Competency-Based Dynamic Curriculum for MD/ MS Unani

(PRESCRIBED BY NCISM)

Semester II

Applied Basics of Tashreehul Badan

(Human Anatomy)

(SUBJECT CODE : UNIPG-AB-TB)

(Applicable from 2024-25 batch, from the academic year 2024-25 onwards until further

notification by NCISM)





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

Preface

The postgraduate education program in Tahreehul Badan is designed to nurture specialists capable of delivering highquality healthcare and advancing scientific research. By establishing uniform training guidelines nationwide, this curriculum ensures that students develop the necessary expertise to address the evolving needs of the medical community and society. Additionally, it equips them with teaching skills to integrate Tahreehul Badan with related subjects, fostering a holistic educational approach while remaining aware of their limitations.

Prepared by subject-content experts from the National Commission for Indian System of Medicine, the document underscores the foundational importance of Tashreehul Badan in medical sciences. A competency-based dynamic curriculum bridges classical Unani insights with modern advancements, enabling postgraduate students to grasp core aspects like microscopic anatomy, embryology, genetics, gross anatomy, and neuroanatomy. This comprehensive approach cultivates critical thinking, practical expertise, and research skills, preparing students for specialized clinical practices and academic roles.

The curriculum also emphasizes ethical conduct, empathetic interactions, and effective communication with students, colleagues, and donors' families. By promoting work ethics and eliminating personal prejudices, the program shapes well-rounded professionals. It aims to inspire students to contribute meaningfully to the field of Tashreehul Badan blending time-tested Unani principles with contemporary scientific discoveries, ensuring the growth of both individual practitioners and the discipline itself.

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NCISM

(NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE)

Competency-Based Dynamic Curriculum for MD/ MS Unani Applied Basics of Tashreehul Badan (UNIPG-AB-TB)

Summary & Credit Framework Semester II

Module Number & Name	Credits	Notional Learning Hours	Maximum Marks of assessment of modules (Formative Assessment)
History of Anatomy &)، تاریخ تشر تاکبدن و بسم انسان کی تشکیل کے متعلق یونانی نظر بیہ . 1 M Unani concepts of Human Body formation)	2	60	50
Unani Terminology) تشر ت کلبدن کے متعلق یونانی اصطلاحات اور انگی وجہ تسمیہ .2 M and their Etymology related to human Anatomy)	1	30	25
M 3. کلب یونالی کے مطابق کلیق اعضاد کلیق جنین کانظر سے M 3. organs and embryogenesis according to Unani system of medicine)	2	60	50
M 4. طب یونانی کے مطابق اعضاءِ غر دہ کی تعریف ، کفسیم مع اطلاقی پہلو . M 4 classification, Anatomy of simple organs according to Unani system of medicine and its applied aspects)	4	120	100
M 5. طب یونانی کے مطابق اعضاء مر کبہ کی تعریف تفسیم اور تشرین مع اطلاقی پہلو. Classification, Anatomy and Applied aspects of compound organs according to Unani system of Medicine)	4	120	100
M 6. طب یونانی کے مطابق مفاصل کی تعریف، تعییموتشریح مع اطلاقی پہلو (Definition, Classification and Anatomy of Joints with its applied aspects according to Unani system of Medicine)	3	90	75
	16	480	400

Credit frame work

UNIPG-AB-TB consists of 6 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-TB	Applied Basics of Tashreehul Badan (Human Anatomy)

Table 1 : Course learning outcomes and mapped Program learning outcomes

CO No	A1 Course learning Outcomes (CO) UNIPG-AB-TB At the end of the course UNIPG-AB-TB, the students should be able to	B1 Course learning Outcomes mapped with program learning outcomes.
CO 1	Demonstrate and apply knowledge of human anatomy and procedural management	PO1,PO2,PO8
CO 2	Correlate Unani principles to human anatomy	PO3,PO5,PO6
CO 3	Demonstrate gross and microscopic anatomy through research and innovations with the help of advanced techniques.	PO3,PO5,PO8
CO 4	Illustrate developmental Anatomy (Genetics, Embryology, Surface Anatomy, Surgical anatomy, Neuroanatomy and functional pathways)	PO2,PO5,PO6
CO 5	Interprete radiological anatomy and describe clinical application of anatomical knowledge, recent advances and its correlation with forensic anatomy.	PO1,PO5,PO6,PO8
C0 6	Describe the fundamentals of Unani medicine and its Application in the field of research in anatomy.	PO3,PO4,PO6,PO7,PO8
C0 7	Communicate anatomy law, basic Unani anatomical concepts and ethics to the learners and researchers	PO1,PO3,PO4,PO6

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

				Notional	_earning Hours	
2A Module Number	2B Module & units	2C Number of Credits	2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
1	M-1 المن تحرير المالين العلي المن المن المن المن المن المن المن المن	2	10	20	30	60

	تشر ت البدن میں یونانی، رومی، عربی، فار تد وہند ستانی اطباء کی خدمات M1.U3 •					
	1.3.1 تشريح البدن ميں يونانی اطباء کی خدمات 1.3.1 (Anatomical Contributions of Greek scholars of Unani system of medicine)					
	1.3.2 کی خدمات Anatomical Contributions of Roman scholars of Unani system of medicine)					
	1.3.3 کی خدمات Anatomical Contributions of Arab scholars of Unani system of medicine)					
	1.3.4 کی خدمات Anatomical Contributions of Persian scholars of Unani system of medicine)					
	تشريح البدن مين هندستاني اطباء كي خدمات 1.3.5 (Anatomical Contributions of Indian scholars of Unani system of medicine)					
	• M1.U4 بسم انسان کی تشکیل میں عناصرار بعہ و اخلاط اربعہ کا کردارو اہمیت اور انکا اطلاقی پہلو Role and importance of Anasir-e-Arba'a and Akhlat Arba'a in the formation of Human body and its applied aspects)					
	Role and importance of Anasir-) جسم انسان کی تشکیل میں عناصر اربعہ کا کردار و اہمیت اور انکا اطلاقی پہلو 1.4.1 e-Arba'a in the formation of Human body and its applied aspects)					
	Role and importance of Akhlat) جسم انسان کی تشکیل میں اخلاط اربعہ کا کردار و اہمیت اور انکا اطلاقی پہلو 1.4.2 Arba'a in the formation of Human body and its applied aspects)					
	M-2) تشریح البدن کے متعلق یونانی اصطلاحات اور انگی وجہ تسمیہ M-2) تشریح البدن کے متعلق یونانی اصطلاحات اور انگ human Anatomy)					
2	This module offers a comprehensive exploration of the specialized terminology in <i>Tashreeul Badan</i> , emphasizing its linguistic origins and historical development. It examines the etymology and meaning of essential Unani terms related to the anatomy of simple and compound organs, providing a deeper understanding of how these terms have been shaped and standardized over time. Additionally, the module expands its focus to include terminology associated with microscopic structures of the human body.	1	5	10	15	30
	body.					

 By tracing the linguistic roots of these terms, students will gain valuable insights into their conceptual foundations within the Unani medical tradition. The module also highlights the alignment of these terminologies with classical Unani doctrines and their significance within contemporary medical discourse. Through this detailed study, learners will develop proficiency in Unani anatomical terminology, empowering them to interpret classical texts with precision and apply this knowledge effectively in both medical practice and research. M2.U1 برای المعالی المعالی					
M-3 المالة على تعليق المشاركتين القرار على التركيل المسال تعليق المشاركتين القرار على التركيم التركيم التركيم المالة تعليق المشاركتين القرار على المحالي المحالي المحالي على المحالي المحالي المحالي على المحالي على المحالي المحالي المحالي المحالي المحالي على المحالي المحالي على المحالي المحالي المحالي المحالي على المحالي المحالي المحالي المحالي على المحالي المحالي المحالي المحالي المحالي المحالي المحالي المحالي على المحالي المحالي على المحا	2	10	20	30	60

3

	(Anasir Arba in the light of Periodic Table) پیریڈک تیبل کے حوالے سے عناصر اربعہ 3.1.2					
	• M3.U2 طب یونانی کے حوالے سے اعضاء کی تعریف وتقشیم Classification of organs according to Unani System of Medicine)					
	3.2.1 طب یونانی میں اعضاء مفردہ و اعضا مر کبہ کی تعریف 3.2.1 (Definition of simple and compound organ in Unani Medicine)					
	(Concepts of organs in Unani Medicine.) طب يوناني مين اعضاء كا نظريه 3.2.2					
	(Concepts of organs in contemporary Medicine) طب دور حاضر میں اعضاء کا نظریہ 3.2.3					
	• M3.U3 طب یونانی کے حوالے سے نظر تیخلیق جنین (Concepts of Takhleeq-e Janeen in Unani system of Medicine.)					
	(Unani Concepts of Takhleeq Janeen) طب يوناني ميں نظريہ تخليق جنين 3.3.1					
	• M3.U4 (Comparison of Unani Concepts of Takhleeq-e Janeen with Modern human Embryology) المصالح موازنه (Embryology)					
	(Concepts of Embryogenesis in Modern Medicine)طب دور حاضر میں نظریہ تخلیق جنین 3.4.1					
	Definition, classification, Anatomy of simple organs) طب یونانی کے مطابق اعضاء فر دہ کی تعریف ، کسیم مع اطلاقی پہلو M-4 according to Unani system of medicine and its applied aspects)					
4	This module provides a thorough description of the definition and classification of simple organs (<i>Aaz'a Mufrida</i>) of the human body as described in the Unani system of medicine. This module explores the anatomy of bones, cartilages, muscles, ligaments, tendons, membranes, fat, nerves, blood vessels, bone marrow, nails, and hair, providing detailed insights into their anatomical significance.	4	20	40	60	120
	The module explores the unique characteristics of each structure, explaining their composition and properties. It explores how these components are classified in Unani system of medicine based on their structure and elemental composition according to the concept of <i>Anasir-e-Arba'a</i> . Special emphasis is placed on the applied aspects of these structures, highlighting their importance in health and diseases.					
					1	

•	طب یونانی کے مطابق عظم کی تعریف ، تقتیم اور ان کا اطلاقی پہلو M4.U1			
	(Definition of bone according to Unani system of medicine) طب یونانی کے مطابق عظم کی تعریف 4.1.1			
	Classification and Applied Aspects of Bone) طب یونانی کے مطابق عظم کی تقسیم اور ان کا اطلاقی پہلو 4.1.2 according to Unani System of Medicine)			
•	طب یونانی کے مطابق غضروف کی تعریف ، تقشیم اور ان کا اطلاقی پہلو M4.U2			
	4.2.1 کی تعریف کی تعریف Definition of cartilage according to Unani system of)طب یونانی کے مطابق غفروف کی تعریف			
	Classification and Applied Aspects of) طب یونانی کے مطابق غضروف کی تقسیم اور اس کا اطلاقی پہلو 4.2.2 Cartilage in the Unani System of Medicine)			
•	طب یونانی کے مطابق کم کی تعریف، تقشیم اور ان کا اطلاقی پہلو M4.U3			
	4.3.1 کی تعریف Definition of Muscles according to Unani System of) طب یونانی کے مطابق عضلات کی تعریف Medicine)			
	Classification and Applied) طب یونانی کے مطابق عضلات کی تقتیم اور ان کا اطلاقی پہلو 4.3.2 Aspects of Muscles according to Unani System of Medicine)			
•	طب یونانی کے مطابق او تاراوررباط کی تعریف ، تقسیم اور ان کا اطلاقی پہلو M4.U4			
	4.4.1 طب یونانی کے مطابق وتر کی تعریف (Definition of Tendon according to Unani System of Medicine)			
	4.4.2 طابق رباط کی تعریف Definition of Ligaments according to Unani System of (طب یونانی کے مطابق رباط کی تعریف Medicine)			
	Classification and Applied) طب یونانی کے مطابق وتر کی تقسیم اور اس کا اطلاقی پہلو 4.4.3 Aspects of Tendon according to Unani System of Medicine)			
	Classification and Applied) طب یونانی کے مطابق رباط کی تقسیم اور اس کا اطلاقی پہلو 4.4.4			

Aspects of Ligament according to Unani System of Medicine)			
طب یونانی کے مطابق اغشیہ کی تعریف ، تقسیم اور ان کا اطلاقی پہلو M4.U5 •			
4.5.1 طب یونانی کے مطابق عنشاء کی تعریف (Definition of Membranes according to Unani System of Medicine)			
Classification and Applied) طب یونانی کے مطابق غشاء کی تقسیم اور اس کا اطلاقی پہلو 4.5.2 Aspects of Membranes according to Unani System of Medicine)			
طب یونانی کے مطابق شحم اور اعصاب کی تعریف، تقشیم اور ان کا اطلاقی پہلو M4.U6 •			
(Definition of Fat according to Unani System of Medicine) طب یونانی کے مطابق شخم کی تعریف 4.6.1			
4.6.2 کی تعریف Definition of Nerve according to Unani System of)طب یونانی کے مطابق عصب کی تعریف Medicine)			
Classification and Applied Aspects of Fat) طب یونانی کے مطابق شخم کی تقشیم اور اس کا اطلاقی پہلو 4.6.3 according to Unani System of Medicine)			
Classification and Applied) طب یونانی کے مطابق عصب کی تقتیم اور اس کا اطلاقی پہلو 4.6.4 Aspects of Nerve according to Unani System of Medicine)			
طب یونانی کے مطابق عروق دمویہ کی تعریف، تقشیم اور ان کا اطلاقی پہلو M4.U7 •			
Definition of Blood Vessels according to Unani) طب یونانی کے مطابق عروق دمویہ کی تعریف 4.7.1 System of Medicine)			
Classification and Applied) طب یونانی کے مطابق عروق دمویہ کی تقسیم اور ان کا اطلاقی پہلو 4.7.2 Aspects of Blood Vessels according to Unani System of Medicine)			
طب یونانی کے مطابق مخ، ظفر اور شعر کی تعریف، تقسیم اور ان کا اطلاقی پہلو M4.U8 •			
4.8.1 طب یونانی کے مطابق خ کی تعریف Definition of Bone marrow according to Unani System of Medicine)			

	(Definition of Nail according to Unani System of Medicine)طب یونانی کے مطابق ظفر کی تعریف 4.8.2					
	(Definition of Hair according to Unani System of Medicine)طب یونانی کے مطابق شعر کی تعریف 4.8.3					
	Classification and Applied Aspects of Bone) طب یونانی کے مطابق کخ کی تقسیم اور اس کا اطلاقی پہلو 4.8.4 marrow according to Unani System of Medicine)					
	Classification and Applied Aspects of Nail) طب یونانی کے مطابق ظفر کی تقتیم اور اس کا اطلاقی پہلو 4.8.5 according to Unani System of Medicine)					
	Classification and Applied Aspects of Hair) طب یونانی کے مطابق شعر کی تقسیم اور اس کا اطلاقی پہلو 4.8.6 according to Unani System of Medicine)					
	Definition, Classification, Anatomy and Applied) طب یونانی کے مطابق اعضاء مر کبہ کی تعریف کسیم اور تشریح مع اطلاقی پہلو 5-M aspects of compound organs according to Unani system of Medicine)					
	This module offers a comprehensive exploration of compound organs as described in the Unani system of medicine, covering their definition, classification, anatomical structure, and clinical significance. It begins by defining compound organs, outlining their exclusive characteristics and anatomical importance within the human body with explanation of unique Unani literatures of preserving and post serving structures of principal organs.					
5	This module also delves into their classification, providing a detailed analysis of the different types of compound organs based on Unani principles. Additionally, it examines the intricate anatomical features of these organs, highlighting their structural composition and physiological roles. Furthermore, the module highlights the applied aspects of compound organs, discussing their relevance in health, disease diagnosis, and treatment from Unani medical perspective. Through this in-depth study, learners will gain a holistic understanding of compound organs, integrating traditional Unani concepts with their practical applications in clinical practice.	4	20	40	60	120
	• M5.U1 اعضاء رئيسه وغيررئيسه (Introduction of compound organs and Its classification according to A'aza-e- Ra'eesa (Principal organs) and Ã'aza-e- Ghair Ra'eesa (Accessory organs))					
	(Introduction of compound organs) اعضاء مرتبه کا تعارف5.1.1					
	Classification of compound organs according) اعضاء مرتمبه کی تقسیم بلحاظ اعضاء رئیسه و غیر رئیسه 2.5.5					

	to Principal and Acessory organs)			
•	M5.U2)عضاء حيوانيه كاتعارف، تشيم وتشريح (Introduction, Classification and Anatomy of A'aza-e- Haiwaniyah (Organs for circulation and respiration).			
	5.2.1 اعضاء حيواني كا تعارف Introduction of <i>A'aza-e- Haiwaniyah (</i> Organs for circulation and respiration).			
	اعضاء حيوانيه کی تقشيم و تشريح 5.2.2			
	Classification and Anatomy of A'aza-e- Haiwaniyah (Organs for circulation and respiration).			
•	M5.U3 اعضاءنشیانیه کاتعارف، تقتیم وتشریخ Introduction, Classification and Anatomy of A'aza-e- Nafsaniya (organs for psychic functions)			
	اعضاء نفسانیه کا تعارف 5.3.1			
	(Introduction of A'aza-e- Nafsaniya (organs for psychic functions))			
	اعضاء نفسانیه کی تقسیم و تشریح 5.3.2			
	(Classification and Anatomy of A'aza-e- Nafsaniya (organs for psychic functions))			
•	M5.U4) اعضاء طبيعيه کاتعار ف، تقسیم و تشریح (Introduction, classification and Anatomy of A'aza-e- Tabaiya (organs for nutrition and growth))			
	اعضاء طبيعيه كا تعارف 5.4.1			
	(Introduction of <i>A'aza-e- Tabaiya</i> (organs for nutrition and growth))			
	اعضاء طبيعيه کی تقسیم و تشرح 5.4.2			
	(Classification and Anatomy of A'aza-e- Tabaiya (organs for nutrition and growth))			
•	M5.U5 اعضاء تناسلیه کاتعارف، تقتیم و تشریخ Introduction, Classification and Anatomy of A'aza-e- Tanasuliyah (organs for Reproduction)			

	اعضاء تناسليه كا تعارف 1.5.5			
	Introduction of A'aza-e- Tanasuliyah (organs for Reproduction)			
	اعضاء تناسلیه کی تقشیم و تشری 5.5.2			
	Classification and Anatomy of A'aza-e- Tanasuliyah (organs for Reproduction)			
•	Unani Concepts of Pre-serving and Post- Serving) اعضاء حيوانيه كے اعضام بيد وموديه كايوناني نظريه M5.U6 organs of A'aza-e- Haiwaniyah)			
	اعضاء حیوانیہ کے اعضا مہیٰہ کا یونانی نظر یہ 5.6.1			
	(Unani Concepts of Pre-serving organs of A'aza-e- Haiwaniyah)			
	اعضاء حیوانیہ کے اعضا مودیہ کا یونانی نظر یہ2.6.6			
	(Unani Concepts of Post- Serving organs of A'aza-e- Haiwaniyah)			
•	Unani Concepts of Pre-serving and Post- Serving) اعضاء نفسانید کے اعضاء مہیڈ ومودید کایونانی نظرید M5.U7 organs of A'aza-e- Nafsaniya)			
	اعضاء نفسانیہ کے اعضاء مہیٹہ کا یونانی نظر یہ 5.7.1			
	(Unani Concepts of Pre-serving organs of A'aza-e- Nafsaniya)			
	اعضاء نفسانیہ کے اعضاء مودیہ کا یونانی نظر یہ2.7.5			
	(Unani Concepts of Post- Serving organs of A'aza-e- Nafsaniya)			
•	Unani Concepts of Pre-serving and Post- Serving) اعضاء طبيعيه کے اعضام بيدُ وموديه کايونانی نظر يه M5.U8 (Unani Concepts of Pre-serving and Post- Serving organs of A'aza-e- Tabaiya)			
	اعضاء طبیعیہ کے اعضا مہیُہ کا یونانی نظر یہ 5.8.1			

	(Unani Concepts of Pre-serving organs of A'aza-e- Tabaiya)					
	اعضاء طبیعیہ کے اعضا مودیہ کا یونانی نظر یہ 5.8.2					
	(Unani Concepts of Post- Serving organs of A'aza-e- Tabaiya)					
	• M5.U9 اعضاء تناسليه كے اعضاء مبيد وموديد كايونانى نظريد M5.U9) اعضاء تناسليه كے اعضاء مبيد وموديد كايونانى نظريد organs of A'aza-e- Tanasuliyah)					
	اعضاء تناسلیہ کے اعضاء مہیڑ کا یونانی نظر یہ 5.9.1					
	(Unani Concepts of Pre-serving organs of A'aza-e- Tanasuliyah)					
	اعضاء تناسلیہ کے اعضاء مودیہ کا یونانی نظر یہ 5.9.2					
	(Unani Concepts of Post- Serving organs of A'aza-e- Tanasuliyah)					
	M-6 طباق يماو (Definition, Classification and Anatomy of Joints with its applied aspects according to Unani system of Medicine) This section provides a comprehensive study of joints in the context of the Unani system of medicine, covering their definition, classification, anatomical structure, and applied aspects. It begins with a detailed definition of joints, explaining their fundamental role in body movement, stability, and overall musculoskeletal function. The classification of joints is explored according to Unani principles, categorizing them based on their structural composition, functional characteristics, and movement capabilities. Additionally, the anatomical study of joints focuses on their composition, including bones, categorizing membrance, and associated lignments, offering a policitic understanding of their					
6	structure and biomechanics. The module further highlights the applied aspects of joints, discussing their significance in health, common disorders, and therapeutic approaches in Unani medicine.	3	15	30	45	90
	• M6.U1 طب یونانی کے مطابق مفاصل کا تعارف اور تفشیم Introduction and classification of Joints in Unani system of medicine)					
	(Introduction of Joints in Unani system of medicine) طب یونانی کے مطابق مفاصل کا تعارف 6.1.1					
	(Classification of Joints in Unani system of medicine) طب یونانی کے مطابق مفاصل کی تقسیم 6.1.2					

•	Me.U2 کلب یونانی کے مطابق مفاصل ہیکل محوری کی تشریح Anatomy of Joints of axial skeleton according to Unani system of medicine)					
	طب یونانی میں مفاصل ہیکل محوری کی تشریح 6.2.1					
	(Anatomy of Joints of axial skeleton in Unani medicine)					
•	M6.U3 کطبیونانی کے مطابق مفاصل ہیکل طرفی کی تشریح (Anatomy of Joints of appendicular skeleton according to Unani system of medicine)					
	طب یونانی میں مفاصل ہیکل طرفی کی تشریح 6.3.1					
	(Anatomy of Joints of appendicular skeleton in Unani medicine)					
•	M6.U4 طب یونانی کے مطابق مفاصل کی اطلاقی تشریّ Applied anatomy of joints according to Unani system of Medicine)					
	مفاصل کی اطلاقی تشریح 6.4.1					
	(Applied anatomy of joints)					
		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
انی نظریہ : Module 1	History of Anatomy & Unani concepts of Human Body formatio)تاريخ تشريح البدن وجسم انسان كى تشليل سے متعلق يو :	on)				
Module Learning (At the end of the	Objectives module, the students should be able to)					
1. Describe the l formation of hum	nistory of Anatomy, Dissection and preservation of cadaver, contributions of Unani scholars in an body.	n the field of Ana	tomy and the I	Role of arkar	n and akhlat i	n the
2. Illustrate and	demonstrate history of Anatomy, history of dissection and preservation of cadaver.					
3. Appraise the <i>i</i>	Anatomical Contributions of Greek, Roman, Arab, Persian and Indian scholars of Unani syste	em of medicine.				
4. Identify the Ro	le of Anasir-e-Arba'a and Akhlat Arba'a in the formations of Human body and its applied aspe	ects				
ی تشریح البدن Unit 1 اریخ تشریح البدن 1.1.1 References: 34,3	ع <i>ہدعتیق میں طب یونانی میت تعلق</i> تاریخ عہد عتیق میں طب یونانی سے متعاق تاریز (History of Anatomy in Ancient period related to Unani system of i	medicine)				
3A	3B	3C	3D	3E	3F	3G
CO 1,CO 2,C0 6,C0 7	Explore the history of Anatomy in Ancient period related to Unani system of medicine.	3	Lecture	CAN	Knows- how	L&GD,L& PPT
CO 1,CO 2,C0 6,C0 7	Demonstrate the history of Anatomy in Ancient period related to Unani system of medicine.	4	Practical1.1	AFT-REC	Shows- how	DIS,PER, SDL

