Greetings,
I welcome the new competency-based syllabus (CBS) implemented by NCISM. According to the present time as said by Vagbhata (yuganurupasandarbhha) the Ayurveda syllabus has been updated. The new NCISM syllabus benchmark is Blooms taxonomy. Critically analyzed on blooms taxonomy in both Lecture hour & Non Lecture Hours, Blooms taxonomy consist of six stages Remember, Understanding, Apply, Analysis, Evaluating and Create moves from lower degree to higher degree.

**PADARTHA VIJNANAM**
(FUNDAMENTAL PRINCIPAL OF AYURVEDA & QUANTUM MECHANICS):
Is a unique and mandatory subject needed for learning the stream of Ayurveda. It is the combination of science and philosophy, Padartha Vijnanam is an essential base of Ayurveda education. When the foundation becomes strong building also becomes strong. If we the syllabus of Paper 1 and Paper 2. Paper 1 Topic are more related to Remember & Analyze and Evaluate & higher cognitive skills is needed, we need to compare the Darshana with Ayurveda similarly all topics Dravya, Guna, Karma, etc has been divided on Blooms Taxonomy. Paper 2 Topic Pramanas are more related to Remember, Understanding and Application, students should learn the application of Pramana clinically. Along with that very interestingly Non Lecture Hours theory and Non-Lecture Practical’s has been added value to the present syllabus. Group discussions, Debate, Role-play and PBL. Activity base learning definitely will create the interest in students. Total 230 teaching hours, 90 Hours of lecture for theory & 140 Non Lectures Hour Theory and Non-Lecture Hour Practical has been added. Present new syllabus of PV most easy & student friendly and easy to learn.

**SAMHITA ADHYAYAN-I: STUDY OF AYURVEDA CLASSICAL TEXT:**
The main purpose of Samhita teaching is to enable the students to Read, Understand and Practice the Samhitas, The new revised syllabus includes Ashtanga Hridayam Sutrasthana 1 to 15 chapters and Charaka Samhita Sutrasthana 1 to 12 chapters as a part of Samhita Adhyayana-I for First Professional BAMS course In this revision, NCISM has tried its best to take Samhita teaching beyond the four walls of the classroom and connected it with today’s present scenarios learning skills, To create the interest in the students added samhita with practical demonstration like samhitha pathana, Samhita with Practical demonstration, Activity base learning, Lecture hours and Non-Lecture hours has been value added in the revised syllabus enter syllabus topic has been divided on blooms taxonomy. Which is practical and generate the interest in reading samhitas? Totally 400 teaching hours, 140 Lecture theory, 260 Non Lecture Theory has been added.

**RACHANA SHARIRA (HUMAN ANATOMY):**
The primary purpose for teaching Rachana sharir to undergraduate students is to provide a thorough understanding of the basic principles of Sharir. Gross and microscopic structure and development of the human body in perspective of ancient and modern sciences, In this revised syllabus various teaching and learning methods, including didactic, demonstration, tutorial, group discussion, seminars, Integrated Teaching (IT), Problem Based Learning (PBL), and Early Clinical Exposure (ECE), Case-Based Learning (CBL), Virtual Dissection, and cadaveric dissection, are used to transfer
knowledge to students, and the syllabus is constructed accordingly. This will help the students to become competent, self-assured, caring, and concerned humans capable of providing ethical medical treatment. Syllabus divided in 500 teaching hours Lecture hour, Non Lecture hour theory & Non lecture hour practical has been added, in learning objectives clearly defined the domain of blooms taxonomy, Must know, Desire to Know, Nice to Know assessment, formative/summative has been clearly defined.

**KRIYA SHARIRA (HUMAN PHYSIOLOGY):**

Kriya Sharir (Human Physiology) is an important subject of the BAMS program for the undergraduate students of Ayurveda. Sharir Kriya deals with the study of the human body concerning its physiological norms i.e., the functioning of the human body in its normal state. This subject refers to the physiology and biochemistry of contemporary medical science. The swashtya of an individual is based on 3 pillars of the body i.e., dosha, dhatu & mala. Kriya Sharir subject mainly deals with these 3 pillars. The basic concepts, knowledge, and applicability of Tridosha (Vata, Pitta, Kapha), Sapta Dhatus (Rasa, Rakta, Mamsa, Meda, Asthi, Majja, Shukra), and Trimala (Mutra, Purish, Sweda) are very important in the critical understanding of the disease. Kriya Sharir also deals with Prakriti, Strotas, Kostha, Agni, Oja, Mana, Aahar (Basic principles of food), shatkriyakal, the system-wise study of contemporary science, senses function and dysfunction etc. All these fundamental topics are essential for the proper understanding of etiopathogenesis, diagnosis of disease, and its management which will be covered in para-clinical and clinical subjects. In the curriculum of Kriya Sharir is designed considering cognitive, affective, and psychomotor domains. To simplify subject added group discussions, workshops, field visits, and activities beyond the textbook during the practical hours like preparation of charts, models, seminar presentations by students has been implemented. To create the interest in subject role play, flipped the classroom, etc. Some assessment methods like OSPE, PBL, DOPS, CBD, skill assessment, etc are incorporated.

The main aim of the curriculum is to highlight the basic knowledge and to give a new scientific approach to undergraduate students to develop their skills of Ayurveda and make them competent to apply in clinical practice and research. Syllabus divided into 600 Teaching hours both Lecture hour, Non Lecture hour theory & Non lecture hour practical has been added.

In Nutshell the revised syllabus is outcome based syllabus. The question paper blueprint with topic wise marks distribution of theory and practical has added along with that Multiple choice question (MCQ), Short Answer Question (SAQ), Long Answer Question (LAQ) has been described and topic wise blooms taxonomy application, Must Know, Desire to Know, Nice to Know assessment, formative & summative assessment has been described in syllabus, in conclusion syllabus is crystal clear and student friendly & help to determine the degree of learning through that we can bridge the gaps in Ayurveda education.

In this regard Ayurveda teaching and clinician should think 10 years ahead in future and try to apply advance Skill labs, Laparoscopic, Laser and Robotic surgery in the practice. And the application of Advance technology & diagnostic tools in clinical research & Pharmacovigilance center should be added then only the dream of vagbhata (Yuganurupasandarba) will be fulfilled.

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