

**Competency-Based Dynamic Curriculum for MD/MS SIDDHA
(PRESCRIBED BY NCISM)**

தொட்டனைத் தூறும் மணற்கேணி மாந்தர்க்குக் கற்றனைத் தூறும் அறிவு

**Semester III-VI
Siddhar Yoga Maruthuvam
(Siddhar Yogic Science)
(SUBJECT CODE : SIDPG-SYM)**

(Applicable from 2024-25 batch, from the academic year 2025-26 onwards until further notification by NCISM)



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

PREFACE

Yoga is much more than a physical discipline—it's a timeless journey of healing that connects the mind, body, and soul. For centuries, it has offered a sanctuary of balance through gentle postures, mindful breathing and meditation, helping individuals cultivate resilience and inner peace. Today, as modern life grows increasingly hectic, Yoga's wisdom feels more relevant than ever. Increasing stress, lifestyle disorders and mental health challenges remind us that true wellness isn't just about treating symptoms—it's about nurturing wholeness. Yoga addresses this growing need effectively, blending ancient techniques like asanas and pranayama with contemporary science to restore harmony in our fast-paced world.

The Post Graduate program in Applied Yoga and Wellness is designed for those who wish to deepen their understanding of this transformative practice and share its gifts with others. The curriculum weaves together philosophy, anatomy, and hands-on training, empowering future practitioners to integrate Yoga's healing principles into modern healthcare. Whether exploring rejuvenation therapies, mastering therapeutic techniques or studying the synergy between Yoga and contemporary medicine, students gain the tools to address real-world health challenges—from chronic stress to metabolic disorders. This isn't just education; it's a calling to bridge tradition and innovation for the well-being of individuals and communities.

Graduates of this program step forward as confident healers, educators, and advocates, ready to make a meaningful difference. They don't just prescribe exercises—they guide others toward sustainable wellness with compassion and expertise. By blending the heart of Yoga with evidence-based research, they create personalized pathways to health, ensuring this ancient practice continues to touch lives in profound ways. This program isn't just shaping professionals; it's nurturing a movement of mindful wellness, one breath at a time.

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We want that education by
which character is formed,
strength of mind is increased,
the intellect is expanded, and by
which one can stand on one's
own feet.

-Swami Vivekananda

NCISM

(NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE)

Competency-Based Dynamic Curriculum MD/ MS SIDDHA

Siddhar Yoga Maruthuvam (SIDPG-SYM)

Summary & Credit Framework

Semester III-VI

Module Number & Name	Credits	Notional Learning Hours	Maximum Marks of assessment of modules (Formative Assessment)
Semester No : 3			
Paper No : 1 (PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) & PRINCIPLES AND PRACTICES OF KAAYA KARPAM (REJUVENATION THERAPY))			
M1 Concept of mind, body and soul and basics of mind body medicine	2	60	50
M2 Stress and emotions & mind's role in illness–Understanding connection	2	60	50
Paper No : 2 (PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM)			
M9 Focused on astanga yogam	2	60	50
M10 Preliminary exercises and exploring standing asanam	2	60	50
Paper No : 3 (RECENT ADVANCES IN CONTEMPORARY MEDICINE)			
M17 Nutrition, Metabolism and Endocrinology	2	60	50
M18 Disorders of the cardiovascular system	2	60	50
Paper No : 4 (THERAPEUTIC SIDDHAR YOGAM)			
M25 Fundamental principles and methods of yoga therapy	2	60	50
M26 Siddhar yoga maruthuvam for swasa mandala noigal (respiratory disorders), thamaraga noigal (cardiovascular disorders) and aruvai parigara noigal (surgical disorders)	2	60	50
Total	16	480	400
Semester No : 4			

Paper No : 1 (PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) & PRINCIPLES AND PRACTICES OF KAAYA KARPAM (REJUVENATION THERAPY))			
M3 Psychoneuroimmunology (PNI) & Psycho-neuro-immunology (PNEI)	2	60	50
M4 Mind body medicine techniques	2	60	50
Paper No : 2 (PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM)			
M11 Exploring Sitting aasanam and lying aasanam	2	60	50
M12 Exploring bandhas and mudras (gestures and locks)	2	60	50
Paper No : 3 (RECENT ADVANCES IN CONTEMPORARY MEDICINE)			
M19 Disorders of the respiratory system & Disorders of eyes, ear, nose and throat	2	60	50
M20 Oncology and Hematology	2	60	50
Paper No : 4 (THERAPEUTIC SIDDHAR YOGAM)			
M27 Siddhar yoga maruthuvam for seerana mandala noigal (gastrointestinal disorders), sala uruppu noigal (genitourinary disorders) and thol noigal (dermatological disorders)	2	60	50
M28 Siddhar yoga maruthuvam for narambu mandala noigal (neurological disorders), mana noigal (psychiatric disorders) and naalamilla surappi & valarchithai maatra kolarugal (endocrine and metabolic disorders)	2	60	50
Total	16	480	400
Semester No : 5			
Paper No : 1 (PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) & PRINCIPLES AND PRACTICES OF KAAYA KARPAM (REJUVENATION THERAPY))			
M5 Fundamental concepts and uses of kayakarpam and mooligai karpamarunthukal	2	60	50
M6 Concepts and applications of thathu, jeeva, thani, and kootukarpamarunthugal	2	60	50
Paper No : 2 (PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM)			
M13 Foundations of pranayamam (mastering the breath) and dharanai (concentration techniques)	2	60	50
M14 Dhyana mudras (meditation mudras)	2	60	50
Paper No : 3 (RECENT ADVANCES IN CONTEMPORARY MEDICINE)			
M21 Immune-mediated, Inflammatory and rheumatologic disorders	2	60	50
M22 Disorders of the kidney , urinary tract & gastrointestinal system.	2	60	50

Paper No : 4 (THERAPEUTIC SIDDHAR YOGAM)			
M29 Siddhar yoga maruthuvam for udal vanmai and enbu poruthiyal (immunological and rheumatological disorders) and kan, kadhu and thondai noigal (eyes, ear and throat disorders)	2	60	50
M30 Siddhar yoga maruthuvam for pirappuruppu noigal (reproductive disorders), pregnancy & post-natal and vanmeegam (oncological disorders)	2	60	50
Total	16	480	400
Semester No : 6			
Paper No : 1 (PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) & PRINCIPLES AND PRACTICES OF KAAYA KARPAM (REJUVENATION THERAPY))			
M7 Principles and practices of pothu and sirappu karpa remedies, muppu, and their clinical applications	2	60	50
M8 Concepts of aging, gene expressions in yoga therapy, and practices of kaya sudhi techniques	2	60	50
Paper No : 2 (PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM)			
M15 Fundamentals of vinyasa yoga and yoga pedagogy	2	60	50
M16 Sports yoga & siddha purification techniques and external applications.	2	60	50
Paper No : 3 (RECENT ADVANCES IN CONTEMPORARY MEDICINE)			
M23 Neurological and Dermatological Disorder	2	60	50
M24 Psychiatry Disorders, Psychotherapies & Disorders Associated with Environmental Exposures	2	60	50
Paper No : 4 (THERAPEUTIC SIDDHAR YOGAM)			
M31 Siddhar yoga maruthuvam for mudhumai noigal (geriatric disorders), balar noigal (paediatric disorders) and general wellbeing	2	60	50
M32 Nutrition and dietetics, diet and siddha system of medicine	2	60	50
Total	16	480	400
Grand Total	64	1920	1600

Credit frame work

SIDPG-SYM consists of 32 modules totaling 64 credits, which correspond to 1920 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 Siddha 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. Each paper has 16 credits and each semester covers 16 credits across 4 papers. In case of difficulty and questions regarding the curriculum, write to syllabus24sid@ncismindia.org.

Credit Analysis Overview					
Sem/Paper	Paper No 1	Paper No 2	Paper No 3	Paper No 4	Credits
Semester 3	M-1 2 Crs M-2 2 Crs	M-9 2 Crs M-10 2 Crs	M-17 2 Crs M-18 2 Crs	M-25 2 Crs M-26 2 Crs	16
Semester 4	M-3 2 Crs M-4 2 Crs	M-11 2 Crs M-12 2 Crs	M-19 2 Crs M-20 2 Crs	M-27 2 Crs M-28 2 Crs	16
Semester 5	M-5 2 Crs M-6 2 Crs	M-13 2 Crs M-14 2 Crs	M-21 2 Crs M-22 2 Crs	M-29 2 Crs M-30 2 Crs	16
Semester 6	M-7 2 Crs M-8 2 Crs	M-15 2 Crs M-16 2 Crs	M-23 2 Crs M-24 2 Crs	M-31 2 Crs M-32 2 Crs	16
Credits	16	16	16	16	64

Semester VI University examination					
Theory			Practical*		
Paper	Marks	Total	Practical Heads	Marks	Total
Paper -1	100	400	Long case or procedure/Major practical as applicable	100	400
			Short case or procedure/Minor practical	50	
Paper -2	100		Spotters	50	
			Assessing teaching ability	25	
Paper -3	100		Assessing presentation skills	25	
			# Viva (4 examiners: 25 marks/each examiner)	100	
Paper -4	100		Logbook (Activity record)	25	

			Practical/Clinical Record	25	
Semester VI University examination – 800 Marks					

* Details in 6H table, #No separate marks for dissertation viva.