CO 2,C0 6	Analyse the history of Anatomy in Ancient period related to Unani system of medicine.	5	Experiential - Learning1.1	AFT-REC	Does	C_L,DIS, PER,PrBL	
تفظ معش کی تاریخ Unit 2	طب يونانى مين تفطيع تعش ادر						
لغش کی تاریخ 1.2.1	(History of dissection in Unani system of medicine) طب یونانی میں تقطیع						
ط ^{نغ} ث کی تاریخ 1.2.2	(History of preservation of cadaver in Unani system of medicine) طب یونانی میں تحفذ						
References: 38,3	39,40,41						
3A	3B	3C	3D	3E	3F	3G	
CO 1,CO 2,C0 6	Evaluate the history of dissection and preservation of cadaver according to Unani system of medicine.	2	Lecture	CE	Knows- how	L&GD,L& PPT	
CO 2,C0 6	Illustrate the history of dissection and preservation of cadaver according to Unani system of medicine.	4	Practical1.2	PSY-MEC	Shows- how	C_L,DIS, PER,PrBL	
CO 1,CO 2,C0	Explore the history of dissection and preservation of cadaver in Unani system of medicine	7	Experiential	AFT-RES	Does	DIS.SDL	
6			Learning1.2			,	
لمباء کی خدمات Unit 3	تشريح البدن مين يونال، رومی، عربی، فارسی و ہندستالی،						
لمباء کی خدمات 1.3.1	(Anatomical Contributions of Greek scholars of Unani system of medicine) تشريح البدن ميں يونانى ا						
طباء کی خدمات 1.3.2	Anatomical Contributions of Roman scholars of Unani system of medicine) تشريح البدن ميس رومی ا)					
لمباء کی خدمات 1.3.3	(Anatomical Contributions of Arab scholars of Unani system of medicine) تشريح البدن ميں عربی اطباء کی خدمات 1.3.3						
لمباء کی خدمات 1.3.4	Anatomical Contributions of Persian scholars of Unani system of medicin) تشرتح البدن ميں فارس ا	e)					
طباء کی خدمات 1.3.5	(Anatomical Contributions of Indian scholars of Unani system of medicine) تشريح البدن مين هندستاني اطباء كم خدمات 1.3.5						
References: 1,2,	3,4,5,38,39,40						

3A	3B	3C	3D	3E	3F	3G	
CO 1,CO 2,C0 6,C0 7	Assess the anatomical contributions of Greek, Roman, Arab, Persian and Indian scholars of Unani system of medicine.	2	Lecture	CE	Knows- how	L&GD,L& PPT	
CO 2,C0 6	Illustrate and demonstrate the anatomical contributions of Greek, Roman, Arab, Persian and Indian scholars of Unani system of medicine.	6	Practical1.3	PSY-GUD	Shows- how	DIS,PER, PrBL	
CO 2,C0 6	Analyze the anatomical Contributions of Greek, Roman, Arab, Persian and Indian scholars of Unani system of medicine.	6	Experiential - Learning1.3	AFT-SET	Does	DIS,PER	
Unit 4 اللاقى پيلو Role and importance of Anasir-e-Arba'a and Akhlat Arba'a in the formation of Human body and its applied (مجمع انسان كى تشكيل ميس عناصراربعه و اخلاط اربعه كا كردارو انميت اور انكا اطلاقى پيلو aspects)							
انکا اطلاقی پہلو 1.4.1	Role and importance of Anasir-e-Arba'a in the) جسم انسان کی تشکیل میں عناصر اربعہ کا کردار و اہمیت اور	formation of Hu	man body and	its applied a	spects)		
انکا اطلاقی پېلو 1.4.2	Role and importance of Akhlat Arba'a in the for) جسم انسان کی تشکیل میں اخلاط اربعہ کا کردار و اہمیت اور	mation of Huma	n body and its	applied aspe	ects)		
References: 5,7,	9,13,14,27,30,35,36,37,42,43						
3A	3B	3C	3D	3E	3F	3G	
CO 2,C0 6,C0 7	Appraise the role and importance of <i>Anasir-e-Arba'a</i> and <i>Akhlat-e-Arba'a</i> in the formations of Human body and its applied aspects.	3	Lecture	CE	Knows- how	L&GD,L& PPT	
CO 2,C0 6,C0 7	Illustrate and demonstrate the role and importance of <i>Anasir-e-Arba'a</i> and <i>Akhlat Arba'a</i> in the formation of Human body and its applied aspects.	6	Practical1.4	PSY-MEC	Shows- how	D,DIS,JC, PER	
CO 2,C0 6,C0 7	Evaluate the role and importance of <i>Anasir-e-Arba'a</i> and <i>Akhlat Arba'a</i> in the formation of Human body and its applied aspects.	8	Experiential - Learning1.4	AFT-VAL	Does	DIS,JC,P ER,SDL	
Practical Training Activity							

Practical 1.1 : History of Anatomy in Ancient period

Total Learning Hours: 4 Hours

Teacher's Demonstration and Discussion (45 Minutes):

- The teacher will explain the history of anatomy during the ancient period, specifically in relation to the Unani system of medicine.
- The method of conducting practical activities will be discussed.
- Topics will be assigned to the students.

Activity 2:Documentary/Reel Creation and Presentation (45 Minutes): Students will create and present a short documentary or reel using multimedia, focusing on the history of anatomy in the ancient period related to the Unani system of medicine.

Activity 3: Anatomical Drawings (45 Minutes): Students will create drawings that emphasize the ancient understanding of anatomy.

Activity 4: Analysis of the Edwin Smith Papyrus (30 Minutes): Students will analyze the Edwin Smith Papyrus to gain insights into ancient anatomical knowledge.

Activity 5: Group Discussion (45 Minutes): Students will participate in discussions about anatomical discoveries and contributions by ancient scholars, using information from classical Unani texts and literature.

Activity 6:Reporting and Summary (30 Minutes):

- Students will present their findings and outcomes from the practical activities.
- The teacher will provide feedback and summarize the key learnings for the students.

Practical 1.2 : Dissection and preservation of Cadaver

Total Learning Hours: 4 Hours

Activity 1:Teacher's Demonstration and Discussion (30 minutes):

- The teacher will explain the history of dissection and cadaver preservation in the Unani system of medicine.
- Methods for practical activities will be discussed, and topics will be assigned to students.

Activity 2:Chemical Preparation (45 minutes): Students will prepare preservative chemicals based on classical Unani texts and literature.

Activity 3:Timeline Creation (45 minutes): Students will create a timeline highlighting major milestones and discoveries in the history of dissection and preservation of cadavers in the Unani system of medicine.

Activity 4: Project Making (45 minutes): Students will design projects showcasing traditional preservation techniques, dissection methods, and their historical significance.

Activity 5: Group Discussion (45 minutes): Students will participate in group discussions focusing on traditional preservation techniques, dissection methods, and their history.

Activity 6:Reporting and Summary (30 minutes):

- Students will present the outcomes of their practical activities to the teacher.
- The teacher will provide feedback and summarize key points for the students.

Practical 1.3 : Anatomical contributions of Greek, Roman, Arab, Persian and Indian scholars

Total Learning Hours: 6 Hours

Activity 1: Teacher's Demonstration and Guidance (1 hour):

- The teacher will explain the anatomical contributions of Greek, Roman, Arab, Persian, and Indian scholars in the Unani system of medicine.
- The method for conducting practical activities will be discussed.
- Topics will be assigned to students.

Activity 2: Exploration (1.5 hours): Students will explore the anatomical contributions of these scholars through classical Unani texts and online databases.

Activity 3: Group Discussion (1 hour): Students will engage in group discussions on anatomical discoveries and descriptions made by these scholars.

Activity 4:Timeline Creation/Virtual Reality Exploration (1 hour): Students will either create a timeline showcasing anatomical discoveries or explore them using virtual reality tools.

Activity 5:Documentary/Reel Creation and Presentation (1 hour): Students will create a short documentary or reel using multimedia to highlight the anatomical discoveries and descriptions of these scholars, followed by a presentation.

Activity 6: Review and Summary (0.5 hours):

- Students will present their findings from the practical activities.
- The teacher will provide feedback and summarize key points for the students.

Practical 1.4 : Anasir-e-Arba'a and Akhlat Arba'a

Total Learning Hours: 6 Hours

Activity 1: Teacher's Demonstration (1 hour):

- The teacher will explain the role and importance of Anasir-e-Arba'a (earth, air, fire, water) and Akhlat Arba'a in the formation of the human body and its applied aspects.
- The teacher will also discuss the method for practical activities and assign topics to students.

Activity 2:Comparative Analysis (1.5 hours): Students will analyze the compositions of different body parts based on Anasir-e-Arba'a and Akhlat Arba'a, comparing them with modern scientific concepts of body fluids and elements.

Activity 3:Identification and Analysis (1 hour): Students will identify and analyze different body parts based on the composition of Anasir-e-Arba'a and Akhlat Arba'a.

Activity 4:Critical Review (1 hour): Students will critically analyze research papers related to the role of Anasir-e-Arba'a and Akhlat Arba'a in human body formation.

Activity 5: Group Discussion/Project (1 hour): Students will participate in group discussions or create projects on the role of *Anasir-e-Arba'a* and *Akhlat Arba'a* in body formation and their applied aspects.

Activity 6: Reporting and Summary (30 Minutes):

- Students will present their findings from the practical activities.
- The teacher will summarize and provide feedback on the practical activities.

Experiential learning Activity

Experiential-Learning 1.1 : History of Anatomy in Ancient period

Total Learning Hours: 5 Hours

Activity 1: Teacher's Demonstration and Discussion (1 hour):

- The teacher will explain the history of anatomy in the ancient period as it relates to the Unani system of medicine.
- Teaching and learning methods will be discussed, and topics will be assigned to students.

Activity 2:Exploration (1 hour): Students will explore the history of anatomy in the ancient period of the Unani system of medicine using classical Unani texts, online databases, or virtual reality platforms.

Activity 3:Creative Outputs (1 hour): Students will create maps, models, posters, or portraits related to the history of anatomy in the ancient period.

Activity 4:Timeline Creation (45 minutes): Students will develop a timeline highlighting major anatomical discoveries and contributions by ancient scholars in the context of the Unani system of medicine.

Activity 5:Presentation/Exhibition (45 minutes): Students will organize a presentation or exhibition showcasing the history of anatomy in the ancient period, including visual materials such as images, diagrams, and artifacts.

Activity 6:Reporting and Summary (30 minutes):

- Students will present their experiential learning activities to the teacher.
- The teacher will provide feedback and summarize the activities for the class.

Experiential-Learning 1.2 : Preservation of Cadaver

Total Learning Hours: 7 Hours

Activity 1: Teacher's Demonstration and Guidance (1 hour):

- The teacher will explain the anatomical contributions of Greek, Roman, Arab, Persian, and Indian scholars in the Unani system of medicine.
- The method for conducting practical activities will be discussed.
- Topics will be assigned to students.

Activity 2: Exploration (2.5 hours): Students will explore the anatomical contributions of these scholars through classical Unani texts and online databases.

Activity 3: Group Discussion (1 hour): Students will engage in group discussions on anatomical discoveries and descriptions made by these scholars.

Activity 4:Timeline Creation/Virtual Reality Exploration (1 hour): Students will either create a timeline showcasing anatomical discoveries or explore them using virtual reality tools.

Activity 5:Documentary/Reel Creation and Presentation (1 hour): Students will create a short documentary or reel using multimedia to highlight the anatomical discoveries and descriptions of these scholars, followed by a presentation.

Activity 6: Review and Summary (0.5 hours):

- Students will present their findings from the practical activities.
- The teacher will provide feedback and summarize key points for the students.

Experiential-Learning 1.3 : Anatomical Contributions of Greek, Roman, Arab, Persian and Indian scholars

Total Learning Hours: 6 Hours

Activity 1: Teacher's Demonstration (1 hour):

- The teacher will explain the anatomical contributions of Greek, Roman, Arab, Persian, and Indian scholars in the Unani system of medicine.
- The experiential learning activity method will be discussed.
- Topics will be assigned to students.

Activity 2: Project Making (1 hour): Students will create projects on anatomical discoveries and descriptions made by Greek, Roman, Arab, Persian, and Indian scholars.

Activity 3: Presentation (1 hour): Students will present on the anatomical contributions of these scholars in the Unani system of medicine.

Activity 4:Drawings/Models (1 hour): Students will produce drawings or illustrations showcasing anatomical discoveries or build a model of the human skeleton based on Greek anatomical knowledge.

Activity 5:Research Paper (1.5 hours): Students will write a research paper detailing the anatomical contributions of Greek, Roman, Arab, Persian, and Indian scholars in the Unani system of medicine.

Activity 6: Review and Reflection (0.5 hours):

- Students will share the outcomes of their experiential learning activities with the teacher.
- The teacher will discuss and summarize the activities with the students.

Experiential-Learning 1.4 : Importance of Anasir-e-Arba'a and Akhlat Arba'a

Total Learning Hours: 8 Hours

Activity 1:Demonstration by the Teacher (1 hour):

- The teacher will explain the role and significance of Anasir-e-Arba'a (earth, air, fire, water) and Akhlat Arba'a (four humors) in human body formation and their applied aspects.
- Teaching methods will be discussed.
- Topics will be assigned to students.

Activity 2: Presentation (1 hour): Students will prepare and present on the role and importance of *Anasir-e-Arba'a* and *Akhlat Arba'a*, using 3D/4D models or multimedia tools.

Activity 3: Model/Drawing Creation (1.5 hours): Students will create models or diagrams illustrating *Anasir-e-Arba'a* and *Akhlat Arba'a*, showcasing their relationships and applied aspects.

Activity 4: Comparative Analysis (1 hour): Students will compare the concept of Anasir-e-Arba'a with modern scientific theories about the elements.

Activity 5:Organ Analysis (1.5 hours): Students will analyze the role of Akhlat-e Arba'a in organ formation and dominance, comparing it with modern scientific concepts.

Activity 6:Research Paper (1.5 hours): Students will write a research paper on Anasir-e-Arba'a and Akhlat Arba'a, highlighting their significance in body formation and applied aspects.

Activity 7: Review and Reflection (0.5 hours):

- Students will present their learning outcomes to the teacher.
- The teacher will provide feedback and summarize key points

Modular Assessment	
Assessment method	Hour
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 record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C	
Total Marks for this module: 50	
1. Short Answer Questions (SAQs) (10 Marks) (2 questions carrying 5 marks each from Unit 3 and Unit 4)	4
2. Viva Voce (10 Marks)	
3. Practical Performance (20 Marks)	
practical performance will be conducted from all units of this module.	

4. Compilation or Poster Making or Presentation (10 Marks)

Or

Any practical in converted form can be taken for assessment. (25 marks) and

Any of the experiential as Portfolio/ Refelections / Presentations can be taken as assessment. (25 marks)

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3C Notional Learning Hours	3D Lecture/ Practical/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/ Shows how/ Knows how/ Know)	3G Teaching Learning Methods				
جہ ^{تس} میہ : Module 2	Unani Terminology and their Etymology related to human) تشريح البدن کے متعلق یونانی اصطلاحات اور انگی و	Anatomy)								
Module Learning (At the end of the	/odule Learning Objectives At the end of the module, the students should be able to)									
1 Describe the U	nani Terminology and their Etymology related to human anatomy.									
2 Conduct group	discussion on understanding of Unani Tibbi Istelahat related to human anatomy.									
3 Interprete and	analyse Unani Terminology and their Etymology related to human anatomy.									
رانگی وجه تسمیه Unit 1	تشر ت کظاہری سے متعلق یونانی اصطلاحات او									
رانکی وجه تسمیه 2.1.1	Unani terminology and its etymology related to gross anato) تشريح ظاہری سے متعلق یونانی اصطلاحات اور	my)								
References: 4,5,	15,16,17,44,45,46									
3A	3В	3C	3D	3E	3F	3G				
CO 1,CO 2,C0 6,C0 7	Explore the Unani Terminology and its etymology related to gross human anatomy.	2	Lecture	CAN	Knows- how	L&GD,L& PPT				
CO 2,C0 6,C0 7	Demonstrate and interprete the Unani Terminology and its etymology related to gross human anatomy.	6	Practical2.1	PSY-GUD	Shows- how	DIS,SDL				
CO 2,CO 4,C0 6,C0 7	Interprete and analyze the Unani Terminology and its etymology related to gross human anatomy.	7	Experiential - Learning2.1	AFT-RES	Does	C_L,DIS, SDL				
اورانگی وجد کتسمیه Unit 2	بدنانسان کی خورد بین ساختوں سے تعلق یونانی اصطلاحات									

(Unani terminology and its etymology related to microscopic structures of human body) بدن انسان کی خورد بینی ساختوں سے متعلق یونایی اصطلاحات اور انلی وجہ تسمیہ 2.2.1

References: 5,15,16,17,44,45,46

3A	3В	3C	3D	3E	3F	3G
CO 1,CO 2,CO 4	Evaluate the Unani terminology of microscopic structures and their etymology.	3	Lecture	CE	Knows- how	L&GD,L& PPT
CO 2,CO 4,C0 6	Demostrate and interprete the Unani terminology of microscopic structures of the human body and their etymology.	4	Practical2.2	PSY-GUD	Shows- how	D,DIS,SD L
CO 2,CO 4,C0 6,C0 7	Interprete and analyze the Unani terminology of microscopic structures of the human bodies and their etymology.	6	Experiential - Learning2.2	AFT-SET	Does	D,DIS,PL, PER

Practical Training Activity

Practical 2.1 : Unani Terminology of gross natomy.

Total Learning Hours: 6 Hours

Activity 1: Teacher's Demonstration and Discussion (1 Hour):

- The teacher will demonstrate the Unani terminology of macroscopic structures of the human body and their etymology to the students.
- Methods for practical activities will be discussed, and topics will be assigned to students.

Activity 2: Timeline Creation (1 Hour): Create a timeline illustrating the evolution of Unani Terminology highlighting key milestones and influences related to macroscopic structures of the human body their etymology.

Activity 3:Root Word Analysis (1.5 Hour): Assign students a set of Unani terminology of macroscopic structures of the human body and ask them to identify the root words, prefixes, and suffixes.

Activity 4: Creating the etymology Map (1 Hour): Students will illustrate the etymology of the Unani terminology of macroscopic structures of the human body.

Activity 5: Presentation (1 Hour): Students will organize a presentation on the etymology of the Unani medical terms of macroscopic structures of the human body.

Activity 6 :Reporting and Summary (30 Minutes):

- Students will present their findings from the practical activities.
- The teacher will summarize and provide feedback on the practical activities.

Practical 2.2 : Unani terminology of microscopic structures

Total Learning Hours: 4 Hours

Activity 1: Teacher's Demonstration (1 hour):

- The teacher will demonstrate the Unani terminology of microscopic structures of the human body and their etymology to the students
- Teacher will also discuss method of practical activity. The teacher will assign the topic(s) to the students.

Activity 2:Creating timeline (1 hour): Students will create timeline that illustrate the evolution of Unani Terminology highlighting key milestones and influences related to anatomy of the human body and their etymology.

Activity 3:Creating etymology Map (45 Minutes): Students will create etymology map that shows the etymology of the Unani terminology of microscopic structures of the human body.

Activity 4: Group discussion (45 Minutes): Students will participate in group discussions related to the etymology of the Unani medical terms of microscopic structures of the human body.

Activity 5:Reporting and Summary (0.5 hours):

- Students will present their findings from the practical activities.
- The teacher will summarize and provide feedback on the practical activities.

Experiential learning Activity

Experiential-Learning 2.1 : Unani Terminology and its Etymology

Total Learning Hours: 7 Hours

Activity 1: Teacher's Demonstration and Discussion (1 hour):

• The teacher will demonstrate the Unani Terminology and its etymology related to gross human (macroscopic structure) anatomy to the students.

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• Teaching and learning methods will be discussed, and topics will be assigned to students.

Activity 2:Infographics Designing (1.5 Hour): Students will Designing the infographics visualizing the etymology and relationships between Unani medical terms of gross human anatomy.

Activity 3: Composing of Dictionary (1 hour): Students will Compose anatomical medical dictionary related to any one system of the body incorporating terms definition, phonetics, etymology, illustration(if required), reference.

Activity 4:Timeline Creation (1 hour): Students will Create a timeline illustrating the evolution of Unani Terminology highlighting key milestones and influences related to gross human anatomy.

Activity 5: Presentation (1 hour): Students will organize a presentation on the etymology of Unani medical terms or concept.

Activity 6: Etymology Map Creation (1 hour): Students will Create the etymology Map illustrating the etymology of the Unani Terminology related to gross human anatomy.

Activity 7:Reporting and Summary (30 minutes):

- Students will present their experiential learning activities to the teacher.
- The teacher will provide feedback and summarize the activities for the class.

Experiential-Learning 2.2 : Unani terminology of microscopic structures

Total Learning Hours: 6 Hours

Activity 1: Teacher's Demonstration and Discussion (1 hour):

- The teacher will demonstrate the Unani Terminology and its etymology related to gross human anatomy to the students.
- Teaching and learning methods will be discussed, and topics will be assigned to students.

Activity 2: Infographics Designing (1 hour): Students will Design the infographics that visualizing the etymology and relationships between Unani medical terms of gross human anatomy.

Activity3:Dictionary composition (1.5 hour): Students Will compose anatomical medical dictionary related to any one system of the body incorporating terms definition, phonetics, etymology, illustration(if required), reference.

Activity 4: Presentation (1 hour): Students will organize a presentation on the etymology of a specific Unani medical terms or concept.

Activity 5: Root Word Analysis (1 hour): Assign students a set of Unani terminology of microscopic structures of the human body and ask them to identify the root words, prefixes, and suffixes. (60 Minutes)

Activity 6: Reporting and Summary (30 minutes):

- Students will present their experiential learning activities to the teacher.
- The teacher will provide feedback and summarize the activities for the class.

