on disease etiology						
Discuss the merits of Unani & Contemporary pathology						
Classify Ilmul Amraz						
Unit 1 Evolution & origin of Amraz, Theories and philosophies of disease causation						
1.1.1. Evolution & origin of Amrāḍ,						
امراض کی ابتداء و ارتقاء						
1.1.2. Theories and philosophies of disease causation						
اسباب امراض کا نظریہ و فلسفہ						
References: 1,5,12,13,14						
3A	3B	3C	3D	3E	3F	3G

CO 1,CO 7,CO 8	Discuss the evolution & origin of diseases	3	Lecture	CC	Knows-how	L&PPT
CO 1,CO 7,CO 8	Discuss the etiological perspectives of disease	3	Practical1.1	CAN	Shows-how	BS,DIS,FC
CO 1,CO 7,CO 8	Discuss the philosophical perspectives on disease etiology	3	Practical1.2	CAN	Shows-how	C_L,DIS,LS,ML,PL
CO 1,CO 7,CO 8	Recite and summarize the evolution and origin of diseases from the book Theories and Philosophies of Medicine, published by the Institute of History of Medicine & Medical Research	5	Experiential - Learning1.1	CS	Does	DIS,LS
CO 1,CO 7,CO 8	Recite and discuss the evolution and origin of diseases from Kitab Fil Firaqit Tib of Jalinus.	4	Experiential - Learning1.2	CE	Does	DIS,LS

Unit 2 Unani (holistic) and contemporary (reductionistic) pathology, Integration of modern advancements in Ilmul Amraz & its principles

1.2.1. Unani (holistic) and contemporary (reductionistic) pathology

علم الامراض کے یونانی اور معاصر نظریہ کا تقابلی تجزیہ

1.2.2. Integration of modern advancements in Ilmul Amraz & its principles

علم الامراض میں جدید ترقیاتی وسائل کا انضمام اور اس کے اصول

References: 13,15,16,17,18

3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Discuss the merits of Unani pathology	3	Practical1.3	CC	Shows-how	DIS,LS
CO 1,CO 7,CO 8	Discuss the merits of Contemporary pathology	3	Practical1.4	CK	Shows-how	C_L,DIS,LS,ML,PAL
CO 1,CO 7,CO 8	Incorporate contemporary advancements in Ilmul Amraz and its underlying principles	3	Lecture	CC	Knows-how	L&PPT

CO 1,CO 7,CO 8	Recite and interpret the fundamentals of Ilmul Amraz	5	Experiential - Learning1.3	CAP	Does	DIS,LS,R EC
CO 1,CO 7,CO 8	Identify advancements in Pathology	4	Experiential - Learning1.4	CAP	Does	BL,ML,SD L

Unit 3 Applied aspects of Ilmul Amraz, Relation of Tabi'at and diseases, Division of Ilmul Amraz

1.3.1 Applied aspects of Ilmul Amrāḍ

علم الامراض کا اطلاقی پہلو

1.3.2. Relation of Tabi'at and diseases

طبیعت اور امراض کا باہمی تعلق

1.3.3. Division of Ilmul Amrāḍ

علم الامراض کی تقسیم

References: 1,2,3,4,5,13,17,18

3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Describe applied aspects of Ilmul Amraz	4	Lecture	CC	Knows-how	L&GD
CO 1,CO 7,CO 8	Analyze the impact of Tabi'at on disease pathogenesis and progression	4	Practical1.5	CAN	Shows-how	C_L,DIS,LS,PL
CO 1,CO 7,CO 8	Discuss the concept of Tabi'at including its components & tools.	4	Practical1.6	CAP	Shows-how	EDU,LS,RP
CO 1,CO 7,CO 8	Present on overview of Tabi'at	5	Experiential - Learning1.5	CAN	Does	DIS,JC,LS,PER

CO 1,CO 7,CO 8	Categorize Ilmul Amraz	3	Experiential - Learning1.6	CAN	Does	DIS,LS
Practical Training Activity						
Practical 1.1 : Etiological perspectives of disease						
<p>The teacher will lead a focused lesson on the Etiological Perspectives of Disease, enhancing student engagement.</p> <ol style="list-style-type: none"> 1. The teacher will facilitate a one-hour brainstorming session on key perspectives such as biomedical, biopsychosocial, ecological, and social determinants, encouraging active participation. 2. In small groups, students will record their ideas on whiteboards and share their findings with the class in a one-hour session, with the teacher guiding the discussion. 3. The teacher will assess students' understanding through interactive assessments and a viva, dedicating one hour to analyze their grasp of the topic and provide feedback. <p>Total Duration: 3 hours</p>						
Practical 1.2 : Philosophies of disease causation						
<p>The teacher will lead a session on the philosophies of disease causation, dividing students into two groups: one for holistic approaches and the other for reductionistic perspectives.</p> <ol style="list-style-type: none"> 1. Students will research their assigned philosophies using online and offline resources, with the teacher providing guidance. (1 hour) 2. The teacher will facilitate a discussion and debate around the two philosophies, encouraging critical engagement. (1 hour) 3. Students will analyze and summarize the key differences between the philosophies, supported by the teacher's guidance. (30 minutes) 4. The teacher will assess understanding through interactions during the discussion and the quality of arguments presented in the debate. (30 minutes) <p>Total Duration: 3 hours</p>						
Practical 1.3 : Merits of Unani pathology						
<p>The teacher will start by dividing the students into groups to discuss the merits of Unani pathology.</p>						

1. Students will be instructed to investigate key points for two hours, focusing on:

Comprehensive Diagnosis: Techniques like pulse examination, urine analysis, stool examination, and clinical observation for direct disease understanding.

Holistic Approach: Addressing bodily humours and temperaments to facilitate personalized treatment.

2. The teacher will then facilitate a discussion, encouraging students to summarize their findings in their own words for half an hour.

3. Finally, the teacher will assess student understanding through presentations, and interactive discussions over the last half hour.

Total Duration: 3 hours

Practical 1.4 : Merits of Contemporary pathology

Teacher will divide the students into small groups and brief them regarding the merits of contemporary pathology.

1. Students will search and review the merits of contemporary pathology by online and offline resources. (30 minutes)

2. Teacher will facilitate discussion among students group regarding the Merits of Contemporary pathology on the following points: (60 minutes)

Integration of cutting-edge technologies: Immunohistochemistry, molecular diagnostics, and digital pathology.

Advanced imaging and staining techniques, Genetic testing, and targeted therapies.

Improved cancer diagnosis and staging through molecular profiling.

Infectious disease detection using PCR and next-generation sequencing.

Advanced diagnostic algorithms for accurate disease classification.

Informative prognostic markers for predicting disease outcomes.

Translational research, bridging laboratory and clinical practice.

3. Students should discuss and compile the merits in their own words (60 minutes)

4. Teacher will Assess the students by interaction, and review of compilations. (30 minutes)

Total Duration: 3 hours

Practical 1.5 : Impact of Tabi'at on disease pathogenesis and progression

Discussion Activity:

1. The teacher will explain the concept of Tabi'at and its impact on disease progression and pathogenesis to the students (30 minutes).
2. Split students into small groups, and give them a few aspects of the topics for discussion, explaining the process and instruct the students to review the literature (90 minutes).
3. Students will discuss the topic among themselves for better understanding (90 minutes).
4. The teacher will interact with them to review and assess the task (30 minutes).

Discussion should consist of emphasis on role of Tabi'at such as;

Tabi'at as administrator, protector and healer of the body
Enhances innate immunity, reducing disease severity.
Stimulates self-regulation, correcting imbalances.
Fosters resilience, aiding recovery from illness.
Supports physiological adaptation, reducing disease progression.
Encourages holistic well-being, addressing root causes.

Total Duration: 4 hours

Practical 1.6 : Components & tools of Tabi'at

The teacher will start by explaining the role-play procedure and setting expectations for student participation.

Focus on topics such as Mizaj and its application in daily life, Tarkeeb of an organ and its importance for health, Quwa and its significance. The teacher will engage students with innovative ideas to inspire their role plays.

1. Students will have 60 minutes to review relevant literature, with the teacher providing guidance.

2. They will then spend 60 minutes developing their role plays, during which the teacher will supervise them and provide feedback.
3. Then, students will perform their role plays in front of the teacher and peers (90 minutes).
4. At last, a constructive discussion will be held during which the teacher will give remarks to help reflect on their learning.(30 minutes)

Total Duration: 4 hours

Experiential learning Activity

Experiential-Learning 1.1 : Theories and Philosophies of Medicine

Teacher will divide the students in groups and explain regarding theories and philosophies of medicine.

1. Student group will search regarding the evolution and origin of diseases from the book Theories & Philosophies of Medicine published by the Institute of History of Medicine and Medical Research.(2 hours).
2. . Students group will discuss, analyze and make a summary of their findings. (2 hours).
3. Teacher will assess the students' practical recitation related to the evolution and origin of diseases from the book Theories and Philosophies of Medicine published by the Institute of History of Medicine and Medical Research (1 hour).

Total Duration: 5 hours

Experiential-Learning 1.2 : Schools of Thought in Unani Medicine

Teacher will divide the students into groups and explain the evolution and origin of diseases from Kitab Fil Firaqit Tib of Jalinus.

1. The students' group will search evolution and origin of diseases from Kitab Fil Firaqit Tib of Jalinus from different sources (1 hour).
2. The students' group will analyze and discuss regarding evolution and origin of diseases (1 hour).
3. Students will make a summary of their understanding. (1 hour).
4. Teacher will assess the students by presentation and practical recitation. (1 hour).

Total Duration: 4 hours
Experiential-Learning 1.3 : Fundamentals of Ilmul Amraz
<p>The teacher will divide students in groups, brief them regarding Fundamentals of Ilmul Amraz and instruct the students for recitation in following steps;</p> <ol style="list-style-type: none"> 1.student will search the classical unani literature regarding fundamental of ilmu amraz.(1 hours). 2. students will translate the text, and discuss among groups, and prepare the material for recitation.(1 hours). 3. The students will recite the pages related to the introduction of Ilmul Amraz from at least three classical reference books (1 hours). 4. Students have to summarize the topic they recited in simple words (1 hours). 5. Teacher will assess the student by interaction and practical recitation. (1 hours). <p>Total Duration: 5 hours</p>
Experiential-Learning 1.4 : Advancements in Pathology
<p>Teacher will explain the advancement in pathology</p> <ol style="list-style-type: none"> 1. Students should search about advancements in pathology like digital pathology, molecular diagnostic and artificial intelligence in pathology using online, offline resources, quizzes, and games on their mobile devices. (1 hour). 2. Student can practice hands on lab sessions using digital pathology tools or molecular diagnostics (1 hour). 3. Students should discuss case studies that illustrate the application of advancement in pathology such as digital pathology to diagnose disease. (1 hour). 4. Interaction and assessment by teachers with required explanations (1 hour). <p>Total Duration: 4 hours</p>
Experiential-Learning 1.5 : Overview of Tabi'at
<p>Students should present on the topic in the journal club in the following steps;</p> <ol style="list-style-type: none"> 1. Review of literature related to the assigned topic (1 hour)

<p>2. Search for related research articles from reputed Journals (1 hour)</p> <p>3. Critical review of one chosen article and making the summary of important points to present as ppt (2 hours).</p> <p>4. Presentation in the Journal Club and Discussion (45 minutes).</p> <p>5. Teachers should interact for evaluation (15 minutes).</p> <p>Total Duration: 5 hours</p>	
Experiential-Learning 1.6 : Classification of Ilmul Amraz	
<p>1. The Teacher will assign one student to explain various concepts & dimensions of Ilmul Amraz to other students (30 minutes).</p> <p>2. Split students into small groups, and give them a few topics for classification into key categories (Ilmul Ahwal, Ilmul Asbab & Ilmul Alamat) explaining the process and instruct the students to review the literature (60 minutes)</p> <p>3. Students will discuss the topic for better understanding and appropriate categorization (60 minutes).</p> <p>4. The teacher will interact with them to review and assess the task they completed (30 minutes).</p> <p>Total Duration: 3 hours</p>	
Modular Assessment	
Assessment method	Hour
<p>Instructions: Conduct a structured modular assessment. Assessment will be for 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6 C.</p> <p>Conduct a Practical Viva (25 Marks) considering the following aspects; Knowledge and understanding - 5 marks Critical thinking and reasoning- 5 marks Clarity and expression - 5 marks Application of knowledge - 5 marks Handling questions - 5 marks</p>	4