Course Code and Name of Course

Course code	Name of Course
SIDPG-SYM	Siddhar Yoga Maruthuvam (Siddhar Yogic Science)

Table 1 : Course learning outcomes and mapped Program learning outcomes

CO No	A1 Course learning Outcomes (CO) SIDPG-SYM At the end of the course SIDPG-SYM, the students should be able to-	B1 Course learning Outcomes mapped with program learning outcomes.
CO1	Explore the history of Siddhar Yogam, Attanga Yogam, Kayakarpam (Rejuvenation therapy) & Ula,Udal,Anma Thathuvam (Mind-body- soul Philosophy) and promote Physical, Mental, Spiritual, Environmental, Intellectual, Nutritional Balance and Social Wellness	PO1,PO3
CO2	Illustrate the essential principles of Udal Koorugal (Anatomy) and Udal Thathuvam (Physiology), along with the 96 Thathuvam and Envagai Thervu diagnostic methods, to analyze and interpret disease conditions effectively. Develop evidence-based treatment strategies tailored to individual patient needs, integrating traditional Siddha concepts with modern clinical approaches.	PO1,PO2,PO5
CO3	Build competency in creating evidence-based approach towards Siddhar Yogam concepts and expertise at conducting experimental studies in Siddha purification/ Prophylactic treatment techniques, Yogam therapy and Kayakarpa medicines.	PO4,PO6,PO7
CO4	Conduct good clinical practice and research in Siddha system of Medicine and apply advancement of scientific Knowledge to get experience in diagnosing and managing diseases through Siddhar Yogam and prescribing Siddha therapeutic procedures, including Yogic diet and Medicines with lifestyle modifications through the Asanas, Bandhas,Pranayamam and mudras.	PO2,PO3,PO5,PO8
CO5	Facilitate better comprehension of Siddhar Yogam and Kayakarpa medicine, then validate, integrate, and document these approaches to develop Yogam protocols for managing intractable diseases	PO2,PO4,PO6
CO6	Apply and Implement Siddhar Yogam-based treatment protocols for lifestyle disorders, stress management, non-communicable diseases, musculoskeletal disorders, psychiatric disorders, pediatric and geriatric diseases, as well as endocrine and metabolic disorders. Integrate Yogam into preventive and rejuvenative therapies, blending traditional wisdom with contemporary medical science to promote holistic health and enhance the body's self-healing abilities.	PO2,PO3,PO5

CO7	Achieve expertise in yoga pedagogy for comprehensive instruction in Siddhar Yogam, enabling graduates to excel as specialists in Siddhar Yogic Science across clinical, academic and research domains. Foster holistic well-being through integrative healthcare and educational practices by blending ancient traditions with evidence-based medical knowledge. Equip learners with the ability to address various diseases and initiate holistic treatment approaches that prioritize mind-body-soul harmony.	PO2,PO5,PO8
CO8	Build strong professional ethics and actively contribute to community outreach by advocating Siddhar Yogam and fostering holistic well-being. Attain specialized knowledge in yoga for sports and modern advancements in yoga, enabling innovative and integrative approaches to health and wellness. Promote a balanced and holistic perspective on well-being that harmonizes traditional wisdom with contemporary practices.	PO2,PO3,PO7

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

Paper No : 1 (PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) & PRINCIPLES AND PRACTICES OF KAAYA KARPAM (REJUVENATION THERAPY))						
Semester No : 3						
2A Modu le Nu mber	2B Modules & units	2C Num ber of Credi ts	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
1	M-1 Concept of mind, body and soul and basics of mind body medicine This module describes the nature of consciousness and the changes that occur during its alterations. It aids in understanding the inner mind, intuitions, and spiritual concepts in philosophy associated with discussing the mind-body relationship. • M1U1 State of Consciousness and Psychological Concepts and Siddha Understanding of the Mind and Intellect 1.1.1 State of consciousness and physiological changes in altered states of consciousness 1.1.2 Psychological concepts of perception, conception, and creativity 1.1.3 Manam – mind 1.1.4 Budhi – intellect 1.1.5 Siddham – intuition 1.1.6 Ahankaram – egotism and exaggerated self-love • M1U2 Spiritual Concepts in Siddha Philosophy	2	10	20	30	60

1.2.1 Sidhars concept of anma 1.2.2 Aanavam, kanmam, and mayai 1.2.3 Anma thathuvam – soul essence 1.2.4 Arivu – self-realization 1.2.5 The immaterial spirit which exists in man unrecognized by him

• **M1U3 Mind-Body Medicine and modern perspectives**

1.3.1 Five categories in complementary and alternative medicine (CAM)

1.3.2 Definition of mind-body medicine

1.3.3 Historical view of mind-body medicine

1.3.4 Pioneers in mind-body medicine – norman cousins, deepak chopra, herbert benson, dean ornish, bernie siegal, lorry dossey

1.3.5 Need for mind-body medicine

1.3.6 Mind-body relationship and modern medicine: epidemiological, clinical, and experimental studies

1.3.7 Placebo and nocebo effects

• **M1U4 Classification of Mind-Body Techniques**

1.4.1 Mind-to-body therapies

1.4.2 Body-to-Mind therapies

1.4.3 Concentration-based mind-body medicine therapies

1.4.4 Relaxation- based mind-body medicine therapies

1.4.5 Movement-based mind- body medicine therapies

1.4.6 Top-down and bottom-up mechanisms

	1.4.7 Top-down mechanisms					
	1.4.8 Bottom-up mechanisms					
2	M-2 Stress and emotions & mind's role in illness–Understanding connection This module focuses on the assessment of health cases from both physiological and psychological perspectives. It highlights the need for such assessments of diseases and their interventions through yogic techniques. • M2U1 Stress and Its Impact 2.1.1 Definition of stress 2.1.2 Physiological and psychological stress 2.1.3 Understanding stress in accordance with scriptures 2.1.4 Stress assessment tools and biomarkers of stress 2.1.5 Stress & disease • M2U2 Yoga: Emotional Understanding and Social Intelligence 2.2.1 Yogic concept of emotions 2.2.2 Physiology of emotions 2.2.3 Emotional, social, and spiritual intelligence 2.2.4 Need for emotional & social intelligence 2.2.5 Working on emotional & social intelligence 2.2.6 Emotional freedom technique 2.2.7 Mobilizing, transforming, and celebrating emotions 2.2.8 Trauma & transformation • M2U3 Mind's Role in Illness 2.3.1. Introduction to mind and disease 2.3.2 Role of mind in hormones	2	10	20	30	60

	2.3.3 Hormones and sleep 2.3.4 Mind & cardiovascular ailments 2.3.5 Emotions & cancer 2.3.6 Chronic pain Mind & metabolic disorders 2.3.7 Stress & gastrointestinal disorders 2.3.8 Stressed skin • M2U4 Psychosomatic and Nervous System Disorders 2.4.1 Musculoskeletal disorders 2.4.2 Respiratory disorders 2.4.3 Menstrual disorders, infertility, pregnancy, and emotions 2.4.4 Somatization 2.4.5 Psychological disorders 2.4.6 Disorders of excretory system 2.4.7 Disorders of nervous system					
		4	20	40	60	120
Semester No : 4						
2A Modu le Nu mber	2B Modules & units	2C Num ber of Credi ts	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
3	M-3 Psychoneuroimmunology (PNI) & Psycho-neuro-endoimmunology (PNEI) This module explores the connections between the mind, nervous system, and	2	10	20	30	60

immune system, as well as their interactions and effects on overall health. It focuses on the nervous system's impact on the mind and how environmental factors can influence mental health

• M3U1 Psychoneuroimmunology and Communication Systems

3.1.1 Definition of psychoneuroimmunology and psycho-neuro-endo immunology

3.1.2 Role of cortex, limbic, thalamus, hypothalamus, and brainstem structures

3.1.3 Vagal pathways of mind-body communication

3.1.4 Communication between brain and immune system

3.1.5 Communication between neuroendocrine and immune system

3.1.6 Communication between glucocorticoids and immune system

• M3U2 Nervous System and Mind-Body Interaction

3.2.1 Introduction to autonomic nervous system

3.2.2 Parasympathetic nervous system

3.2.3 Sympathetic nervous system

3.2.4 Environmental influence on the mind

3.2.5 Neurogenesis, neuroplasticity, telomere length, etc

• M3U3 Endocrine and Immune System Functions

3.3.1 Endocrine system

3.3.2 Endocrine glands & stress

3.3.3 Hypothalamic-pituitary-adrenal axis or limbic-hypothalamic- pituitary- adrenal axis

3.3.4 Immune system

3.3.5 Basics of the immune system

3.3.6 Classification of the immune system

3.3.7 Cellular and humoral immunity

3.3.8 Immunoglobulins

3.3.9 Cytokines

3.3.10 Complement system

3.3.11 Altered immunity and its causes

3.3.12 Hypersensitivity reactions

3.3.13 Allergies

	3.3.14 Allergen immunotherapy 3.3.15 Autoimmunity immunodeficiency					
4	M-4 Mind body medicine techniques This module aims to provide an understanding of key techniques in mind-body medicine, including practices like meditation, mindfulness, hypnosis, and creative therapies. It highlights the importance of psychological and social support, and guide through self-care and yoga's role in mental well-being • M4U1 Mind body medicine techniques 4.1.1 Medical meditation: eating meditation, transcendental meditation, cyclic meditation, forgiveness meditation 4.1.2 Mindfulness 4.1.3 Hypnosis 4.1.4 Autogenic training 4.1.5 Imagery 4.1.6 Dance, music, art therapy ,published Journal Papers and thesis • M4U2 Psychological and Social Support in Mind-Body medicine 4.2.1 Social support & support groups 4.2.2 Healthy attitudes 4.2.3 Faith & prayer 4.2.4 Conventional psychotherapy 4.2.5 Stress management 4.2.6 A participating patient: self-awareness and self-care 4.2.7 Yoga as mind-body medicine • M4U3 Yogic counselling and Spirituality for mind-body medicine 4.3.1 Counselling vs. yogic counselling 4.3.2 Need for yogic counselling 4.3.3 Components of yogic counselling 4.3.4 Spirituality definition & its role in life(relation to religion, culture, health,healing) 4.3.5 Difference between spirituality and religion 4.3.6 Spiritual issues in healthcare environment 4.3.7 Evidence basis for	2	10	20	30	60

role of religion and spirituality in healthcare 4.3.8 Assessment tools for evaluating a patient's spiritual needs