Modular Assessment	
Assessment method	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 25 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C	
Total Marks for this module: 25	
1. Viva Voce (10 Marks)	
2. Compilation of Dictionary of Unani Terminology related to human anatomy or Poster Making or Chart Making (15 Marks)	2
Compilation of Dictionary of Unani Terminology related to human anatomy will be done from all systems of human body relates to macroscopic or microscopic structure. Unani terminology related to one system will be given to each students.	
Or Any practical in converted form can be taken for assessment. (25 marks)	
Or Any of the experiential as portfolio/ refelections / presentations can be taken as assessment. (25 marks)	

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3C Notional Learning Hours	3D Lecture/ Practical/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/ Shows how/ Knows how/ Know)	3G Teaching Learning Methods			
) کانظر بیہ : Module 3	Concepts of formation of organs and embryogenesis according to کطب یونانی کے مطابق تخلیق اعضاد تخلیق جنیں	Jnani system of	medicine)						
Module Learning (At the end of the	Module Learning Objectives (At the end of the module, the students should be able to)								
1. Assess Unani	concept of organ formation, their composition, classification and the concept of Takhleeq-e J	aneen accordir	ig Unani systei	m of medicin	e.				
2. Analyse comp	osition of organs according to Anasir-e Arba'a.								
3. Compare Una	ni concepts of Takhleeq-e Janeen with Modern human embryology.								
ن کا اطلاقی پہلو Unit 1 مزان ^ع کی اہمیت 3.1.1 سے عناصر اربعہ 3.1.2	عناصرار بعد کے لحاظ سے اعضاء کی ترکیب اور ا Composition of organs according to Anasir-e-Arba'a and its ap عناصر اربعہ اور (Role of Anasir Arba & Temperament in composition of organs.) اعضاء کی تعبیر میں عناصر اربعہ اور (Role of Anasir Arba & Temperament in composition of organs.) پریڈک ٹیبل کے حوالے	plied aspects.							
References: 1,2,	5,13								
3A	3В	3C	3D	3E	3F	3G			
CO 1,CO 2,C0 6	Explore the composition of organs according to Anasir-e-Arba and Temperament.	3	Lecture	CAN	Knows- how	L&GD,L_ VC			
CO 1,CO 2,C0 6	Compare compositions of organs according to Anasir-e-Arba and Modern biochemistry .	5	Practical3.1	PSY-GUD	Shows- how	D,DIS			
CO 1,CO 2,C0 6	Appraise Concept of Anasir-e-Arba with respect to present scenario with creation of authentic questionnaire for assessing temperament of organs.	7	Experiential - Learning3.1	AFT-SET	Does	D,DIS,LS			

Unit 2 ملب یونانی کے حوالے سے اعضاء کی تعریف ونسیم Classification of organs according to Unani System of Medicine)

(Definition of simple and compound organ in Unani Medicine) طب یونانی میں اعضاء مفردہ و اعضا مرتبہ کی تعریف 3.2.1

(.Concepts of organs in Unani Medicine) طب يوناني مين اعضاء كا نظريد 3.2.2

(Concepts of organs in contemporary Medicine) طب دور حاضر میں اعضاء کا نظر یہ 3.2.3

References: 1,2,4,5,7

3A	3B	3C	3D	3E	3F	3G			
CO 1,CO 2,C0 6,C0 7	Discuss specific Unani definitions and classification of simple and compound organs	2	Lecture	сс	Knows- how	FC,L,L&G D,L&PPT ,L_VC			
CO 1,CO 2,C0 6	Analyze the Definition and Classification of organs according to Unani Medicine.	5	Practical3.2	PSY-MEC	Shows- how	D,DIS,SD L,TPW,X- Ray			
CO 1,CO 2,C0 6,C0 7	Compare and interpret Unani concepts of simple and compound organs with contemporary medicine.	6	Experiential - Learning3.2	AFT-RES	Does	D,DIS,IBL ,JC,KL,LS ,ML,PER, SDL			
نظر بيخليق جنين Unit 3	Unit 3 مب یونانی کے حوالے سے نظر پیکلیق جنین (Concepts of Takhleeq-e Janeen in Unani system of Medicine.)								
ربيه تخليق جنين 3.3.1	(Unani Concepts of Takhleeq Janeen) طب یونانی میں نظ								
References: 2,5,	6,7,10								
3A	3В	3C	3D	3E	3F	3G			
CO 1,CO 2,C0 6	Appraise the Unani Concept of T <i>akhleeq-e Janeen</i> (Embryogenesis).	2	Lecture	CE	Knows- how	DIS,L&PP T ,L_VC			
CO 2,CO 4,C0 7	Illustrate and demonstrate the Unani Concept of Takhleeq-e Janeen (Embryogenesis).	5	Practical3.3	PSY-MEC	Shows- how	DIS,PER			
CO 2,C0 6,C0 7	Analyse the Unani Concept of Takhleeq-e Janeen (Embryogenesis).	6	Experiential -	AFT-SET	Does	C_L,D,DI S,PAL			

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			Learning3.3			
طب یونانی کے حوالے سے نظریہ تخلیق جنین کاجدیدعلم اجنین کے ساتھ موازنہ (.Comparison of Unani Concepts of Takhleeq-e Janeen with Modern human Embryology)						
(Concepts of Embryogenesis in Modern Medicine)طب دور حاضر میں نظریہ تخلیق جنین 3.4.1						
References: 1,2,3,4,31,42,47,49						
3A	3В	3C	3D	3E	3F	3G
CO 1,CO 2,C0 6	Justify the concepts of Takhleeq-e Janeen (Embryogenesis) according to unani system of medicine	3	Lecture	СС	Knows- how	L,L_VC,M nt,PER
CO 1,CO 2,C0 6	llustrate and compare Unani Concepts of Takhleeq-e Janeen (Embryogenesis) with Modern Embryology.	5	Practical3.4	PSY-MEC	Shows- how	D,DIS,PA L
CO 1,CO 2,C0 6	Explore the comparative analysis of Unani Concepts of Takhleeq-e Janeen (Embryogenesis) with Modern Embryology.	7	Experiential - Learning3.4	AFT-SET	Does	D,DIS,JC, PER

Practical Training Activity

Practical 3.1 : Anasir-e-Arba and Modern biochemistry

Total Learning hours- 5 Hours

Activity 1: Teacher Demonstration (2 hours)

The teacher will demonstrate the composition of organs based on *Anasir-e-Arba'a* and modern biochemistry. This includes showcasing techniques for assessing bioelements using 3D/4D models, artificial cadavers, or virtual reality tools, while explaining their applied aspects.

Activity 2: Students' Assessment and Correlation (30 Minutes)

Students will assess the major and minor bioelements within cells and correlate them with *Anasir-e-Arba'a* (earth, air, fire, water), deepening their understanding of organ composition.

Activity 3: Students' Analysis and Categorization (30 Minutes)

Students will analyze the periodic table and categorize bioelements according to Anasir-e-Arba'a, linking classical Unani principles with modern scientific understanding.

Activity 4: Students' Creation (90 Minutes)

Students will create projects or diagrams illustrating the composition of organs based on Anasir-e-Arba'a and its applied aspects, showcasing their knowledge creatively.

Activity 5: Students' Presentation and Reflection (30 Minutes)

Students will present their comparative analysis of Anasir-e-Arba'a and modern scientific elements, reflecting on their practical activities. The teacher will provide a summary and constructive feedback to consolidate their learning.

Practical 3.2 : Definition and classification of Organ

Total Learing Hours: 5 Hours

Activity 1: Teacher Demonstration (1.5 hours)

The teacher will demonstrate the Unani concept of *Takhleeq-e Janeen* (Embryogenesis) and discuss the methodology of practical activities. Following the demonstration, the teacher will assign specific topics for students to explore and engage in practical activities related to *Takhleeq-e Janeen*.

Activity 2: Dissection & Demonstration (1 hour)

Students will observe a demonstration of the Unani concept of *Nutfah* (the initial drop of semen) to understand the initial stages and progression of *Takhleeq-e Janeen* (Embryogenesis). This will be carried out using methods such as dissection, e-dissection, virtual dissection, or 3D/4D embryological models. Virtual reality tools may also be used to explore the stages of *Takhleeq-e Janeen*.

Activity 3: Developmental Defects Demonstration (30 Minutes)

This session will focus on showcasing developmental defects associated with the Unani concept of Takhleeq-e Janeen as documented in classical Unani medical texts.

Activity 4: Poster Making (45 Minutes)

Students will create illustrations, posters, or models depicting the Unani concept of Takhleeq-e Janeen (Embryogenesis) to visually represent their understanding.

Activity 5: Group Discussion (45 Minutes)

A group discussion will be conducted to facilitate a deeper understanding of the Unani concept of Takhleeq-e Janeen (Embryogenesis) through collaborative engagement.

Activity 6: Feedback Session (30 Minutes)

Students will present their insights and findings from practical activities on assigned topics. The teacher will summarize the outcomes and provide constructive feedback to reinforce learning.

Practical 3.3 : Unani Concept of Takhleeq-e Janeen

Total Learning Hours: 5 Hours

Activity 1: Teacher Demonstration (1.5 hours)

The teacher will demonstrate the Unani concept of *Takhleeq-e Janeen* (Embryogenesis) and discuss the methodology of practical activities. Following the demonstration, the teacher will assign specific topics for students to explore and engage in practical activities related to *Takhleeq-e Janeen*.

Activity 2: Dissection Demonstration (1 hour)

Students will observe a demonstration of the Unani concept of *Nutfah* (the initial drop of semen) to understand the initial stages and progression of *Takhleeq-e Janeen* (Embryogenesis). This will be carried out using methods such as dissection, e-dissection, virtual dissection, or 3D/4D embryological models. Virtual reality tools may also be used to explore the stages of *Takhleeq-e Janeen*.

Activity 3: Developmental Defects Demonstration (30 Minutes)

This session will focus on showcasing developmental defects associated with the Unani concept of Takhleeq-e Janeen as documented in classical Unani medical texts.

Activity 4: Poster Making (45 Minutes)

Students will create illustrations, posters, or models depicting the Unani concept of Takhleeq-e Janeen (Embryogenesis) to visually represent their understanding.

Activity 5: Group Discussion (45 Minutes)

A group discussion will be conducted to facilitate a deeper understanding of the Unani concept of Takhleeq-e Janeen (Embryogenesis) through collaborative engagement.
Activity 6: Feedback Session (30 Minutes)

Students will present their insights and findings from practical activities on assigned topics. The teacher will summarize the outcomes and provide constructive feedback to reinforce learning.

Practical 3.4 : Takhleeq-e Janeen and Modern human Embryology

Total Learning Hours: 5 Hours

Activity 1: Teacher Demonstration (1.5 hours)

The teacher will demonstrate a comparison of the Unani concept of *Takhleeq-e Janeen* (Embryogenesis) with modern human embryology and discuss the methodology for practical activities. Specific topics will then be assigned to students.

Activity 2: Hands-on Practice (0.5 hours)

Students will perform practical activities comparing the Unani concept of *Takhleeq-e Janeen* with modern embryology using methods like cadaveric dissection, e-dissection, virtual dissection, artificial cadavers, or 3D/4D models.

Activity 3: Image Analysis & Interpretation (0.5 hours)

Students will observe a demonstration of color Doppler ultrasonography to correlate Unani concepts of *Ilmul Janeen* with modern embryology.

Activity 4: Compare and Contrast (0.5 hours)

Students will explore the similarities and differences between the Unani concept of *Takhleeq-e Janeen* and modern embryology through a hands-on or virtual reality-based activity.

Activity 5: Analyze (0.5 hours)

This session will showcase developmental defects described in classical Unani texts and compare them with those reported in modern embryology.

Activity 6: Comparative Charting & Group Discussion (1 hour)

Students will create charts and diagrams comparing embryogenesis stages in classical Unani texts and modern embryology, followed by a group discussion to consolidate

findings.

Activity 7: Feedback Session (0.5 hours)

Students will present their findings from the practical activities, with the teacher summarizing key outcomes and providing feedback to strengthen learning.

Experiential learning Activity

Experiential-Learning 3.1 : Anasir-e-Arba'a and Temperament

Total Learning hours- 7 Hours

Activity 1: Teacher Demonstration (45 Minutes)

The teacher will demonstrate the composition of organs according to *Anasir-e-Arba'a* and its applied aspects. The session will include a discussion on the experiential learning method, and the teacher will assign specific topics to students for further exploration.

Activity 2: Reflective Journaling (75 Minutes)

Students will engage in experiential learning by creating reflective journals on their experiences with the composition of organs based on *Anasir-e-Arba'a* and its applied aspects. They will also provide commentary on Unani texts, explaining *Arkan Arba'* and the interpretations provided by Unani physicians in chronological order, using their own words.

Activity 3: Exploration (1 hour)

Students will conduct anatomical exploration of human organs based on their composition according to *Anasir-e-Arba'a* and its applied aspects. This exploration will culminate in the creation of a video explaining the concept of *Asbab-e-Wajood* (Cause of Being).

Activity 4: Compare and Contrast (1 hour)

Students will create sequential diagrams, flowcharts, or models of organs, referencing Anasir-e-Arba'a alongside biochemistry and its applied aspects, to highlight key similarities and differences.

Activity 5: Assessment and Analysis (1 hour)

Students will assess the basal metabolic rate (BMR) of healthy individuals to understand the role of *Mizaj* (temperament) in the composition of organs and their function.

Activity 6: Apply Knowledge (2 hours)

Students will design authentic questionnaires to assess the temperament of organs and explore the relationship between their composition and temperament. Following this, students will present their findings, and the teacher will summarize and discuss the experiential learning outcomes.

Experiential-Learning 3.2 : Concepts of simple and compound organs

Total Learning Hours: 6 Hours

Activity 1. Teacher Demonstration (80 Minutes)

The teacher will discuss the Definition of organs and demonstrate Classification of organs in unani system of medicine to the students and will discuss experiential leaning method. The teacher will assign the topic(s) to the students.

Students experiential learning activity

Activity 2.Reflective journalling

Making Reflective journalling on their learning experience related the the Definition of organs and demonstrate the Classification of organs in unani system of medicine or commentary on Unani texts by nterpretating the basic Unani Concepts of simple and compound organs with present Anatomy in their own words. (70 minutes)

Activity 3.Creation

Create flow charts/Illustration and Listing of simple and compound organs through understanding of Unani and present concepts of organs. (60 minutes)

Activity 4. Compilation

Compilation of all Unani Concepts of organs and their inferences in chronological order and built a critical new authentic literature on Unani Concepts of Aza. (60 minutes)

Activity 5. Presentation

- Presentation on the Definition of organs and Classification of organs in unani system of medicine and exploration of the Simple and Compound organs in Unani system of medicine in the light of present anatomy of organs (60 minutes)
- Students will share the experiential learning activity of their assigned topic(s) to the teacher and teacher will discuss and summarise the experiential learning activity to

the students. (30 minutes)

Experiential-Learning 3.3 : Unani Concept of Takhleeq-e Janeen

Total Learning Hours: 6 Hours

Activity 1: Teacher Demonstration (30 Minutes)

The teacher will demonstrate the Unani concept of *Takhleeq-e Janeen* (Embryogenesis) and discuss the experiential learning method. Topics will be assigned to students for further exploration.

Activity 2: Reflective Journaling (1 hour)

Students will engage in experiential learning by creating reflective journals on their experiences with the Unani concept of *Takhleeq-e Janeen*. This includes commentary on Unani texts, explaining concepts and principles in their own words to deepen understanding.

Activity 3: Dissection & Demonstration (1 hour)

Students will observe a demonstration of the Unani concept of *Nutfah* (the initial drop of semen) to understand the beginning stages of *Takhleeq-e Janeen* (Embryogenesis) and its progression. This will be facilitated through dissection, e-dissection, virtual dissection, or similar methods.

Activity 4: Exploration (1 hour)

Students will explore the Unani concept of *Nutfah* and the stages of *Takhleeq-e Janeen* using virtual reality, 3D embryological anatomy software, or augmented reality tools for immersive learning.

Activity 5: Presentation (1 hour)

Students will present their findings on developmental defects associated with the Unani concept of Takhleeq-e Janeen as described in classical Unani medical texts.

Activity 6: Creation (45 Minutes)

Students will create sequential models illustrating the stages of embryogenesis based on the Unani concept of *Takhleeq-e Janeen*.

Activity 7: Discussion (45 Minutes)

Students will share their experiential learning outcomes on assigned topics with the teacher, who will then summarize and discuss the key insights with the class.

Experiential-Learning 3.4 : Takhleeq-e Janeen & Modern Human Embryology

Total Learning Hours: 7 Hours

Activity 1: Teacher's Instruction (30 minutes)

The teacher will demonstrate a comparison between the Unani concept of *Takhleeq-e Janeen* (Embryogenesis) and modern human embryology. This will include an introduction to the experiential learning method, encouraging active engagement. The teacher will conclude by assigning specific topics to students for further exploration.

Activity 2: Reflective Journaling (1.5 hours)

Students will participate in an experiential learning activity, focusing on the comparison between the Unani concept of *Takhleeq-e Janeen* (Embryogenesis) and modern human embryology. They will document their reflections in a journal, detailing their insights, learning experiences, or commentary on Unani texts. This exercise will involve explaining core concepts and principles in their own words to deepen their understanding of the subject.

Activity 3: Compare and Create (1 hour)

Students will engage in a comparative study of *Takhleeq-e Janeen* and modern embryology. Based on their findings, they will create original literature or written work that synthesizes these concepts and reflects a comprehensive understanding.

Activity 4: Virtual Demonstration (1 hour)

Students will explore embryological anatomy by utilizing virtual reality tools to visualize the Unani concept of *Takhleeq-e Janeen* and modern embryology. This immersive activity aims to enhance their comprehension of these frameworks.

Activity 5: Analyze the Modalities (1 hour)

This activity will involve an in-depth analysis of developmental anomalies described in classical Unani medical texts. These will be compared and discussed alongside developmental defects documented in modern human embryology. The session will encourage critical thinking and analysis.

Activity 6: Presentation (1 hour)

Students will present their comparative analysis of the Unani concept of Takhleeq-e Janeen and modern human embryology. Their presentations will highlight similarities and

differences while incorporating diagrams, illustrations, and 3D/4D models to enhance understanding.

Activity 7: Q&A Session (1 hour)

Students will share their experiential learning outcomes on their assigned topics with the teacher and peers. This session will include a discussion and summary by the teacher, consolidating key insights and encouraging active participation.

Modular Assessment	
Assessment method	Hour
Formative Assessment 4 hours	
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 record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C	
Total Marks for this module: 50	
1.Viva Voce(Marks: 10)	
2. Practical Performance /Objective Structured Practical Examination, Marks: 10	
practical performance will be conducted from all units of this module.	4
3. Poster Making/Chart Making/Presentation, Marks: 20	
4. Group Discussion Marks: 10	
Or Any practical in converted form can be taken for assessment. (25 marks) and Any of the experiential as Portfolio/ Refelections / Presentations can be taken as assessment. (25 marks)	

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3C Notional Learning Hours	3D Lecture/ Practical/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/ Shows how/ Knows how/ Know)	3G Teaching Learning Methods
للاقى پېلو : Module 4	Definition, classification, Anatomy of simple organs acc) طب یونانی کے مطابق اعضاء غرردہ کی تعریف ، کقسیم معاط	ording to Unani	system of med	licine and its	applied aspe	ects)
Module Learning (At the end of the	Objectives module, the students should be able to)					
1. Describe the A	Anatomy of Simple organs according to Unani system of Medicine.					
2. Conduct discu	ssion on different types of simple organs of human body according to Unani system of Medici	ine.				
3. Identify the sir	nple organs of human body according to Unani system of Medicine.					
ی کا اطلاقی پہلو Unit 1	طب یونانی کے مطابق عظم کی تعریف ، تقسیم اور از					
ظم کی تعریف 4.1.1	(Definition of bone according to Unani system of medicine) طب یونانی کے مطابق ^ع					
) کا اطلاقی پہلو 4.1.2	Classification and Applied Aspects of Bone according to Un) طب یونانی کے مطابق عظم کی تقشیم اور ان	nani System of M	ledicine)			
References: 2,4,	5,7,11,13,15,30					
3A	3В	3C	3D	3E	3F	3G
CO 1,CO 2,C0 6	Appraise the definition and classification of bone according to Unani system of medicine and its applied aspects.	3	Lecture	CAN	Knows- how	L,L&PPT ,L_VC
CO 2,C0 6	Demonstrate and explain the definition and classification of the Bone according to Unani system of medicine and its applied aspects.	5	Practical4.1	PSY-MEC	Shows- how	CBL,D,D- M,IBL,KL, SDL,SIM
CO 1,CO 2,CO 5,C0 6	Analyze the definition and classification of Bone according to Unani system of medicine and its applied aspects.	7	Experiential - Learning4.1	AFT-SET	Does	CBL,D- M,L&PPT

طب یونانی کے مطابق غضروف کی تعریف ، تقسیم اور ان کا اطلاقی پہلو Unit 2

(Definition of cartilage according to Unani system of medicine) طب یونانی کے مطابق غفروف کی تعریف 4.2.1

(Classification and Applied Aspects of Cartilage in the Unani System of Medicine) طب یونانی کے مطابق عضروف کی تقسیم اور اس کا اطلاقی پہلو 4.2.2

References: 2,4,5,7,13,17,20,30

3A	3B	3C	3D	3E	3F	3G		
CO 2,C0 6,C0 7	Evaluate the definition and classification of membranes according to Unani system of medicine and its applied aspects.	5	Practical4.2	PSY-GUD	Shows- how	CBL,D,D- M,IBL,SI M		
CO 1,CO 2,C0 6	Analyse the definition and classification of membranes according to Unani system of medicine and its applied aspects	6	Experiential - Learning4.2	AFT-RES	Does	D,D- M,IBL,KL, PER,PrBL ,SDL,SIM		
CO 1,CO 2,C0 6	Evaluate and classify the membranes according to Unani system of medicine with its applied aspects.	2	Lecture	CE	Knows- how	L&PPT		
Unit 3 طب یونانی کے مطابق کم کی تعریف، کھیم اور ان کا اطلاقی پہلو 4.3.1 4.3.1 طب یونانی کے مطابق عضلات کی تعریف کھیم اور ان کا اطلاقی پہلو 4.3.2 4.3.2 طب یونانی کے مطابق عضلات کی تقسیم اور ان کا اطلاقی پہلو 4.3.2 (Classification and Applied Aspects of Muscles according to Unani System of Medicine) References: 4,7,11,16,17,20,30								
3A	3B	3C	3D	3E	3F	3G		
CO 2,C0 6,C0 7	Evaluate the definition and classification of muscles according to Unani system of medicine with its applied aspects.	5	Practical4.3	PSY-ADT	Shows- how	D- M,L&GD, L&PPT ,SIM		
CO 1,CO 2,C0 6,C0 7	Explain and analyse the definition and classification of muscles according to Unani system of medicine and its applied aspects.	7	Experiential - Learning4.3	AFT-SET	Does	CBL,D,D- M,DIS,PL		

CO 1,CO 2,C0 6	Define and classify the muscles according to Unani system of medicine and its applied aspects.	3	Lecture	сс	Knows- how	FC,L,L&G D,L&PPT ,L_VC
ی کا اطلاقی پہلو Unit 4	طب یونانی کے مطابق او تاراوررباط کی تعریف ، تقسیم اور ا					
وتر کی تعریف 4.4.1	(Definition of Tendon according to Unani System of Medicine) طب یونانی کے مطابق					
رباط کی تعریف 4.4.2	(Definition of Ligaments according to Unani System of Medicine) طب یونانی کے مطابق					
ى كا اطلاقى پېلو 4.4.3	ا Classification and Applied Aspects of Tendon according to) طب یونانی کے مطابق وتر کی تقتیم اور اتر	Unani System of	f Medicine)			
ى كا اطلاقى پېلو 4.4.4	t Classification and Applied Aspects of Ligament according) طب یونانی کے مطابق رباط کی تقسیم اور ا	to Unani System	of Medicine)			
References: 2,4,	5,6,7,17,18,20,30					
3A	3B	3C	3D	3E	3F	3G
CO 2,C0 6	Explore the definition and classification of blood vessels according to Unani system of medicine and its applied aspects.	5	Practical4.4	AFT-RES	Shows- how	D- M,L&GD, PL
CO 2,C0 6,C0 7	Analyse the definition and classification of blood vessels according to Unani system of medicine and its applied aspects	6	Experiential - Learning4.4	AFT-SET	Does	CBL,D- M,DIS,Pr BL
CO 2,C0 6,C0 7	Assess and classify the blood vessels according to Unani system of medicine and its applied aspects.	3	Lecture	CE	Knows- how	DIS,L,L& PPT
ی کا اطلاقی پہلو Unit 5	طب یونانی کے مطابق اغشیہ کی تعریف ، تقسیم اور ا					
نشاء کی تعریف 4.5.1	(Definition of Membranes according to Unani System of Medicine) طب یونانی کے مطابق					
(Classification and Applied Aspects of Membranes according to Unani System of Medicine) طب یونانی کے مطابق عشاء کی تقسیم اور اس کا اطلاقی پہلو 4.5.2						
References: 2,4,	5,7,17,20,32					
3A	3B	3C	3D	3E	3F	3G
CO 1,CO 2,C0	Demonstrate the definition and classification of cartilage according to Unani system of	5	Practical4.5	AFT-REC	Shows-	CBL,D,D-