<p>Conduct a Theory Essay Writing: Ask the students to write an essay on any topic of the module (25 Marks) considering following aspects;</p> <p>Quality of content - 10 marks</p> <p>Language and writing skills - 10 marks</p> <p>Structure of essay - 5 marks</p> <p>Or</p> <p>Any practical in converted form can be taken for assessment. (25 Marks)</p> <p>and</p> <p>Any experiential learning, such as portfolios/reflections/presentations, can 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 2 : Ilmul Ahwal علم الاحوال (knowledge of various body states)						
Module Learning Objectives (At the end of the module, the students should be able to) Interpret & discuss Amrāḍ Mufrada & Murakkaba from classical literature Apply disease nomenclature principles to novel diseases systematically Identify different types of Amrāḍ. Differentiate Sabab, Maraz & 'Araz and Aḥwāl Badan						
Unit 1 Sabab, Maraz& 'Araz, Aḥwāl Badan, Darajāt Ṣiḥḥat & Maraz and their application, Alteration in UmūrṬabī 'iyya leading to diseases 2.1.1. Sabab, Maraz& 'Araz سبب، مرض اور عرض 2.1.2. Aḥwāl Badan, Darajāt Ṣiḥḥat & Maraz and their application احوال بدن، درجات صحت و مرض اور ان کا اطلاق 2.1.3. Alteration in UmūrṬabī 'iyya leading to diseases امور طبیعیہ میں تغیر سے ہونے والے امراض						

References: 1,2,3,4,5,6,7,10						
3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Discuss Sabab, Maraz & 'Araz and Aḥwāl Badan with examples.	3	Lecture	CC	Knows-how	L&PPT
CO 1,CO 7,CO 8	Demonstrate Darajāt Ṣiḥḥat & Maraz	3	Practical2.1	CS	Shows-how	CBL,D
CO 1,CO 7,CO 8	Analyse Alteration in Umūr Ṭabī'iyya leading to diseases	3	Practical2.2	CE	Shows-how	CBL,LS,SDL
CO 1,CO 7,CO 8	Recite & discuss Sabab, Maraz & 'Araz and Aḥwāl Badan from classical literature	4	Experiential-Learning2.1	CAP	Does	Mnt,REC,SDL
CO 1,CO 7,CO 8	Present Sabab, Maraz & 'Araz and Aḥwāl Badan	5	Experiential-Learning2.2	CAN	Does	LS,PER

Unit 2 Ajnās Amrāz; Amrāz Mufrada: Sū'l Mizāj, Sū'l Tarkeeb, Tafarruq Ittiṣāl & their classification Amrāz Murakkaba: Awrām & Busūr and their classification

2.2.1. Ajnās Amrād; Amrād Mufrada: Sū'l Mizāj, Sū'l Tarkeeb, Tafarruq Ittiṣāl & their classification

اجناس امراض، امراض مفردہ، سوء مزاج، سوء ترکیب، تفرق اتصال اور ان کی تقسیم

2.2.2. Amrād Murakkaba: Awrām & Buthūr and their classification

امراض مرکبہ: اورام و بشور، اور ان کی تقسیم

References: 1,2,3,4,5,6,7,10

3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Discuss Awrām & Busūr and their classification	3	Lecture	CC	Knows-how	L,L&PPT
CO 1,CO 7,CO 8	Classify diseases according to Ajnas Amraz	3	Practical2.3	CAN	Shows-how	BL,LS,PL
CO 1,CO 7,CO 8	Identify Awrām Ghayr Harra	3	Practical2.4	CE	Shows-how	CBL,DIS,LS,Mnt,PAL

CO 1,CO 7,CO 8	Identify Sū'i Mizāj, Sū'i Tarkeeb & Tafarruq Ittiṣāl	5	Experiential-Learning2.3	CE	Does	LS,SDL
CO 1,CO 7,CO 8	Recite & interpret Awrām & Busūr from classical literature	4	Experiential-Learning2.4	CAP	Does	Mnt,PT,REC
Unit 3 Principles of nomenclature of disease, Other types of diseases: Amrāz Ṣāhira & Bāṭina, Amrāz Khāṣṣa & Shirkat, Maraz Musallim & Ghayr Musallim, Amrāz Mu'diya, Amrāz Mutawārisa, Amrāz Jinsiyya, Awqāt Amrāz 2.3.1. Principles of nomenclature of disease امراض کے نام رکھنے کے اصول (وجہ تسمیہ) 2.3.2. Other types of diseases: Amrāḍ Ṣāhira & Bāṭina, Amrāḍ Khāṣṣa & Shirkat, Maraz Musallim & Ghayr Musallim, Amrāḍ Mu'diya, Amrāḍ Mutawārisa, Amrāḍ Jinsiyya, Awqāt Amrāḍ دیگر اقسام امراض: امراض ظاہرہ و باطنہ، امراض خاصہ و شرکت، مرض مسلم اور غیر مسلم، امراض معدیہ، امراض متوارثہ، امراض جنسیہ، اوقات امراض References: 1,2,3,4,5,6,10,18						
3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Describe a framework for nomenclature of disease, aligning with classical standards	5	Practical2.5	CAP	Shows-how	DIS,LS,Mnt,SY
CO 1,CO 7,CO 8	Apply disease nomenclature principles to novel diseases systematically	5	Experiential-Learning2.5	CAP	Does	C_L,DIS,PL
CO 1,CO 7,CO 8	Apply Amrāz Ṣāhira & Bāṭina, Amrāz Khāṣṣa & Shirkat, Maraz Musallim & Ghayr Musallim, Amrāz Mu'diya, Amrāz Mutawārisa, Amrāz Jinsiyya to the diseases in contemporary pathology	3	Experiential-Learning2.6	CAP	Does	JC,LS,PER
CO 1,CO 7,CO 8	Differentiate Amrāz Ṣāhira & Bāṭina, Amrāz Khāṣṣa & Shirkat, Maraz Musallim & Ghayr Musallim, Amrāz Mu'diya, Amrāz Mutawārisa, Amrāz Jinsiyya	4	Lecture	CC	Knows-how	L,L&PPT
CO 1,CO 7,CO 8	Apply the concept of Awqāt Amrāz to inform preventive measures and therapeutic approaches	3	Practical2.6	CAP	Shows-how	PrBL,TPW,TBL,W
Practical Training Activity						

Practical 2.1 : Darajāt Ṣiḥḥat & Maraz
<p>1. The teacher will guide students in demonstrating Madarij Ṣiḥḥat & Maraz by presenting identified cases from the hospital setting (half hour).</p> <p>2. The teacher will facilitate discussions and encourage students to justify their findings for each case (1 hour).</p> <p>3. Additionally, the teacher will prompt students to emphasize the applied aspects of the specific diagnosed stages, fostering critical thinking and practical application (1 hour).</p> <p>4. Teacher will assess the work done by students.(half hour).</p> <p>Total Duration: 3 hours</p>
Practical 2.2 : Alteration in Umūr Ṭabī'iyya
<p>1. The teacher will guide students to explore both online and offline resources to study these concepts, dedicating 1 hour for this task.</p> <p>2. The teacher will facilitate an assessment of the alterations in Umūr Ṭabī'iyya within hospital cases, allocating 1 hour for thorough discussion and evaluation.</p> <p>3. The teacher will direct students to compile a summary of their study and observations, providing 30 minutes for this activity.</p> <p>4. The teacher will encourage students to interact with them for clarification and deeper understanding of their work, allowing 30 minutes for this interaction.</p> <p>Total Duration: 3 hours</p>
Practical 2.3 : Ajnas Amraz
<p>1- The teacher will conduct a focused session on Ajnas Amraz from Unani literature, guiding students through the essential concepts (1 hour).</p> <p>2- He/She will direct students to utilize the Namaste Portal to enhance their understanding of disease classification (1 hour).</p> <p>3- The teacher will facilitate and encourage students to engage in discussions with their peers about various types of diseases and their characteristic features emphasizing their active participation in this interactive dialogue to seek answers to their queries collaboratively (1 hour).</p> <p>Total Duration: 3 hours</p>
Practical 2.4 : Awrām Ghayr Harra

The teacher will initiate the session by explaining the key features of the study of Awrām Ghayr Harra. After the introduction, the teacher will divide the students into groups, assigning each group specific cases of Awram and facilitating the discussion process for each case.

1. The teacher will instruct the students to review related literature for 1.5 hours, providing guidance on key texts and resources to focus on.

2. Following this review, the teacher will encourage the students to engage in group discussions to identify and analyze the cases of Awrām Baridah over the subsequent 1.5 hours, ensuring that they stay on task and providing support as needed during their discussions.

Total Duration: 3 hours

Practical 2.5 : Classical framework of nomenclature of disease

The teacher will lead students in a symposium to explore and name new diseases using classical nomenclature principles through the following steps:

1- Literature Search: Students will research assigned new diseases for one hour.

2- Application of Principles: Under the teacher's guidance, they will apply classical nomenclature principles for two hours.

3- PowerPoint Preparation: Students will create a PowerPoint presentation summarizing their findings in one hour.

4- Presentation and Discussion: Finally, they will present their work to peers and teachers in a one-hour session, with the teacher facilitating the discussion.

Total Duration: 5 hours

Practical 2.6 : Awqāt Amrāz

The teacher will begin the session by assigning specific diseases to each student and will clearly outline the task using an illustrative example.

1. Following this, the teacher will guide students through a focused 90-minute session where they will apply the concept of Awqāt Amrāz to their assigned disease.

2. Afterward, the teacher will facilitate another 90-minute discussion, helping students outline preventive measures and therapeutic approaches for their disease stage.

Throughout the process, the teacher will actively engage with the students, providing valuable insights and support to enhance their understanding.

Total Duration: 3 hours

Experiential learning Activity

Experiential-Learning 2.1 : Sabab, Maraz, 'Araz and Aḥwāl Badan Part 2

<p>1. Teacher will instruct the students to recite the topic from at least three classical reference books e.g. Al-Qanun Fit Tib, Kamilus Sina'ah, Zakheera Kwarzam Shahi etc. (1.5 hours)</p> <p>2. The students should search for difficult words or concepts in the dictionary. (1 hour)</p> <p>3. Ask them to summarize the topic they read in simple words (1 hour).</p> <p>4. Teacher will assess the students by interaction and practical recitation. (half hour)</p> <p>Total Duration: 4 hours</p>
<p>Experiential-Learning 2.2 : Sabab, Maraz, 'Araz and Aḥwāl Badan Part 1</p> <p>Teacher will instruct the students to make PPT on Sabab, Maraz & 'Araz and Aḥwāl Badan in the following steps.</p> <p>1. Review of literature on the topic (2 hours).</p> <p>2. Preparation of PPT with the help of visuals and graphics (2 hours)</p> <p>3. Students have to present it in front of teachers and PG Scholars. Other students are encouraged to discuss the key points during the interaction session (1 hour).</p> <p>Total Duration: 5 hours</p>
<p>Experiential-Learning 2.3 : Sū'i Mizāj, Sū'i Tarkeeb & Tafarruq Ittiṣāl</p> <p>1. Teacher will instruct the students to study these concepts from online and offline resources (1 hour).</p> <p>2. Advise them to see the cases of Sū'i Mizāj, Sū'i Tarkeeb & Tafarruq Ittiṣāl in hospital (2 hours).</p> <p>3. Students have to compile the summary of their study. and observations (1 hour).</p> <p>4. Teacher will assess the compilation done by students.(1 hour).</p> <p>Total Duration: 5 hours</p>
<p>Experiential-Learning 2.4 : Awrām & Busūr</p>

1. Students will recite the topic from at least three classical reference books e.g. Al-Qanun Fit Tib, Kamilus Sina'ah, Zakheera Kwarzam Shahi etc. in front of teacher. The difficult word or concept should be searched in the dictionary. (2 hours)

2. Students have to summarize what they understand in their language (1 hour).

3. Teacher will assess the students by practical recitation. (1 hour)

Total Duration: 4 hours

Experiential-Learning 2.5 : Application of disease nomenclature principles

The teacher will explain disease nomenclature principles for novel diseases to students, split students into small groups, and give them a list of newly emerging diseases explaining the process of discussion activity.

1. The students will review the literature including WHO Standard Unani Terminology Book and Namaste portal (<https://namstp.ayush.gov.in>) for morbidity codes (2 hours).