• **M4U4 Applied Psychology and Stress Management through Yoga Psychology**

4.4.1 Biofeedback & neurofeedback

4.4.2 Cognitive-behavioral therapy (CBT)

4.4.3 Relaxation response & progressive muscle relaxation

4.4.4 Intentional effects on living systems breathing, mind, and body practices
behavioural technique to control Mind

4.4.5 Cognitive behavioural therapy

4.4.6 Mindfulness and relaxation response in yoga

4.4.7 Interpersonal mindfulness

4.4.8 Mindfulness works with stress reductions

4.4.9 Meditation for anxiety and stress

	4.4.10 Transforming fear through loving – kindness medication					
		4	20	40	60	120
Semester No : 5						
2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
5	M-5 Fundamental concepts and uses of kayakarpam and mooligai karpamarunthukal This module describes examining kayakarpam and mooligai karpamarunthukal in a modular way uncovers a wealth of traditional knowledge focused on health and healing. Grasping their principles and applications enables more effective integration of these systems into contemporary health practice • M5U1 Principles and Applications of Kayakarpa Therapy 5.1.1. Timing, age, and duration for kayakarpam Administration 5.1.2. Preparation of the body for kayakarpam	2	10	20	30	60

5.1.3. Precautions for taking karpamarunthukal

5.1.4 Diet and regimen for kayakarpam

5.1.5. Adverse effects of kayakarpam and treatments for those effects

• M5U2 Scientific Approaches to Kayakarpa Therapies & Principles and Practical Applications of Antioxidants

5.2.1. Kayakarpa herbs used by Siddhars

5.2.2. Types of kayakarpam

5.2.3. Theranpini anugavithi

5.2.4. Kayakarpa therapies in siddha

5.2.5. Scientific approach to kayakarpam

5.2.6. Antioxidants- definition, free radicals(ROS) free radical injury, role of anti oxidants in free radical injury

• M5U3 Mooligai Karpa Marunthugal and Their Clinical Applications

5.3.1. Clinical applications of mooligai karpamarunthugal (Part-I)

Aruganpul- *Cynodon dactylon* Aarai-*Bauhinia racemosa* Aruneli-*Phyllanthus acidus*
 Amukkara-*Withania somnifera* Alingil-Alangiumsalvifolium Alukanni-
 Droseraburmani Ayuri-Indigoferatinctoria
 Amuthavalli-*Tinosporacorpifolia*-Aatchamaram- Ammampatchaichi-*Euphorbia hirta*-Adathodai-*Aadodhodavasica*-Adutheendapalai-*aristoloch iabracteolate*-Ayilmarapattai-*C hukkarasiatabularis*-Aal-*Ficus benghalensis*-Aavarai- *Senna auriculata*-Aathantai-
Capparis zeylanica-Inchi-*Zingiber officinalis*-Inthiraveeramaram- Rathapalasu-*Butea monosperma*-Iruppavelcheti--*Uromaavirutcham*-*Bischofiaja vanica*-Urulai-*Solanum tuberosum*-Uthamani-*Pergulari adaemia* Uromaveng- Udhiravengai-*Pterocarpus marsupium*- Ukkunamaram-*Delonix regia*-Umathai -*Datura metal*- Ettimaram
 -Ettiverthylam-*Strychnosmox-vomica*- Erukku -*Calotropis gigantean*-
 Elumitchai-Citrus limom-erumaikanvirutcham - *Cassythafiliformis*[erumaikkot an]-Oorilaithaamarai - *Hybanthusenneaspermus*

5.3.2. Clinical applications of mooligai karpamarunthugal (Part-II)

Kadukkai, kadukkai poo -*Terminalia*
Chebula-kattukodi-*Cocculushirsutus*-karandhai-*Sphaeranthus indicus*- kanja
 -*Cannabissativa*- katchur-*Curcumazedoaria*-kandankathiri -*Solanumxanthocarpum*-
 karuveezhi - *Cassine glauca* [Karuvali] karumarudhu- *Terminalia alata*-karunaarathai-*Grewiaserrulata*-karisaalai - *Ecliptaprostrate*-kattraazhai-*Aloe barbadensismiller*-kanaierumaivirutcham karuumathai -*Datura innoxia*
 Karudakodi-*Aristolochiaindica*-Kaattamanakku-*Jatropha gossypiiifolia*-kaarbokarisi-*Psoralincorrylifolia* kaanarpala , kaanaan
 -kittikizhangu-*Aponogetonnatans*-Karunelli- *Phyllanthus reticulates*-kanjirai-*Strychnosnux-vomica*.

5.3.3. Clinical applications of mooligai karpamarunthugal (Part-III)

Karud akodi-*Aristolochiaindica*-Keezhanelli-*Phyllanthus niruri* Kuppaimeni-
Acalyphapaniculata-Kungiliya maram-*Shorearobusta*-
 Kurukkaththi-*Hiptagebenghalensis* ,kuzhala athandhai , kodiveli- *Plumbago zeylanica*,Kodikalli- *Euphorbia tirucalli*,kotti,koondhalkudham bai -*Vicoaindicum*,

Kodagasaalai – *Justicia repens*, Senkodiveli *Plumbago indica* Korai kizhangu – *Cyperus rotundus*, Kongu–*Hopea parviflora*, Kolai – *Lingustum robustum*, Kugaineer sandhanam , Sanjeevimooligai –*Selaginella bryopteris*, Sadhurak kalli – *Euphorbia antiquorum*, Sandhippoondu, Surathunila, Surathunilavarai , Senkolai , Surathuavaarai – *Cassia aneolata*

5.3.4. Clinical applications of mooligai karpamarunthugal (Part-IV)

Sangankuppi-*Clerodendron ineme*, Sarala dhaevathaa ram-*Cedrus deodara*, Sadhurakalli – *Euphorbia antiquorum* Saayaaviruttham-*Hedyotis umbellata* , Siriyangai- *Andrographis paniculata*, Sirukeerai-*Amaranthus tricolor*, Sivandhathumbai- *Leucas aspera*, Sivanarvembu- *Justicia tranquebariensis*, Sivandhailaik alli- *Euphorbia neriifolia*, Seendhilkodi-*Tinospora cordifolia*, Seedevisenkazhuneer –, Senbaga poo – *Michelia champaca*, Senkollailia – *Semecarpus anacardium*, Seeragam-*Cuminum cyminum*, Sunang aviruttham , surapunnai-*Ochrocarpus longifolius*, Suriya Gandhi–*Helianthus annuus*, Sembukodi , Sennaayuruvi, Sevvaazhaikarpam –*Musa acuminata*, Sevvallikkizhangu-*Dioscorea alata* Sendhaadupaavai- *Coleus oregano*, sengkottai- *Semecarpus anacardium* sithakathi- *Sesbania sesban*, jothipul-*Costus speciosus*

5.3.5. Clinical applications of mooligai karpamarunthugal (Part-V)

Jothiviruttham- *cinnamomum camphora* , Soma viruttham, Sunangumaram, Chukku– *Zingiber officinalis*, Thagarai-Senna tora, thakkali-*Lycopersicon esculentum*, Thamarai –*Nelumbo nucifera*, Karunthaamarai – *Begonia black velvet*, Kalthaamarai- *Smilax zeylanica* , thaandrimaram- *Terminalia bellirica*, Thirugukalli-*Euphorbia tirucalli*, Thillaiviruttham –*Excoecaria agallocha*, Thippili –*Piper longum*, Thevathaali – *Luffa echinata*, thulsi- *Ocimum tenuiflorum*, Thuthi chedi-*Abutilon indicum*, Thumbi – *Leucas aspera*, pavalathuthi – *Abutilon indicum*, Venthuthi, Thumpula, thudhuvalai- *Solanum procumbens*, sivandhathudhuvalai-*Solanum trilobatum*, Vellaithudhuvalai, Thetran – *Strychnos potatorum*, Thozhukanni chedi- *Desmodium gyrans thoniyamaram*, Nannari – *Hemidesmus indicus*

5.3.6. Clinical applications of mooligai karpamarunthugal (Part-VI)

Naagathaali- *Opuntia dillenii*, Pasalaikodi –*Basella alba*, Payatrangaikalli, Panjatharukarpam, Panai –*Borassus flabellifer*, Parsorimaram, palmaram-*Artocarpus heterophyllus* Padhirimaram–*Stereospermum chelonoides*, Pangampaalai, Prammatharum aram, Mpeisurai–*Cupressus torulosa*, Peipeerkku –*Luffa acutangula*, Piraimaram, Peyanvaazhai –*Musa paradisiaca*, Pirammathandu–*Argemone mexicana*, Brahmi –*Bacopa monnieri* Kalbrahmi-Peperomia tetraphylla Pilakottai, Pilapoo, Pila thylam-Puliyampirandai, Puli –*Tamarindus indica* Puliyarai – *Oxalis corniculata*, Purasu –*Butea monosperma* Venpurasu, Boomicharkarai, Peisuraividhai-*Vernonia amygdalina*