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6,C0 7	medicine and its applied aspects.				how	M,L&PPT	
CO 1,CO 2,C0 6,C0 7	Explore the definition and classification of cartilage according to Unani system of medicine and its applied aspects.	6	Experiential - Learning4.5	AFT-SET	Does	CBL,D- M,DIS,PE R,X-Ray	
CO 1,CO 2,C0 6,C0 7	Explore and classify the cartilage according to Unani system of medicine and its applied aspects.	2	Lecture	CAN	Knows- how	L&GD,L& PPT	
ن کا اطلاقی پیلو Unit 6	طب یونانی کے مطابق سم اور اعصاب کی تعریف، کشیم اور ا						
شحم کی تعریف 4.6.1	(Definition of Fat according to Unani System of Medicine) طب یونانی کے مطابق						
ب کی تعریف 4.6.2	(Definition of Nerve according to Unani System of Medicine)طب یونانی کے مطابق عص						
) کا اطلاقی پہلو 4.6.3	Classification and Applied Aspects of Fat according to Una) طب یونانی کے مطابق شخم کی تقسیم اور اس	ini System of Me	dicine)				
) کا اطلاقی پہلو 4.6.4	Classification and Applied Aspects of Nerve according to) طب یونانی کے مطابق عصب کی تقسیم اور اس	Unani System o	of Medicine)				
References:							
3A	3В	3C	3D	3E	3F	3G	
CO 1,CO 2,C0 6,C0 7	Analyse the definition and classification of Tendon and Ligament according to Unani system of medicine and its applied aspects	7	Experiential - Learning4.6	AFT-SET	Does	CBL,D- M,DIS,PE R,PrBL	
CO 1,CO 2,C0 6,C0 7	Demonstrate the definition and classification of Tendon and Ligament according to Unani system of medicine and its applied aspects	5	Practical4.6	AFT-SET	Shows- how	D- M,L&GD, L&PPT	
CO 2,C0 6,C0 7	Evaluate and classify the Tendon and Ligament according to Unani system of medicine and its applied aspects.	2	Lecture	CE	Knows- how	FC,L&GD, L&PPT	
ی کا اطلاقی پیلو Unit 7	طب یونانی کے مطابق عروق دمویہ کی تعریف، تقسیم اور از						
4.7.1 طب یونانی کے مطابق عروق دمویہ کی تعریف (Definition of Blood Vessels according to Unani System of Medicine)							

(Classification and Applied Aspects of Blood Vessels according to Unani System of Medicine) طب یونانی کے مطابق عروق دمویہ کی تقسیم اور ان کا اطلاقی پہلو 4.7.2

References: 2,4,5,7,20,30

	-,-,					
3A	3В	3C	3D	3E	3F	3G
CO 1,CO 2,C0 6,C0 7	Analyse the definition and classification of fats and nerves according to Unani system of medicine and its applied aspects.	7	Experiential - Learning4.7	AFT-SET	Does	CBL,D- M,DIS,PE R,SIM
CO 2,C0 6,C0 7	Assess and classify the fats and nerves according to Unani system of medicine and its applied aspects.	3	Lecture	CE	Knows- how	L&GD,L& PPT
CO 1,CO 2,C0 6,C0 7	Evaluate the definition and classification of fats and nerves according to Unani system of medicine and its applied aspects.	5	Practical4.7	AFT-SET	Does	CBL,D- M,L&PPT ,SIM
ی کا اطلاقی پیلو Unit 8	طب یونانی کے مطابق کٹی ظفر اور شعر کی تعریف، تقسیم اور از					
نخ کی تعریف 4.8.1	(Definition of Bone marrow according to Unani System of Medicine)طب یونانی کے مطابق					
لفر کی تعریف 4.8.2	(Definition of Nail according to Unani System of Medicine)طب یونانی کے مطابق					
نعر کی تعریف 4.8.3	(Definition of Hair according to Unani System of Medicine)طب یونانی کے مطابق ش					
ى كا اطلاقى پېلو 4.8.4	Classification and Applied Aspects of Bone marrow accordin) طب یونانی کے مطابق نخ کی تقسیم اور اتر	ıg to Unani Syste	em of Medicine	e)		
ى كا اطلاقى پېلو 4.8.5	Classification and Applied Aspects of Nail according to Un) طب یونانی کے مطابق ظفر کی تقسیم اور اتر	ani System of M	edicine)			
ى كا اطلاقى پېلو 4.8.6	Classification and Applied Aspects of Hair according to Una طب یونانی کے مطابق شعر کی تقسیم اور اتر	ani System of M	edicine)			
References: 1,2,	3,5,7					
3A	3В	3C	3D	3E	3F	3G
CO 2,C0 6,C0 7	Examine and classify the Bone marrow, nails and hair according to Unani system of medicine and its applied aspects	2	Lecture	CAN	Knows- how	L&GD,L& PPT
CO 1,CO 2,C0 6,C0 7	Investigate the definition and classification of Bone marrow, nails and hair according to Unani system of medicine and its applied aspects.	5	Practical4.8	PSY-GUD	Shows- how	CBL,D- M,L&PPT

						,SIM
CO 1,CO 2,C0 6,C0 7	Analyse the definition and classification of Bone marrow, nails and hair according to Unani system of medicine and its applied aspects.	6	Experiential - Learning4.8	AFT-SET	Does	CBL,D- M,L&PPT ,SIM

Practical Training Activity

Practical 4.1 : Bone and its applied aspects.

Total Learning hours- 5 Hours

Activity 1: Teacher Demonstration (1 hour)

- The teacher will demonstrate the Definition and classification of Bone according to Unani system of medicine and its applied aspects to the students.
- Methods for practical activities will be discussed, and topics will be assigned to students.

Student Practical Activities:

Activity 2 :Demonstration (2 hour): Students will observe demonstration of the applied aspects of Bone according to Unani system of medicine through cadaveric dissection/edissection/virtual dissectionusing 3D/4D models/ real bones/artificial bones/artificial cadaver/Radiographs.

Activity 3 :Bones Identification and sorting (1.5 hour): Students will identify and categorize different bones as described in classical Unani texts and do comparative analysis of bones as mentioned in classical Unani texts with Modern medical texts, highlighting similarities and dissimilarities with real or artificial bones of the human.

Activity 4: Reporting and Summary (30 Minutes):

- Students will present their findings from the practical activities.
- The teacher will summarize and provide feedback on the practical activities.

Practical 4.2 : Membranes and its applied aspects.

Total Learning Hours: 5 Hours

Activity 1: Teacher's Demonstration and Discussion (45 Minutes):

• The teacher will demonstrate the Definition and classification of membranes according to Unani system of medicine and its applied aspects to the students.

- Teacher will discuss Method of practical activity.
- The teacher will assign the topic(s) of practical activity to the students.

Activity 2: Discussion (1 Hour): Students will discuss about definition and classification of membrane as mentioned in the classical Unani texts.

Activity 3: Demonstration (1 Hour): Demonstration of the applied aspects of Membrane according to Unani system of medicine through cadaveric dissection/e-dissection/virtual dissection/ Radiographs/ CT/MRI.

Activity 4: Comparative analysis (1 Hour): Students will Comparatively analyse the Membranes as mentioned in classical Unani texts with Modern medical texts, highlighting similarities and dissimilarities.

Activity 5: Case study (45 Minutes): Students will be divided in to 2-3 groups and they will present a case study about Membrane-Related Diseases/conditions as mentioned in classical unani medical text.

Activity 6: Reporting and Summary (30 Minutes):

- Students will present their findings from the practical activities.
- The teacher will summarize and provide feedback on the practical activities.

Practical 4.3 : Muscles and its applied aspects.

Total Learning Hours: 5 Hours

Activity 1: Teacher's Demonstration and Discussion (1 hour):

- The teacher will demonstrate the Definition and classification of muscles according to Unani system of medicine and its applied aspects to the students.
- Teacher will discuss Method of practical activity.
- The teacher will assign the topic(s) to the students.

Activity 2: Demonstration and Discussion(1 Hour): Demonstration and discussion on applied aspects of muscle according to Unani system of medicine through cadaveric dissection/e-dissection/virtual dissection.

Activity 3: Muscles Sorting (1.5 Hour): Students will sort Muscles from a set of muscles diagrams/ list and categorise the muscles as mentioned in classical unani texts.

Activity 4: Demonstration (1 Hour): Demonstration of the applied aspects of muscle according to Unani system of medicine using 3D/4D models /artificial cadaver/Radiographs.

Activity 5: Reporting and Summary (30 minutes):

- Students will present the outcomes of their practical activities to the teacher.
- The teacher will provide feedback and summarize key learnings for the students.

Practical 4.4 : Blood vessels and its applied aspects

Total Learning Hours: 5 Hours

Activity 1: Teacher's Demonstration and Discussion (1 Hour):

- The teacher will demonstrate the Definition and classification of blood vessels according to Unani system of medicine and its applied aspects to the students.
- Teacher will discuss Method of practical activity.
- The teacher will assign the topic(s) of practical activity to the students.

Activity 2: Demonstration (1.5 Hour): Demonstration of the different types of blood vessel according to Unani system of medicine through cadaveric dissection/edissection/virtual dissection.

Activity 3: Identification and sorting (1 Hour): Students will identifying and label different types of blood vessels, understanding their functions, and examining their structure with diagrams or models or real or artificial Blood vessels of the human body as described in classical Unani texts.

Activity 4: Discussion and Exploration (1 Hour): Students will participate in discussions and presentations about the definition and classification of blood vessels in the Unani system or explore these topics through virtual reality for enhanced understanding.

Activity 5: Reporting and Summary (30 Minutes):

- Students will present their findings from the practical activities.
- The teacher will summarize and provide feedback on the practical activities.

Practical 4.5 : Cartilage

Total Learning Hours: 5 Hours

Activity 1: Teacher's Demonstration and Discussion (1 Hour):

• The teacher will explain the definition and classification of cartilage according to the Unani system of medicine, focusing on its applied aspects.

• The method for practical activities will be discussed, and topics will be assigned to the students.

Activity 2: Dissection or Virtual Exploration (1.5 Hours): Students will analyze the applied aspects of cartilage through cadaveric dissection, e-dissection, or virtual dissection.

Activity 3: Sorting and Classification (1 Hour): Students will categorize cartilage diagrams and create a list based on descriptions in classical Unani texts.

Activity 4: Discussion and Demonstration (1 Hour): Students will engage in discussions and demonstrations on the definition and classification of cartilage, emphasizing its applied aspects in the Unani system of medicine.

Activity 5: Reporting and Summary (30 Minutes):

- Students will present their findings and practical activity outcomes to the teacher.
- The teacher will summarize the activities and provide feedback to the students.

Practical 4.6 : Tendon and Ligament

Total Learning Hours: 5 Hours

Activity 1. Teacher Demonstration (1Hour)

- The teacher will explain the definition and classification of tendons and ligaments as per the Unani system of medicine and their applied aspects.
- The method for practical activities will be discussed, and topics will be assigned to students.

Student Practical Activities:

Activity 2: Dissection or Virtual Exploration (1.5 Hours): Students will observe the applied aspects of tendons and ligaments through cadaveric dissection, e-dissection, or virtual dissection.

Activity 3: Discussion and Demonstration (1 Hour): Students will engage in discussions and demonstrations on the definition and classification of tendons and ligaments, emphasizing their applied aspects.

Activity 4: Sorting and Classification (1 Hour): Students will sort tendons and ligaments and categorizing them based on classical Unani texts, or prepare a classification list following Unani principles.

Reporting and Summary (30 Minutes):

- Students will present the outcomes of their practical activities to the teacher.
- The teacher will provide feedback and summarize the key learnings for the class.

Practical 4.7 : Fats and Nerves

Total Learning Hours: 5 Hours

Activity 1. Teacher Demonstration (1Hour)

- The teacher will explain the definition and classification of fats and nerves according to the Unani system of medicine and their applied aspects.
- The method for practical activities will be discussed, and topics will be assigned to students.

Student Practical Activities:

Activity 2: Dissection Demonstration or Virtual Exploration (1.5 hours): Students will analyse the applied aspects of fats and nerves through cadaveric dissection, e-dissection, or virtual dissection.

Activity 3: Sorting and Classification (1 Hour): Students will categorize diagrams of fats and nerves as per classical Unani texts or prepare a list for classification based on Unani principles

Activity 4: Discussion and Demonstration (1 hour): Students will engage in discussions and demonstrations about the definition and classification of fats and nerves, with a focus on applied aspects.

Activity 5: Reporting and Summary (30 Minutes):

- Students will present the outcomes of their practical activities to the teacher.
- The teacher will provide feedback and summarize the key learning for the class.

$\ensuremath{\mbox{Practical}}$ 4.8 : Bone marrow, Nails and hair

Total Learning Hours: 5 Hours

Activity 1: Teacher's Discussion (1 Hour):

• The teacher will explain the definition and classification of bone marrow, nails, and hair in the Unani system of medicine and their applied aspects.

• The method for practical activities will be discussed, and topics will be assigned to students.

Student Practical Activities:

Activity 2: Demonstration or Exploration (1.5 hours): Students will observe a demonstration or explore the definition and classification of bone marrow, nails, and hair, along with their applied aspects, using virtual reality.

Activity 3: Sorting and Classification(1 Hour): Students will categorize diagrams of bone marrow, nails, and hair as per classical Unani texts or prepare a list for classification based on Unani principles.

Activity 4: 3D/4D Models and Radiographs(1 Hour): Students will examine bone marrow, nails, and hair using 3D/4D models, artificial cadavers, or radiographs for a better understanding of their applied aspects.

Activity 5: Reporting and Summary (30 minutes):

- Students will present the outcomes of their practical activities to the teacher.
- The teacher will provide feedback and summarize key learning for the students.

Experiential learning Activity

Experiential-Learning 4.1 : Bone and its applied aspects.

Total Learning Hours: 7 Hours

Activity 1: Teacher's Demonstration and Discussion (1 hour):

- The teacher will discuss the Definition and classification of Bone according to Unani system of medicine and its applied aspects to the students
- Teaching and learning methods will be discussed, and topics will be assigned to students.

Activity 2:Dissection or Virtual Exploration (1.5 Hours): Students will analyze the applied aspects of bone through cadaveric dissection, e-dissection, or virtual dissection.

Activity 3: 3D/4D Models and Radiographs (1 Hours): Students will examine bone using advanced tools such as 3D/4D models, artificial cadavers, or radiographs for better understanding of applied aspects.

Activity 4: Sorting and Comparative Analysis (1 Hours): Students will identify and classify the bone and create a list based on descriptions in classical Unani texts. They will also

do comparative analyses between classical Unani texts and modern medical texts, highlighting similarities and differences.

Activity5 :Discussion and Demonstration (1 Hour): Students will engage in discussions and demonstrations on the definition and classification of bone, emphasizing its applied aspects in the Unani system of medicine.

Activity 6:Case-Based Study (1 Hour): Students will conduct case studies on diseases or conditions related to bone, as described in classical Unani medical texts.

Activity 7:Reporting and Summary (30 minutes):

- Students will present their experiential learning activities to the teacher.
- The teacher will provide feedback and summarize the activities for the class.

Experiential-Learning 4.2 : Membranes

Total Learning Hours: 6 Hours

Activity 1: Teacher's Discussion and Guidance (1 Hour):

- The teacher will explain the definition and classification of membranes in the Unani system of medicine, emphasizing their applied aspects.
- The experiential learning method will be discussed, and topics will be assigned to students.

Activity 2: Sorting and Classification (1 Hour): Students will sort diagrams of membranes, categorizing them as mentioned in classical Unani texts, or prepare a classification list based on these texts.

Activity 3: Reflective Journaling or Commentary (1 Hour): Students will write reflective journals on their learning experiences or create commentaries on Unani texts, explaining the concepts and principles in their own words.

Activity 4: Discussion and Exploration (1 Hour): Students will participate in discussions and presentations on the definition and classification of membranes or explore the topic further using virtual reality for enhanced understanding.

Activity 5: Case Studies (1.5 Hour): Students will measure membranes for length, width, and thickness to understand their variations and relationships and they will conduct case studies on diseases or conditions related to membranes, as detailed in classical Unani medical texts.

Activity 6: Reporting and Summary (30 Minutes):

• Students will present the outcomes of their experiential learning activities to the teacher.

• The teacher will summarize the activities and provide constructive feedback to the class.

Experiential-Learning 4.3 : Muscles and its applied aspects.

Total Learning Hours: 7 Hours

Activity 1: Teacher's Demonstration and Discussion (1 Hour):

- The teacher will discuss the Definition and classification of muscles according to Unani system of medicine and its applied aspects to the students
- Teacher will discuss Method of practical activity.
- The teacher will assign the topic(s) of practical activity to the students

Activity 2: Muscle Sorting (1 Hour): Muscle Sorting from a set of Muscles diagrams and categorise the Muscles as mentioned in classical unani texts or Classification of Muscles from making a list of Muscles as mentioned classical Unani texts.

Activity 3: Reflective journalling (1 Hour): Making Reflective journalling on their learning experience related the Definition and classification of muscles according to Unani system of medicine and its applied aspects or commentary on Unani texts, explaining the concepts and principles in their own words related to the Definition and classification of muscles according to Unani of muscles according to Unani system of medicine and its applied aspects.

Activity 4:Demonstration (1 Hours): Demonstration of definition and classification of Muscles according to Unani system of medicine and its applied aspects. or Exploration of Definition and classification of Muscles according to Unani system of medicine and its applied aspects through virtual reality.

Activity 5: Debate & Discussion (1 Hour): Students will be divided in 2-3 groups. Students will arrange debate and discussion on definition and classification of muscles as described in classical Unani texts.

Activity 6: Case Study (1.5Hour): Students will be divided in to 3-4 groups and each group of students present a Case study related to muscular diseases/conditions as mentioned in classical unani medical text.

Activity 7: Reporting and Summary (30 Minutes):

- Students will present their findings from the Experiencial activities.
- The teacher will summarize and provide feedback on the practical activities.

Experiential-Learning 4.4 : Blood Vessels

Total Learning Hours: 6 Hours

Activity 1: Teacher's Guidance (1 Hour):

- The teacher will explain the definition and classification of blood vessels according to the Unani system of medicine, emphasizing their applied aspects.
- The experiential learning method will be discussed, and topics will be assigned to students.

Student Experiential Learning Activities:

Activity 2: Identification and Comparative Analysis (1.5 Hours): Students will identify and label blood vessels using diagrams, models, or real/artificial samples, as described in classical Unani texts. They will also perform comparative analyses with modern medical texts to highlight similarities and differences.

Activity 3: Reflective Journaling or Commentary (1 Hour): Students will write reflective journals on their learning experiences or compose commentaries on Unani texts, explaining the concepts and principles in their own words.

Activity 4: Debates, Projects, or Assignments (1 Hour): Students will engage in debates, projects, or assignments focusing on the classification of blood vessels as described in classical Unani texts.

Activity 5: Case Study (1 Hour): Students will conduct case studies on blood vessel-related diseases or conditions as detailed in classical Unani medical texts.

Activity 6: Reporting and Summary (30 Minutes):

- Students will present their experiential learning activities and findings to the teacher.
- The teacher will summarize the activities and provide constructive feedback to the class.

Experiential-Learning 4.5 : Cartilage

Total learning Hours: 6 Hours

Activity 1: Teacher's Discussion (1 Hour):

- The teacher will explain the definition and classification of cartilage according to the Unani system of medicine, emphasizing its applied aspects.
- The experiential learning method will be discussed, and topics will be assigned to students.

Student Experiential Learning Activities:

Activity 2: Identification and Comparative Analysis (1.5 Hours): Students will identify and label cartilage using diagrams, models, or real/artificial samples of the human body. They will also perform a comparative analysis between descriptions in classical Unani texts and modern medical texts, highlighting similarities and differences.

Activity 3: 3D/4D Models and Radiographs (1 Hour): Students will examine cartilage using advanced tools such as 3D/4D models, artificial cadavers, or radiographs for better understanding of applied aspects.

Activity 4: Reflective Journaling or Commentary (1 Hour): Students will reflect on their learning experience or write a commentary on Unani texts, explaining the concepts and principles in their own words regarding the definition and classification of cartilage.

Activity 5: Case-Based Study (1 Hour): Students will conduct case studies on diseases or conditions related to cartilage, as described in classical Unani medical texts.

Activity 6: Reporting and Summary (30 Minutes):

- Students will present their experiential learning activities to the teacher.
- The teacher will summarize the activities and provide feedback on key learning.

Experiential-Learning 4.6 : Tendon and Ligament

Total Learning Hours: 7 Hours

Activity 1: Teacher Demonstration (1Hour)

- The teacher will explain the definition and classification of tendons and ligaments according to the Unani system of medicine, focusing on their applied aspects.
- The experiential learning method will be discussed, and topics will be assigned to students.

Student Experiential Learning Activities:

Activity 2: Identification and Comparative Analysis (1.5 Hours): Students will identify and label tendons and ligaments using models, or real/artificial samples. They will also conduct comparative analyses between classical Unani texts and modern medical texts, highlighting similarities and differences.

Activity 3: Reflective Journaling or Commentary (1 Hour): Students will reflect on their learning experiences or write commentaries on Unani texts, explaining concepts and principles in their own words.

Activity 4: Case Studies (1 Hour): Students will conduct case studies on tendon- and ligament-related diseases or conditions described in classical Unani medical texts.

Activity 5: Debate, Projects, or Assignments (1 Hour): Students will participate in classification-based debates, projects, or assignments related to tendons and ligaments as

mentioned in classical Unani texts.

Activity 6: Discussion and Presentation (1 Hour): Students will engage in discussions and presentations on the definition and classification of tendons and ligaments in the Unani system and explore these topics through virtual reality for a deeper understanding.

Reporting and Summary (30 Minutes):

- Students will present their experiential learning activities to the teacher.
- The teacher will summarize the activities and provide feedback on key findings

Experiential-Learning 4.7 : Fats and Nerves

Total Learning Hours: 7 Hours

Activity 1: Teacher Demonstration (1Hour):

- The teacher will explain the definition and classification of fats and nerves as per the Unani system of medicine, emphasizing their applied aspects.
- The experiential learning method will be discussed, and topics will be assigned to students.

Student Experiential Learning Activities:

Activity 2: Identification and Comparative Analysis (1 hour): Students will identify and label different fats and nerves using diagrams, models, or real/artificial samples. They will also perform a comparative analysis between classical Unani texts and modern medical texts, highlighting similarities and differences.

Activity 3: Reflective Journaling or Commentary (1 hour): Students will write reflective journals on their learning experiences related to the classification of fats and nerves or create commentaries on Unani texts, explaining their concepts in their own words.

Activity 4: Sorting and Classification (1 hour): Students will sort diagrams of fats and nerves and categorize them based on descriptions in classical Unani texts or compile a classification list as mentioned in these texts.

Activity 5: Discussion and Presentation (1 hour): Students will discuss and present on the definition and classification of fats and nerves in the Unani system or explore these topics using virtual reality for an immersive experience.

Activity 6: Case Study (1.5 hours): Students will conduct case studies on diseases/conditions related to fats and nerves as described in classical Unani medical texts.

Activity 7: Reporting and Summary (30 Minutes):

- Students will present their experiential learning activities to the teacher.
- The teacher will summarize the activities and provide feedback on key findings.

Experiential-Learning 4.8 : Bone marrow, Nails and Hair

Total Learning Hours: 6 Hours

Activity 1: Teacher's Discussion and Guidance (1 hour):

- The teacher will explain the definition and classification of bone marrow, nails, and hair in the Unani system of medicine and its applied aspects.
- The experiential learning method will be discussed, and topics will be assigned to students.

Student Experiential Learning Activities:

Activity 2: Dissection Demonstration (1.5 hours): Students will observe and analyze the applied aspects of bone marrow, nails, and hair through cadaveric dissection, e-dissection, or virtual dissection.

Activity 3: Identification and Comparative Analysis (1.5 hour): Students will identify and label bone marrow, nails, and hair using diagrams, models, or real/artificial samples, and perform a comparative analysis between classical Unani texts and modern medical concepts, highlighting similarities and differences.

Activity 4: Case-Based Study (1.5 hour): Students will study diseases or conditions related to bone marrow, nails, and hair as described in classical Unani medical texts.

Activity 5: Reporting and Summary (30 minutes):

- Students will present their experiential learning activities to the teacher.
- The teacher will provide feedback and summarize the key learnings.