2. They have to discuss the topic and learn with each other (2 hours).

3. Teacher will interact with students to review and assess their understanding (1 hour).

Total Duration: 5 hours

Experiential-Learning 2.6 : Application of Amrāz Zāhira & Bāṭina, Amrāz Khāṣṣa & Shirkat, Maraz Musallim & Ghayr Musallim, Amrāz Mu'diya, Amrāz Mutawārisa, Amrāz Jinsiyya

Teacher will instruct the students to present on the topic in the journal club in the following steps;

1. Review of literature related to the assigned topic (30 minutes)

2. Search for related research articles from reputed Journals (30 minutes)

3. Critical review of one chosen article and making a summary of important points to present as ppt (1 hour).

<p>4. Presentation in the Journal Club and Discussion (45 minutes).</p> <p>5. Teachers should interact for evaluation.(15 minutes).</p> <p>Total Duration: 3 hours</p>	
Modular Assessment	
Assessment method	Hour
<p>Instructions: Conduct a structured modular assessment. Assessment will be for 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6 C.</p> <p>Conduct an Interaction based assessment of students (25 Marks) considering the following parameters; Topic understanding -10 marks Participation in discussion -10 marks Application of knowledge - 5 marks</p> <p>Conduct an Open Book Test (25 Marks) considering the following aspects; Understanding the concept - 5 marks Application of knowledge - 10 marks Accuracy of answer - 10 marks</p> <p>Or</p> <p>Any practical in converted form can be taken for assessment. (25 Marks)</p> <p>and</p> <p>Any experiential learning, such as portfolios/reflections/presentations, can 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 3 : Ilmu Asbab علم الاسباب (Etiology)						
Module Learning Objectives (At the end of the module, the students should be able to) Understand and interpret Asbāb and their types from classical literature Employ the Asbāb Wajud framework to investigate the causal factors contributing to health and disease Identify & demonstrate the types of Asbāb						
Unit 1 Asbab ‘Amma; Asbāb Sābiqa, Asbāb Wāṣila, Asbāb Bādiya, Sharā’iṭ Ta’sīrāt Asbāb, Asbāb Mukhallifa & Ghayr Mukhallifa 3.1.1. Asbab ‘Amma; Asbāb Sābiqa, Asbāb Wāṣila, Asbāb Bādiya اسباب عامه، اسباب سابقه، اسباب واسطه، اسباب بادیہ 3.1.2. Sharā’iṭ Ta’sīrāt Asbāb تاثیرات اسباب کے شرائط 3.1.3. Asbāb Mukhallifa & Ghayr Mukhallifa اسباب مختلفہ و غیر مختلفہ References: 1,2,4,10						
3A	3B	3C	3D	3E	3F	3G

CO 1,CO 7,CO 8	Elucidate Asbāb Sābiqa, Asbāb Wāṣila, Asbāb Bādiya	3	Lecture	CC	Knows-how	L&PPT
CO 1,CO 7,CO 8	Apply Sharā'it Ta'sīrāt Asbāb	3	Practical3.1	CAP	Shows-how	CBL,TUT
CO 1,CO 7,CO 8	Discuss Ishtirak wa Ikhtilaf among Asbāb Sābiqa, Asbāb Wāṣila, Asbāb Bādiya	3	Practical3.2	CAN	Shows-how	C_L,DIS,LS
CO 1,CO 7,CO 8	Interpret Asbāb Mukhallifa & Ghayr Mukhallifa	5	Experiential-Learning3.1	CE	Does	JC,LS
CO 1,CO 7,CO 8	Identify Asbāb Sābiqa, Asbāb Wāṣila, Asbāb Bādiya	4	Experiential-Learning3.2	PSY-ADT	Does	C_L,IBL,SDL

Unit 2 Asbāb Wajud, Asbāb Zarūriyya & Ghayr Zarūriyya

3.2.1. Asbāb Wujud

اسباب وجود

3.2.2. Asbāb Ḍarūriyya & Ghayr Ḍarūriyya

اسباب ضرورية و غير ضرورية

References: 1,2,3,4,5,6,7,10

3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Describe Asbāb Wujud framework to investigate the causal factors contributing to health and disease	4	Practical3.3	CAP	Shows-how	DIS,LS,Mnt
CO 1,CO 7,CO 8	Present effects of Asbāb Ghayr Ḍarūriyya on human health	5	Practical3.4	CAP	Shows-how	LS,PER
CO 1,CO 7,CO 8	Explain Asbāb Ḍarūriyya & Ghayr Ḍarūriyya	4	Lecture	CC	Knows-how	L&PPT
CO 1,CO 7,CO 8	Examine the effects of Asbāb Ḍarūriyya & Ghayr Ḍarūriyya in development and progression of diseases	5	Experiential-Learning3.3	CE	Does	BL,LS,SDL

CO 1,CO 7,CO 8	Present on the effects of abnormalities in Nawm wa Yaqza on human health	5	Experiential-Learning3.4	CE	Does	JC,LS,PER
Unit 3 Asbāb Juz'iyya; Asbāb Sū'i Mizāj, Fasad Shaki, Suddah, Ziq Majari, Ittisā' Majari, Khushunat wa Malasat, Khal' & Mufaraqat Waz', Sū'i Mujāwirat Qarīb & Ba'īd, Ḥarakāt Ghayr Ṭabī'iyya, Ziyādatī 'Adad & Miqdār, Nuqṣān 'Adad & Miqdār 3.3.1. Asbāb Juz'iyya; Asbāb Sū'i Mizāj, Fasad Shaki, Suddah, Ḍīq Majari, Ittisā' Majari, Khushunat wa Malāsāt, Khal' & Mufaraqat Waḍ', Sū'i Mujāwirat Qarīb & Ba'īd, Ḥarakāt Ghayr Ṭabī'iyya, Ziyādatī 'Adad & Miqdār, Nuqṣān 'Adad & Miqdār اسباب جزئیة، اسباب سوء مزاج، اسباب فساد شکل، سده، ضیق مجاری، اتساع مجاری، خشونت و ملاست، خلع و مفارقت وضع، سوء مجاورت قریب و بعید، حرکات غیر طبیعی، زیادتی عدد و مقدار، نقصان عدد و مقدار References: 1,2,3,4,5,6,10						
3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Demonstrate Asbāb Juz'iyya	4	Practical3.5	CAP	Shows-how	BL,DIS,LS,PER
CO 1,CO 7,CO 8	Discuss Asbāb Sū'i Mizāj	4	Practical3.6	CAN	Shows-how	C_L,DIS,LS
CO 1,CO 7,CO 8	Explain Asbāb Sū'i Mizāj, Fasad Shaki, Suddah, Ziq Majari, Ittisā' Majari, Khushunat wa Malasat,	5	Lecture	CC	Knows-how	L&PPT
CO 1,CO 7,CO 8	Illustrate Asbāb Khal' & Mufaraqat Waz', Sū'i Mujāwirat Qarīb & Ba'īd, Ḥarakāt Ghayr Ṭabī'iyya,	4	Experiential-Learning3.5	CE	Does	L&PPT ,LS,PER
CO 1,CO 7,CO 8	Recite & summarize Asbāb Juz'iyya from classical literatures	5	Experiential-Learning3.6	CS	Does	REC,SDL
CO 1,CO 7,CO 8	Apply the concept of Ziyādatī 'Adad & Miqdār, Nuqṣān 'Adad & Miqdār on diseases mentioned in contemporary pathology	5	Experiential-Learning3.7	CAP	Does	LS,Mnt,PL
Unit 4 Asbāb Tafarruq Ittisal, Qrha, Waram, Tuxhma & Imtilā, Ihtibās & Istifrāgh, Zu'f A'za, Waja', Waja' due to Ḥarakat, Khilṭ Radī & Riyāḥ, Taskin Waja', Asarāt Waja' 3.4.1. Asbāb Tafarruq Ittisal, Qrha, Waram, Tuxhma & Imtilā, Ihtibās & Istifrāgh, Ḍu'f-i-A'ḍā', Waja', Waja' due to Ḥarakat, Khilṭ Radī & Riyāḥ, Taskin Waja', Asarāt Waja' اسباب تفرق اتصال، قرحه، ورم، تخمه و امتلاء، احتباس و استفراغ، ضعف اعضاء، وجع بسبب حرکت، خلط ردي و رياح، تسکين وجع، اثرات وجع References: 1,2,4,6,10						

3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Describe Asbāb Tafarruq Ittisal, Qrha, Waram, Tukhma & Imtilā, Ihtibās & Istifrāgh	3	Lecture	CC	Knows-how	L&PPT
CO 1,CO 7,CO 8	Discuss Asbāb-i-Ḍu‘f-i-A‘ḍā‘	3	Practical3.7	CAN	Shows-how	C_L,DIS,LS,PL
CO 1,CO 7,CO 8	Classify Waja‘ and explain Waja‘ due to Ḥarakat, Khilṭ Radī & Riyāḥ, Taskin Waja‘, Asarāt Waja‘	4	Practical3.8	CE	Shows-how	CBL,IBL,Mnt
CO 1,CO 7,CO 8	Demonstrate Asbab Imtila	3	Experiential-Learning3.8	PSY-MEC	Does	CBL,PER
CO 1,CO 7,CO 8	Present on Asbab Ihtibas wa Istifragh	3	Experiential-Learning3.9	CE	Does	JC,LS,PER

Practical Training Activity

Practical 3.1 : Sharā’iṭ Ta’sīrāt Asbāb

The teacher provides case scenarios with similar etiological factors but differing outcomes, guiding students to explore Sharā’iṭ Ta’sīrāt Asbāb in contemporary pathology.

1. The teacher recommends authentic sources and oversees students' thorough study of the topic (1.5 hours).
2. The teacher facilitates analysis by prompting students to explain the Sharā’iṭ responsible for the varied outcomes (1.5 hours).

Total duration = 3 hours

Practical 3.2 : Ishtirak wa Ikhtilaf among Asbāb Sābiqa, Asbāb Wāṣila, Asbāb Bādiya

The teacher organizes students into small groups and guides them through the discussion process on Ishtirak wa Ikhtilaf among Asbāb Sābiqa, Asbāb Wāṣila, and Asbāb Bādiya.

1. The teacher provides relevant literature and supervises the review process (60 minutes).
2. The teacher facilitates group discussions, offering prompts and clarifying key points (60 minutes).
3. The teacher interacts with groups to assess their comprehension and encourages them to provide examples of each type of Asbāb (60 minutes).

Total duration = 3 hours

Practical 3.3 : Asbāb Wujud

The teacher organizes students into small groups and provides a list of disease and health scenarios, offering a detailed explanation of the discussion process.

1. Literature Review (90 minutes): The teacher guides students in reviewing relevant literature, recommending key resources, and ensuring they stay on track.
2. Discussion on Asbāb (90 minutes): The teacher supervises group discussions, providing prompts and clarifications to ensure meaningful engagement.
3. Assessment and Interaction (60 minutes): The teacher interacts with groups, reviewing their findings, addressing misconceptions, and giving constructive feedback.

Total duration = 4 hours

Practical 3.4 : Asbāb Ghayr Ḍarūriyya and human health

The teacher will play a central role in guiding the students through the presentation process:

1. Facilitating Literature Review (2 hours): The teacher provides students with a curated list of classical books, explains relevant sections to focus on, and supervises the review process to ensure accuracy and depth.
2. Guiding Summary Compilation (1 hour): The teacher assists students in organizing their findings and compiling a clear and concise summary, offering feedback to refine their content.
3. Supporting PPT Creation (1 hour): The teacher provides instructions on structuring the slides, integrating visuals, and ensuring the presentation is coherent and engaging.
4. Moderating Presentation and Discussion (1 hour): The teacher oversees the presentation session, offering constructive feedback to presenters and fostering an interactive discussion with students and other participants

Total duration = 5 hours

Practical 3.5 : Asbāb Juz'iyya Part 2

The teacher takes an active role in guiding the PPT preparation process:

1. Guided Literature Review (1 hour): The teacher explains the topic, recommends key resources, and supervises students' reviews to ensure relevance and accuracy.

2. PPT Preparation (2 hours): The teacher provides guidance on structuring the presentation, using visuals effectively, and ensures students stay focused on creating clear and engaging content.

3. Presentation and Discussion (1 hour): The teacher moderates the presentation session, offering feedback to presenters and facilitating a dynamic interaction between students, teachers, and PG Scholars.

Total duration = 4 hours

Practical 3.6 : Asbāb Sū'l Mizāj

The teacher actively facilitates the discussion on Asbāb Sū'l Mizāj:

1. Literature Review (90 minutes): The teacher explains the topic, guides students to relevant sources, and supervises their review process.

2. Group Discussion (90 minutes): The teacher organizes groups, monitors discussions, and provides clarifications and prompts.

3. Review and Assessment (60 minutes): The teacher evaluates group findings, engages in dialogue, and offers constructive feedback.

Total duration = 4 hours

Practical 3.7 : Asbāb-i-Ḍu'f-i-A'ḍā'

The teacher will actively lead the session by introducing the concept of Asbāb-i-Ḍu'f-i-A'ḍā' and providing a clear explanation of its various causes to ensure foundational understanding among students. The teacher will then organize students into small groups and explain the steps for effective discussion.