5.3.7. Clinical applications of mooligai karpamarunthugal (Part-VII)

Ponnanganni –*Alternanthera sessilis* Porseendhil–*Tinosporacordifolia*, Malaiarali–*Nerium oleander*, Malaimaamaraverpattai, Malli–*Jasminum grandiflorum*, Manjatpoodhavelai, Maruthamaram-*Terminalia arjuna* Mayilaimaram-*Vitex altissima*, Manathakkali-*Solanum nigrum*, Maruthondri–*Lawsonia inermis*, Maankani–*Mangniferaindica* Milagaranai-*Toddalia asiatica* Milagu-Piper *nigrum*, Mundagaviruttham *Pavonia odorata*, Muppirandhai-*Cissus quadrangularis*, Mookirattai –*Boerhavia diffusa* Nayuruvi – *Achyranthes aspera*, Nilavaarai – *Cassia angustifolia*, Naagamalli–*Rhinacanthus nasutus*, Naarkarandhai, Neerseruppu Naagathaali-*Rutachalepensis*, Vanjikodi, Vasalai, valli- *Coleus amboinicus*, Vallarai-*Centella asiatica*, Varaiyalmarakarpam- Vanabrahmi, Vannimarakarpam –*Prosopis cineraria*, Vallaikodi –*Dioscorea pentaphylla*

5.3.8. Clinical applications of mooligai karpamarunthugal (Part-VIII)

Vilvam- *Aegle marmelos*, Karpooravilvam, Vila – *Feronia limonia*, Vishnukirandhi-*Evolvulus alidoides*, Vishnu poobathi, Vembanpallia, vellarugavidath alaiver, Vengai –*Pterocarpus marsupium*, Venkandankathiri-*Sollanum xanthocarpum*, Venkundri, Vellaipunalmurungai-*Moringa oleifera*, Vellaimandhaarai-*Bauhinia racemosa*, Vellaineermulli-*Hydrographis auriculata*, Vellaisaaranai–*Trianthema decandra*, Vennaaval-Syzigium hemisphericum, Veliparuthivembu-*Peruaria daemia* Vellaivbumarakarpam, venpoola –*Acacia concinna*

	,Vlamitchai–<i>Plectranthusvettiveroides</i> ,Veeli- <i>Prosopis velutina</i>,Panjakarpam. • M5U4 Physical and Chemical Properties, along with Pharmacological Actions of Mooligai Karpa Marunthugal 5.4.1. Physical and chemical properties of mooligaikarpam 5.4.2. Pharmacological actions of Mooligaikarpammarunthukal 5.4.3. Recent research papers on Mooligaikarpammarunthukal and their methods					
6	M-6 Concepts and applications of thathu, jeeva, thani, and kootukarpamarunthugal This module defines the concepts of Thathu, Jeeva, Thani, and Kootu karpa marunthugal and explores their applications. • M6U1 Thathu Karpa Marunthugal and Their Clinical Applications 6.1.1. Abragachendooram – Abrugamezhugu – Abragasathukalangu – Aya chunnam – Aya chendooram – Ayasambeerakarpam – Ayabringaraajakarpam – Lingathangakalangu – Udhaganeer – Urukkuchendooram – Kariyuppukattu – Kalluppukattu – Kaayathikarpam – Gandhagasembuchendooram – Gandhi rasa chunnam– Gandhi thylam – Gandhagamezhugu – Thamiraparpam – Thamira chunam – Thalaga chunam – Thalagachendooram – Thirivangakarpam – Naga kattu – Naagakattuchendooram- Naagararpam – Porigarakarpam . 6.1.2. Vangarasachendooram – Vangachendooram – Velli chunam – Kalnarparpam –	2	10	20	30	60

	Silasathpampam – Komethagachunnam – Putparagachunnam – Vaira chunnam – Pachaichunnam – Neelachunnam – Vaiduriyachunnam –Sigappuchunnam–Sara chunam – Vedyuppu chunam - Kalluppuchunnam – Karachunnam - Thangachunnam - Vellichunnam – Vanga chunam – Karvanga chunam –Karudapatchai -Uppukattu –Ayakalanguchenduram –Ayasembukalanguchendooram • M6U2 Jeeva Karpa Marunthugal and Their Clinical Applications 6.2.1. Anda mezhugu- Anda jeyaneer – Indhirakobam – Roma thylam- karunkozhi – Kombugal – Kandamiruga kombu – Madhanakamaesuram – Paal – Poonaagaparpam – Poonaagasathuchendooram 6.2.2. Nathaichippi – Amaiodukarpam – Kabala parpam – Chukkankalparpam – Muthu chunam – Nathaikarpam – Vilangukarpam–Then karpam – Navaneethakarpam • M6U3 Thani Karpam and Kootukarpa Marunthugal and Their Applications 6.3.1. Thanikarpam and kootukarpamarunthukal - utkolummuraikal 6.3.2. Uppukattumuraikal and karpamarunthagapayanpaduth ummuraikal 6.3.3. Physical and chemical properties, and pharmacological actions of thathu, jeeva, thani, and kootukarpamarunthukal; recent research papers on the same					
		4	20	40	60	120
Semester No : 6						
2A Modu le Nu	2B Modules & units	2C Num ber of	Notional Learning hours			

Number		Credits	2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
7	M-7 Principles and practices of pothu and sirappu karpa remedies, muppu, and their clinical applications This module illustrates principles of Pothu, Sirappu Karpam, and Muppu; categorize the types of Muppu and their role in yoga-based treatments; and facilitate research in the applications of Pothu, Sirappu, and Muppu Marunthugal. • M7U1 Principles and Practices of Pothu karpa Marunthugal 7.1.1. Definition, Principles of Pothukarpam 7.1.2. PothuKarpaavizhathangal - Inji then – nelmaanei – ponnanganni – vembu – kattrazhai – manathakkali – vila – vaatkoraikizhangu – amukurakizhangu – kodivasalai – perunkaalan – urulaikizhangu – kalyanapoosani -kaiyan – kali pirandhai. 7.1.3. Physical, chemical properties and pharmacological action of pothukarppam, Recent research papers in pothukarpam • M7U2 Principles and Practices of Sirapu karpa Marunthugal	2	10	20	30	60

	7.2.1. Principles of Sirappukarpam 7.2.2. Sirappu Karpa Aavizhathangal: Erukku, Azhinjil, Seedeve Senkzhuneer, Keezhanelli Samoolam, Surai, Kanjaavirai, Karchur, Kadukkai, Naanal, Seeragam, Aalampaal, Puliyaarai, Nochi, Vallaikodi, Mookirattai, Kuppaimeni, Thudhuvelai, Serankottai, Panaiver, Thetran, Nelli, Orithalzhthaamarai, Elam, Thulsi, Vilvam, Kittikizhangu, Korai Kizhangu, Sirukeerai, Nannaari, Uthamani, Aal, Ayilpattai, Elumitchaipazham, Thaamaraimagarandhapodi, Brhammathandhumagarandhap odi, Malattukkukarpam, Sukkilathambanam, Panjakarpam, Ayasambeerakarpam, Ayabirungaraajakarpam, Purana Chandhiroodhayam, Pachaipasumpa, Kaaichinapaal, Indhirakobapoochi. 7.2.3. Physical and Chemical Properties and Pharmacological Actions of Sirappukarpam; Recent Research Papers on Sirappukarpam • M7U3 Concepts of Muppu and Its Clinical Applications 7.3.1. Definition, types:- Vathamuppu, Vaithiyamuppu, Yoga Muppu 7.3.2. Properties of Muppu: Therapeutic Effects of Muppu; Various Schools of Thought on Muppu 7.3.3. Physical and Chemical Properties, and Pharmacological Actions of Muppu; Recent Research Papers on Muppu and Its Preparations and Uses					
8	M-8 Concepts of aging, gene expressions in yoga therapy, and practices of kaya sudhi techniques This module demonstrates aging and yogic body purification techniques along with their applications.	2	10	20	30	60

	• M8U1 Concepts of Aging, Gene Expression, and Yoga 8.1.1. Definition and Causes of Aging 8.1.2. Mechanism of Aging 8.1.3. Various Concepts of Aging 8.1.4. Effects of Aging on the Body 8.1.5. Biomarkers of Aging 8.1.6. Prevention of Aging Through Yoga 8.1.7. Recent Research on Yoga for Preventing Aging 8.1.8. Recent Studies on Yoga and Gene Expression • M8U2 Types of Kaya sudthimuraigal and its applications(Cleansing techniques- Kriyas) 8.2.1. Siranamandalasudthi (Dhauti Kriya) 8.2.2. Kalivuneermandlasudthi (Basti Kriya) 8.2.3. Suvasamandalasudthi (Neti Kriya) • M8U3 Types of Kaya sudthimuraigal and its applications(Cleansing techniques- Kriyas) 8.3.1. Uluruppubalapaduthuthal (Nauli/Lauliki Kriya) 8.3.2. Kannasudthi (Trataka) 8.3.3. Moolaisudthi (Kapalabhati)					
		4	20	40	60	120
		16	80	160	240	480
Paper No : 2 (PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM)						
Semester No : 3						
2A Modu le Nu mber	2B Modules & units	2C Num ber of Credi ts	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including	2G Total