Modular Assessment	
Assessment method	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 100 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C	8

Total Marks for this module: 100 1. Short Answer Questions (SAQs) or MCQs (Marks: 20) (4 questions carrying 5 marks each from any 4 Unit) 2. Case Based Assessment (15 Marks) (Case Base assesment will be done realted to the clinical cases or applied aspects of the bones, cartilages, muscles, ligaments, tendons, membranes, fat, nerves, blood vessels, bone marrow, nails, and hair.) 3. Viva Voce (30 Marks) 4. Making Model or Poster Making or Presentation (15 Marks) 5. Debate (20 Marks) and 6. Any practical in converted form can be taken for assessment. (50 marks)	
and 6. Any practical in converted form can be taken for assessment. (50 marks) and Any of the experiential as portfolio/ refelections / presentations can be taken as assessment. (50 marks)	

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3C Notional Learning Hours	3D Lecture/ Practical/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/ Shows how/ Knows how/ Know)	3G Teaching Learning Methods
Module 5 : للاقى پہلو Medicine)	Definition, Classification, Anatomy and Applied a) طب یونانی کے مطابق اعضاء مرتبہ کی تعریف تقسیم اور تشریح مع ا	spects of compo	ound organs ac	ccording to U	Inani system	of
Module Learning (At the end of the	Objectives module, the students should be able to)					
1. Appraise the D	Definition, Classification and Anatomy of Compound organs of human body according to Unar	ni system of Mec	licine.			
2. Analyze the co	ncept of compound organs of human body and its classification and anatomy according to Ur	nani system of M	ledicine.			
3. Identify the Pri Medicine.	ncipal organs and accessory organs of <i>A'aza-e- Nafsaniya</i> , <i>A'aza-e- Haiwaniyah</i> , <i>A'aza-e- T</i>	<i>abaiya</i> and A'az	a-e- Tanasuliy	ah accordin	g to Unani sy	/stem of
ئیسہوغیررئیسہ Unit 1 Accessory orgar)	اعضاءم کبہ کاتعارف دھیم بلحاظ اعضاءر) (Introduction of compound organs and Its classification according to ((ns)	A'aza-e- Ra'ees	sa (Principal o	organs) and \tilde{A}	A'aza-e- Gha	ir Ra'eesa
، مر سبه کا تعارف5.1.1	(Introduction of compound organs) اعضاء					
رئيسه و غير رئيسه 5.1.2	Classification of compound organs according to Principal and Acess) اعضاء مرتبه کی تقشیم بلحاظ اعضاء ر	sory organs)				
References: 1,2,	3					
3A	3B	3C	3D	3E	3F	3G
CO 1,CO 2,C0 6	Describe compound organs and Its classification according to A'aza-e- Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs).	2	Lecture	сс	Knows- how	L,L&GD,L &PPT ,L_VC
CO 1,CO 2,C0 6	Illustrate and categorized compound organs according to A'aza-e- Ra'eesa (Principal organs) and Ã'aza-e- Ghair Ra'eesa (Accessory organs).	4	Practical5.1	PSY-MEC	Shows- how	D,D- BED,D- M,FC,LRI,

						PER,X- Ray
CO 1,CO 2,C0	Analyze the introduction of compound organs and Its classification according to A'aza-e-	6	Experiential		Deep	BS,C_L,J
6	Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs).	0	- Learning5.1	AFT-SET	Does	C,KL,PER
، نفسیم و تشریخ Unit 2	Introduction, Classification and Anatomy of A'aza-e- Haiwaniyah (Organs for ci) عضاءتيوانيه كاتعارف	irculation and res	spiration).			
نيه كا تعارف 5.2.1	اعضاء حيوا Introduction of <i>A'aza-e- Haiwaniyah (</i> Organs for circulation and respiration).					
ن تقسيم و تشريح 5.2.2	اعضاء حيوانيه					
Classification an	d Anatomy of A'aza-e- Haiwaniyah (Organs for circulation and respiration).					
References: 1,2	3,7,11,12,13					
ЗA	3B	3C	3D	3E	3F	3G
CO 1,CO 2,C0 6	Describe Classification and Anatomy of A'aza-e- Haiwaniyah (organs of blood circulation and respiration).	3	Lecture	сс	Knows- how	L&GD,L& PPT ,L_VC
CO 1,CO 2,C0 6	Illustrate and demonstrate the Introduction, Classification and Anatomy of A'aza-e- Haiwaniyah (organs of blood circulation and respiration) .	4	Practical5.2	PSY-MEC	Shows- how	D,D- M,DIS,L_ VC,PT
CO 1,CO 2,C0	Analyze the Anatomy of A'aza-e- Haiwaniyah (organs of blood circulation and respiration)	6	Experiential		Deee	BS,DIS,IB
6	according to Unani System of Medicine.	6	- Learning5.2	AFI-SEI	Does	S,Mnt
ے، تقسیم وتشریخ Unit 3	Introduction, Classification and Anatomy of A'aza-e- Nafsaniya (organs for ps) اعضاءنفسانيه كاتعارأ	ychic functions)				
521 HIK 1						
مسانية 6 فكارف 1.0.0	اعضاء					
المسائية فالعارف (Introduction of .	اعضاء 4 <i>'aza-e- Nafsaniya</i> (organs for psychic functions))					
مسانیہ 6 محارف 1.3.1 (Introduction of)	اعضاء أ 4 <i>'aza-e- Nafsaniya</i> (organs for psychic functions))					

(Classification and Anatomy of A'aza-e- Nafsaniya (organs for psychic functions))

References: 1,2,5,7,13,16

	,0,1,10,10					
3A	3В	3C	3D	3E	3F	3G
CO 1,CO 2,C0 6	Describe the Introduction, Classification and Anatomy of A'aza-e- Nafsaniya (organs of psychic functions).	3	Lecture	сс	Shows- how	L,L&GD,L &PPT ,L_VC
CO 1,CO 2,C0 6	Demonstrate the A'aza-e- Nafsaniya (organs of psychic functions) according to Unani System of medicine	4	Practical5.3	AFT-REC	Shows- how	D,D- M,FC,L&P PT ,PT
CO 1,CO 2,C0 6	Analyze the Introduction, Classification and Anatomy of A'aza-e- Nafsaniya (organs of psychic functions).	6	Experiential - Learning5.3	AFT-SET	Does	BS,DIS,IB L,JC,KL,L S,Mnt,PE R,SIM
، تفسیم و تشریخ Unit 4	Introduction, classification and Anatomy of A'aza-e- Tabaiya (organs for nutritic) اعضاءطبيتيه كاتعارف	on and growth))				
ہیچیہ کا تعارف 5.4.1	اعضاء					
•••						
(Introduction of)	A'aza-e-Tabaiya (organs for nutrition and growth))					
ی تقسیم و تشریح 5.4.2	اعضاء طبيحبير كح					
(Classification a	nd Anatomy of <i>A'aza-e- Tabaiya</i> (organs for nutrition and growth))					
References: 1,2	,3,5,7,8					
3A	3В	3C	3D	3E	3F	3G
CO 1,CO 2,C0 6	Describe the Introduction, classification and Anatomy of A'aza-e- Tabaiya (organs of nutrition and growth).	2	Lecture	сс	Knows- how	L,L&GD,L &PPT ,L_VC
CO 1,CO 2,C0 6	Demonstrate and discuss the Introduction, classification and Anatomy of <i>A'aza-e-Tabaiya</i> (organs of nutrition and growth).	4	Practical5.4	PSY-GUD	Shows- how	D,DL,D- M,DIS,Pr BL,SIM,T UT
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		1	T			·			
CO 1,CO 2,C0 6	Analyze the Introduction, classification and Anatomy of A'aza-e- Tabaiya (organs of nutrition and growth).	6	Experiential - Learning5.4	AFT-SET	Does	BS,C_L,D IS,JC,LS, Mnt,PER, PrBL			
Unit 5 اعضاء تناسليه كاتعارف، تقسيم وتشريح Introduction, Classification and Anatomy of A'aza-e- Tanasuliyah (organs for Reproduction)									
اعضاء تناسليه كالتعارف 5.5.1									
Introduction of A'aza-e- Tanasuliyah (organs for Reproduction)									
ی تقتیم و تشریح5.5.2	اعضاء تناسلیه کی تقسیم و تشری 5.5.2								
Classification an	Classification and Anatomy of A'aza-e- Tanasuliyah (organs for Reproduction)								
References: 1,3,4,5,6,10,11									
3A	3B	3C	3D	3E	3F	3G			
1,2,6,7	Describe the Introduction, classification and Anatomy of A'aza-e- Tanasuliyah (organs of Reproduction).	2	Lecture	сс	Knows- how	FC,L,L&G D,L&PPT ,L_VC			
CO 1,CO 2,C0 6	Demonstrate and discuss the Introduction, classification and Anatomy of A'aza-e- Tanasuliyah (organs of Reproduction).	4	Practical5.5	PSY-ADT	Shows- how	D,DL,D- M,FC,PT, TBL,TUT			
CO 1,CO 2,C0 6	Expalin and analyze the Introduction, classification and Anatomy of A'aza-e- Tanasuliyah (organs for reproduction).	6	Experiential - Learning5.5	AFT-SET	Does	BS,DIS,IB L,KL,LS, Mnt,PER, PrBL,SDL			
Unit 6 اعضاء شيوانيه كاعضامير وموديه كاليتاني نظريه (Unani Concepts of Pre-serving and Post- Serving organs of A'aza-e- Haiwaniyah)									
یہ قایونانی تظریبہ Unit 6	Unani Concepts of Pre-serving and Post- Serving organs of A'aza-e- Ha) اعضاء حيوانيه کے اعضام بيدومود	aiwaniyah)							
یہ کایونانی تظریبہ Onit 6 یُہ کا یونانی نظر یہ 5.6.1	اعضاء حيوانيہ کے اعضام بيدومود (Unani Concepts of Pre-serving and Post- Serving organs of A'aza-e- H، اعضاء حيوانيہ کے اعضام	aiwaniyah)							
یہ کا یونانی نظر سے Unit 6 یئہ کا یونانی نظر ہے 5.6.1 (Unani Concept)	اعضاد حيوانيہ کے اعضام سينہ و مود (Unani Concepts of Pre-serving and Post- Serving organs of A'aza-e- H اعضاء حيوانيہ کے اعضام s of Pre-serving organs of A'aza-e- Haiwaniyah)	aiwaniyah)							

(Unani Concepts of Post- Serving organs of A'aza-e- Haiwaniyah)

References: 1,2,3,4,5,6,7,11

3A	3В	3C	3D	3E	3F	3G
CO 1,CO 2,C0 6	Describe the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah.	2	Lecture	сс	Knows- how	L,L&GD,L &PPT ,L_VC
CO 1,CO 2,C0 6	Illustrate and Demonstrate the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah.	5	Practical5.6	PSY-MEC	Shows- how	D,D- M,DIS,IB L,SIM
CO 1,CO 2,C0 6	Analyze the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah.	6	Experiential - Learning5.6	AFT-RES	Does	D- M,DIS,IB L,JC,LS, Mnt
به کایونانی نظر سی Unit 7	Unani Concepts of Pre-serving and Post- Serving organs of A'aza-e- N) اعضاء نفسانیہ کے اعضاء میپر ومود ہ	lafsaniya)				
ل کا یونانی نظر یہ 5.7.1	اعضاء نفسانیہ کے اعضاء میں					
(Unani Concep	ts of Pre-serving organs of A'aza-e- Nafsaniya)					
يه كايونانى نظرىيـ5.7.2	اعضاء نفسانیہ کے اعضاء مود					
(Unani Concep	ts of Post- Serving organs of A'aza-e- Nafsaniya)					
References: 1.2	34578					
3A	3B	3C	3D	3E	3F	3G
CO 1,CO 2,C0 6	Describe the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah.	2	Lecture	сс	Knows- how	L,L&GD,L &PPT ,L_VC
CO 1,CO 2,C0 6	Illustrate and Demonstrate the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah.	5	Practical5.7	PSY-GUD	Shows- how	D,D-M,PT
CO 1,CO 2,C0	Analyze the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e-	5	Experiential	AFT-SET	Does	D,DIS,JC,

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6	Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah.		- Learning5.7			LS,Mnt		
Unit 8 اعضاءطيعيد كاعضامير وموديد كايوناني نظريد (Unani Concepts of Pre-serving and Post- Serving organs of A'aza-e- Tabaiya)								
اعضاء طبیعیہ کے اعضا میٹہ کا یونانی نظر یہ 5.8.1								
(Unani Concepts of Pre-serving organs of A'aza-e- Tabaiya)								
اعضاء طبیعیہ کے اعضا مودیہ کا یونانی نظر یہ 5.8.2								
(Unani Concept	(Unani Concepts of Post- Serving organs of A'aza-e- Tabaiya)							
References: 1,2,3,4								
3A	3В	3C	3D	3E	3F	3G		
CO 1,CO 2,C0 6	Describe the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah.	2	Lecture	сс	Knows- how	L,L&GD,L &PPT ,L_VC		
CO 1,CO 2,C0 6	Illustrate and Demonstrate the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah.	5	Practical5.8	PSY-GUD	Shows- how	D- M,DIS,PT ,PER,SIM ,TUT		
CO 1,CO 2,C0 6	Analyze the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah.	6	Experiential - Learning5.8	AFT-SET	Does	D,D- M,DIS,IB L,LS,Mnt, PER,PrBL		
Unit 9 اعضاء تناسليه كاعضاء مينه وموديه كايوناني نظريه (Unani Concepts of Pre-serving and Post- Serving organs of A'aza-e- Tanasuliyah)								
اعضاء تناسلیہ کے اعضاء مہیٰہ کا یونانی نظر یہ 5.9.1								
(Unani Concepts of Pre-serving organs of A'aza-e- Tanasuliyah)								

اعضاء تناسلیہ کے اعضاء مودیہ کا یونانی نظریہ 5.9.2

(Unani Concepts of Post- Serving organs of A'aza-e- Tanasuliyah)

References: 1,2,3,4,5

3A	3В	3C	3D	3E	3F	3G
CO 1,CO 2,C0 6	Describe the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah.	2	Lecture	сс	Knows- how	L,L&GD,L &PPT ,L_VC
CO 1,CO 2,C0 6	Illustrate and Demonstrate the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah.	5	Practical5.9	PSY-GUD	Shows- how	D- M,DIS,PT ,SIM
CO 1,CO 2,C0 6	Analyze the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah.	5	Experiential - Learning5.9	AFT-SET	Does	D,D- M,DIS,LS, TBL

Practical Training Activity

Practical 5.1: Compound organs according to A'aza-e- Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs).

Total Learning Hours: 4 Hours

Activity 1:Teacher Demonstration (30 minutes)

The teacher will discuss the introduction of compound organs and Its classification according to A'aza-e- Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs) to the students and will discuss Method of practical activity. The teacher will assign the topic(s) to the students.

Students practical activity

Activity 2:Sorting (35 minutes)

Sorting of compound organs from a set of organs's diagrams and categorise the compound organs as A'aza-e- Ra'eesa (Principal organs) or Á'aza-e- Ghair Ra'eesa (Accessory organs), mentioned in classical unani texts or Classification of compound organs as A'aza-e- Ra'eesa (Principal organs) or Á'aza-e- Ghair

Ra'eesa (Accessory organs) from making a list of compound organs as mentioned in classical Unani texts.

Activity 3:Identification and labelling (35 minutes)

Identification and labelling of A'aza-e- Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs) from diagrams or models or organs of the human cadaver as described in classical Unani texts.

Activity 4: Examination (35 minutes)

Clinical Examinations of compound organs on Living subjects.

Activity 5:Cadaver and radiographs Demonstration (35 minutes)

Demonstration on A'aza-e- Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs) as mentioned in unani medical texts through 3D/4D models/Artificial cadaver and radiographs.

Activity 6:Exploration

- Anatomical exploration of compound organs and Its classification according to A'aza-e- Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs) as mentioned in unani medical texts through virtual reality.(35 minutes)
- Students will report the practical activity of their assigned topic(s) and teacher will summarize the practical activity to the students.(35 minutes)

Practical 5.2 : A'aza-e- Haiwaniyah (organs of blood circulation and respiration)

Total Learning Hours; 4 Hours

Activity 1: Teacher Demonstration (60 minutes)

The teacher will discuss the Introduction, Classification and Anatomy of *A'aza-e- Haiwaniyah* (organs of blood circulation and respiration) to the students and will discuss Method of practical activity. The teacher will assign the topic(s) to the students.

Students practical activity

Activity 2: Sorting (60 minutes)

A'aza-e- Haiwaniyah (organs for blood circulation and respiration) Sorting from a set of organs's diagrams and categorise the A'aza-e- Haiwaniyah as mentioned in classical unani texts or Classification of A'aza-e- Haiwaniyah (organs for blood circulation and respiration) from making a list of organs as mentioned in classical Unani texts.

Activity 3: Exploration (60 minutes)

Exploration of the Anatomy of A'aza-e- Haiwaniyah (organs of blood circulation and respiration) from dissection/e-dissection/ virtual dissection of cadaver as mentioned in unani medical texts or exploration of anatomy of A'aza-e- Haiwaniyah (organs of blood circulation and respiration) as mentioned in unani medical texts through virtual reality.

Activity 4: Examinations

- Demonstration and examinations of anatomy of *A'aza-e- Haiwaniyah* as mentioned in unani medical texts through 3D/4D models/Artificial cadaver or Living subjects. (30 minutes)
- Students will report the practical activity of their assigned topic(s) and teacher will summarize the practical activity to the students. (30 minutes)

Practical 5.3 : A'aza-e- Nafsaniya (organs of psychic functions)

Total Learning Hours: 4 Hours

Activity 1. Teacher Demonstration (30 minutes)

The teacher will discuss the Introduction, Classification and Anatomy of A'aza-e- Nafsaniya (organs of psychic functions) to the students and will discuss Method of practical activity. The teacher will assign the topic(s) to the students.

Activity 2. Sorting (45 minutes)

The students will perform practical activity related to the Introduction, Classification and Anatomy of A'aza-e- Nafsaniya through, A'aza-e- Nafsaniya (organs of psychic functions)Sorting from a set of organs's diagrams and categorise the A'aza-e- Nafsaniya as mentioned in classical unani texts or Classification of A'aza-e- Nafsaniya (organs of psychic functions)from making a list of organs as mentioned in classical Unani texts.

Activity 3. Practical Performance (45 minutes)

Identify and label different A'aza-e- Nafsaniya (organs for psychic functions) from diagrams or models of organs of the human body to as described in classical Unani texts.

Activity 4. Exploration (45 minutes)

Exploration of the Anatomy of A'aza-e- Nafsaniya (organs of psychic functions) from dissection/e-dissection/ virtual dissection of cadaver as mentioned in unani medical texts or exploration of anatomy of A'aza-e- Nafsaniya (organs of psychic functions) as mentioned in unani medical texts through virtual reality.

Activity 5. Cadaver/ Radiohraph Demonstration

- Demonstration of anatomy of A'aza-e- Nafsaniya as mentioned in unani medical texts through 3D/4D models/Artificial cadaver, radiograph and living subjects. (45 minutes)
- Students will report the practical activity of their assigned topic(s) and teacher will summarize the practical activity to the students.(30 minutes)

Practical 5.4 : *A'aza-e- Tabaiya* (organs of nutrition and growth)

Total Learning Hours: 4

Activity 1. Teacher Demonstration (30 minutes)

The teacher will discuss the Introduction, Classification and Anatomy of A'aza-e- Tabaiya (organs of nutrition and growth) to the students and will discuss Method of practical activity. The teacher will assign the topic(s) to the students.

Students Practical activity

Activity 2.Sorting (45 minutes)

A'aza-e- Tabaiya (organs of nutrition and growth)Sorting from a set of organs's diagrams and categorise the A'aza-e- Tabaiya as mentioned in classical unani texts or Classification of A'aza-e- Tabaiya (organs of nutrition and growth)from making a list of organs as mentioned in classical Unani texts.

Activity 3. Identification and Labelling (45 minutes)

A'aza-e- Tabaiya (organs of nutrition and growth) from diagrams or models of organs of the human body to identify and label different A'aza-e- Tabaiya as described in classical Unani texts.

Activity 4. Exploration (30 minutes)

Exploration of the Anatomy of A'aza-e- Tabaiya (organs of nutrition and growth) from dissection/e-dissection/ virtual dissection of cadaver as mentioned in unani medical texts

or exploration of anatomy of A'aza-e- Tabaiya (organs of nutrition and growth) as mentioned in unani medical texts through virtual reality.

Activity 5.Illustration Making (30 minutes)

Making illustrations, posters/charts/Models of anatomy of A'aza-e- Tabaiya mentioned in classical unani medical texts.

Activity 6. Cadaver/Radiograph Demonstration

- Demonstration of anatomy of A'aza-e- Tabaiya as mentioned in unani medical texts through 3D/4D models/Artificial cadaver, Radiograph and Living subjects. (30 minutes)
- Students will report the practical activity of their assigned topic(s) and teacher will summarize the practical activity to the students. (30 minutes)

Practical 5.5 : A'aza-e- Tanasuliyah (organs of Reproduction).

Total Learning Hours: 4 Hours

Activity 1. Teacher Demonstration (30 minutes)

The teacher will discuss the Introduction, Classification and Anatomy of A'aza-e- Tanasuliyah (organs of reproduction) to the students and will discuss Method of practical activity. The teacher will assign the topic(s) to the students.

Activity 2. Sorting (45 minutes)

The students will perform practical activity related to the Introduction, Classification and Anatomy of A'aza-e- Tanasuliyah through, A'aza-e- Tanasuliyah (organs of reproduction)Sorting from a set of organs's diagrams and categorise the A'aza-e- Tanasuliyah as mentioned in classical unani texts or Classification of A'aza-e- Tanasuliyah (organs of reproduction)from making a list of organs as mentioned in classical Unani texts.

Activity 3. Identification and Labelling (45 minutes)

A'aza-e- Tanasuliyah (organs of reproduction) from diagrams or models of organs of the human body to identify and label different A'aza-e- Tanasuliyah as described in classical Unani texts.

Activity 4. Exploration (45 minutes)

Exploration of the Anatomy of A'aza-e- Tanasuliyah (organs of reproduction) from dissection/e-dissection/ virtual dissection of cadaver as mentioned in unani medical texts or

exploration of anatomy of A'aza-e- Tanasuliyah (organs of reproduction) as mentioned in unani medical texts through virtual reality.

Activity 5.Discussion

- Demonstration of anatomy of A'aza-e- Tanasuliyah as mentioned in unani medical texts through 3D/4D models/Artificial cadaver. (45 minutes)
- Students will report the practical activity of their assigned topic(s) and teacher will summarize the practical activity to the students. (30 minutes)

Practical 5.6: A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah.

Total Learning Hours: 5 Hours

Activity 1. Teacher Demonstration

The teacher will demonstrate the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah to the students and will discuss Method of practical activity. The teacher will assign the topic(s) to the students. (60 minutes)

Student Practical activity

Activity 2.Sorting

Sorting of compound organs from a set of organs's diagrams and categorise the A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah ,mentioned in classical unani texts. (60 minutes)

Activity 3. Identification and labelling

Identification and labelling of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah from diagrams or models or organs of the human cadaver as described in classical Unani texts (60 minutes)

Activity 4. Anatomical exploration

Demonstration of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah as mentioned in unani medical texts through 3D/4D models/Cadaver/Artificial cadaver/radiographs or Anatomical exploration of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah as mentioned in unani medical texts through virtual reality.

Activity 5. Feedback and Reporting
Students will report the practical activity of their assigned topic(s) and teacher will summarize the practical activity to the students. (60 minutes)

Practical 5.7 : A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah.

Total Learning Hours (5 Hours)

Activity 1. Teacher Demonstration (30 minutes)

The teacher will demonstrate the Unani Concepts of A'aza-e- Nafsaniya (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah to the students and will discuss Method of practical activity. The teacher will assign the topic(s) to the students.

Students Practical activity

Activity 2.Sorting (60 minutes)

Sorting of compound organs from a set of organs's diagrams and categorise the A'aza-e- Nafsaniyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah, mentioned in classical unani texts.

Activity 3. Identification and Labelling (60 minutes)

Identification and labelling of A'aza-e- Nafsaniyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah from diagrams or models or organs of the human cadaver as described in classical Unani texts.

Activity 4.Illustration Making (60 minutes)

Making illustrations, posters/charts/Models of the anatomy A'aza-e- Nafsaniyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyahmentioned in classical unani medical texts.