1. Literature Review (60 minutes): The teacher will guide students in reviewing authentic texts, suggesting key sources and providing pointers for efficient analysis.

2. Group Discussion (60 minutes): The teacher will oversee the discussions, offering prompts and insights to stimulate deeper conversations and better grasp of the topic.

3. Interactive Assessment (60 minutes): The teacher will engage with each group to review their conclusions, clarify misunderstandings, and assess their comprehension through questions and constructive feedback.

Total duration = 3 hours

Practical 3.8 : Classification & Causes of Waja'

1. Clinical Description (30 minutes): The teacher presents clinical features without revealing the name of Waja', guiding students to understand key symptoms.

<p>2. Literature Review (1.5 hours): The teacher suggests sources, supervises research, and supports students in exploring authentic Unani texts.</p> <p>3. Diagnosis (1 hour): The teacher facilitates group discussions to identify the type of Waja' and its cause, offering hints as needed.</p> <p>4. Mechanism Explanation (1 hour): The teacher leads a discussion to explain possible mechanisms, ensuring logical connections between diagnosis and causes.</p> <p>Total duration = 4 hours</p>
Experiential learning Activity
Experiential-Learning 3.1 : Asbāb Mukhallifa & Ghayr Mukhallifa
<p>The teacher will ask students to present on the topic in the journal club in the following steps;</p> <ol style="list-style-type: none"> 1. Review of literature related to the assigned topic (1 hour) 2. Search for related research articles from reputed Journals (1 hour) 3. Critical review of one chosen article and making the summary of the important points to present as ppt (2 hours). 4. Presentation in the Journal Club and Discussion (45 minutes). 5. Teachers should interact for evaluation (15 minutes). <p>Total duration = 5 hours</p>
Experiential-Learning 3.2 : Asbāb Sābiqa, Asbāb Wāṣila, Asbāb Bādiya
<p>The teacher will split students into groups and provide each group with a list of various Asbāb Sābiqa, Asbāb Wāṣila, Asbāb Bādiya.</p> <ol style="list-style-type: none"> 1. Ask students to review the literature in depth with similarities and differences of these factors (2 hours) 2. Instruct the students to identify Asbab of diseases appropriately from the given list (2 hours). <p>Total duration = 4 hours</p>
Experiential-Learning 3.3 : Disease causation with Asbāb Ḍarūriyya & Ghayr Ḍarūriyya

The teacher will instruct the students to complete the task through self-directed learning in the following steps;

1. Students should read books/ E-contents/to understand this topic from classical literature (2 hours).
2. They should choose one abnormal condition and think about the possible factors responsible for it (1.5 hours).
3. Categorize those factors among Asbāb Ḍarūriyya & Ghayr Ḍarūriyya (1.5 hours).

Total duration = 5 hours

Experiential-Learning 3.4 : Abnormalities in Nawm wa Yaqza

The teacher will instruct the students to present on the topic in the journal club in the following steps;

1. Review of literature related to the assigned topic (1 hour)
2. Search for related research articles from reputed Journals (1 hour)
3. Critical review of one chosen article and making a summary of the important points to present as ppt (2 hours).
4. Presentation in the Journal Club and Discussion (45 minutes).
5. Teachers should interact for evaluation (15 minutes).

Total duration = 5 hours

Experiential-Learning 3.5 : Asbāb Khal' & Mufaraqat Waz', Sū'i Mujāwirat Qarīb & Ba'īd, Ḥarakāt Ghayr Ṭabī'iyya,

The teacher will instruct the students to make posters on the topic in the following steps.

Ask them to

1. Review the related literature (1.5 hours)
2. Prepare the ppt of the concept with the help of images and figures (1.5 hours)
3. Present them in front of teachers and other students, followed by discussion (1 hour)

Total duration = 4 hours
Experiential-Learning 3.6 : Asbāb Juz'īyya Part 1
<ol style="list-style-type: none"> 1. The teacher will instruct the students to recite the topic from at least three classical reference books(2 hours). 2. The students will search the difficult words or concepts in the dictionary (1 hour). 3. Ask them to summarize the topic they read in simple words and ask them to note all points that may be valuable and helpful to them in the future (2 hours).
Total duration = 5 hours
Experiential-Learning 3.7 : Ziyādatī 'Adad & Miqdār, Nuqṣān 'Adad & Miqdār
<p>The teacher will instruct the students to cover this topic through Peer Learning in the following steps.</p> <ol style="list-style-type: none"> 1. Ask students to first study the topic from classical literature (1 hour). 2. Review the contemporary concept of related diseases (1 hour). 3. Correlate and apply the classical concept and discuss with peers (2 hours). 4. Interact and answer any query raised during the discussion (1 hour).
Total duration = 5 hours
Experiential-Learning 3.8 : Asbab Imtila
<p>The teacher will instruct the students to present cases of Imtila in the following steps.</p> <ol style="list-style-type: none"> 1. Taking history and examination of the patient in detail (1 hour). 2. Review of related literature from books and research articles (1 hour). 3. Presentation of the case in PG activity session explaining the causes behind with justification and evidence, based on history and examination findings (1 hour).
Total duration = 3 hours
Experiential-Learning 3.9 : Asbab Ihtibas wa Istifragh

The teacher will allot the topics e.g. diseases caused by Ihtibas wa Istifragh, to students. Students should present on the topic in the journal club in the following steps;

1. Review of literature related to the assigned topic (30 minutes)
2. Search for related research articles from reputed Journals (30 minutes)
3. Critical review of one chosen article and summarizing important points to present as a ppt (1 hour).
4. Presentation in the Journal Club and Discussion (45 minutes).

Teachers should interact for evaluation (15 minutes).

Total duration = 3 hours

Modular Assessment

Assessment method

Hour

Instructions: Conduct a structured modular assessment. Assessment will be for 75 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6 C.

Conduct a Class Presentation (50 Marks) considering the following aspects;

Quality of content - 20 marks

Presentation skills - 20 marks

Addressing the queries - 10 marks

Conduct a Practical Recitation assessment on any topic of the module from any classical book (25 Marks) considering the following aspects;

Accuracy of recitation - 10 marks

Understanding the topic - 15 marks

Or

Any practical in converted form can be taken for assessment. (40 Marks)

and

Any experiential learning, such as portfolios/reflections/presentations, can be taken as an assessment. (35 Marks)

6

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 : Ilmu Alamat علم العلامات (Symptomatology)						
Module Learning Objectives (At the end of the module, the students should be able to) Interpret & explain 'Alāmāt Ṣiḥḥiyya ('Alāmāt Jawhariyya, Alāmāt 'Arḍiyya, 'Alāmāt Tamāmiyya), 'Alāmāt Maraḍiyya, from classical literature Apply various 'Alāmāt to diagnose different conditions						
Unit 1 Types of 'Alāmāt and their diagnostic importance; Dāll, Muzakkir, Taqdimatul Ma'rafa, 'Alāmāt Ṣiḥḥiyya ('Alāmāt Jawhariyya, Alāmāt 'Arziyya, 'Alāmāt Tamāmiyya), 'Alāmāt Maraziyya 4.1.1. Types of 'Alāmāt and their diagnostic importance; Dāll, Muzakkir, Taqdimatul Ma'rafa, 'Alāmāt Ṣiḥḥiyya ('Alāmāt Jawhariyya, Alāmāt 'Arḍiyya, 'Alāmāt Tamāmiyya), 'Alāmāt Maraḍiyya علامات کی اقسام اور تشخیصی اہمیت: دال، مذکر، تقدیمہ المعرفة، علامات صحیہ (علامات جوہریہ، علامات عرضیہ، علامات تمامیہ)، علامات مرضیہ، References: 1,2,4,5,6,10						
3A	3B	3C	3D	3E	3F	3G
CO 1, CO 7, CO 8	Categorise 'Alāmāt and describe their diagnostic importance	5	Practical4.1	CAN	Shows-how	C_L,LS,TUT
CO 1, CO 7, CO 8	Demonstrate Dāll, Muzakkir, Taqdimatul Ma'rafa, 'Alāmāt Ṣiḥḥiyya ('Alāmāt Jawhariyya, Alāmāt 'Arziyya, 'Alāmāt Tamāmiyya), 'Alāmāt Maraziyya,	5	Practical4.2	PSY-MEC	Shows-how	KL,LS,PER
CO 1, CO 7, CO 8	Discuss Dāll, Muzakkir, Taqdimatul Ma'rafa, 'Alāmāt Ṣiḥḥiyya ('Alāmāt Jawhariyya, Alāmāt 'Arziyya, 'Alāmāt Tamāmiyya), 'Alāmāt Maraziyya,	5	Lecture	CC	Knows-how	L,L&PPT
CO 1, CO 7, CO 8	Recite & interpret 'Alāmāt Ṣiḥḥiyya ('Alāmāt Jawhariyya, Alāmāt 'Arziyya, 'Alāmāt Tamāmiyya), 'Alāmāt Maraziyya, from classical literature	5	Experiential-Learning4.1	CS	Does	LS,Mnt,REC

CO 1,CO 7,CO 8	Differentiate 'Alāmāt Jawhariyya, Alāmāt 'Arziyya, 'Alāmāt Tamāmiyya	5	Experiential-Learning4.2	CAP	Does	LS,SDL
CO 1,CO 7,CO 8	Correlate symptomatology with Ilmul Alamat	5	Experiential-Learning4.3	CS	Does	IBL,LS

Unit 2 'Alāmāt Amrāz Zāhira, 'Alāmāt Amrāz Bāṭina, 'Alāmāt Fāriqa between Amrāz Khāṣṣa (Aṣliyya) & Mushāraka 'Alāmāt Sui Mizaj, 'Alāmāt Ghalaba' Akhlāṭ

4.2.1. 'Alāmāt Amrāz Zāhira, 'Alāmāt Amrāz Bāṭina

علامات امراض ظاهره، علامات امراض باطنه

4.2.2. 'Alāmāt Fāriqa between Amrāz Khāṣṣa (Aṣliyya) & Mushāraka

امراض خاصه(اصليہ) و مشارکہ کے درمیان علامات فارقه

4.2.3. 'Alāmāt Sui Mizaj, 'Alāmāt Ghalaba' Akhlāṭ

علامات سوء مزاج، علامات غلبہ اخلاط

References: 1,2,3,4,5,6,7,10,17

3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Present importance of 'Alāmāt Amrāz Zāhira,	5	Practical4.3	PSY-GUD	Shows-how	KL,LS,PER
CO 1,CO 7,CO 8	Demonstrate 'Alāmāt Amrāz Bāṭina	5	Practical4.4	PSY-MEC	Shows-how	CBL,D-BED,DIS,LS,Mnt,TUT
CO 1,CO 7,CO 8	Present 'Alāmāt Sui Mizaj	6	Experiential-Learning4.4	CAN	Does	JC,LS,PER
CO 1,CO 7,CO 8	Discuss 'Alāmāt Sui Mizaj of Dimagh, Qalb, Jigar, Mi 'da & Unthayayn	5	Experiential-Learning4.5	PSY-MEC	Does	CBL,C_L,DIS,LS
CO 1,CO 7,CO 8	Categorize 'Alāmāt Ghalaba' Akhlāṭ	5	Experiential-Learning4.6	PSY-MEC	Does	CBL,IBL
CO 1,CO 7,CO 8	Describe 'Alāmāt Fāriqa between Amrāz Khāṣṣa (Aṣliyya) & Mushāraka	5	Lecture	CC	Knows-how	L,L&PPT

Unit 3 'Alāmāt Imtilā' & differential diagnosis of Imtilā' bi Ḥasbi'l Aw'īya, Imtilā' bi Ḥasbi'l Quwwa, 'Alāmāt Riyāḥ, 'Alāmāt Sudda, 'Alāmāt Tafarruq Ittiṣāl, 'Alāmāt Awrām

4.3.1. 'Alāmāt Imtilā' & differential diagnosis of Imtilā' bi Ḥasbi'l Aw'īya, Imtilā' bi Ḥasbi'l Quwwa

علامات امتلاء، امتلاء بحسب الاوعية اور امتلاء بحسب القوة کے درمیان تشخیص فارقہ

4.3.2. 'Alāmāt Riyāḥ, 'Alāmāt Sudda, 'Alāmāt Tafarruq Ittiṣāl, 'Alāmāt Awrām

علامات ریاح، علامات سده، علامات تفرق اتصال، علامات اورام

References: 1,2,3,4,5,6,7,10

3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Demonstrate 'Alāmāt Imtilā'	5	Practical4.5	PSY-MEC	Shows-how	DIS,LS,PrBL
CO 1,CO 7,CO 8	Differentiate between diagnosis of Imtilā' bi Ḥasbi'l Aw'īya & Imtilā' bi Ḥasbi'l Quwwa,	5	Practical4.6	CAN	Shows-how	LS,SDL
CO 1,CO 7,CO 8	Elucidate 'Alāmāt Riyāḥ, 'Alāmāt Sudda,'Alāmāt Tafarruq Ittiṣāl, 'Alāmāt Awrām	5	Lecture	CC	Knows-how	L,L&PPT
CO 1,CO 7,CO 8	Illustrate 'Alāmāt Tafarruq Ittiṣāl	5	Experiential-Learning4.7	CAP	Does	KL,PrBL
CO 1,CO 7,CO 8	Present Istidlal Amrāḍ Batina	3	Experiential-Learning4.8	PSY-ADT	Does	CBL,PER

Practical Training Activity

Practical 4.1 : Classification of 'Alāmāt

The teacher will guide students through the tutorial with the following steps:

1. Literature Review: Spend 2 hours reviewing the literature on 'Alāmāt, with resources provided by the teacher.
2. Feature Analysis: Analyze key differential features for 1 hour, facilitated by the teacher.