					Modular Assessment	
9	M-9 Focused on astanga yogam This module offers a comprehensive exploration of Astanga yogam as practised within the Siddha tradition by revered siddhars such as Thirumoolar, Agasthiyar, Bogar, and Gonganavar. It also provides an in-depth examination of the transformative power of kundalini yoga. • M9U1 Thirumoolar's astanga yogam 9.1.1. About thirumoolar's thirumanthiram 9.1.1.1. Thirumanthiram 9.1.1.2. The speciality of thirumoolar book 9.1.1.3. History of thirumoolar 9.1.1.4. Period of thirumoolar 9.1.1.5. Religious status of the time of thirumoolar 9.1.1.6. Mission of thirumoolar 9.1.1.7. Thirumoolar ethics 9.1.1.8. Structure of the book of thirumoolar 9.1.1.9. Essentials in thirumanthiram thandiram 9.1.2. Iyamam & niyamam (yoga ethics) 9.1.2.1. Definition of Iyamam and Niyamam 9.1.2.2. General rules while observing iyamam and niyamam 9.1.2.3. Types, principles, and practice of iyamam & niyamam 9.1.3. Principles of aasanam 9.1.3.1. Definition of Aasanam 9.1.3.2. General rules while doing aasanam 9.1.3.2. Principles and practice of aasanam 9.1.3.4. Types of aasanam 9.1.4. Principle of pranayamam	2	10	20	30	60

9.1.4.1. Definition					
9.1.4.2 General rules while observing pranayamam					
9.1.4.3. Principles and practice of pranayamam					
9.1.4.4. Important rules for pranayamam					
9.1.4.5. Method of practising pranayamam, philosophy of pranayamam					
9.1.5. Prathiyakaram					
9.1.5.1. Definition of Prathiyakaram					
9.1.5.2. Principles and practice of prathiyakaram					
9.1.6. Dharanai					
9.1.6.1. Definition of dharanai					
9.1.6.2. Principles and practice of dharanai					
9.1.7. Dhiyanam					
9.1.7.1. Definition of dhiyanam					
9.1.7.2. Principles and practice of dhiyanam					
9.1.8. Samathi					
9.1.8.1. Definition of samathi					
9.1.8.2. Achieving the targets fixed					
9.1.9. Other concepts of Thirumoolar's yogam					
9.1.9.1. Kesari yogam					
9.1.9.2. Pariyanka yogam					
9.1.9.3. Amuritharanai					
9.1.9.4. Chanthira yogam					
9.1.10. Vedams and aagamams, sariyai, kriyai, yoga, and jnanam					
• M9U2 Agasthiyar's astanga yogam					
9.2.1. Classification of astanga yogam					
9.2.2. Importance of the eight limbs of yogam					
• M9U3 Astanga yogam by bogar and gonganavar and Kundalini Yogam					
9.3.1. Bogar and Gonganavar Astanga Yogam					
9.3.1.1. Astanga yogam and its classification					
9.3.1.2. Importance of the eight limbs of yogam					
9.3.2. Kundalini yogam					
9.3.2.1. Siddha anatomy of kundalini					

	9.3.2.2. Description of 96 thathuvam - Kosham (sheaths) - pancha bootham (five elements) - chakras (energy centers) 9.3.2.3.The Serpent power					
10	M-10 Preliminary exercises and exploring standing asanam This module outline offers a solid starting point, with potential for greater clarity, depth, and effectiveness in the preliminary exercises and standing asanam and also emphasize proper alignment and technique, therapeutic benefits, and the energetic and philosophical foundations of yoga. • M10U1 Loosening exercise for specific body regions, suryanamaskaram,chandra namaskaram & relaxation techniques 10.1.1 Introduction, its steps, and benefits 10.1.1.1. Neck region 10.1.1.2.Shoulder region 10.1.1.3.Elbow region 10.1.1.4.Wrist region 10.1.1.5.Hip region 10.1.1.6. Knee region 10.1.1.7. Ankle region 10.1.2. <i>Surya namaskaram</i> : Introduction, steps and benefits 10.1.3. <i>Chandra namaskaram</i> : Introduction, steps and benefits 10.1.4. Relaxation techniques 10.1.4.1. Instant relaxation technique (IRT) 10.1.4.2. Quick relaxation techniques (QRT) 10.1.4.3. Deep relaxation technique (DRT) • M10U2 Standing and head stand position in standing asanam 10.2.1. Introduction of the Standing position, its techniques, and benefits 10.2.1.1. <i>Otraikkal Naarkaali irukkai Nilai</i> - Ega Patha Utkatasanam (One Legged Chair Pose)	2	10	20	30	60

10.2.1.2. <i>Kazhukan Irukkai Nilai</i> - Karudasanam (Eagle Pose) 10.2.1.3. <i>Idai Suzhatrum Irukkai Nilai</i> - Katti Chakrasanam (Waist Rotating Pose) 10.2.1.4. <i>Arasar Irukkai Nilai</i> - Purana Utkatasanam (Powerful Pose) 10.2.1.5. <i>Panai Mara Irukkai Nilai</i> - Tadasanam - (Palm tree Pose) 10.2.1.6. <i>Mara Irukkai Nilai</i> - Vrikshasanam (Tree Pose) 10.2.1.7. <i>Naarkaali Irukkai Nilai</i> - Utkatasanam (Chair Pose) 10.2.1.8. Neenda kai Peruviral Nilai - <i>Uthitha Hasta Padangusthanam</i> - (Extended Hand to Big Toe Pose) 10.2.1.9. <i>Kuthirai Irukkai Nilai</i> - Vatayanasanam (Flying Horse Pose) 10.2.1.10. Minmini <i>Poochi Irukkai Nilai</i> - Tittibhasanam (Firefly Pose) 10.2.2. Introduction of Head Stand Position, its techniques, and its benefits 10.2.2.1. <i>Thalaikeezh Nitral Irukkai Nilai</i> - Sirasasanam (Head Pose or Head Seat) • M10U3 Forward and backward bending pose in standing aasanam 10.3.1. Introduction of Forward Bending Position, its techniques, and benefits 10.3.1.1. <i>Nindrapadi Kai- Kaal Thoduthal Irukkai Nilai</i> - Padahasthasanam (Hand to Foot Pose) 10.3.1.2. <i>Peruviral Aasanam</i> - Padangusthasanam (Big Toe Pose) 10.3.1.3. <i>Nindrapadi Mun Valaithal Irukkai Nilai</i> - Uttanasanam - (Standing Forward Bend) 10.3.1.4. <i>Theevira Pakkavaattu Neetchi Nilai</i> - Parsvottanasanam (Intense Side Stretch Pose or Pyramid Pose) 10.3.1.5. <i>Suzhalum Mukkona Irukkai Nilai</i> - Parivritta Thirikonasanam (Revolved Triangle Pose) 10.3.1.6. <i>Natarajan Irukkai Nilai</i> - Natarajasanam (Lord of the Dance pose) 10.3.2. Introduction of Backward Bending Position, its techniques, and benefits 10.3.2.1. <i>Veeran Irukkai Nilai</i> - Vira Bhadrasanam (Warrior pose) 10.3.2.2. <i>Paathi Chakkara Irukkai Nilai</i> - Artha Chakrasanam (Half wheel pose) 10.3.2.3. <i>Muzhu Chakkara Irukkai Nilai</i> - Poorna Chakrasanam (Full wheel pose) 10.3.2.4. <i>Pinnaika Patta Chakkara Irukkai Nilai</i> - Chakra Bandhasanam (Bound wheel pose) • M10U4 Side bending pose in standing aasanam 10.4. Introduction, its steps and benefits					
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	10.4.1. <i>Kona Irukkai Nilai</i> - Konasanam (Angle Pose) 10.4.2. <i>Neettikkappatta Pakka Kona Irukkai Nilai</i> - Utthita Parsvakonasana(Extended Side Angle Pose) 10.4.3. <i>Mukkona Irukkai Nilai</i> - Trikonasanam (Triangle Pose) 10.4.4. <i>Neettiya mukkona Irukkai Nilai</i> - Utthitha Thirikonasanam (Extended Triangle Pose) 10.4.5. <i>Arai Nilavu Irukkai Nilai</i> - Artha Chandrasanam (Half Moon Pose) 10.4.6. <i>Arai muthuku thantu thiruppu Irukkai Nilai</i> - Artha Katti Chakrasanam (Half Spinal Twist Pose) 10.4.7. <i>Orupakka Palakai Irukkai Nilai</i> - Vasistasanam (Side Plank Pose / Sage Vasistha's Pose)					
		4	20	40	60	120
Semester No : 4						
2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
11	M-11 Exploring Sitting asanam and lying asanam This module outline offers a solid starting point, with potential for greater clarity, depth, and effectiveness in the sitting and lying Asanam and also emphasize proper alignment and technique, therapeutic benefits, and the energetic and philosophical foundations of yoga.	2	10	20	30	60

• **M11U1 Sitting aasanam**

11.1. Introduction, its techniques and benefits

11.1.1. *Ambu and vil ponra Irukkai Nilai* - Akarna Dhanurasanam - (Shooting Bow pose)

11.1.2. *Mazhalai Irukkai Nilai* - Balasanam - (Child's Pose)