Activity 5. Anatomical exploration

- Demonstration of A'aza-e- Nafsaniyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah as mentioned in unani medical texts through 3D/4D models/Cadaver/Artificial cadaver/radiographs or Anatomical exploration of A'aza-e- Nafsaniyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post-Serving organs) of A'aza-e- Nafsaniyahas mentioned in unani medical texts through virtual reality.(60 minutes)
- Students will report the practical activity of their assigned topic(s) and teacher will summarize the practical activity to the students. (30 minutes)

Practical 5.8 : A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah.

Total Learning Hours: 5 Hours

Activity 1. Teacher Demonstration (60 minutes)

The teacher will demonstrate the Unani Concepts of A'aza-e- Tabaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah to the students and will discuss Method of practical activity. The teacher will assign the topic(s) to the students.

Activity 2. Identification and labelling (60 minutes)

The students will perform practical activity related to the role of the Unani Concepts of A'aza-e- Tabaiyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah through, Identification and Iabelling of A'aza-e- Tabaiyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyahfrom diagrams or models or organs of the human cadaver as described in classical Unani texts.

Activity 3. Presentation (60 minutes)

Presentation on A'aza-e- Tabaiyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyahas mentioned in unani medical texts through 3D/4D models/Cadaver/Artificial cadaver/radiographs or Anatomical exploration of A'aza-e- Tabaiyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah as mentioned in unani medical texts through virtual reality.

Activity 4.Illustrations Making

- Making illustrations, posters/charts/Models of the anatomy A'aza-e- Tabaiyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah mentioned in classical unani medical texts.(60 minutes)
- Students will report the practical activity of their assigned topic(s) and teacher will summarize the practical activity to the students.(60 minutes)

Practical 5.9 : A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah.

Total learning Hours: 5 Hours

Activity 1: Teacher Demonstration (90 minutes)

The teacher will demonstrate the Unani Concepts of A'aza-e- Tanasuliyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah to the students and will discuss Method of practical activity. The teacher will assign the topic(s) to the students.

Students practical activity

Activity 2:Sorting (30 minutes)

Sorting of compound organs from a set of organs's diagrams and categorise the A'aza-e- Tanasuliyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah, mentioned in classical unani texts.

Activity 3: Cadaver discussion (30 minutes)

Identification and labelling of Pre-serving organs and Post- Serving organs of A'aza-e- Tanasuliyahf rom diagrams or models or organs of the human cadaver as described in classical Unani texts.

Activity 4:Demonstration (60 minutes)

Demonstration of A'aza-e- Tanasuliyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah as mentioned in unani medical texts through 3D/4D models/Cadaver/Artificial cadaver/radiographs or Anatomical exploration of A'aza-e- Tanasuliyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah as mentioned in unani medical texts through virtual reality.

Activity 5: Illustrations Making

- Illustrations, posters/charts/Models of the anatomy A'aza-e- Tanasuliyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah mentioned in classical unani medical texts. (60 minutes)
- Students will report the practical activity of their assigned topic(s) and teacher will summarize the practical activity to the students.(30 minutes)

Experiential learning Activity

Experiential-Learning 5.1 : Compound organs: classification according to A'aza-e- Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs).

Total Learning Hours: 6 Hours

Activity 1:Teacher Demonstration (30 minutes)

The teacher will discuss the introduction of compound organs and Its classification according to A'aza-e- Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs) to the students and will experential learning method. The teacher will assign the topic(s) to the students.

Students experiential learning activity

Activity 2: Identification and labelling (60 minutes)

Identification and labelling of A'aza-e- Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs) from diagrams or models or organs of the human cadaver as

described in classical Unani texts.

Activity 3: Reflective journalling (60 minutes)

Making Reflective journalling on their learning experience related the introduction of compound organs and Its classification according to A'aza-e- Ra'eesa (Principal organs) and Ã'aza-e- Ghair Ra'eesa (Accessory organs) or commentary on Unani texts, explaining the concepts and principles in their own words related to the introduction of compound organs and Its classification according to A'aza-e- Ra'eesa (Principal organs) and Ã'aza-e- Ghair Ra'eesa (Accessory organs).

Activity 4: Presentation (45 minutes)

Presentation on A'aza-e- Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs) as mentioned in unani medical texts through 3D/4D models/Artificial cadaver/radiographs.

Activity 5: Illustrations Making (60 minutes)

Making illustrations, posters/charts/Models of anatomy of anatomy and classification of A'aza-e- Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs) mentioned in classical unani medical texts.

Activity 6: Debate

- Debate or group discussion and Projects or assignments on the introduction of compound organs and Its classification according to A'aza-e- Ra'eesa (Principal organs) and Ã'aza-e- Ghair Ra'eesa (Accessory organs) as described in classical Unani medical texts.(60 minutes)
- Students will share the experiential learning activity of their assigned topic(s) and teacher will summarise the experiential learning activity to the students. (45 minutes)

Experiential-Learning 5.2 : A'aza-e- Haiwaniyah (organs of blood circulation and respiration)

Total Learning Hours: 6 Hours

Activity 1. Teacher Demonstration (30 minutes)

The teacher will discuss the Introduction, Classification and Anatomy of A'aza-e- Haiwaniyah (organs of blood circulation and respiration) to the students and will experential learning method. The teacher will assign the topic(s) to the students.

Activity 2. Identification & Labelling (60 minutes)

The students will engage in experiential learning activity related to the Introduction, Classification and Anatomy of A'aza-e- Haiwaniyah through. A'aza-e- Haiwaniyah (organs

of blood circulation and respiration) from diagrams or models of organs of the human body to identify and label different A'aza-e- Haiwaniyah as described in classical Unani texts.

Activity 3.Reflective journalling (60 minutes)

Making Reflective journalling on their learning experience related the Introduction, Classification and Anatomy of A'aza-e- Haiwaniyah (organs of blood circulation and respiration) or commentary on Unani texts, explaining the concepts and principles in their own words related to the Introduction, Classification and Anatomy of A'aza-e- Haiwaniyah (organs of blood circulation and Anatomy of A'aza-e- Haiwaniyah (organs of blood circulation).

Activity 4. Exploration (60 minutes)

Exploration of the Anatomy of A'aza-e- Haiwaniyah (organs of blood circulation and respiration) from dissection/e-dissection/ virtual dissection of cadaver as mentioned in unani medical texts or exploration of anatomy of A'aza-e- Haiwaniyah (organs of blood circulation and respiration) as mentioned in unani medical texts through virtual reality.

Activity 5.Illustration Making (60 minutes)

Making illustrations, posters/charts/Models of anatomy of A'aza-e- Haiwaniyah mentioned in classical unani medical texts.

Activity 6.Debate/Group Discussion

- Debate or group discussion and Projects or assignments on the Introduction, Classification and Anatomy of A'aza-e- Haiwaniyah (organs of blood circulation and respiration) as described in classical Unani medical texts. (60 minutes)
- Students will share the experiential learning activity of their assigned topic(s) and teacher will summarise the experiential learning activity to the students.(30 minutes)

Experiential-Learning 5.3 : A'aza-e- Nafsaniya (organs of psychic functions).

Totla Learning Hours (6 Hours)

Activity 1. Teacher Demonstration (30 minutes)

The teacher will discuss the Introduction, Classification and Anatomy of A'aza-e- Nafsaniya (organs of psychic functions) to the students and will experiential learning method. The teacher will assign the topic(s) to the students.

Students experiential learning activity

Activity 2. Exploration (60 minutes)

Exploration of the Anatomy of A'aza-e- Nafsaniya (organs of psychic functions) from dissection/e-dissection/ virtual dissection of cadaver as mentioned in unani medical texts or exploration of anatomy of A'aza-e- Nafsaniya (organs of psychic functions) as mentioned in unani medical texts through virtual reality.

Activity 3.Reflective journalling (60 minutes)

Making Reflective journalling on their learning experience related the Introduction, Classification and Anatomy of A'aza-e- Nafsaniya (organs of psychic functions) or commentary on Unani texts, explaining the concepts and principles in their own words related to the Introduction, Classification and Anatomy of A'aza-e- Nafsaniya (organs of psychic functions).

Activity 4. Identification and Labelling (60 minutes)

A'aza-e- Nafsaniya (organs of psychic functions) from diagrams or models of organs of the human body to identify and label different A'aza-e- Nafsaniya as described in classical Unani texts.

Activity 5.Illustration Making (60 minutes)

Making illustrations, posters/charts/Models of anatomy of A'aza-e- Nafsaniya mentioned in classical unani medical texts.

Activity 6.Debate/Group Discussion

- Debate or group discussion and Projects or assignments on the Introduction, Classification and Anatomy of A'aza-e- Nafsaniya (organs of psychic functions) as described in classical Unani medical texts. (60 minutes)
- Students will share the experiential learning activity of their assigned topic(s) and teacher will summarise the experiential learning activity to the students.(30 minutes)

Experiential-Learning 5.4 : A'aza-e- Tabaiya (organs of nutrition and growth).

Total Learning Hours: 6 Hours

Activity 1. Teacher Demonstration (60 minutes)

The teacher will discuss the Introduction, Classification and Anatomy of A'aza-e- Tabaiya (organs of nutrition and growth) to the students and will experiential learning method. The teacher will assign the topic(s) to the students.

Students experiential learning activity

Activity 2.Reflective journalling (60 minutes)

Making Reflective journalling on their learning experience related the Introduction, Classification and Anatomy of A'aza-e- Tabaiya (organs of nutrition and growth) or commentary on Unani texts, explaining the concepts and principles in their own words related to the Introduction, Classification and Anatomy of A'aza-e- Tabaiya (organs of nutrition and growth).

Activity 3.Sorting (60 minutes)

A'aza-e- Tabaiya (organs of nutrition and growth)Sorting from a set of organs's diagrams and categorise the A'aza-e- Tabaiya as mentioned in classical unani texts or Classification of A'aza-e- Tabaiya (organs of nutrition and growth)from making a list of organs as mentioned in classical Unani texts.

Activity 4. Identification (60 minutes)

A'aza-e- Tabaiya (organs of nutrition and growth) from diagrams or models of organs of the human body to identify and label different A'aza-e- Tabaiya as described in classical Unani texts.

Activity 5. Group Discussion

- Debate or group discussion and Projects or assignments on the Introduction, Classification and Anatomy of A'aza-e- Tabaiya (organs of nutrition and growth)as described in classical Unani medical texts. (60 minutes)
- Students will share the experiential learning activity of their assigned topic(s) and teacher will summarise the experiential learning activity to the students. (60 minutes)

Experiential-Learning 5.5 : A'aza-e- Tanasuliyah (organs for reproduction):

Total Learning Hours: 6 Hours

Activity 1 Teacher Demonstration (30 minutes)

The teacher will discuss the Introduction, Classification and Anatomy of A'aza-e- Tanasuliyah (organs of reproduction) to the students and will discuss experiential learning method. The teacher will assign the topic(s) to the students.

Students experiential learning activity

Activity 2.Reflective journalling (60 minutes)

Making Reflective journalling on their learning experience related the Introduction, Classification and Anatomy of A'aza-e- Tanasuliyah (organs of reproduction) or commentary on Unani texts, explaining the concepts and principles in their own words related to the Introduction, Classification and Anatomy of A'aza-e- Tanasuliyah (organs of reproduction).

Activity 3.Sorting (60 minutes)

A'aza-e- Tanasuliyah (organs of reproduction)Sorting from a set of organs's diagrams and categorise the A'aza-e- Tanasuliyah as mentioned in classical unani texts or Classification of A'aza-e- Tanasuliyah (organs of reproduction)from making a list of organs as mentioned in classical Unani texts.

Activity 4. Identification and Labelling (60 minutes)

A'aza-e- Tanasuliyah (organs of reproduction) from diagrams or models of organs of the human body to identify and label different A'aza-e- Tanasuliyah as described in classical Unani texts.

Activity 5.Illustration Making (60 minutes)

Making illustrations, posters/charts/Models of anatomy of A'aza-e- Tanasuliyah mentioned in classical unani medical texts.

Activity 6.Debate/Group Discussion

- Debate or group discussion and Projects or assignments on the Introduction, Classification and Anatomy of A'aza-e- Tanasuliyah (organs of reproduction) as described in classical Unani medical texts. (60 minutes)
- Students will share the experiential learning activity of their assigned topic(s) and teacher will summarise the experiential learning activity to the students. (30 minutes)

Experiential-Learning 5.6 : A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah.

Total Learning Hours: 6 Hours

Activity 1. Teacher Demonstration (60 minutes)

The teacher will discuss the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah to the students and will discuss experential learning method. The teacher will assign the topic(s) to the students.

Students experiential learning activity

Activity 2.Reflective journalling (60 minutes)

Making Reflective journalling on their learning experience related the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah or commentary on Unani texts, explaining the concepts and principles in their own words related to the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah.

Activity 3.Sorting (60 minutes)

Sorting of compound organs from a set of organs's diagrams and categorise the A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah ,mentioned in classical unani texts.

Activity 4. Identification and labelling (60 minutes)

Identification and labelling of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah from diagrams or models or organs of the human cadaver as described in classical Unani texts.

Activity 5.Debate

- Debate or group discussion and Projects or assignments on A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e-Haiwaniyah as described in classical Unani medical texts.(60 minutes)
- Students will share the experiential learning activity of their assigned topic(s) and teacher will summarise the experiential learning activity to the students. (60 minutes)

Experiential-Learning 5.7 : A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah.

Total Learning Hours: 5 Hours

1.Teacher Demonstration (60 minutes)

The teacher will demonstrate the Unani Concepts of A'aza-e- Nafsaniya (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah to the students and will discuss experential learning method. The teacher will assign the topic(s) to the students.

Students experiential learning activity

2.Reflective journalling (60 minutes)

Making Reflective journalling on their learning experience related the Unani Concepts of A'aza-e- Nafsaniya (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah or commentary on Unani texts, explaining the concepts and principles in their own words related to the Unani Concepts of A'aza-e- Nafsaniya (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah.

3.Illustrations Making (60 minutes)

Making illustrations, posters/charts/Models of the anatomy A'aza-e- Nafsaniyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyahmentioned in classical unani medical texts.

4.Debate / group discussion

- Debate or group discussion and Projects or assignments on A'aza-e- Nafsaniyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah as described in classical Unani medical texts.(60 minutes)
- Students will share the experiential learning activity of their assigned topic(s) and teacher will summarise the experiential learning activity to the students. (60 minutes)

Experiential-Learning 5.8 : A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah.

Total Learning Hours: 6 Hours

Activity 1: Teacher Demonstration (60 minutes)

The teacher will demonstrate the Unani Concepts of A'aza-e- Tabaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah to the students and will experential learning method. The teacher will assign the topic(s) to the students.

Students experiential learning activity

Activity 2.Reflective journalling (60 minutes)

Making Reflective journalling on their learning experience related the Unani Concepts of A'aza-e- Tabaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah or commentary on Unani texts, explaining the concepts and principles in their own words related to the Unani Concepts of A'aza-e- Tabaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah.

Activity 3. Sorting (60 minutes)

Sorting of compound organs from a set of organs's diagrams and categorise the A'aza-e- Tabaiyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs)

of A'aza-e- Tabaiyah, mentioned in classical unani texts.

Activity 4. Modal/Poster making (60 minutes)

Making illustrations, posters/charts/Models of the anatomy A'aza-e- Tabaiyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah mentioned in classical unani medical texts.

Activity 5. Debate/group discussion

- Debate or group discussion and Projects or assignments on A'aza-e- Tabaiyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e-Tabaiyah as described in classical Unani medical texts. (60 minutes)
- Students will share the experiential learning activity of their assigned topic(s) and teacher will summarise the experiential learning activity to the students. (60 minutes)

Experiential-Learning 5.9 : A'aza-e- Muhaiyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah.

Total Learning Hours: 5 Hours

1.Teacher Demonstration (30 minutes)

The teacher will demonstrate the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah to the students and will discuss experential learning method. The teacher will assign the topic(s) to the students.

2. Anatomical exploration (60 minutes)

Demonstration of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah as mentioned in unani medical texts through 3D/4D models/Cadaver/Artificial cadaver/radiographs or Anatomical exploration of A'aza-e- Tanasuliyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah as mentioned in unani medical texts through virtual reality.

3.Reflective journalling (60 minutes)

Making Reflective journalling on their learning experience related the Unani Concepts of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah or commentary on Unani texts, explaining the concepts and principles in their own words related to the Unani Concepts of A'aza-e- Tanasuliyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah.

4. Identification and labelling (60 minutes)

Identification and labelling of A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah from diagrams or models or

organs of the human cadaver as described in classical Unani texts.

5.Debate / group discussion

- Debate / group discussion and Projects or assignments on A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e-Tanasuliyah as described in classical Unani medical texts. (60 minutes)
- Students will share the experiential learning activity of their assigned topic(s) and teacher will summarise the experiential learning activity to the students.(30 minutes)

Modular Assessment					
Assessment method	Hour				
Instructions –					
Formative Assessment 8 hours					
Conduct a structured Modular assessment. Assessment will be for 100 marks for this module. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C					
Total Marks for this module: 100					
1.Short Answer Questions (SAQs)					
Marks: 25 (5 questions carrying 5 marks each)					
2. Practical Performance (Making Models)					
Marks: 25					
practical performance will be conducted from all units of this module.					
3. Practical Identification:/Practical Role Play					
Marks: 25					

4. Creativity Writing:

Marks: 25

Or

Any practical in converted form can be taken for assessment. (50 marks) and

Any of the experiential as Portfolio/ Refelections / Presentations can be taken as assessment. (50 marks)

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3C Notional Learning Hours	3D Lecture/ Practical/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/ Shows how/ Knows how/ Know)	3G Teaching Learning Methods
للاتى پېلو : Module 6	Definition, Classification and Anatomy of Joints with its) طب یونانی کے مطابق مفاصل کی تعریف، تقسیم و تشریح مع ا	s applied aspect	s according to	Unani syste	m of Medicin	e)
Module Learning (At the end of the	Objectives module, the students should be able to)					
1. Appraise Defir	nition, Classification and Anatomy of Joints with its applied aspects according to Unani system	n of Medicine				
2. Analyze exam	nation of joints and relate it with classical literatures					
3. Identify and C	reate authentic Unani concepts of joints with validations.					
اتعارف اور هسيم Unit 1	(Introduction and classification of Joints in Unani system of medicine) طب يوناني كے مطابق مفاصل ک					
ماصل کا تعارف 6.1.1	(Introduction of Joints in Unani system of medicine) طب یونانی کے مطابق من					
فاصل کی تقسیم 6.1.2	(Classification of Joints in Unani system of medicine) طب یونانی کے مطابق م					
References: 1,2,	3,5,7,13,15					
3A	3B	3C	3D	3E	3F	3G
CO 1,CO 2,C0 6	Describe and classify the Joints according to Unani Medicine.	4	Lecture	сс	Knows- how	L,PER
CO 1,CO 2,C0 6	Demonstrate classification of Joints according Unani Medicine.	8	Practical6.1	PSY-GUD	Shows- how	D,DL,D- M,DIS,L& PPT ,PT,PER, TPW
CO 1,CO 2,C0	Complie and Illustrate Unani Literatures on classification of Joints.	5	Experiential	AFT-SET	Does	D,DIS,IBL

6			- Learning6.1			,JC,KL,L_ VC,LS,PL ,PER	
CO 2,CO 3,C0 6	Analyze Unani classification of Joint with special reference to Modern Arthology	5	Experiential - Learning6.2	AFT-SET	Does	BS,C_L,D ,DIS,IBL,J C,L&GD,L S,PL,PER	
وری کی تشریح Unit 2	Anatomy of Joints of axial skeleton according to Unani system of medic)کلب یونانی کے مطابق مفاصل ہیکل	ine)					
دری کی تشریح 6.2.1	طب یونانی میں مفاصل ہیکل مح						
(Anatomy of Join	ts of axial skeleton in Unani medicine)						
References: 2,4,	5,6,8,10,13,16						
3A	3В	3C	3D	3E	3F	3G	
CO 1,CO 2,C0 6	Analyse anatomy of axial skeleton Joints according to Unani system of medicine.	5	Experiential - Learning6.3	AFT-CHR	Does	BS,C_L,D IS,IBL,JC, KL,PER	
CO 1,CO 2,C0 6	Describe the anatomy of Joints of axial skeleton according to Unani system of medicine.	4	Lecture	сс	Knows- how	L,L&GD,L &PPT ,L_VC	
CO 1,CO 2,C0 6	Demonstrate functional anatomy of axial Joints according to Unani system of medicine.	7	Practical6.2	PSY-MEC	Shows- how	D,D- BED,DL,L RI,PT,TU T	
CO 1,CO 2,C0 6	Design a comprehensive illustrations of Axial skeleton joints anatomy based on Unani Concepts	5	Experiential - Learning6.4	AFT-RES	Does	BS,D- M,DIS,LS, Mnt,PrBL	
ر فی کی تشریخ Unit 3	Anatomy of Joints of appendicular skeleton according to Unani system)طب یونانی کے مطابق مفاصل ہیکل ط	of medicine)					
طب یونانی میں مفاصل ہیکل طرفی کی تشرین 6.3.1							

(Anatomy of Joints of appendicular skeleton in Unani medicine)

References: 1,2,10,11

3A	3В	3C	3D	3E	3F	3G
CO 1,CO 2,C0 6	Conduct examination of movements of appendicular Joint and relate it with Unani Concepts	7	Practical6.3	PSY-MEC	Shows- how	CBL,D- BED,DIS, PrBL
CO 1,CO 2,C0 6	Illustrates structures of appendicular Joints according to Unani medicine.	5	Experiential - Learning6.5	AFT-SET	Does	BS,C_L,F V,JC,KL,L S,PrBL,R P
CO 1,CO 2,C0 6	Describe the anatomy of Joints of appendicular skeleton according to Unani system of medicine.	4	Lecture	сс	Knows- how	L,L&GD,L &PPT ,L_VC
CO 1,CO 2,C0 6	Design a comprehensive illustrations of Appendicular Joints Anatomy based on Unani Concepts.	5	Experiential - Learning6.6	AFT-SET	Does	D,D- M,DIS,IB L,JC,LS, Mnt,PL,P T,PER,Pr BL
ں اطلاقی تشریح Unit 4	(Applied anatomy of joints according to Unani system of Medicine) طب یونانی کے مطابق مفاصل آ	1		<u>.</u>		
اطلاقی تشریک 6.4.1 (Applied anatom)	مفاصل کی vy of joints)					
References: 1,2	3					
3A	3B	3C	3D	3E	3F	3G
CO 1,CO 2,C0 6	Illustrate and Appraise Unani Pathogenesis of Amraz-e-Mafasil (Diseases of Joints)	4	Experiential - Learning6.7	AFT-RES	Does	CBL,DIS, JC,KL,LS, PER,SDL
CO 1,CO 2,C0	Understand and apply Unani concepts of Joint in diagnosis of diseases.	4	Practical6.4	PSY-GUD	Shows-	D,D-

6					how	M,DIS,FC ,IBL,L&P PT ,PER,TUT
CO 1,CO 2,C0 6	Describe the Applied anatomy of joints according to Unani system of Medicine.	3	Lecture	сс	Knows- how	L,L&GD,L &PPT ,L_VC
CO 1,CO 2,C0 6,C0 7	Demonstrate clinical examination techniques relevant to Joint and recognize the anatomical features in different imaging techniques.	4	Practical6.5	PSY-GUD	Shows- how	CD,CBL, D- BED,ECE ,LRI,PT,X -Ray
CO 1,CO 2,C0 6	Interpret real-life case scenarios by application of Unani Concepts of joints.	5	Experiential - Learning6.8	AFT-RES	Does	CD,CBL, D- M,FV,LRI, PL,RLE

Practical Training Activity

Practical 6.1 : Classification of Joints in Unani medicine.

Total Learning Hours: 8 Hours

Activity 1. Teacher Demonstration (60 Minutes)

Teacher will use visual aids, including physical joints models, detailed 3D animations, and histological microscope slides, to guide students about different types of joint mentioned in classical Unani Literatures. The presentation will also demonstrate structural, functional and regional classifications of Joints. The teacher will assign the topic(s) to the students.