<p>3. Classification: Classify the 'Alāmāt by different approaches and parameters in a 1-hour session led by the teacher.</p> <p>4. Summary: Summarize the diagnostic importance of 'Alāmāt in a final 1-hour discussion with the teacher's support.</p> <p>Total duration = 5 hours</p>
<p>Practical 4.2 : General description of 'Alāmāt</p>
<p>The teacher will lead the students in creating posters on the topic.</p> <p>1. Literature Review: Students will spend 2 hours reviewing relevant literature under the guidance of a teacher.</p> <p>2. Concept Clarification: They will clarify the differences between Dāll, Muzakkir, and Taqdimatul Ma'rafa with examples and prepare posters using figures and images (2 hours) under the teacher's supervision.</p> <p>3. Assessment: The teacher will assess the presentations and the accuracy of the concepts in the posters (1 hour).</p> <p>Total Duration: 5 hours.</p>
<p>Practical 4.3 : Importance of 'Alāmāt Amrāz Zāhira,</p>
<p>The teacher will assign topics related to Amrāz Zāhira.</p> <p>1. Students will spend two hours reviewing relevant literature.</p> <p>2. The teacher will instruct them to create posters highlighting Alāmāt from their topics, allowing two hours for poster creation.</p> <p>3. Finally, students will present their posters to the class in a one-hour session facilitated by the teacher.</p> <p>Total duration = 5 hours</p>
<p>Practical 4.4 : 'Alāmāt Amrāz Bāṭina</p>
<p>1. Literature Review and Summary Writing (2 hours) Instruct students to conduct a thorough literature review and summarize key findings with clear examples to enhance critical thinking.</p> <p>2. Observing 'Alāmāt in Clinical Cases (2 hours) Lead sessions for students to identify and analyze 'Alāmāt in clinical cases of Amrāz Bāṭina, encouraging collaborative discussions.</p>

3. Demonstration of ‘Alāmāt Amrāz Bāṭina (1 hour)

Conduct a clinical demonstration of ‘Alāmāt Amrāz Bāṭina, asking probing questions to reinforce the connection between theory and practice.

Total duration = 5 hours

Practical 4.5 : ‘Alāmāt Imtilā’

The teacher will lead the students in a poster presentation project:

1. Literature Review: Students will conduct a literature review for 2 hours.
2. Poster Creation: Students will create posters incorporating figures and images for 2 hours.
3. Presentation and Assessment: The teacher will facilitate a 1-hour session for presentation and feedback.

Total duration = 5 hours

Practical 4.6 : Imtilā’ bi Ḥasbi’l Aw’iya & Imtilā’ bi Ḥasbi’l Quwwa,

The topic will be covered through a teacher-guided self-directed learning approach:

1. The teacher will instruct students to review relevant literature for one hour.
2. Students will identify cases involving Imtilā’ bi Ḥasbi’l Aw’iya and Imtilā’ bi Ḥasbi’l Quwwa over three hours, with the teacher available for support.
3. Finally, the teacher will facilitate a one-hour session to enhance students' practical understanding and diagnostic skills.

Total duration = 5 hours

Experiential learning Activity

Experiential-Learning 4.1 : ‘Alāmāt Ṣiḥḥiyya

The teacher will instruct the students to recite the topic from classical literature.

1. Recitation from classical books (2 hours)
2. Ask them to refer to standard dictionaries to understand difficult words and concepts (1 hour).

<p>3. Students will simplify and summarize the text in their language (2 hours).</p> <p>Total duration = 5 hours</p>
<p>Experiential-Learning 4.2 : ‘Alāmāt Jawhariyya, Alāmāt ‘Arziyya, ‘Alāmāt Tamāmiyya</p> <p>The teacher will instruct the students to complete the task through self-directed learning in the following steps;</p> <ol style="list-style-type: none"> 1. Literature review (2 hours) 2. Understanding the differences in ‘Alāmāt Jawhariyya, Alāmāt ‘Arziyya, ‘Alāmāt Tamāmiyya (1 hour) 3. Thinking and identifying new examples for each ‘Alāmāt (1 hour) 4. Making summary (1 hour) <p>Total duration = 5 hours</p>
<p>Experiential-Learning 4.3 : Symptomatology & Ilmul Alamat</p> <p>The teacher will instruct the students to complete the task through the following steps.</p> <ol style="list-style-type: none"> 1. Choose diseases of one organ system and review the literature, including Conventional and Unani medicine concepts (2 hours) 2. Compare the similarities and differences and correlate (2 hours) 3. Summarize the key points (1 hour) <p>Total duration = 5 hours</p>
<p>Experiential-Learning 4.4 : ‘Alāmāt Sui Mizaj</p> <p>The teacher will instruct the students to present the topic in journal club in the following steps</p> <ol style="list-style-type: none"> 1. Search of related literature and journal articles by students (2 hours)

<p>2. Analysis and critical reading of the article (2 hours)</p> <p>3. Presentation of the summary by ppt (1 hour)</p> <p>4. Discussion and interaction (1 hour)</p> <p>Total duration = 6 hours</p>
<p>Experiential-Learning 4.5 : ‘Alāmāt Sui Mizaj of Dimagh, Qalb, Jigar, Mi ‘da & Unthayayn</p>
<p>Group discussion on the literature of ‘Alāmāt Sui Mizaj of Dimagh, Qalb, Jigar, Mi ‘da & Unthayayn to be completed in the following steps;</p> <p>1. Literature review on the topic (2 hours)</p> <p>2. Case presentations by different students on Sui Mizaj of different organs (2 hours)</p> <p>3. Teacher-student interaction and assessment of students' understanding (1 hour)</p> <p>Total duration = 5 hours</p>
<p>Experiential-Learning 4.6 : ‘Alāmāt Ghalaba’ Akhlāṭ</p>
<p>The teacher will instruct the students to complete the task in the following steps</p> <p>1. Allot the cases to students and ask them to examine (1 hour).</p> <p>2. Review of related literature (2 hours).</p> <p>3. Diagnosis by students for the cases allotted to them and presentation (1 hour)</p> <p>4. Assessment and comments by Teacher based on their diagnosis (1 hour).</p> <p>Total duration = 5 hours</p>
<p>Experiential-Learning 4.7 : ‘Alāmāt Tafarruq Ittiṣāl</p>
<p>The teacher will instruct the students to complete the task in the following steps.</p>

<p>1. First study the classical literature related to the topic (2 hours).</p> <p>2. Ask them to make figures of various types of Tafarruq Ittiṣāl (2 hours).</p> <p>3. Advise them to identify the exact type of Tafarruq Ittiṣāl and name them. They should explain the differential diagnosis also (1 hour).</p> <p>Total duration = 5 hours</p>	
Experiential-Learning 4.8 : Istidlal Amrāḍ Batina	
<p>The teacher will instruct students to present Istidlal Amrāḍ Batina in the following steps.</p> <p>1. Read the concept of Istidlal Amrāḍ Batina (1 hour).</p> <p>2. Choose any one among the cases of Amrāḍ Batina.</p> <p>3. Practically apply those points to diagnose the case (1 hour).</p> <p>4. Present the observation and diagnosis in front of teachers and colleagues (1 hour).</p> <p>Total duration = 3 hours</p>	
Modular Assessment	
Assessment method	Hour
<p>Instructions: Conduct a structured modular assessment. Assessment will be for 75 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6 C.</p> <p>Conduct Debate and assess students (25 Marks) considering following aspects; Reasoning and evidence - 10 marks Response ability - 10 marks Expression and delivery - 5 marks</p> <p>Conduct ABQ test (25 Marks) considering following aspects; Relevance of concept - 5 marks Extent and of application and innovation - 10 marks</p>	6

<p>Justification and evidence - 5 marks</p> <p>Presentation and communication - 5 marks</p> <p>Assess the students by their Seminar Presentations (25 Marks) considering following aspects;</p> <p>Content quality - 10 marks</p> <p>Presentation method - 10 marks</p> <p>Communication skill - 5 marks</p> <p>Or</p> <p>Any practical in converted form can be taken for assessment. (35 Marks)</p> <p>and</p> <p>Any experiential learning, such as portfolios/reflections/presentations, can be taken as an assessment. (40 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 5 : Cell Injury, Inflammation & Repair						
Module Learning Objectives (At the end of the module, the students should be able to)						
Discuss the general pathological concepts of cell injury, inflammation & healing						
Identify cell injury, inflammation & healing occurring in various organ systems						
Differentially diagnose various types of general pathological processes						
Unit 1 Introduction to Pathology and definition of key concepts/terminologies, Reversible & Irreversible Cell Injury, Apoptosis, Cellular Adaptations, Pathologic calcification, Cellular Aging						
5.1.1. Introduction to Pathology and definition of key concepts/terminologies, Reversible & Irreversible Cell Injury, Apoptosis, Cellular Adaptations, Pathologic calcification, Cellular Aging						
References: 11,12						
3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Define key concepts/terminologies of pathology	5	Lecture	CC	Knows-how	L,L&PPT
CO 1,CO 7,CO 8	Demonstrate etiopathogenesis & morphology of Reversible cell injury	5	Practical5.1	CAP	Shows-how	D,KL,LS,SY
CO 1,CO 7,CO 8	Present morphology of Irreversible Cell Injury	5	Practical5.2	CAP	Shows-how	L&PPT ,LS,PER
CO 1,CO 7,CO 8	Discuss Apoptosis & Cellular Adaptations	5	Experiential-Learning5.1	CAN	Does	C_L,DIS,LS,TBL

CO 1,CO 7,CO 8	Illustrate pathologic calcification	4	Experiential-Learning5.2	CAN	Does	LS,PER,PrBL
CO 1,CO 7,CO 8	Present on theories & mechanism of Cellular Aging	5	Experiential-Learning5.3	CAN	Does	JC,LS,PAL,W

Unit 2 Inflammation & Repair

5.2.1. Inflammation & Repair

References: 11,12

3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Describe the sequential events of vascular and cellular activation during inflammation	5	Lecture	CC	Knows-how	L,L&PPT
CO 1,CO 7,CO 8	Characterize the chemical mediators involved in acute and chronic inflammation	5	Practical5.3	CAN	Does	BL,DIS,LS,PER
CO 1,CO 7,CO 8	Discuss systemic effects of inflammation	5	Practical5.4	CAN	Shows-how	C_L,DIS,LS,PL
CO 1,CO 7,CO 8	Demonstrate repair & regeneration	4	Experiential-Learning5.4	CAN	Does	D,JC,LS
CO 1,CO 7,CO 8	Characterize the role of Inflammatory cells in inflammation	4	Experiential-Learning5.5	CAP	Does	BL,EDU,ML
CO 1,CO 7,CO 8	Categorize wound healing and describe factors affecting it	4	Experiential-Learning5.6	CAN	Does	LS,SDL

Practical Training Activity

Practical 5.1 : Etiopathogenesis & morphology of Reversible cell injury

The teacher will guide students through a comprehensive process to explore reversible cell injury via poster presentations. Key steps include:

1. Literature Review: The teacher will oversee a 2-hour session where students gather information on etiopathogenesis and morphology.
2. Key Points Summary: Students will then summarize their findings for 1 hour under the teacher's direction.

3. Poster Creation: In a 1-hour session, the teacher will encourage innovative and simplified poster designs to effectively communicate their topic.

4. Presentations: Finally, the teacher will facilitate presentations, allowing students to showcase their work in front of peers and faculty for 1 hour.