11.1.3. *Nilam Thozhuthal irukkai Nilai* - Boomi Namaskaram - (Saluting the earth)

11.1.4. *Aattukkal Suzhatruthal Irukkai Nilai* - Chakki Chalsanam - (Mill Churning Pose)

11.1.5. *Kazhupol Amarum Irukkai Nilai* - Thandasanam - (Staff Pose)

11.1.6. *Thottil Irukkai Nilai* - Hindolasana - (Cradle Pose)

11.1.7. *Kurangu Irukkai Nilai* - Hanumanasanam - (Monkey Pose)

11.1.8. *Peru muthirai Irukkai Nilai* - Mahamudrasanam - (Great Gesture Pose)

11.1.9. *Poonai Irukkai Nilai* - Marjariasanam - (Cat Stretch Pose)

11.1.10. *Poottiya kona Irukkai Nilai* - Paddha Konasanam - (Bound Angle Pose)

11.1.11. *Malai Irukkai Nilai* - Parvatasanam - (Mountain Pose)

11.1.12. *Muzhu mudhukuth thandu valaivu Irukkai nilai* - Poorna

Machendrasanam - (Full Spinal Twist Pose)

11.1.13. *Nanku Anga Irukkai Nilai* - Chaturanga Dandasana - (Four-Limbed Staff Pose)

11.1.14. *Ammi araikkum Irukkai Nilai* - Upavistha Konasanam - (Seated Straddle Pose)

11.1.15. *Kathavu Irukkai Nilai* - Parighasanam - (Gate pose)

11.1.16. *Melnokkiya kanukkal thiruppu Irukkai Nilai* - Kandasanam - (Upward Ankle Twist Pose)

11.1.17. *Kokku Irukkai Nilai (1)* - Krounchanam - (Heron Pose)

11.1.18. *Kokku Irukkai Nilai (2)* - Bakasanam - (Crane Pose)

11.1.19. *Aamai Irukkai Nilai* - Kurmasanam - (Tortoise Pose)

11.1.20. *Oru Kaal Thalai Irukkai Nilai* - Eka Pada Sirasanam - (*Foot Behind the Head Pose*)

11.1.21. *Ther Irukkai Nilai* - Vimanasanam - (Chariot Pose)

11.1.22. *Vaira irukkai Nilai* - Vajrasanam - (Thunderbolt pose)

11.1.23. *Yoka Muththirai Irukkai Nilai* - Yoga Mudrasanam - (Yogic Seal Pose)

11.1.24. *Ottakam Irukkai Nilai* - Ushtrasanam - (Camel Pose)
 11.1.25. *Iyalbu Irukkai Nilai* - Sukhasanam - (Easy Pose)
 11.1.26. *Siththi paerum Irukkai Nilai* - Siddhasanam - (Accomplished Pose)
 11.1.27. *Thavalai Irukkai Nilai* - Mandukasanam - (frog pose)
 11.1.28. *Thamarai Irukkai Nilai* - Padmasanam - (Lotus Pose)
 11.1.29. *Arai thamarai Irukkai Nilai* - Artha Padmasanam - (Half Lotus Pose)
 11.1.30. *Ezhumbu thamarai Irukkai Nilai* - Uttita Padmasanam - (Raised Lotus Pose)
 11.1.31. *Urdhva Padmasanam* - (Upward Lotus Pose or Lotus Headstand)
 11.1.32. *Pootiya Thamari Irukkai Nilai* - Baddha Padmasanam - (Bound Lotus Pose)
 11.1.33. *Karu irukkai Nilai* - Pindasanam - (Embryo Pose)
 11.1.34. *Arimaa Irukkai Nilai* - Simmasanam - (Lion pose)
 11.1.35. *Aa muga Irukkai Nilai* - Komugasanam - (Cow face pose)
 11.1.36. *Seval Irukkai Nilai* - Kukkutasanam - (Rooster Pose)
 11.1.37. *Thali muzhangal Irukkai Nilai* - Janu Sirasanam - (Head to Knee Forward Bend)
 11.1.38. *Iru Kaalgalum Munne Neeti Valaindha Nilai* - Paschimottasanam - (Seated Forward Bend)
 11.1.39. *Melnokki Mugam Konda Pinpura Theevira Neetum Irukkai Nilai* - Urdhva Mukha Paschimottasanam - (Upward Facing Intense West Stretch Pose)
 11.1.40. *Irandu Paatha Periya Viral Pidippu Irukkai Nilai* - Ubhaya Padangushtasanam - (Both Feet big toe Hold Pose)
 11.1.41. *Oru Kaal Periya Viral Irukkai Nilai* - Eka Pada Angusthasanam - (Perineum Pressure Pose)
 11.1.42. *Udal Murukku Irukkai Nilai (1)* - Vakrasanam - (twisted pose)
 11.1.43. *Udal Murukku Irukkai Nilai (2)* - Artha Matsyendrasanam - (Half Lord of the Fishes Pose or Seated Spinal Twist)
 11.1.44. *Udal Murukku Irukkai Nilai (3)* - Bharadvajasanam - (Bharadvaja's Twist or Seated Spinal Twist)
 11.1.45. *Malasanam* - (Garland pose)
 11.1.46. *Pasasanam* - (Noose Pose)

• **M11U2 Lying aasanam - prone position**

11.2. Introduction, techniques and benefits				
11.2.1. <i>Arai vill Irukkai Nillai</i> -Artha Dhanurasanam (Half Bow Pose)				
11.2.2. <i>Mudhalai Irukkai Nilai</i> - Makarasanam (Crocodile Pose)				
11.2.3. <i>Puli Irukkai Nilai</i> - Vyaghrasanam (Tiger Pose)				
11.2.4. <i>Paambu Irukkai Nilai</i> - Bhujangasanam (Cobra Pose)				
11.2.5. <i>Arai paambu Irukkai Nilai</i> - Artha Bhujangasanam (Half Cobra Pose)				
11.2.6. <i>Keel Nokkiya Naai Irukkai Nilai</i> - Atho Muga Savasanam (Downward Facing Corpse Pose or Downward-Facing Dog Pose)				
11.2.7. <i>Vettukkili irukkai Nilai</i> - Salabasanam (Locust Pose)				
11.2.8. <i>Arai vettukkili irukkai Nilai</i> - Artha Salabasanam(Half Locust Pose)				
11.2.9. <i>Vill irukkai Nilai</i> - Dhanurasanam (Bow Pose)				
11.2.10. <i>Muyal irukkai Nilai</i> - Sasangasanam (Rabbit Pose)				
11.2.11. <i>Vazhipattu irukkai Nilai</i> - Sashtangasanam (bowing down in reverence)				
11.2.12. <i>Thavalai irukkai Nilai</i> - Bhekanasanam (Frog Pose)				
11.2.13. <i>Mayil irukkai Nilai</i> - Mayurasanam (Peacock Pose)				
11.2.14. <i>Thogai Mayil Irukkai Nilai</i> - Pincha Mayurasanam (Feathered Peacock Pose or Forearm Balance Pose)				
11.2.15. <i>Irandu Kai Irukkai Nilai</i> - Dwi Hasta Bhujangasanam (Two-Handed Arm Pose)				
11.2.16. <i>Pura irukkai Nilai</i> - Kapotasanam (Pigeon Pose)				
11.2.17. <i>Thael irukkai Nilai</i> - Vrishikasanam (Scorpion Pose)				
• M11U3 Lying aasanam- supine position				
11.3. Introduction, its techniques and benefits				
11.3.1. <i>Arai kalappai irukkai Nilai</i> - Artha Halasanam (Half Plough Pose)				
11.3.2. <i>Ottrai Kaal Paala irukkai Nilai</i> - Ega Patha Sethubanthasanam (One Legged Bridge Pose)				
11.3.3. <i>Thiruppiya Vayiru Irukkai Nilai</i> - Jadara Parivarthini (Revolved Abdomen Twist Pose)				
11.3.4. <i>Meen irukkai Nilai</i> - Machasanam (Fish Pose)				
11.3.5. <i>Padagu irukkai Nilai</i> - Navasanam (Boat Pose)				
11.3.6. <i>Muzhu udal irukkai Nilai</i> - Sarvangasanam (Shoulder stand Pose)				
11.3.7. <i>Paduththirukkum Thaamarai Irukkai Nilai</i> - Suptha Padmasanam (Reclining				