Students practical activity

Activity 2. Presentation and exploration (60 minutes)

Presentation on the description and classification of joints in Unani system of medicine or exploration of anatomical description and classification of joints in Unani system of medicine through virtual reality.

Activity 3. Construction (90 Minutes)

Students will work individually or in small groups to construct physical models of different types of Fibrous joints, Cartilaginous joints and synovial joints using creative materials like clay, recycled materials, or 3D printing. Each group will create detailed representations of classification such as Syndesmosis, Gomphosis, Synchondrosis, Symphysis, Synarthrosis, Amphiarthrosis and Diarthrosis etc.

Activity 4. Drawing Making (90 minutes)

Making Drawing of different types of synovial joints such as plane synovial joint, Hinge, Pivot, Condylar, Ellipsoid, Saddle, Bal and socket mentioned in classical Unani texts.

Activity 5. Identification (60 minutes)

Joint Identification with diagrams or models of joints of the human Body to identify and label different joints as described in classical Unani texts.

Activity 6. Analysis and Creation (60 minutes)

Making illustrations, flow charts of joints mentioned in classical Unani texts.

Activity 7. Discussion (60 minutes)

Students will report the practical activity of their assigned topic(s) and teacher will summarize the practical activity to the students.

Practical 6.2 : Functional Anatomy of Axial Joints

Totat Learning Hours: 7 Hours

Activity 1. Teacher Demonstration (60 Minutes)

The teacher will demonstrate the anatomy of Joints of axial skeleton according to Unani system of medicine to the students and will discuss Method of practical activity. The teacher will assign the topic(s) to the students.

Students Practical Activity

Activity 2.Dissection (60 Minutes)

Dissection/e-dissection/ virtual dissection of cadaver to explore the anatomy of Joints of axial skeleton as mentioned in Unani medical texts or exploration of anatomy of Joints of axial skeleton through virtual reality.

Activity 3. Examination (60 Minutes)

Practical activity on range of movement, (Range of Motion), Active ROM, Passive ROM on living subjects in OPD, IPD or Assessment of wide range of movements of axial skeleton, including head and neck movements, spinal movements, and breathing movements on Living subjects.

Activity 4. Analysis and palpation (60 Minutes)

Analysis and palpation of attachment points of Axial skeleton for muscles that move the head, neck, and trunk, and for muscles that act across the shoulder and hip joints to move their corresponding limbs.

Activity 5.Test Demonstration (60 Minutes)

Demonstration of functional test of joints like Geniomotor, Disease activity Score 28 (DAS28).

Activity 6. Group Discussion (120 Minutes)

Group discussion on craniovertebral joints which allow head movement, intervertebral joints which permit flexion, extension, and rotation of the spine and sternocostal joints which connect ribs to the sternum, facilitating breathing as described in classical Unani medical texts. Students will report the practical activity of their assigned topic(s) and teacher will summarize the practical activity to the students.

Practical 6.3 : Appendicular Joints: Movements Examination.

Total Learning Hours: 7 Hours

Activity 1. Teacher Demonstration (60 Minutes)

The teacher will demonstrate examination of axial Joints with special reference of Unani system of medicine to the students and will discuss Method of practical activity. The teacher will assign the topic(s) to the students.

Students Practical activity

Activity 2. Examination (60 minutes)

Examination of Joints through Inspection palpation Percussion and Auscultation on Living subjects.

Activity 3. Test Assessment

- Assessment of different test related to joints like sit and reach test, shoulder lift test, fingertip to floor test on living subjects and relate it with classical literatures.(60 Minutes)
- Assessment of different test related to joints like , Apley scratch test., Lumber stability test on living subjects relate it with classical literatures. (60 Minutes)

Activity 4. Illustrations Making (60 Minutes)

Making illustrations, Charts on findings of above examinations .

Activity 5. Project Learning

- Projects on examinations methods of joint as mentioned in classical unani medical texts as well as in modern arthrology.(60 Minutes)
- Students will report the practical activity of their assigned topic(s) and teacher will summarize the practical activity to the students.(60 Minutes)

Practical 6.4 : Applied anatomy of joints

Total Learning Hours: 4 Hours

Activity 1. Teacher Demonstration (50 minutes)

The teacher will demonstrate the applied anatomy of joints according to Unani system of Medicine to the students and will discuss Method of practical activity. The teacher will assign the topic(s) to the students.

Students practical activity

Activity 2.Dissection (60 minutes)

Dissection/e-dissection/ virtual dissection of cadaver to explore the applied anatomy of joints as mentioned in Unani medical texts or exploration of applied anatomy of joints as mentioned in Unani medical texts through virtual reality.

Activity 3. Presentation (40 minutes)

Presentation on the applied anatomy of Axial joints as mentioned in Unani medical texts through 3D/4D models/Artificial cadaver.

Activity 4. Group Discussion (30 minutes)

Group Discussion on applied anatomy of joints of Upper Limb such as Shoulder Joint, Elbow Joint, Wrist Joint etc and other minor joints, as mentioned in classical Unani medical texts.

Activity 5.Assignment

- Assignment on applied anatomy of joints of Lower Limb such as Hip Joint, Knee Joint, Ankle Joint and other minor Joints, as mentioned in classical Unani medical texts such.(30 minutes)
- Students will report the practical activity of their assigned topic(s) and teacher will summarize the practical activity to the students.(30 minutes)

Practical 6.5 : Clincal Examination of Joints.

Total Learning Hours: 4 Hours

Activity 1. Teacher Demonstration

- The teacher will demonstrate the applied anatomy of joints according to Unani system of Medicine to the students and will discuss Method of practical activity. The teacher will assign the topic(s) to the students.(30 Minutes).
- The teacher will begin by demonstrating articular surfaces involved in formations of Joints, , including palpation of key bony landmarks, muscles, and vascular structures. The teacher will emphasize the correct technique for assessing muscle tone, joint mobility, and vascularity, explaining their clinical relevance. (60 Minutes)

Activity 2. Examination of Patients (60 Minutes)

Students will apply their findings from the palpation and joint assessments to diagnose potential conditions like different type of fractures, muscle imbalances, nerve compression, or vascular abnormalities and any abnormalities in movement of Joint through examination patients of OPD and IPD.

Activity 3. Imaging Technique Interpretation (60 Minutes)

Teacher will demonstrate different types of fractures of bones with the help of different Imaging Technologies. Student will recognize Normal and Abnormal Anatomical structures in case of fracture through Plain X-Ray and other imaging technologies.

Activity 4. Feedback Session (30 Minutes)

Students will report the practical activity of their assigned topic(s) and teacher will summarize the practical activity to the students.

Experiential learning Activity

Experiential-Learning 6.1 : Compilation on Unani Concepts of Classification of Joints.

Total Learning Hours: 5 Hours

Activity 1. Teacher Demonstration (30 minutes)

The teacher will demonstrate the description and classification of Joints in Unani system of medicine to the students and will discuss experiential learning method.

Activity 2. Commentary (60 minutes)

Commentary on Unani medical texts related to the description and classification of Joints, explaining the concepts and principles in their own words.

Activity 3. Visual Aids Peer Learning (60 minutes)

Students will work in groups to research individual joints. They will prepare interactive lessons using visual aids like diagrams, animations, or digital models to teach their peers about their assigned work related to classification of joint based on Unani Medicine.

Activity 4. Debate (60 minutes)

Joint Classification Debate or Discussion as described in classical Unani texts.

Activity 5. Literature Review & Compilation (60 minutes)

Students will critically read assigned research articles on classification of joint based on Unani system of medicine. They will analyze experimental methodologies and results, discuss findings in small groups, and evaluate how the research impacts understanding of Unani Concepts of classification of joint.

Activity 6. Feedback & Reporting (30 minutes)

Students will share the experiential learning activity of their assigned topic(s) to the teacher and teacher will discuss and summarise the experiential learning activity to the students.

Experiential-Learning 6.2 : Arthology: Unani and Modern Classification

Total Learning Hours: 5 Hours

Activity 1. Teacher Demonstration

The teacher will demonstrate the description and classification of Joints in Unani system of medicine to the students and will discuss experiential learning method. The teacher will assign the topic(s) to the students. (60 minutes)

Activity 2. Visual Output Creation (60 minutes)

Students will develop creative visual outputs like posters, charts, or infographics to represent Unani classification of Joint. This activity combines creativity with scientific accuracy to enhance their understanding and communication of complex concepts.

Activity 3.Peer Learning (60 minutes)

Students will teach specific classification of joint to their peers, using diagrams, illustrations, or presentations on Unani as well as modern classification of Joint. This collaborative activity helps reinforce their understanding while building effective communication skills.

Activity 4. literature review (60 minutes)

Students will conduct a literature review focusing on classical discoveries related to classification of joints, such as Types of fibrous joint or types of synovial joint and compare it with Modern arthology.

Activity 5. Reporting (60 minutes)

Students will share the experiential learning activity of their assigned topic(s) to the teacher and teacher will discuss and summarise the experiential learning activity to the students.

Experiential-Learning 6.3 : Axial skeleton Joint

Total Learning Hours: 5 Hours

Activity 1. Teacher Demonstration (45 minutes)

The teacher will demonstrate the anatomy of Joints of axial skeleton according to Unani system of medicine to the students and will discuss experiential learning method. The

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teacher will assign the topic(s) to the students.

Activity 2. Analysis (60 minutes)

Students will analyse the anatomy of axial skeleton joints, focusing on key landmarks and review how these landmarks may vary across different stages of life.(Infant, Children, Adult) as mentioned in Unani Classical Texts.

Activity 3. Literatures Review (45 minutes)

Students will go for thorough review of Unani Literatures of axial skeleton and compare it with modern arthrology.

Activity 4. Commentary (45 minutes)

Commentary on Unani medical texts related to anatomy of Joints of axial skeleton, explaining the concepts and principles in their own words.

Activity 5. Knowledge Application

Students will apply this understanding to clinical assessments, recognizing how variations in Joint anatomy can influence diagnostic decisions, treatment approaches and overall patient care. (45 minutes)

Activity 6. Presentation (60 minutes)

Presentation on the anatomy of axial skeleton joints as mentioned in Unani medical texts through 3D/4D models/Artificial Cadaver. Students will share the experiential learning activity of their assigned topic(s) to the teacher and teacher will discuss and summarise the experiential learning activity to the students.

Experiential-Learning 6.4 : Axial skeleton joints

Total Learning Hours: 5 Hours

Activity 1. Teacher Demonstration (30 minutes)

The teacher will demonstrate the anatomy of Joints of axial skeleton according to Unani system of medicine to the students and will discuss experiential learning method. The teacher will assign the topic(s) to the students.

Students experiential learning activity

Activity 2. Identification (60 minutes)

Identification and labelling of joints of axial skeleton like Vertebral joints, Rib and Vertebrae Joints, Skull Joints and Atlantoaxial Joint based on classical Unani medical texts.

Activity 3.Illustration (45 minutes)

Making illustrations, posters/charts/Models of anatomy of Joints of axial skeleton as mentioned in classical Unani medical texts.

Activity 4. Project work (45 minutes)

Projects or assignments on anatomy of Joints of axial skeleton as mentioned in classical Unani medical texts.

Activity 5.Debate

- Debate or group discussion on the anatomy of Joints of axial skeleton as described in classical Unani medical texts.(45 minutes)
- Student will engage in discussions, ask questions, and clarify doubts about their hypotheses, refining their understanding through peer and instructor feedback.(45 minutes)
- Students will report the Experiential activity of their assigned topic(s) and teacher will summarize the activity to the students.(30 Minutes)

Experiential-Learning 6.5 : Appendicular joint

Total Learning Hours: 5 Hours

Activity 1. Teacher Demonstration (30 minutes)

The teacher will demonstrate the anatomy of Joints of appendicular skeleton according to Unani system of medicine to the students and will discuss experiential learning method. The teacher will assign the topic(s) to the students.

Activity 2. Analysis (60 minutes)

Students will analyse the anatomy of appendicular skeleton joints, focusing on key landmarks and review how these landmarks may vary across different stage of life.(Infant, Children, Adult) as mentioned in Unani Classical Texts.

Activity 3. Literatures Review (45 minutes)

Students will go for thorough review of Unani Literatures of appendicular skeleton and compare it with modern arthrology.

Activity 4. Commentary (45 minutes)

Commentary on Unani medical texts related to anatomy of Joints of appendicular skeleton, explaining the concepts and principles in their own words.

Activity 5. Apply Knowledge

Students will apply this understanding to clinical assessments, recognizing how variations in Joint anatomy can influence diagnostic decisions, treatment approaches and overall patient care. (45 minutes)

Activity 6. Presentation

- Presentation on the anatomy of appendicular skeleton joints as mentioned in Unani medical texts through 3D/4D models/Artificial Cadaver. (45 minutes)
- Students will share the experiential learning activity of their assigned topic(s) to the teacher and teacher will discuss and summarise the experiential learning activity to the students.(30 minutes)

Experiential-Learning 6.6 : Appendicular Joints

Total Learning Hours: 5 Hours

1.Teacher Demonstration (30 minutes)

The teacher will demonstrate the anatomy of Joints of appendicular skeleton according to Unani system of medicine to the students and will discuss experiential learning method. The teacher will assign the topic(s) to the students.

Students Experiential Activities:

The students will engage in experiential learning activity related to the anatomy and demonstrate the anatomy of Joints of axial skeleton according to Unani system of medicine through:

2.Field Visit:

Learn experiential learning through Visit of Ilaj bil Tadbeer and orthopaedics department, for analysis of applications of Unani concepts of Joint. (60 minutes)

3. Identification and labelling

Identification and labelling of joints of appendicular skeleton based on classical Unani medical texts.(60 minutes)

4.Illustration Making

Making illustrations, posters and flow charts of anatomy of Joints of appendicular skeleton mentioned in classical unani medical texts.(45 minutes)

5.Debate:

Debate on the anatomy of Joints of appendicular skeleton as described in classical Unani medical texts. (60 minutes)

6. Project work

Project work on Unani concepts of appendicular joint anatomy. Students will report the experiential activity of their assigned topic(s) and teacher will summarize the experiential activity to the students. (45 minutes)

Experiential-Learning 6.7 : Pathogenesis of Amraz-e-Mafasil (Diseases of Joints)

Total Learnig Hours: 4 Hours

Activity 1. Teacher Demonstration (30 minutes)

The teacher will demonstrate the applied anatomy of joints according to Unani system of Medicine to the students and will discuss experiential learning method. The teacher will assign the topic(s) to the students.

Activity 2. Literatures Review (60 minutes)

Students will review all classical Unani Texts related to applied anatomy of Joint and will make assignment on Unani Pathogenesis of Amraz-e-Mafasil (Diseases of Joints) or Commentary on Unani medical texts related to applied anatomy of joints, explaining the concepts and principles in their own words.

Activity 3. Group Discussion (60 minutes)

Group Discussion on structural changes in case of osteoarthritis, Gout, Temporomandibular joint disorders, fibromyalgia, Amyloidosis and Paget's diseases etc as mentioned in Unani Literatures.

Activity 4.Case Presentations

- Case Presentations with joint diseases or injuries as mentioned in the classical Unani medical texts or clinical corelation. (60 minutes)
- Students will share the experiential learning activity of their assigned topic(s) to the teacher and teacher will discuss and summarise the experiential learning activity to the students.(30 minutes)

Experiential-Learning 6.8 : Real Life Case Presentation of Joint Disorders.

Total Learning Hours: 5 Hours

Activity 1. Teacher Demonstration (30 minutes)

The teacher will demonstrate the applied anatomy of joints according to Unani system of Medicine to the students and will discuss Method of Experiential activity.

Students Experiential Activity:

Activity 2. Identification (60 minutes)

Students will perform palpation on peers or anatomical models to identify Joint surface landmarks, They will assess the accuracy and effectiveness of their technique in locating key structures such as Glenoid labrum, rotator cuff around the shoulder joint etc.

Activity 3. Analysis and Observation (60 minutes)

Students will reflect on their palpation experience, evaluating their success in identifying landmarks, feedback provide by students on technique and students will discuss challenges and improvements in small groups.

Activity 4. Field Visit (60 minutes)

Different group of students assign for visit in Ilaj Bil Tadbeer (Regimenal Therapy) and orthopaedic department for assessment of external changes in case of Joint disorders.

Activity 5.Report Making (60 minutes)

Student will construct Report on Case based learning, students will draft structured radiology reports, Reports will include a clear description of findings, mapping of Unani Concepts, clinical significance and recommendations for further action or follow-up.

Activity 6.Feedback Session (30 minutes)

Students will share the experiential learning activity of their assigned topic(s) to the teacher and teacher will discuss and summarise the experiential learning activity to the

students.

Modular Assessment	
Assessment method	Hour
Instructions –	
Formative Assessment 6 hours	
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 record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C	
Total Marks for this module: 75	
1.Long Answer Questions (LAQs)	
Marks: 20 (2 questions from unit 2 and unit 3 carrying 10 marks each)	6
2. Multiple choice Questions (MCQs) Marks: 10	
3.Real Life Case Presentation Marks: 20	
4. Compilation: Marks: 25	
Or	
Any practical in converted form can be taken for assessment. (30 marks) and	
Any of the experiential as portfolio/ reflections / presentations can be taken as assessment. (45 marks)	

Table 4 : Practical Training Activity

(*Refer table 3 of similar activity number)

Practical No*	Practical name	Hours
1.1	History of Anatomy in Ancient period	4
1.2	Dissection and preservation of Cadaver	4
1.3	Anatomical contributions of Greek, Roman, Arab, Persian and Indian scholars	6
1.4	Anasir-e-Arba'a and Akhlat Arba'a	6
2.1	Unani Terminology of gross natomy.	6
2.2	Unani terminology of microscopic structures	4
3.1	Anasir-e-Arba and Modern biochemistry	5
3.2	Definition and classification of Organ	5
3.3	Unani Concept of Takhleeq-e Janeen	5
3.4	Takhleeq-e Janeen and Modern human Embryology	5
4.1	Bone and its applied aspects.	5
4.2	Membranes and its applied aspects.	5
4.3	Muscles and its applied aspects.	5
4.4	Blood vessels and its applied aspects	5
4.5	Cartilage	5
4.6	Tendon and Ligament	5
4.7	Fats and Nerves	5
4.8	Bone marrow, Nails and hair	5
5.1	Compound organs according to A'aza-e- Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs).	4
5.2	A'aza-e- Haiwaniyah (organs of blood circulation and respiration)	4

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5.3	A'aza-e- Nafsaniya (organs of psychic functions)	4
5.4	A'aza-e- Tabaiya (organs of nutrition and growth)	4
5.5	A'aza-e- Tanasuliyah (organs of Reproduction).	4
5.6	A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah.	5
5.7	A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah.	5
5.8	A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah.	5
5.9	A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah.	5
6.1	Classification of Joints in Unani medicine.	8
6.2	Functional Anatomy of Axial Joints	7
6.3	Appendicular Joints: Movements Examination.	7
6.4	Applied anatomy of joints	4
6.5	Clincal Examination of Joints.	4

Table 5 : Experiential learning Activity

(*Refer table 3 of similar activity number)

Experiential learning No*	Experiential name	Hours
1.1	History of Anatomy in Ancient period	5
1.2	Preservation of Cadaver	7
1.3	Anatomical Contributions of Greek, Roman, Arab, Persian and Indian scholars	6
1.4	Importance of Anasir-e-Arba'a and Akhlat Arba'a	8
2.1	Unani Terminology and its Etymology	7
2.2	Unani terminology of microscopic structures	6
3.1	Anasir-e-Arba'a and Temperament	7
3.2	Concepts of simple and compound organs	6
3.3	Unani Concept of Takhleeq-e Janeen	6
3.4	Takhleeq-e Janeen & Modern Human Embryology	7
4.1	Bone and its applied aspects.	7
4.2	Membranes	6
4.3	Muscles and its applied aspects.	7
4.4	Blood Vessels	6
4.5	Cartilage	6
4.6	Tendon and Ligament	7
4.7	Fats and Nerves	7
4.8	Bone marrow, Nails and Hair	6
5.1	Compound organs: classification according to A'aza-e- Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs).	6

5.2	A'aza-e- Haiwaniyah (organs of blood circulation and respiration)	6
5.3	A'aza-e- Nafsaniya (organs of psychic functions).	6
5.4	A'aza-e- Tabaiya (organs of nutrition and growth).	6
5.5	A'aza-e- Tanasuliyah (organs for reproduction):	6
5.6	A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Haiwaniyah.	6
5.7	A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Nafsaniyah.	5
5.8	A'aza-e- Muhaiyah (Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tabaiyah.	6
5.9	A'aza-e- Muhaiyah(Pre-serving organs) and A'aza-e- Mo'adiyah (Post- Serving organs) of A'aza-e- Tanasuliyah.	5
6.1	Compilation on Unani Concepts of Classification of Joints.	5
6.2	Arthology: Unani and Modern Classification	5
6.3	Axial skeleton Joint	5
6.4	Axial skeleton joints	5
6.5	Appendicular joint	5
6.6	Appendicular Joints	5
6.7	Pathogenesis of Amraz-e-Mafasil (Diseases of Joints)	4
6.8	Real Life Case Presentation of Joint Disorders.	5

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-TB	1	100	200	300

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

Credit frame work

UNIPG-AB-TB consists of 6 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 Notion al Learni ng Hours (c)	Attend ed Numb er of notion al Learni ng hours (d)	Maximu m Marks of assessm ent of modules (e)	Obtain ed Marks per modul e (f)	MGP =d*f/c*e*1 00
History of)کاریخ تشر تی کبرن و جسم انسان کی تشکیل کے متعلق یونانی نظر سے .M1 Anatomy & Unani concepts of Human Body formation)	2	60		50		
M2. تثریح البدن کے متعلق یونانی اصطلاحات اور انگی وجہ کشمیہ M2. Terminology and their Etymology related to human Anatomy)	1	30		25		
M3. طبق کلیق اعضاد کلیق حنین کانظر یه Concepts of formation) of organs and embryogenesis according to Unani system of medicine)	2	60		50		
M4. طب یونانی کے مطابق اعضاء غر دہ کی تعریف ، تقسیم مع اطلاق پہلو. classification, Anatomy of simple organs according to Unani system of medicine and its applied aspects)	4	120		100		
M5. طب یونانی کے مطابق اعضاء مرتبہ کی تعریف تفسیم اور تشریح مع اطلاق پہلو (Definition, Classification, Anatomy and Applied aspects of compound organs according to Unani system of Medicine)	4	120		100		
M6. طب یونانی کے مطابق مفاصل کی تعریف، تقسیموتشریح مع اطلاقی پہلو (Definition, Classification and Anatomy of Joints with its applied aspects according to Unani system of Medicine)	3	90		75		
MGP = ((Number of Notional learning hours attended in a m (Total number of Notional learning hours in the module) X (N	odule) X (Aaximum	Marks ob marks of	tained in the modu	the modula	ar assess	ment)/

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. کاریخ تشریخ البدن وسبسم انسان کی کشلیل کے متعلق یونانی نظرید. 11 History of Anatomy & Unani concepts of Human Body formation)	C 1
2	تشرتح البدن کے متعلق یونانی اصطلاحات اور انگی وجہ تسمیہ.M2 their Etymology related to human Anatomy)	C 2
3	Concepts of formation of organs)کلب یونایی کے مطابق کلیق اعضاد کلیق جنین کانظر ہیں. M3 and embryogenesis according to Unani system of medicine)	C 3
4	M4. طب یونانی کے مطابق اعضاء غفر دہ کی تعریف ، کفسیم مع اطلاقی پہلو. M4 classification, Anatomy of simple organs according to Unani system of medicine and its applied aspects)	C 4
5	Definition, طب یونانی کے مطابق اعضاء مرتبہ کی تعریف تفسیم اور تشریح مع اطلاقی پہلو.M5 Classification, Anatomy and Applied aspects of compound organs according to Unani system of Medicine)	C 5
6	Definition, طب یونانی کے مطابق مفاصل کی تعریف، تقسیم وتشریح مع اطلاقی پہلو۔M6 Classification and Anatomy of Joints with its applied aspects according to Unani system of Medicine)	C 6
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6) / Number of modules(6)