Total duration = 5 hours

Practical 5.2 : Morphology of Irreversible Cell Injury

The teacher will guide the students through a structured presentation process on the topic, which includes:

1. Reviewing literature and online educational resources (2 hours) to familiarize themselves with the topic.
2. Summarizing the morphology of Irreversible Cell Injury (1 hour) to distill key concepts.
3. Creating a PowerPoint presentation (1 hour) to effectively convey their findings.
4. Facilitating a discussion and interaction with departmental colleagues and teachers (1 hour) to engage and explore various perspectives.

Total duration = 5 hours

Practical 5.3 : Chemical mediators of acute and chronic inflammation

The teacher will guide students in learning the topic as follows:

1. Literature Review: Instruct students to explore relevant sources (2 hours).
2. Summary: Help students summarize chemical mediators and their roles in inflammation (1 hour).
3. PPT Preparation: Assist in creating a presentation with figures and animations (1 hour).
4. Discussion: Facilitate a discussion with colleagues and teachers (1 hour).

Total duration = 5 hours

Practical 5.4 : Systemic effects of inflammation

The teacher will organize students into small groups and guide them through the following activities:

<p>1. Review the literature on the topic for 2 hours.</p> <p>2. Facilitate a discussion on the systemic effects of inflammation for 2 hours.</p> <p>3. Assess comprehension through interaction and review for 1 hour.</p> <p>Total duration = 5 hours</p>
Experiential learning Activity
Experiential-Learning 5.1 : Apoptosis & Cellular Adaptations
<p>1. Teacher will split the students in groups and ask them to review the topic from available literary resources (2 hours).</p> <p>2. Instruct the students to discuss their learned points (1 hour)</p> <p>3. Ask them to make a summary of the discussion (1 hour)</p> <p>4. Encourage anyone to present the summary (1 hour)</p> <p>Total duration = 5 hours</p>
Experiential-Learning 5.2 : Pathologic calcification
<p>Teacher will instruct the students to complete the task through Project based learning in following steps;</p> <p>1. Literature search and browsing online resources (2 hours)</p> <p>2. Summarizing the key points with innovative ways to present the topic (1 hour)</p> <p>3. Presentation and discussion (1 hour)</p> <p>Total duration = 4 hours</p>
Experiential-Learning 5.3 : Cellular Aging
<p>Teacher will instruct the student to present in journal club for assessment in the following steps;</p>

1. Search for journal articles related to Cellular Aging (1 hour)
 2. Critical appraisal of articles (1 hour)
 3. Summary of key takeaways (1 hour)
 4. Preparing presentation including correlation with Unani concept of Hararat Ghariziyya (1 hour)
 5. Discussion with peers and experts (1 hour)
- Total duration = 5 hours

Experiential-Learning 5.4 : Repair & Regeneration

The teacher will instruct the students to present the topic in journal club in the following steps;

1. Review of literature and search of related Journal articles (2 hours)
2. Reading the article carefully and critically (30 minutes)
3. Making a summary of important points (30 minutes)
4. Presentation in front of teachers and students, discussion and interaction (1 hour)

Total duration = 4 hours

Experiential-Learning 5.5 : Role of Inflammatory cells in inflammation

Teacher will instruct students to use online resources, educational videos with animations of inflammatory cells, quizzes, and games on their mobile devices in the following steps.

1. Ask them to revise the topic through e-resources and note the key role of different cells in inflammation (2 hours).
2. Playing games and solving quizzes by students (1 hour).
3. Interaction and assessment by teachers with required explanations (1 hour).

Total duration = 4 hours

Experiential-Learning 5.6 : Wound Healing

The teacher will instruct the students to complete the task by SDL in the following steps;

1. Review of offline and online literature (2 hours)
2. Identification of different types of healing, understanding the mechanism behind wound healing, especially various factors that modify the process of healing (1 hour)
3. Making a summary of information on the topic (1 hour)

Total duration = 4 hours

Modular Assessment

Assessment method	Hour
<p>Instructions: Conduct a structured modular assessment. Assessment will be for 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6 C.</p> <p>Conduct a poster presentation on any topic in the module (25 Marks) Content & clarity 10 marks Design & creativity 10 marks Presentation skill 5 marks</p> <p>Conduct a case-based assessment using any investigation report/history of any case (25 Marks) considering the following aspects. Understanding of case - 5 marks Accuracy of diagnosis - 10 marks Case presentation skill - 10 marks</p> <p>Or Any practical in converted form can be taken for assessment. (25 Marks) and Any experiential learning, such as portfolios/reflections/presentations, can 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 6 : Hemodynamic disorders & Genetic Disorders						
Module Learning Objectives (At the end of the module, the students should be able to) Discuss the basics of hemodynamic & genetic disorders Identify the clinical manifestations and genetic characteristics of Down syndrome, Marfan Syndrome & Familial Hypercholesterolemia Demonstrate cases of thrombosis, embolism, shock & edema						
Unit 1 Oedema, Hyperaemia & Congestion, Thrombosis, Embolism, Shock, Infarction 6.1.1 Oedema, Hyperaemia & Congestion, Thrombosis, Embolism, Shock, Infarction References: 11,12						
3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Describe Hyperaemia, Congestion, & Infarction	5	Lecture	CAP	Knows-how	L,L&PPT
CO 1,CO 7,CO 8	Discuss mechanism of oedema	5	Practical6.1	CAN	Shows-how	C_L,DIS,L&GD,LS
CO 1,CO 7,CO 8	Classify & describe shock	5	Practical6.2	CAN	Shows-how	FC,L&GD,LS,Mnt
CO 1,CO 7,CO 8	Illustrate mechanism, pathology & fate of Thrombosis	5	Experiential-Learning6.1	CAN	Does	DIS,LS,PER

CO 1,CO 7,CO 8	Classify Embolism & discuss Its etiopathogenesis & effects	5	Experiential-Learning6.2	CAP	Does	DIS,LS,PrBL,TPW,W
CO 1,CO 7,CO 8	Discuss the pathology of thromboembolism	4	Experiential-Learning6.3	CAN	Does	DIS,JC,LS

Unit 2 Genes and Human Diseases, Classification of genetic disorders, Marfan Syndrome, Familial Hypercholesterolemia, Cystic Fibrosis & Down syndrome

6.2.1. Genes and Human Diseases, Classification of genetic disorders,

Marfan Syndrome, Familial Hypercholesterolemia, Cystic Fibrosis & Down syndrome

References: 11,12

3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Describe genetic abnormalities contributing to human diseases	5	Lecture	CC	Knows-how	L,L&PPT
CO 1,CO 7,CO 8	Categorize genetic disorders	5	Practical6.3	CAN	Shows-how	FC,LS,TUT
CO 1,CO 7,CO 8	Present updates on genetic mutation	5	Practical6.4	CAP	Shows-how	BL,FC,LS,PER
CO 1,CO 7,CO 8	Demonstrate the clinical manifestations and genetic characteristics of Marfan Syndrome	5	Experiential-Learning6.4	PSY-MEC	Does	CBL,D,Mnt,TUT
CO 1,CO 7,CO 8	Present case on the clinical manifestations and genetic characteristics of Familial Hypercholesterolemia	4	Experiential-Learning6.5	PSY-MEC	Does	CD,CBL,PER
CO 1,CO 7,CO 8	Characterize the clinical manifestations and genetic characteristics of Down syndrome	3	Experiential-Learning6.6	CAN	Does	LS,PL,PrBL

Practical Training Activity

Practical 6.1 : Oedema

The teacher will lead students in exploring the mechanism of edema through the following structure:

1. Literature Review (2 hours): The teacher will provide resources for students to build a foundational understanding.

2. Summary Making (1 hour): The teacher will guide students in compiling key concepts from their findings.

3. Discussion (2 hours): The teacher will facilitate a discussion, encouraging students to ask questions and justify their answers collaboratively.

Total duration = 5 hours

Practical 6.2 : Shock

The teacher will guide the students through the completion of this topic by utilizing the Flipped Classroom approach. The teacher will assign different sections of the Pathology of Shock to various students, ensuring a diverse range of topics is covered.

1. The teacher will instruct the students to review the relevant literature for their assigned section, dedicating 2 hours to this research.

2. After reviewing, the students will be asked to create a concise summary of their findings within 1 hour.

3. Finally, the teacher will coordinate a presentation session where each student will present their summary one by one, allowing for a total of 2 hours for the presentations.

Total duration = 5 hours

Practical 6.3 : Genetic disorders

The teacher will assign different genetic disorders to students and guide the tutorial through the following steps:

1. Literature Review (2 hours): The teacher will provide key readings on genetic disorders.

2. Understanding Features and Classification (2 hours): The teacher will lead discussions on the differential features and classifications of the disorders.

3. Student Presentations with Discussion (1 hour): A student will present their assigned disorder, prompting discussion with the teacher facilitating and providing feedback.

Total duration = 5 hours

Practical 6.4 : Genetic mutation

1. The teacher will conduct a comprehensive 2-hour overview of the latest literature on genetic mutations, emphasizing the most crucial concepts and findings.

2. The teacher will assign students 2 hours to develop a PowerPoint presentation summarizing their research, providing necessary support throughout the process.

3. The teacher will facilitate a 1-hour classroom presentation where students will confidently share their findings and engage in discussions, answering questions and promoting active interaction among the participants.

Total duration = 5 hours

Experiential learning Activity

Experiential-Learning 6.1 : Thrombosis

Teacher will instruct the students to present the topic in the following steps;

1. Review of literature and online educational sources (2 hours)
2. Making a summary of the mechanism, pathology & fate of Thrombosis (2 hours)
3. Discussion and interaction with departmental colleagues and teachers (1 hour)

Total duration = 5 hours

Experiential-Learning 6.2 : Embolism

Teacher will ask the students to make a project on the topic in the following steps;

1. Literature search including offline and online sources (2 hours)
2. Making a project such as chart, model or any kind of innovative compilation in a comprehensive way highlighting the classification, etiopathogenesis & effects of embolism (2 hours)
3. Discussion and interaction (1 hour)

Total duration = 5 hours

Experiential-Learning 6.3 : Thromboembolism

Teacher will ask the students to present the topic in a journal club in following steps;

1. Literature review and article search (2 hours)

<p>2. Critical reading of the article and making a summary of key points and applications (1 hour)</p> <p>3. Presentation and discussion (1 hour)</p> <p>Total duration = 4 hours</p>
Experiential-Learning 6.4 : Marfan Syndrome
<p>Teacher will instruct the students to demonstrate the topic in the following steps;</p> <p>Give them a case history of Marfan syndrome highlighting the clinical manifestations and genetic characteristics.</p> <p>1. Ask them to search the related articles (2 hours)</p> <p>2. Advise them to make the diagnosis of the case (1 hour)</p> <p>3. Let them interact with each other and present the case with complete pathological details (2 hours).</p> <p>Total duration = 5 hours</p>
Experiential-Learning 6.5 : Familial Hypercholesterolemia
<p>Teacher will instruct the students to present the case in the following steps;</p> <p>1. Review of literature and online educational sources and examination of any such case (1 hour)</p> <p>2. Making a summary of clinical manifestations and diagnosis (1 hour)</p> <p>3. Presentation of case (1 hour)</p> <p>4. Discussion and interaction with departmental colleagues and teachers (1 hour)</p> <p>Total duration = 4 hours</p>
Experiential-Learning 6.6 : Down syndrome
<p>Teacher will instruct the students to complete the task.in following steps;</p>

1. Review of the topic from offline and online sources (1 hour) 2. Summary of key points (30 minutes) 3. Presenting the characteristic features in innovative and comprehensive way (30 minutes) 4. Compilation of project and discussion with peers (1 hour) Total duration = 3 hours	
Modular Assessment	
Assessment method	Hour
<p>Instructions: Conduct a structured modular assessment. Assessment will be for 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6 C.</p> <p>Conduct an Online Quiz assessment (20 Marks) considering the following aspects; Accuracy of answers - 10 marks Time management - 10 marks</p> <p>Conduct assessment by MCQs (30 Marks) 5 Knowledge based questions - 10 marks 5 Application based questions - 10 marks 5 Analysis based questions - 10 marks</p> <p>Or Any practical in converted form can be taken for assessment. (25 Marks) and Any experiential learning, such as portfolios/reflections/presentations, can 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 7 : Diseases of Immune System & Neoplasia						
Module Learning Objectives (At the end of the module, the students should be able to)						
Discuss the basic concepts of immunology & neoplasm						
Identify tumours according to standard grading & staging systems						
Describe the Nomenclature & Characteristics of Benign and Malignant Neoplasms						
Demonstrate Autoimmune Disorders						
Unit 1 Hypersensitivity Reactions, Autoimmune Disorders, Rejection of Tissue Transplants, Immune Deficiency Disorders, Amyloidosis						
7.1.1. Hypersensitivity Reactions, Autoimmune Disorders, Rejection of Tissue Transplants, Immune Deficiency Disorders, Amyloidosis						
References: 11,12						
3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Describe Hypersensitivity Reactions	5	Lecture	CC	Knows-how	L,L&PPT
CO 1,CO 7,CO 8	Discuss Autoimmune Disorders	5	Practical7.1	CAN	Shows-how	EDU,LS,ML,SDL,SY
CO 1,CO 7,CO 8	Characterize etiopathogenesis & clinical presentation of Systemic Lupus Erythematosus (SLE)	5	Practical7.2	CAP	Shows-how	CD,CBL,IBL