	Lotus Pose) 11.3.8. <i>Saainthirukkum Kattappatta Kona Irukkai Nilai</i> - Suptha Paddha Konasanam (Reclining Bound Angle Pose) 11.3.9. <i>Arai udal Irukkai Nilai</i> - Viparitha Karani (Legs-Up-the-Wall Pose) 11.3.10. <i>kannanin Padukkai irukkai Nilai</i> - Ananthasanam (Vishnu's Couch Pose) 11.3.11. <i>saaynthu vaira irukkai Nilai</i> - Supta Vajrasanam (Reclining Thunderbolt Pose) 11.3.12. <i>Kaatru Veliyaetrum irukkai Nilai</i> - Pavana Mukthasanam (Wind-Releasing Pose) 11.3.13. <i>Ethir Palakai irukkai Nilai</i> - Purvattasanam (Reverse Plank Pose) 11.3.14. <i>Paathi udal thaangiya irukkai Nilai</i> - Artha Sarvangasanam (Half Shoulder Stand Pose) 11.3.15. <i>Kalappai irukkai Nilai</i> - Halasanam (Plough Pose) 11.3.16. <i>Paduthuirukkum Thavalai Irukkai Nilai</i> - Supta Bhekasanam (Reclining Frog Pose) 11.3.17. <i>Paalam irukkai Nilai</i> - Setubandhasanam (Bridge Pose) 11.3.18. <i>Mutti Kaathu Azhuththum irukkai Nilai</i> - Karnapidasanam (Knee to Ear Pose) 11.3.19. <i>Amaidhi irukkai Nilai</i> - Savasanam (Corpse Pose)					
12	M-12 Exploring bandhas and mudras (gestures and locks) This module offers a clear and organized framework to comprehensively understand mudras and bandhas, covering essential techniques, therapeutic benefits, and safety precautions. • M12U1 Foundational locks: mastering the bandhas 12.1.1 Moola bandha (perineum lock): Mudras and their effects on nadis, technique and awareness, contraindications, benefits of practising mudras, practice notes, rules of practice, relevance to kundalini 12.1.2 Jalandhara bandha (throat lock): Technique, breathing, duration, sequence,	2	10	20	30	60

precautions, contraindication, benefits, immortality 12.1.3. Uddiyana bandha (abdominal lock): Technique, breathing, duration, sequence, precautions, contraindication, benefits, liberation 12.1.4 . Maha bandha (the great lock): Technique, awareness, precaution, variations, duration and benefits • M12U2 Yogic gestures - Exploring mudras part -I 12.2.1. Mudra - which resembles yoga poses 12.2.1.1. Maha mudra (the great attitude): Technique, preparation, breathing exercises, duration, sequence, timing of practice, contraindications, and benefits 12.2.1.2. Viparita karani mudra (inverted psychic attitude): Sarvangasana vs Viparita karani, solar-lunar energy, technique, breathing, duration, sequence, practice time, contraindication, benefits, precaution, notes and variation 12.2.1.3. Maha bheda mudra (great piercing seal): Technique, duration, time of practice, contraindication, and benefits 12.2.1.4. Vajroni mudra (thunderbolt seal): Technique, breathing sequence, contraindication, and benefits 12.2.1.5. Tadagi mudra (water pot mudra): Technique, duration, awareness, contraindication and benefits 12.2.1.6. Manduki mudra (frog seal): Technique 12.2.1.7. Pashinee mudra (noose mudra): Technique, sequence, contraindication and benefits • M12U3 Yogic gestures - Exploring mudras part -II 12.3.1. Animal inspired mudras 12.3.1.1. Kaki mudra - crow mudra: Technique, awareness, duration, sequence, precaution, contraindication and benefits 12.3.1.2. Matangini mudra (elephant mudra): Technique and benefits 12.3.1.3. Bhujangini mudra (serpent mudra): Technique, duration, sequence and benefits 12.3.1.4. Mudras relevant to the kundalini 12.3.1.5. Yoni mudra(Shanmukhi mudra) attitude of the Source: Technique, sequence, contraindication and benefits 12.3.2. Subtle energy mudras					
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	12.3.2.1.Khechari mudra & nabho mudra - (sky seal or space mudra): Preparing the tongue, technique, breathing, precaution, contraindication and benefits 12.3.2.2.Shakti chalini mudra (energy-stirring seal): Technique, breathing, duration, sequence, precaution and benefits 12.3.2.3.Ashwini mudra (horse mudra): Technique, duration, Contraindication and benefits 12.3.3.Recommended for children 12.3.3.1.Shambhavi mudra (attitude for arousing superconsciousness): Technique duration, precaution, contraindication and benefits					
		4	20	40	60	120
Semester No : 5						
2A Modu le Nu mber	2B Modules & units	2C Num ber of Credi ts	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
13	M-13 Foundations of pranayamam (mastering the breath) and dharanai (concentration techniques) This module begins by defining pranayamam and exploring its numerous benefits. It then delves into a comprehensive study of various pranayamam variations and also the concept of dharanai and explores its diverse types and techniques. It focuses on five elemental dharanai practices. • M13U1 Pranayamam - The art of nostril breathing	2	10	20	30	60

13.1.Introduction and its benefits - various variations: Technique, advanced variation, duration, precaution and contraindication 13.1.1.Anuloma viloma Pranayamam (alternate nostril breathing) 13.1.2.Viloma pranayamam (stepped alternate nostril breathing) 13.1.3.Chandra nadi pranayamam (left nostril breathing) 13.1.4.Surya nadi pranayamam (right nostril breathing) 13.1.5. Dheerga swasam (deep breathing) 13.1.6.Pranava pranayamam (om chanting) 13.1.7.Kapalabhati (shining skull) 13.1.8.Bhastrika (bellows of breath) 13.1.9.Sama vritti (balanced breathing) 13.1.10.Vishama vritti (1:2 breathing) • M13U2 Pranayamam for inner focus and concentration 13.2. Specific Pranayama Practices for Cooling and Calming: various techniques and benefits 13.2.1. Sheetali pranayamam (rolling tongue breathing) 13.2.2. Sheetkari pranayamam (smiling breathing) 13.2.3. Ujjayi (ocean sound breathing) 13.2.4. Bhramari (humming bee breathing) 13.2.5. Moorchha pranayamam • M13U3 Concentration techniques: Exploring dharanai 13.3. Dharanai: Its Various Types and Techniques 13.3.1. Prithivi dharanai: Technique, breathing, preparation, duration, precaution and benefits 13.3.2. Ambhasi dharanai: Technique, breathing, preparation, duration, precaution and benefits 13.3.3. Agneyi dharanai: Technique, preparation, breathing, duration, precaution and benefits 13.3.4. Vayu dharanai : Technique, preparation, breathing, duration, precaution and benefits 13.3.5. Akasha dharanai: Technique, preparation, breathing, duration, precaution and benefits				
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14	M-14 Dhyana mudras (meditation mudras) This module outline provides a comprehensive overview of dhyana mudras and also more details of practical applications, and a deeper understanding of the underlying principles. • M14U1 Meditation mudras 14.1.1. Yoga muthiraigal & name of varma muthiraigal 14.1.1.1. Definition, Types and Principle and Practice 14.1.1.2. Hand and the five basic Elements 14.1.1.3. Mudras and doshas 14.1.1.4. Varma Muthiraigal 14.1.2. Hand health and wellbeing: increasing flexibility and reducing stress 14.1.2.1. Simple hand massage 14.1.2.2. Finger exercises 14.1.2.3. Hand exercises 14.1.2.4. Shoulder exercises • M14U2 Prithivi mudras and varuna mudras 14.2.1. Earth Element Mudras: Cultivating Grounding, Stability, and Inner Nourishment (earth-related mudras) 14.2.1.1. Prithivi mudra 14.2.1.2. Bhumi Sparsha mudra 14.2.1.3. Muladhara mudra 14.2.1.4. Jnana mudra 14.2.1.5. Bhu mudra 14.2.1.6. Prana mudra 14.2.1.7. Apana mudra 14.2.1.8. Sthira mudra 14.2.1.9. Sukham mudra 14.2.1.10. Vishnu mudra	2	10	20	30	60
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14.2.1.11. Kali mudra					
14.2.2. Water Element Mudras: Balancing Bodily Fluids and Promoting Inner Flow (water-related mudra)					
14.2.2.1. Varuna mudra					
14.2.2.2. Jalodar nashak mudra					
14.2.2.3. Swadhisthana mudra					
14.2.2.4. Mahatrika mudra					
14.2.2.5. Shakti mudra					
14.2.2.6. Kilaka mudra					
14.2.2.7. Karana mudra					
14.2.2.8. Kurma mudra					
14.2.2.9. Yoni mudra					
14.2.2.10. Masiki mudra					
14.2.2.11. Matsya mudra					
• M14U3 Agni mudras, vayu mudras and akasha mudras					
14.3.1. Agni Mudra: The Gesture of Inner Fire and Transformation (fire-related mudras)					
14.3.1.1. Agni mudra					
14.3.1.2. Guru mudra					
14.3.1.3. Manipura mudra					
14.3.1.4. Linga mudra					
14.3.1.5. Surya mudra					
14.3.1.6. Pushan mudra					
14.3.1.7. Kamajayi mudra					
14.3.1.8. Ashva ratha mudra					
14.3.1.9. Adho mukha mudra					
14.3.1.10. Shankha mudra					
14.3.1.11. Pitta pacifying mudra					
14.3.1.12. Pitha energising mudra					
14.3.1.13. Dhyana mudra					
14.3.2. Vayu Mudra: The Gesture of Air Balance and Inner Calm (air-related mudras)					
14.3.2.1. Vayu Mudra					