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-TB 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			
(Marks: کتار کی تشریک کالبدن وجسم انسان کی تشایل کے متعلق یونانی نظر یہ (History of Anatomy & Unani concepts of Human Body formation) (Marks: Range 5-20)							
1	عہد عنیق میں طب یونانی میصحلق تاریخ تشر س ⁶ لبدن (U-1)	No	Yes	Yes			
2	طب یونانی می ^ن تفطیع نعش اور تحفظ ^ب عش کی تاریخ (U-2)	No	Yes	Yes			
3	تشریخ البدن میں یو نانی،رومی، عربی،فارسی وہندستانی اطباء کی خدمات (U-3)	No	Yes	Yes			
4	(Role) جسم انسان کی تشکیل میں عناصر اربعہ و اخلاط اربعہ کا کردارو اہمیت اور انکا اطلاقی پہلو (U-4) and importance of Anasir-e-Arba'a and Akhlat Arba'a in the formation of Human body and its applied aspects)	Yes	Yes	Yes			
(M- 2) تشریح البدن کے متعلق یونانی اصطلاحات اور انگی وجہ تسمیہ (Unani Terminology and their Etymology related to human Anatomy) (Marks: Range 5-10)							
1	تشریخطاہری سے متعلق یونانی اصطلاحات اورانلی وجہ تسمیہ (U-1)	No	Yes	No			
2	بدنانسان کی خورد بینی ساختوں مے خلق یونانی اصطلاحات اورانگی وجد شمیہ (U-2)	No	Yes	No			
(M- 3) کلب یونالی کے مطابق کلیق اعضاد کلیق جنین کانظر یہ (Concepts of formation of organs and embryogenesis according to Unani system of medicine) (Marks: Range 5-20)							
1	Composition of organsعناصر ربعہ کے کحلظ سے اعضاء کی ترکیب اور ان کا اطلاقی پہلو (U-1) according to Anasir-e-Arba'a and its applied aspects.	Yes	Yes	Yes			
2	(U-2) طبیع نانی کے حوالے سے اعضاء کی تعریف ونفسیم (U-2) Unani System of Medicine)	Yes	Yes	No			
3	Concepts of Takhleeq-e Janeen in) طب یونانی کے حوالے سے نظر میکلیق جنین (U-3) Unani system of Medicine.)	No	Yes	No			
4	(U-4) (Comparison of Unani Concepts of Takhleeq-e Janeen with Modern human Embryology.) طب یونانی کے حوالے سے نظر یہ تخلیق جنین کاجدیدعلم الجنین کے	Yes	Yes	Yes			
ا سے معاملاتی پہلو (M- 4) طب یونانی کے مطابق اعضاء غر دہ کی تعریف ، تقسیم مع اطلاقی پہلو (M- 4) طب یونانی کے مطابق اعضاء غر دہ کی تعریف ، تقسیم مع اطلاقی پہلو (M- 4) Unani system of medicine and its applied aspects) (Marks: Range 5-20)							
1	طب یونانی کے مطابق عظم کی تعریف ، تقسیم اور ان کا اطلاقی پہلو (U-1)	Yes	Yes	Yes			
2	طب یونانی کے مطابق غضروف کی تعریف ، تقسیم اور ان کا اطلاقی پہلو (U-2)	Yes	Yes	Yes			
3	طب یونانی کے مطابق تم کی تعریف، تقسیم اور ان کا اطلاق پہلو (U-3)	Yes	Yes	Yes			
4	طب یونانی کے مطابق او تاراور رباط کی تعریف ، تقسیم اور ان کا اطلاقی پہلو (U-4)	Yes	Yes	Yes			
5	طب یونانی کے مطابق اغشیہ کی تعریف ، تقسیم اور ان کا اطلاق پہلو (U-5)	Yes	Yes	Yes			
6	طب یونانی کے مطابق محم اور اعصاب کی تعریف، کفسیم اور ان کااطلاقی کپہلو (U-6)	Yes	Yes	Yes			
7	طب یونانی کے مطابق عروق دمویہ کی تعریف، تھیم اور ان کا اطلاقی پہلو (U-T)	Yes	Yes	Yes			
8	طب یونانی کے مطابق کخ، ظفر اور شعر کی تعریف، تقسیم اور ان کا اطلاقی پہلو (U-B)	Yes	Yes	Yes			
(M- 5) طب یونانی کے مطابق اعضاء مرتبہ کی تعریف تفسیم اور تشریح مع اطلاقی پہلو (M- 5) طب یونانی کے مطابق اعضاء مرتبہ کی تعریف تفسیم اور تشریح مع اطلاقی پہلو (Marks: Range 5-20) compound organs according to Unani system of Medicine)							
1	(U-1) اعضاءمر تمبه كالتعارف وتقسيم بلحاظ اعضاءر نيسة غير رئيسه (Introduction of compound) organs and Its classification according to A'aza-e- Ra'eesa (Principal organs) and A'aza-e- Ghair Ra'eesa (Accessory organs))	Yes	Yes	Yes			
2	(U-2) عضاء حيوانيه كالعارف، تقسيم وتشريح (Introduction, Classification and Anatomy) عضاء حيوانيه كالعارف	Yes	Yes	Yes			
	of A'aza-e- Haiwaniyah (Organs for circulation and respiration).						
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3	(U-3) اعضاء نفسانیه کاتعارف، نفسیم وتثریخ (Introduction, Classification and Anatomy) of A'aza-e- Nafsaniya (organs for psychic functions)	Yes	Yes	Yes			
4	(U-4) اعضاءطبيعيه کاتعارف، تقسیم وتشریح (U-4) اعضاءطبيعيه کاتعارف، تقسیم وتشریح (U-4) of A'aza-e- Tabaiya (organs for nutrition and growth))	Yes	Yes	No			
5	(Introduction, Classification and Anatomy) اعضاء تناسلیه کالعارف، تقسیم وتشریخ (U-5) of A'aza-e- Tanasuliyah (organs for Reproduction)	Yes	Yes	Yes			
6	Unani Concepts of Pre-serving) اعضاء حیوانیہ کے اعضام بیڈومود یہ کاونانی نظریہ (U-6) and Post- Serving organs of A'aza-e- Haiwaniyah)	Yes	Yes	Yes			
7	Unani Concepts of Pre-serving) اعضاء نفسانیہ کے اعضاء مہیڈو مودیہ کایونانی نظریہ (U-7) and Post- Serving organs of A'aza-e- Nafsaniya)	Yes	Yes	Yes			
8	Unani Concepts of Pre-serving and) اعضاءطبيعيه کے اعضام ميٹه وموديد کايونانی نظريه (U-8) Post- Serving organs of A'aza-e- Tabaiya)	Yes	Yes	Yes			
9	Unani Concepts of Pre-serving) اعضاء تناسلیہ کے اعضاء مہیڈ ومودیہ کایونانی نظریہ (U-9) and Post- Serving organs of A'aza-e- Tanasuliyah)	Yes	Yes	Yes			
(M- 6) طب یونانی کے مطابق مفاصل کی تعریف، تقسیم و تشریح مع اطلاقی پیلو (Definition, Classification and Anatomy of Joints with its applied aspects according to Unani system of Medicine) (Marks: Range 5-20)							
1	(Introduction and classification of) طب یونایی کے مطابق مفاصل کاتعارف اورنسیم (U-1) Joints in Unani system of medicine)	No	Yes	Yes			
2	(U-2) کلب یونانی کے مطابق مفاصل ہیکل تحوری کی تشریح (U-2) skeleton according to Unani system of medicine)		Yes	Yes			
3	(U-3) کلب یونانی کے مطابق مفاصل ہیکل طرفی کی تشریح (Anatomy of Joints of) Appendicular skeleton according to Unani system of medicine)		Yes	Yes			
4	Applied anatomy of joints) طب یونانی کے مطابق مفاصل کی اطلاقی تشریح (U-4) according to Unani system of Medicine)	Yes	Yes	Yes			

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

Instructions for the paper setting.

- 1. 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)
- 2. Questions should be drawn based on the table 6F.

3. Marks assigned for the module in 6F should be considered as the maximum marks. No question shall be asked beyond the maximum marks.

4. Refer table 6F before setting the questions. Questions should not be framed on the particular unit if indicated "NO".

5. 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.

6. Except the module on which ABQ is framed, at least one Short Answer Question should be framed from each module.

7. Long Answer Question should be analytical based structured questions assessing the higher cognitive ability.

8. 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.U4 Or M3.U1 Or M3.U2 Or M3.U4 Or M4.U1 Or M4.U2 Or M4.U3 Or M4.U4 Or M4.U5 Or M4.U6 Or M4.U7 Or M4.U8 Or M5.U1 Or M5.U2 Or M5.U3 Or M5.U4 Or M5.U5 Or M5.U6 Or M5.U7 Or M5.U8 Or M5.U9 Or M6.U2 Or M6.U3 Or M6.U4 Or	
Q2	Short answer Questions Eight Questions 5 Marks Each All compulsory	 1. M1.U1 Or . M1.U2 Or . M1.U3 Or . M1.U4 Or . M2.U1 Or .M2.U2 Or . M3.U1 Or . M3.U2 Or . M3.U3 Or . M3.U4 Or .M4.U1 Or . M4.U2 Or . M4.U3 Or . M4.U4 Or . M4.U5 Or .M4.U6 Or . M4.U7 Or . M4.U8 Or . M5.U1 Or . M5.U2 Or .M5.U3 Or . M5.U4 Or . M5.U5 Or . M5.U6 Or . M5.U7 Or .M5.U8 Or . M5.U9 Or . M6.U1 Or . M6.U2 Or . M6.U3 Or .M6.U4 2. M1.U1 Or . M1.U2 Or . M1.U3 Or . M1.U4 Or . M2.U1 Or .M2.U2 Or . M3.U1 Or . M3.U2 Or . M3.U3 Or . M3.U4 Or .M4.U6 Or . M4.U7 Or . M4.U8 Or . M5.U1 Or . M5.U2 Or .M5.U3 Or . M5.U4 Or . M4.U3 Or . M4.U4 Or . M4.U5 Or .M4.U1 Or . M4.U2 Or . M4.U3 Or . M4.U4 Or . M4.U5 Or .M4.U6 Or . M4.U7 Or . M4.U8 Or . M5.U1 Or . M5.U2 Or .M5.U3 Or . M5.U4 Or . M5.U5 Or . M5.U6 Or . M5.U7 Or .M5.U8 Or . M5.U9 Or . M6.U1 Or . M6.U2 Or . M6.U3 Or .M6.U4 3. M1.U1 Or . M1.U2 Or . M1.U3 Or . M1.U3 Or . M1.U4 Or .M2.U1 Or . M2.U2 Or . M3.U1 Or . M3.U2 Or . M3.U3 Or .M5.U8 Or . M5.U9 Or . M6.U1 Or . M6.U2 Or . M6.U3 Or .M6.U4 3. M1.U1 Or . M1.U2 Or . M1.U3 Or . M1.U3 Or . M1.U4 Or .M2.U1 Or .M2.U2 Or . M3.U1 Or . M3.U2 Or . M3.U3 Or .M3.U4 Or .M4.U1 Or .M4.U2 Or .M4.U3 Or . M4.U4 Or .M4.U5 Or .M4.U6 Or . M4.U7 Or .M4.U8 Or .M5.U1 Or .M5.U2 Or .M5.U3 Or .M5.U9 Or .M6.U1 Or .M6.U2 Or .M6.U3 Or .M5.U3 Or .M5.U9 Or .M6.U1 Or .M5.U5 Or .M5.U6 Or .M5.U7 Or .M5.U8 Or .M5.U9 Or .M6.U1 Or .M3.U3 Or .M5.U2 Or .M3.U1 Or .M3.U2 Or .M3.U3 Or .M4.U4 Or .M4.U4 Or .M4.U4 Or .M4.U1 Or .M4.U2 Or .M4.U3 Or .M1.U4 Or .M2.U1 Or .M5.U2 Or .M3.U1 Or .M3.U2 Or .M3.U3 Or .M3.U4 Or .M4.U1 Or .M4.U2 Or .M4.U3 Or .M4.U4 Or .M4.U5 Or .M4.U1 Or .M4.U2 Or .M4.U3 Or .M4.U4 Or .M4.U5 Or .M4.U6 Or .M4.U7 Or .M4.U8 Or .M5.U1 Or .M5.U2 Or .M4.U6 Or .M4.U7 Or .M4.U8 Or .M5.U1 Or .M5.U2 Or .M5.U3 Or .M5.U4 Or .M5.U5 Or .M5.U6 Or .M5.U7 Or .M5.U3 Or .M5.U4 Or .M5.U5 Or .M5.U6 Or .M5.U7 Or .M5.U3 Or .M5.U4 Or .M5.U5 Or .M5.U6 Or .M5.U7 Or .M5.U8 Or .M5.U9 Or .M6.U1 Or .M6.U2 Or .M6.U3 Or 	

		. M1.U4 5. M1.U1 Or . M1.U2 Or . M1.U3 Or . M1.U4 Or . M2.U1 Or . M2.U2 Or . M3.U1 Or . M3.U2 Or . M3.U3 Or . M3.U4 Or . M4.U1 Or . M4.U2 Or . M4.U3 Or . M4.U4 Or . M4.U5 Or . M4.U6 Or . M4.U7 Or . M4.U8 Or . M5.U1 Or . M5.U2 Or . M5.U3 Or . M5.U4 Or . M5.U5 Or . M1.U6 Or . M5.U7 Or . M5.U8 Or . M5.U9 Or . M6.U1 Or . M6.U2 Or . M6.U3 Or . M6.U4 6. M1.U1 Or . M1.U2 Or . M1.U3 Or . M1.U4 Or . M2.U1 Or . M2.U2 Or . M3.U1 Or . M3.U3 Or . M3.U2 Or . M3.U4 Or . M4.U1 Or . M4.U2 Or . M4.U3 Or . M4.U4 Or . M4.U5 Or . M4.U6 Or . M4.U7 Or . M4.U8 Or . M5.U1 Or . M5.U2 Or . M5.U3 Or . M5.U4 Or . M5.U5 Or . M5.U1 Or . M5.U2 Or . M5.U3 Or . M5.U4 Or . M5.U5 Or . M5.U6 Or . M5.U7 Or . M5.U8 Or . M5.U9 Or . M6.U1 Or . M6.U2 Or . M6.U3 Or . M4.U6 Or . M4.U7 Or . M4.U8 Or . M5.U6 Or . M5.U7 Or . M5.U8 Or . M5.U9 Or . M6.U1 Or . M6.U2 Or . M6.U3 Or . M6.U4 7. M1.U1 Or . M1.U2 Or . M1.U3 Or . M1.U4 Or . M2.U1 Or . M2.U2 Or . M3.U1 Or . M3.U2 Or . M3.U3 Or . M3.U4 Or . M4.U6 Or . M4.U7 Or . M4.U8 Or . M5.U1 Or . M5.U2 Or . M5.U3 Or . M5.U9 Or . M6.U1 Or . M5.U1 Or . M5.U2 Or . M5.U3 Or . M5.U4 Or . M5.U5 Or . M5.U1 Or . M3.U4 Or . M4.U6 Or . M4.U7 Or . M4.U8 Or . M5.U1 Or . M5.U2 Or . M5.U3 Or . M5.U4 Or . M5.U5 Or . M5.U6 Or . M5.U7 Or . M5.U3 Or . M5.U4 Or . M5.U5 Or . M5.U6 Or . M5.U7 Or . M5.U3 Or . M5.U4 Or . M5.U5 Or . M5.U6 Or . M5.U7 Or . M5.U3 Or . M5.U4 Or . M3.U2 Or . M3.U3 Or . M3.U4 Or . M4.U6 Or . M4.U7 Or . M4.U8 Or . M5.U1 Or . M5.U2 Or . M5.U3 Or . M5.U4 Or . M1.U3 Or . M1.U4 Or . M2.U1 Or . M5.U8 Or . M3.U1 Or . M3.U2 Or . M3.U3 Or . M3.U4 Or . M4.U4 Or . M4.U2 Or . M4.U3 Or . M4.U4 Or . M4.U5 Or . M4.U6 Or . M4.U7 Or . M4.U8 Or . M5.U5 Or . M5.U2 Or . M5.U3 Or . M5.U4 Or . M4.U3 Or . M5.U1 Or . M5.U2 Or . M5.U3 Or . M5.U4 Or . M4.U8 Or . M5.U1 Or . M5.U2 Or . M5.U3 Or . M5.U4 Or . M5.U5 Or . M5.U6 Or . M5.U7 Or . M5.U3 Or . M5.U4 Or . M5.U5 Or . M5.U6 Or . M5.U7 Or . M5.U8 Or . M5.U9 Or . M6.U1 Or . M6.U2 Or . M6.U3 Or . M5.U8 Or . M5.U9 Or . M6.U1 Or . M6.U2 Or . M6.U3 Or
Q3	Analytical Based Structured Long answer Questions Four Questions 10 marks each All compulsory	1. M1.U1 Or . M1.U2 Or . M3.U1 Or . M4.U1 Or . M4.U2 Or . M4.U4 Or . M5.U1 Or . M6.U1 2. M3.U4 Or . M4.U6 Or . M5.U6 Or . M6.U2 3. M1.U4 Or . M4.U7 Or . M4.U7 Or . M5.U3 Or . M5.U5 Or . M5.U9 Or . M6.U3 4. M4.U8 Or . M5.U7 Or . M5.U9 Or . M6.U4

6 H : Distribution of Practical Exam (University Examination)

S.No	Heads	Marks
1	1. long case or Procedure/Major practical as applicable (30 Marks)	
	1.Demonstration of Portraits of Anotmist/Model/Specimen	80
	Two Portraits or models or specimens may be selected from any unit across all six modules for detailed demonstration, each carrying 20 marks.	
	2. Demonstration of Radiographs	
	Four Radiographs may be selected from any unit across modules 3, 4, 5 & 6 for detailed demonstration, each carrying 10 marks.	
	2.short Case	
	Spotter Examination 6×5=30 marks	
2	Six spotters may be selected from any unit across the 6 Modules.	30
	Each spotter will include two questions: (i) Identification and (ii) Relevant Features.	
	3. Procedural Procedure	
	1.Perform a detailed dissection on Cadaver/Artificial Cadaver/Online e- Dissection/Virtual dissection of the specified region to identify and examine key anatomical structures, analyse their spatial relationships and functional connections, while highlighting their clinical relevance in medical practice. (15 Marks)	
	Any of the following topics may be assigned to the student for dissection. The student will be randomly assigned one topic by draw of lots.	30
3	M4U1, M4 U2, M4 U3, M5U1,M5U2, M5 U3, M5U4, M5U5, M5U6, M5U7, M5U8, M5U9	
	2.Microscopic study of Simple and Compound Organs	
	Slides preparation of simple and compound organs and analyze the structures of organ through microscope.(15 Marks)	
	Any of the following topics may be assigned to the student for dissection. The student will be randomly assigned one topic by draw of lots.	
	M3U1,M3U2,M4U1,M4U2,M4U3,M4U4,M5U1 M5/ U2 M5 U3, M5U4, M5U5, M5U6, M5U7, M5U8, M5U9	
4	4. Viva (2 Examiners: 20 marks each)	40
5	5. Logbook (Activity record)	10
6	6. Practical/Clinical record	10
Total Mark	S	200

Reference Books/ Resources

S.No	References		
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2	Ibne Abbas Majoosi,"Kamil Us Sana", Urdu Translation by Gulam Hussain Kantoori, Idara Kitab-ul-Shifa, New Delhi		
3	Zakaria Razi, 'Kitab-ul-Hawi', 13th Volume, Central council for Research in Unani Medicine, New Delhi		
4	Ibne Qaf, Kitabul Umda fil Jarahat, Central Council for research in Unani Medicine, New Delhi.		
5	Ibne Sina, Al Qanoon Fit Tib, Urdu translation by Gulam Hussain Kantoori,		
6	Abu Bakar Mohd Bin Zakariya Razi, Kitabul Mansoori		
7	Ibn-e Rushd, Kitabul Kulliyat		
8	Ibn-e Jazla, Takweemul Abdan		
9	Abdul Latif Bagdadi, . Kitabul Janeen		
10	Ismail Jurjani, Zakhira-e- Khawarizm Shahi		
11	Hakeem Kabiruddin, Tashreeh-e- Sageer-		
12	Hakeem Kabbeeruddin, .Tashreeh-e- Kabeer-		
13	-Prof Syed Ishtiaq Ahmad, .Kulliyat-e- Asari		
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15	Dr. Shabbir AhmadTashreehul Ezaam -		
16	- Dr. Shabbir Ahmad, Tashreehul Azlaat		
17	Hakeem Mohd Ahmad Lari,ashreeh-ul-Ahsha-		
18	Ibn Sina Abu Ali Husain bin Abdullah, "Al Qanoon fil Tibb, Book-I, English translation of the critical Arabic Text", Jamia Hamdard, New Delhi		
19	Razi Zakariya, "Kitab-Al-Mansoori", Urdu Translation, CCRUM, New Delhi, 1991		
20	Chaurasia B.D., "Churasia's Human Anatomy", 6th edition, CBS Publishers & distributors Pvt ltd, 2013		
21	Azmi A. A, "Basic Concepts of Unani Medicine-A Critical Study", 1st edition, Department of History of Medicine, Jamia Hamdard, New Delhi, 1995		
22	Baghdadi I. H., "Kitabul Mukhtarat Fil Tibb", Urdu translation, CCRUM, New Delhi, 2005		
23	Nafees B, Kulliyat e Nafisi (Translation and Elaboration) Sharah by Hkm. Kabiruddin, Idare Kitab-ul- Shifa, New Delhi		
24	Ahman S.I, "Al Umoor Al Tabiyah", 1st Edition, Saini Printers, New Delhi		
25	Ibn-e-Rushad M, "Kitab-A1-Kulliyat", Urdu Translation, CCRUM, New Delhi,		
26	Tabri, Rabban, Ali Bin Sahal, "Firdaus-ul-Hikmat", Urdu translation by Mohd. Adl Shah Sambhali; Faisal Pub., Deoband		
27	Ahmad S.I., Kulliyat-e-Asri, New Public Press wa Aala Press New Delhi.		
28	Galen, "Kitab-Fil-Mizaj", edited & translated by Syed Zillurrahman, International printing press, Aligarh		
29	Masihi, Aminuddaulah Abu-Faraj Ibnul-Qaf, "Kitab Al-Umdah Fil Jarahat", Vol 1, Urdu translation by CCRUM		

30	Tortora Gerard J., Derrickson Bryan. "Principles of Anatomy & physiology", 13th edition, John Wiley & Sons Inc., Hoboken NJ, 2011
31	Singh Inderbir, "Textbook of Anatomy", 4th Edition, 2006, Jaypee Brothers Medical Publishers (p) ltd, New Delhi.
32	Hamdani, Syed Kamal Hussain, "Usool-e Tibb", Qaumi Council Braye Frogh-e Urdu, N. Delhi
33	Hassan S. M., "A Rational interpretation of the Four cosmic Elements as Operating in Alchemy", Theories and Philosophy of medicine, IInd Edition, JHMMR, New Delhi
34	Taiyab M, "Philosophy of Greco-Arabian Medicine", A.M.U. Press, Aligarh
35	Latif A. Falsafi, Shifa ul Mulk, "Tajdeed-e- Tibb", Edited by Hkm. Syed Zillur Rehman, Ala Press, Delhi
36	Zulkifle M., Zaidi I. H., and Ansari A. H., "Concept of embryology in Unani medicine", Unimed Kulliyat, A Journal of Unani Medicine, Published by Department of Kulliyat, AKTC, A.M.U, Aligarh, April-September 2005, Volume-I, Issue-I
37	Gruner O.C, "A Treatise on the Cannon of Medicine of Avicenna", Luzac and Company, London, 1930
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Abbreviations

Domain		T L Method	L Method		Level	
СК	Cognitive/Knowledge	L	Lecture	к	Know	
сс	Cognitive/Comprehension	L&PPT	Lecture with PowerPoint presentation	КН	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