CO 1,CO 7,CO 8	Prepare PPT on the Rejection of Tissue Transplants	5	Experiential-Learning7.1	CAN	Does	DIS,L&PPT ,LS,PER
CO 1,CO 7,CO 8	Discuss Immune Deficiency Disorders	5	Experiential-Learning7.2	CAN	Does	C_L,DIS,L&GD,LS
CO 1,CO 7,CO 8	Demonstrate etiopathogenesis & clinical presentation of Amyloidosis	4	Experiential-Learning7.3	CAN	Does	C_L,DIS,ML,PL
Unit 2 Nomenclature, Characteristics of Benign and Malignant Neoplasms, Molecular Basis of Cancer, Carcinogenic Agents and their Cellular Interactions, Clinical Aspects of Neoplasia 7.2.1. Nomenclature, Characteristics of Benign and Malignant Neoplasms, Molecular Basis of Cancer, Carcinogenic Agents and their Cellular Interactions, Clinical Aspects of Neoplasia References: 11,12						
3A	3B	3C	3D	3E	3F	3G
CO 1,CO 7,CO 8	Describe Nomenclature & Characteristics of Benign and Malignant Neoplasms	5	Lecture	CC	Knows-how	L,L&PPT
CO 1,CO 7,CO 8	Characterise the Molecular Basis of Cancer	5	Practical7.3	CAN	Shows-how	C_L,DIS,PL
CO 1,CO 7,CO 8	Present on Cellular Interactions of Carcinogenic Agents	5	Experiential-Learning7.4	CAP	Does	JC,LS,PER
CO 1,CO 7,CO 8	Identify the Clinical Aspects of Neoplasia	5	Practical7.4	CAP	Shows-how	C_L,D,DIS,FC,L&PPT ,PL
CO 1,CO 7,CO 8	Compare & contrast Benign and Malignant Neoplasms	3	Experiential-Learning7.5	CAN	Does	DIS,LS,PL,SDL
CO 1,CO 7,CO 8	Construct Grading & staging of tumour	4	Experiential-Learning7.6	CAP	Does	DIS,LS,PrBL
Practical Training Activity						
Practical 7.1 : Autoimmune Disorders						

The teacher will facilitate the exploration of self-directed learning through the following steps:

1. Literature review: Students will review relevant literature with guidance from the teacher. (1 hour)
2. Educational video viewing: The teacher will provide selected videos for students to watch and reflect on. (2 hours)
3. Summary creation: Students will create a summary of their learnings, supported by the teacher. (1 hour)
4. Discussion with teacher: A discussion session will allow students to share insights and ask questions. (1 hour)

Total duration = 5 hours

Practical 7.2 : Systemic Lupus Erythematosus

1. The teacher will present a detailed case history to the students.
2. Students will work collaboratively to diagnose the case (3 hours), guided by the teacher.
3. After diagnosis, the teacher will assist students in identifying the cause and possible pathogenesis (2 hours).
4. The teacher will encourage questions and provide input throughout the process.

Total duration = 5 hours

Practical 7.3 : Molecular Basis of Cancer

Teacher will guide the students through the following steps on the Molecular Basis of Cancer:

1. Instruct students to explore the topic for 2 hours, providing resources and guiding questions.
2. Ask students to summarize key points from their review in 1 hour, focusing on critical insights.
3. Facilitate a 1-hour session where students can share and discuss their learning points with each other.
4. Teacher will interact the students to assess the assigned work, in 1 hour.

Total duration = 5 hours

Practical 7.4 : Clinical Aspects of Neoplasia

The teacher will lead students through essential activities:

1. Guided Discussion: A 2-hour session for exploring clinical manifestations and diagnostic approaches to deepen understanding.
2. Visual Aids Creation: Students will create posters or PowerPoint presentations, with the teacher providing guidance over 2 hours.
3. Facilitated Peer Sharing: In a 1-hour session, the teacher will help students present their visuals and discuss key learning points collaboratively.

Total duration = 5 hours

Experiential learning Activity**Experiential-Learning 7.1 : Rejection of Tissue Transplants**

Teacher will ask the students to make PPT on the topic and present it in seminar presentation in the following steps;

1. Literature review (2 hours)
2. Making summary (1 hour)
3. Preparing ppt (1 hour)
4. Presentation and discussion (1 hour)

Total duration = 5 hours

Experiential-Learning 7.2 : Immune Deficiency Disorders

The teacher will facilitate students to learn this topic in Group discussion and presentation in the following steps;

1. Review of literature (2 hours)
2. Making a summary (2 hours)
3. Discussion and explanation (1 hour)

Total duration = 5 hours

Experiential-Learning 7.3 : Amyloidosis

For the Mobile Learning task, students will take an active role in their learning process in the following way:

1. Students will embark on an online search to explore literature and educational videos, along with solving quizzes from credible sources for 2 hours. This exploration will allow them to dive into topics of interest at their own pace.
2. After this, students will participate in a structured discussion. This will provide an opportunity for them to share their insights and learn from their peers, fostering collaboration and deeper understanding for 1 hour.
3. Teacher will assess the students by interaction, Quiz and puzzle, in 1 hour.

Total duration = 4 hours

Experiential-Learning 7.4 : Cellular Interactions of Carcinogens

Teacher will ask the students to prepare and present the topic in the journal club as follows;

1. Search of related journal articles (2 hours)
2. Critical reading and summary (1 hour)
3. Presentation and discussion (1 hour)
4. Teacher will interact to assess the work done by students. (1 hour)

Total duration = 5 hours

Experiential-Learning 7.5 : Benign vs Malignant Neoplasms

The teacher will facilitate the students to cover this topic in self-directed learning as below;

1. Instruct the students to review the related literature (1 hour).
2. Ask them to list the contrasting features of benign and Malignant Neoplasms (1 hour)
3. Encourage them to discuss with peers (1 hour)

Total duration = 3 hours	
Experiential-Learning 7.6 : Grading & staging of tumour	
<p>The teacher will instruct the students to make a project on a given topic using the following steps and submit it. Assign different cancers to different students for making a project.</p> <ol style="list-style-type: none"> 1. Ask them to read the topics and use online resources as well (1.5 hours). 2. Instruct them to prepare a comprehensive project on staging and grading of that particular cancer assigned to them (1.5 hours). 3. Students will present, discuss, and submit to teachers (1 hour). <p>Total duration = 4 hours</p>	
Modular Assessment	
Assessment method	Hour
<p>Instructions: Conduct a structured modular assessment. Assessment will be for 50 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6 C.</p> <p>Conduct OSCE assessments of students in the following areas (25 Marks).</p> <p>History taking- 5 Marks Clinical Examination - 5 Marks Diagnosis - 5 Marks Differential Diagnosis - 5 Marks Addressing clinical questions related to case - 5 Marks</p> <p>Conduct Written test by LAQ (25 Marks) considering following aspects; Content quality - 10 marks Language and structure - 10 marks Analytical skill - 5 marks</p> <p>Or</p> <p>Any practical in converted form can be taken for assessment. (25 Marks) and Any experiential learning, such as portfolios/reflections/presentations, can be taken as an assessment. (25 Marks)</p>	4

Table 4 : Practical Training Activity

(*Refer table 3 of similar activity number)

Practical No*	Practical name	Hours
1.1	Etiological perspectives of disease	3
1.2	Philosophies of disease causation	3
1.3	Merits of Unani pathology	3
1.4	Merits of Contemporary pathology	3
1.5	Impact of Tabi'at on disease pathogenesis and progression	4
1.6	Components & tools of Tabi'at	4
2.1	Darajāt Ṣiḥḥat & Maraz	3
2.2	Alteration in Umūr Ṭabī'iyya	3
2.3	Ajnas Amraz	3
2.4	Awrām Ghayr Harra	3
2.5	Classical framework of nomenclature of disease	5
2.6	Awqāt Amrāz	3
3.1	Sharā'iṭ Ta'sīrāt Asbāb	3
3.2	Ishtirak wa Ikhtilaf among Asbāb Sābiqa, Asbāb Wāṣila, Asbāb Bādiya	3
3.3	Asbāb Wujud	4
3.4	Asbāb Ghayr Ḍarūriyya and human health	5
3.5	Asbāb Juz'iyya Part 2	4
3.6	Asbāb Sū'l Mizāj	4
3.7	Asbāb-i-Ḍu'f-i-A'ḍā'	3

3.8	Classification & Causes of Waja'	4
4.1	Classification of 'Alāmāt	5
4.2	General description of 'Alāmāt	5
4.3	Importance of 'Alāmāt Amrāz Zāhira,	5
4.4	'Alāmāt Amrāz Bāṭina	5
4.5	'Alāmāt Imtilā'	5
4.6	Imtilā' bi Ḥasbi'l Aw'iya & Imtilā' bi Ḥasbi'l Quwwa,	5
5.1	Etiopathogenesis & morphology of Reversible cell injury	5
5.2	Morphology of Irreversible Cell Injury	5
5.3	Chemical mediators of acute and chronic inflammation	5
5.4	Systemic effects of inflammation	5
6.1	Oedema	5
6.2	Shock	5
6.3	Genetic disorders	5
6.4	Genetic mutation	5
7.1	Autoimmune Disorders	5
7.2	Systemic Lupus Erythematosus	5
7.3	Molecular Basis of Cancer	5
7.4	Clinical Aspects of Neoplasia	5

Table 5 : Experiential learning Activity

(*Refer table 3 of similar activity number)

Experiential learning No*	Experiential name	Hours
1.1	Theories and Philosophies of Medicine	5
1.2	Schools of Thought in Unani Medicine	4
1.3	Fundamentals of Ilmul Amraz	5
1.4	Advancements in Pathology	4
1.5	Overview of Tabi'at	5
1.6	Classification of Ilmul Amraz	3
2.1	Sabab, Maraz, 'Araz and Aḥwāl Badan Part 2	4
2.2	Sabab, Maraz, 'Araz and Aḥwāl Badan Part 1	5
2.3	Sū'i Mizāj, Sū'i Tarkeeb & Tafarruq Ittiṣāl	5
2.4	Awrām & Busūr	4
2.5	Application of disease nomenclature principles	5
2.6	Application of Amrāz Ṣāḥira & Bāṭina, Amrāz Khāṣṣa & Shirkat, Maraz Musallim & Ghayr Musallim, Amrāz Mu'diya, Amrāz Mutawārisa, Amrāz Jinsiyya	3
3.1	Asbāb Mukhallifa & Ghayr Mukhallifa	5
3.2	Asbāb Sābiqa, Asbāb Wāṣila, Asbāb Bādiya	4
3.3	Disease causation with Asbāb Ḍarūriyya & Ghayr Ḍarūriyya	5
3.4	Abnormalities in Nawm wa Yaqza	5
3.5	Asbāb Khal' & Mufaraqat Waz', Sū'i Mujāwirat Qarīb & Ba'īd, Ḥarakāt Ghayr Ṭabī'iyya,	4
3.6	Asbāb Juz'iyya Part 1	5

3.7	Ziyādatī ‘Adad & Miqdār, Nuqṣān ‘Adad & Miqdār	5
3.8	Asbab Imtila	3
3.9	Asbab Ihtibas wa Istifragh	3
4.1	‘Alāmāt Ṣiḥḥiyya	5
4.2	‘Alāmāt Jawhariyya, Alāmāt ‘Arziyya, ‘Alāmāt Tamāmiyya	5
4.3	Symptomatology & Ilmul Alamat	5
4.4	‘Alāmāt Sui Mizaj	6
4.5	‘Alāmāt Sui Mizaj of Dimagh, Qalb, Jigar, Mi ‘da & Unthayayn	5
4.6	‘Alāmāt Ghalaba’ Akhlāṭ	5
4.7	‘Alāmāt Tafarruq Ittiṣāl	5
4.8	Istidlal Amrāḍ Batina	3
5.1	Apoptosis & Cellular Adaptations	5
5.2	Pathologic calcification	4
5.3	Cellular Aging	5
5.4	Repair & Regeneration	4
5.5	Role of Inflammatory cells in inflammation	4
5.6	Wound Healing	4
6.1	Thrombosis	5
6.2	Embolism	5
6.3	Thromboembolism	4
6.4	Marfan Syndrome	5
6.5	Familial Hypercholesterolemia	4
6.6	Down syndrome	3

7.1	Rejection of Tissue Transplants	5
7.2	Immune Deficiency Disorders	5
7.3	Amyloidosis	4
7.4	Cellular Interactions of Carcinogens	5
7.5	Benign vs Malignant Neoplasms	3
7.6	Grading & staging of tumour	4

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-MA	1	100	200	300

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

Credit frame work

UNIPG-AB-MA consists of 7 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. Evolution of Mahiyatul Amraz ماهیت الامراض كارتقاء	2	60		50		
M2. Ilmul Ahwal علم الاحوال (knowledge of various body states)	2	60		50		
M3. Ilmul Asbab علم الاسباب (Etiology)	3	90		75		
M4. Ilmul Alamat علم العلامات (Symptomatology)	3	90		75		
M5. Cell Injury, Inflammation & Repair	2	60		50		
M6. Hemodynamic disorders & Genetic Disorders	2	60		50		
M7. Diseases of Immune System & Neoplasia	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.Evolution of Mahiyatul Amraz ماهیت الامراض كارتقاء	C 1
2	M2.Ilmut Ahwal علم الاحوال (knowledge of various body states)	C 2
3	M3.Ilmut Asbab علم الاسباب (Etiology)	C 3
4	M4.Ilmut Alamat علم العلامات (Symptomatology)	C 4
5	M5.Cell Injury, Inflammation & Repair	C 5
6	M6.Hemodynamic disorders & Genetic Disorders	C 6
7	M7.Diseases of Immune System & Neoplasia	C 7
	Semester Grade point Average (SGPA)	$(C1+C2+C3+C4+C5+C6+C7) / \text{Number of modules}(7)$

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-MA 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
(M- 1) Evolution of Mahiyatul Amraz ماهية الامراض كارتقاء (Marks: Range 5-20)				
1	(U-1) Evolution & origin of Amraz, Theories and philosophies of disease causation	Yes	Yes	Yes
2	(U-2) Unani (holistic) and contemporary (reductionistic) pathology, Integration of modern advancements in Ilmul Amraz & its principles	Yes	Yes	Yes
3	(U-3) Applied aspects of Ilmul Amraz, Relation of Tabi'at and diseases, Division of Ilmul Amraz	Yes	Yes	Yes
(M- 2) Ilmul Ahwal علم الاحوال (knowledge of various body states) (Marks: Range 5-20)				
1	(U-1) Sabab, Maraz& 'Araz, Ahwāl Badan, Darajāt Ṣiḥḥat & Maraz and their application, Alteration in Umūr Ṭabī'iyya leading to diseases	Yes	Yes	Yes
2	(U-2) Ajnās Amrāz; Amrāz Mufrada: Sū'l Mizāj, Sū'l Tarkeeb, Tafarruq Ittiṣāl & their classification Amrāz Murakkaba: Awrām & Busūr and their classification	Yes	Yes	Yes
3	(U-3) Principles of nomenclature of disease, Other types of diseases: Amrāz Ḍāhira & Bāṭina, Amrāz Khāṣṣa & Shirkat, Maraz Musallim & Ghayr Musallim, Amrāz Mu'diya, Amrāz Mutawārisa, Amrāz Jinsiyya, Awqāt Amrāz	Yes	Yes	Yes
(M- 3) Ilmul Asbab علم الاسباب (Etiology) (Marks: Range 5-20)				
1	(U-1) Asbab 'Amma; Asbāb Sābiqa, Asbāb Wāṣila, Asbāb Bādiya, Sharā'iṭ Ta'sīrāt Asbāb, Asbāb Mukhallifa & Ghayr Mukhallifa	Yes	Yes	Yes
2	(U-2) Asbāb Wajud, Asbāb Zarūriyya & Ghayr Zarūriyya	Yes	Yes	Yes
3	(U-3) Asbāb Juz'iyya; Asbāb Sū'i Mizāj, Fasad Shaki, Suddah, Ziq Majari, Ittisā' Majari, Khushunat wa Malasat, Khal' & Mufaraqat Waz', Sū'l Mujāwirat Qarīb & Ba'īd, Ḥarakāt Ghayr Ṭabī'iyya, Ziyādātī 'Adad & Miqdār, Nuqṣān 'Adad & Miqdār	Yes	Yes	Yes
4	(U-4) Asbāb Tafarruq Ittisāl, Qrha, Waram, Tukhma & Imtilā, Iḥtibās & Istifrāgh, Zu'f A'za, Waja', Waja' due to Ḥarakat, Khilṭ Radī & Riyāḥ, Taskin Waja', Asarāt Waja'	Yes	Yes	Yes
(M- 4) Ilmul Alamat علم الاعلامات (Symptomatology) (Marks: Range 5-20)				
1	(U-1) Types of 'Alāmāt and their diagnostic importance; Dāll, Muzakkir, Taqdimatul Ma'rafa, 'Alāmāt Ṣiḥḥiyya ('Alāmāt Jawhariyya, Alāmāt 'Arziyya, 'Alāmāt Tamāmiyya), 'Alāmāt Maraziyya	Yes	Yes	Yes
2	(U-2) 'Alāmāt Amrāz Ḍāhira, 'Alāmāt Amrāz Bāṭina, 'Alāmāt Fāriqa between Amrāz Khāṣṣa (Aṣliyya) & Mushāraka 'Alāmāt Sui Mizaj, 'Alāmāt Ghalaba' Akhlāṭ	Yes	Yes	Yes
3	(U-3) 'Alāmāt Imtilā' & differential diagnosis of Imtilā' bi Ḥasbi'l Aw'iya, Imtilā' bi Ḥasbi'l Quwwa, 'Alāmāt Riyāḥ, 'Alāmāt Sudda, 'Alāmāt Tafarruq Ittiṣāl, 'Alāmāt Awrām	Yes	Yes	Yes
(M- 5) Cell Injury, Inflammation & Repair (Marks: Range 5-20)				
1	(U-1) Introduction to Pathology and definition of key concepts/terminologies, Reversible & Irreversible Cell Injury, Apoptosis, Cellular Adaptations, Pathologic calcification, Cellular Aging	Yes	Yes	Yes

2	(U-2) Inflammation & Repair	Yes	Yes	Yes
(M- 6) Hemodynamic disorders & Genetic Disorders (Marks: Range 5-20)				
1	(U-1) Oedema, Hyperaemia & Congestion, Thrombosis, Embolism, Shock, Infarction	Yes	Yes	Yes
2	(U-2) Genes and Human Diseases, Classification of genetic disorders, Marfan Syndrome, Familial Hypercholesterolemia, Cystic Fibrosis & Down syndrome	Yes	Yes	Yes
(M- 7) Diseases of Immune System & Neoplasia (Marks: Range 5-20)				
1	(U-1) Hypersensitivity Reactions, Autoimmune Disorders, Rejection of Tissue Transplants, Immune Deficiency Disorders, Amyloidosis	Yes	Yes	Yes
2	(U-2) Nomenclature, Characteristics of Benign and Malignant Neoplasms, Molecular Basis of Cancer, Carcinogenic Agents and their Cellular Interactions, Clinical Aspects of Neoplasia	Yes	Yes	Yes

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

Instructions for the paper setting.

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

Blueprint		
Question No	Type of Question	Question Paper Format
Q1	Application based Questions 1 Question 20 marks All compulsory	M1.U1 Or M1.U2 Or M1.U3 Or M2.U1 Or M2.U2 Or M2.U3 Or M3.U1 Or M3.U2 Or M3.U3 Or M3.U4 Or M4.U1 Or M4.U2 Or M4.U3 Or M5.U1 Or M5.U2 Or M6.U1 Or M6.U2 Or M7.U1 Or M7.U2
Q2	Short answer Questions Eight Questions 5 Marks Each All compulsory	1. M1.U1 Or . M1.U2 Or . M1.U3 2. M2.U1 Or . M2.U2 Or . M2.U3 3. M3.U1 Or . M3.U2 Or . M3.U3 Or . M3.U4 4. M4.U1 Or . M4.U2 Or . M4.U3 5. M5.U1 Or . M5.U2 6. M6.U1 Or . M6.U2 7. M7.U1 8. M7.U2

Q3	Analytical Based Structured Long answer Questions Four Questions 10 marks each All compulsory	1. M1.U1 Or . M1.U2 Or . M2.U1 Or . M2.U2 Or . M2.U3 Or . M1.U3 2. M3.U1 Or . M3.U2 Or . M3.U3 Or . M3.U4 Or . M4.U1 Or . M4.U2 Or . M4.U3 3. M5.U1 Or . M5.U2 Or . M6.U1 Or . M6.U2 4. M7.U1 Or . M7.U2
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6 H : Distribution of Practical Exam (University Examination)

S.No	Heads	Marks
1	<p>Long case or procedure/Major practical Teacher will allot the students four such cases in which following aspects to be assessed.</p> <ol style="list-style-type: none"> 1. Identification of Aqşam Amrāḍ: Based on case history and clinical findings students have to identify the type of diseases in terms of Amrāḍ Ḍāhira & Bāṭina, Amrāḍ Khāṣṣa & Mushāraka, Maraḍ Musallim & Ghayr Musallim, Amrāḍ Mu'diya, Amrāḍ Mutawārisa, Amrāḍ Jinsiyya etc. (20 Marks) 2. Identification of Awqāt Amrāḍ: Based on case history and clinical findings students have to identify the stage of diseases i.e. Ibtida', Tazayyud, Intiha' or Inhitat. (20 Marks) 3. Identification of Sabab of Maraḍ: Based on history, clinical findings and interrogations, students have to identify the Sabab of Sū'i Mizāj, Fasad Shaki, Suddah, Ziq Majari, Ittisā' Majari, Khushunat wa Malasat, Khal' & Mufaraqat Waz', Sū'i Mujāwirat Qarīb & Ba'īd, Ḥarakāt Ghayr Ṭabī'iyya, Ziyādatī 'Adad & Miqdār, Nuqṣān 'Adad & Miqdār, Tafarruq Ittisal, Qrha, Waram, Tukhma & Imtilā, Ihtibās & Istifrāgh, Zu'f A'za and Waja'. (20 Marks) 4. Diagnosis of specific pathological changes: Students have to diagnose the pathological changes i.e. specific type of cell injury or inflammation or haemodynamic or genetic disorders or immune disorders or neoplasia with the help of case history, clinical findings / photographs / videos. (20 Marks) <p>Total 80 Marks (4 cases each for 20 Marks) Duration: 60 minutes</p>	80
2	<p>Short case or procedure/Minor practical Teacher will allot the students six such cases in which following aspects to be assessed.</p> <ol style="list-style-type: none"> 1. Diagnosis of Ahwal-i-Badan: Students have to diagnose the Ahwal-i-Badan i.e. Sihhat, Maraḍ or Halat Thalitha based on cases (or detailed case history) provided to them. (10 Marks) 2. Diagnosis of Ajnas Amrāḍ: Students have to diagnose the Ajnas / types of Maraḍ i.e. Mufrad or Murakkab based on cases (or detailed case history/clinical findings) provided to them. (10 Marks) 3. Diagnosis of type of Maraḍ Mufrad: Students have to diagnose the type of Maraḍ Mufrad i.e. Sui Mizaj, Sui Tarkib or Tafarruq-i-Ittisal based on cases (or detailed case history/clinical findings / photographs / videos) provided to them. (10 Marks) 4. Diagnosis of type of Maraḍ Murakkab: Students have to diagnose the type of Maraḍ Murakkab i.e. Awram or Buthur or Diq etc. based on cases (or detailed case history/clinical findings / photographs / videos) provided to them. (10 Marks) 5. Identification of type of Sabab: Based on history and interrogations, students have to identify the type of Sabab i.e. Sabiqā, Wasila or Badiya. (10 Marks) 6. Diagnosis of nature of pathological changes: Students have to diagnose the nature of pathological changes i.e. cell injury or inflammation or haemodynamic or genetic disorder or immune disorder or neoplasia with the help of case history, clinical findings / photographs / videos. (10 Marks) <p>Total 60 Marks (6 cases each for 10 Marks) Duration: 45 minutes</p>	60
3	Viva (2 examiners: 20 marks/each examiner)	40
4	Logbook (Activity record)	10

5	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		