	14.3.2.2. Anahatha mudra 14.3.2.3. Padma mudra 14.3.2.4. Hridaya mudra 14.3.2.5. Chin mudra 14.3.2.6. Vyana mudra 14.3.2.7. Garuda mudra 14.3.2.8. Granthita mudra 14.3.2.9. Pranapana mudra 14.3.2.10. Kshepana mudra 14.3.3. Akasha Mudra: The Gesture of Inner Space and Emptiness (space-related mudras) 14.3.3.1. Akasha mudra 14.3.3.2. Shunya mudra 14.3.3.3. Vishuddha mudra 14.3.3.4. Udana mudra 14.3.3.5. Bhramara mudra 14.3.3.6. Bhuchari mudra 14.3.3.7. Nivedana mudra 14.3.3.8. Kaleshwara mudra 14.3.3.9. Sankalpa mudra 14.3.3.10. Mantangi mudra 14.3.3.11. Kubera mudra 14.3.3.12. Surabhi mudra					
		4	20	40	60	120
Semester No : 6						
2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning	2G Total

					including Modular Assessment	
15	M-15 Fundamentals of vinyasa yoga and yoga pedagogy This module explores the dynamic flow of vinyasa yoga, emphasizing breath-synchronized movement and creative sequencing. Additionally, it delves into yoga pedagogy, with the skills of effectively teach and adapt yoga practices to diverse learners. • M15U1 Fundamentals of vinyasa krama yoga and various sequence 15.1.1. Core Principles of Vinyasa Krama Practice 15.1.1.1. Introduction of Vinyasa Krama Yoga 15.1.1.2. Parameters of vinyasa yoga 15.1.1.3. Breath rate in vinyasa practice 15.1.1.4. Focusing the mind on the breath 15.1.2. Effective standing sequence 15.1.2.1. On your feet yogasanas 15.1.2.2. On one leg yogasanas 15.1.2.3. The triangle pose sequence 15.1.3. Effective inverted and unique variation pose sequence 15.1.3.1. The inverted posture sequence 15.1.3.2. Vishesha vinyasa krama • M15U2 Seated and lying sequence 15.2.1. Effective seated yoga sequence 15.2.1.1. Asymmetrical seated vinyasa 15.2.1.2. Seated pose stretch sequence 15.2.1.3. Meditation pose 15.2.1.4. Lotus pose 15.2.2. Effective lying sequence	2	10	20	30	60

15.2.2.1. Supine Sequence 15.2.2.2. Bow pose sequence • M15U3 Teaching yoga - Created a sacred space for yoga 15.3.1. Creating space for self-transformation 15.3.1.1. The physical setting 15.3.1.2. Classroom setup and orientation 15.3.1.3. Class levels and prerequisites 15.3.1.4. Class etiquette 15.3.1.5. Waking up the spiritual environment 15.3.1.6. Archetypes and mythology 15.3.1.7. Creating a happy space 15.3.1.8. A space for healing and awakening 15.3.1.9. Holding integrated space 15.3.2. Techniques and tools in teaching yoga 15.3.2.1. Teaching who is in front of you 15.3.2.2. Voice and language 15.3.2.3. Basic elements of asanam practice 15.3.2.4. Instructing asanam 15.3.2.5. General principles in giving physical cues and adjustments 15.3.2.6. Modifications, variations, and the use of props 15.3.2.7. Bringing it all together • M15U4 Teaching aasanam, pranayamam and meditation 15.4.1. Teaching -Aasanam 15.4.1.1. Surya namaskara: the sun salutations 15.4.1.2. Standing asanas 15.4.1.3. Core refinement 15.4.1.4. Arm balances 15.4.1.5. Backbends 15.4.1.6. Seated and supine twists 15.4.1.7. Forward bends and hip openers 15.4.1.8. Inversions 15.4.1.9. savasana					
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15.4.2. Teaching - Pranayama 15.4.2.1. The discovery and development of pranayama 15.4.2.2. The modern science of respiration - teaching basic breath awareness 15.4.2.3. Refining the flow of breath 15.4.2.4. Ujjayi pranayama 15.4.2.5. Deepening the pranayama practice 15.4.2.6. Consciously cultivating energy 15.4.3. Teaching - meditation 15.4.3.1. Patanjali's path of meditation 15.4.3.2. Taking one seat 15.4.3.3. Six guided meditation techniques 15.4.3.4. When to meditate 15.4.3.5. Meditating amid the flow of body and breath • M15U5 Yoga teacher training 15.5.1. Sequencing and planning classes 15.5.1.1. Principles of sequencing 15.5.1.2. The basic arc structure of classes sequencing within and across asana families 15.5.1.3. Planning specific classes 15.5.1.4. Sequencing for the menstrual cycle 15.5.1.5. The chakra model of sequencing 15.5.1.6. Popular hatha yoga sequences 15.5.1.7. Creating your classes 15.5.2. Specialized teaching 15.5.2.1. New to yoga 15.5.2.2. Working with injuries 15.5.2.3. Working with depression 15.5.2.4. Working with pregnant students 15.5.2.5. Teaching in alternative settings 15.5.3. The yoga profession. 15.5.3.1. Yoga teacher training and certification 15.5.3.2. Apprenticing					
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	15.5.3.3. Teaching opportunities and remuneration 15.5.3.4. Cultivating abundance 15.5.3.5. Preserving abundance 15.5.3.6. Regulation of the profession 15.5.3.7. The path of the teacher 15.5.4 Introduction of yoga and Artificial Intelligence (AI)					
16	M-16 Sports yoga & siddha purification techniques and external applications. This module explores the yogic approach to athletic performance. It addresses common complaints and yoga practices tailored for sports and health issues, with a focus on yoga for athletes, including match day strategies and considerations for women. It also covers external application techniques for therapeutic benefits, and traditional yogic cleansing practices for optimal health and well-being. • M16U1 Optimizing your body: A yogic approach to athletic performance 16.1.1. Yoga for attain excellence: Asanas for 16.1.1.1. Flexibility 16.1.1.2. Speed 16.1.1.3. Agility 16.1.1.4. Coordination between eyes and limbs 16.1.1.5. Coordination between eyes and spine 16.1.1.6. Asanas that correct the drawbacks in the reflexes of the body 16.1.1.7. Stability in the legs 16.1.1.8. Yoga Kuruntha for strength 16.1.1.9. Strength 16.1.1.10. Stamina 16.1.1.11. Endurance 16.1.1.12. Decreased risk of injury	2	10	20	30	60

16.1.1.13. Relaxation and rejuvenation 16.1.1.14. Relaxing the eyes 16.1.2. The musculoskeletal system 16.1.2.1. Asanas that relieve the neck strain, lower back strain, and hip strain 16.1.2.2. Asanas for strengthening the knee joint, ankle joint, and feet 16.1.2.3. Asanas which improve abdominal strength 16.1.2.4. Asanas for straightening the arms, upper arm and shoulder & freedom in the shoulder 16.1.2.5. Asanas for the elbow, forearm and wrist • M16U2 Common complaints and its yoga practice for sports and health problem 16.2.1. Common complaints of sports people and it's yoga practice 16.2.1.1. Stiffness and pain in the back 16.2.1.2. Strain in the hip joint and buttocks 16.2.1.3. Hamstring pull 16.2.1.4. Hardness in the groins 16.2.1.5. Knee, heel and shoulder pain 16.2.1.6. Tightness in the shoulder blade and shoulder impingement 16.2.1.7. Strain in the arms 16.2.1.8. Exhaustion and fatigue 16.2.2. Prevention and cure of common health problems: 16.2.2.1 Common respiratory problems 16.2.2.2. Common gastrointestinal (GI) problems 16.2.2.3. Heat-related problems • M16U3 Yoga for athletes - Match day 16.3.1.Yoga practice during matches 16.3.1.1. Asana practice in the morning 16.3.1.2. Asana practice while awaiting one's turn 16.3.1.3. Asana practice during breaks 16.3.1.4. Asanas to be done on the field 16.3.1.5. Asanas practice at the end of the day • M16U4 Cleaning practice in traditional medicine					
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16.4.1.Pattini (fasting) 16.4.2.Bedhi maruthuvam (purgation) 16.4.3.Vaanthi maruthuvam (vomiting) 16.4.4.Peech maruthuvam (enema) • M16U5 External applications 16.5.1.Thokkanam - physical manipulation 16.5.2.Ennai kuliya (oil bath) 16.5.3.Ottradam-fomentation 16.5.4.Vedhu-steam therapy 16.5.5.Pottanam-medicated pouch 16.5.6.Pugai-fumigation 16.5.7.Nasal applications 16.5.7.1 .Nasiyam-nasal drops 16.5.7.2. Naasigaabaranam - nasal insufflation 16.5.8.Ophthalmic applications 16.5.8.1.Mai-collyrium 16.5.8.2.Kalikkam-eye drops						
		4	20	40	60	120
		16	80	160	240	480

Paper No : 3 (RECENT ADVANCES IN CONTEMPORARY MEDICINE)

Semester No : 3

2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total

17	M-17 Nutrition, Metabolism and Endocrinology This module provides an integrated understanding of nutrition, metabolism, and endocrine function in human health. Students will explore macronutrient and micronutrient roles, energy metabolism pathways, and hormonal regulation. It emphasizes key hormones like insulin, glucagon, and cortisol in metabolic control. Common metabolic and endocrine disorders such as diabetes and obesity are also covered. The module prepares students to apply this knowledge to clinical care and disease prevention. • M17U1 Micro and Macronutrients 17.1.1 Macro-nutrients 17.1.2 Carbohydrates, Fat, Proteins 17.1.3 Micro-nutrients 17.1.4 Vitamins 17.1.5 Electrolytes (sodium, potassium, chlorine) 17.1.6 Minerals (calcium, phosphorus, iron, magnesium) 17.1.7 Trace elements (Zinc, copper, iodine, selenium, chromium manganese) • M17U2 Obesity, Diabetes Mellitus and Metabolic Syndrome 17.2.1 Biology of obesity and its management 17.2.2 Diabetes mellitus 17.2.3 Disorders of the metabolic syndrome and lipoprotein metabolism • M17U3 Disorders of bone and Intermediary Metabolism 17.3.1. Bone and mineral metabolism in health and disease: Disorders of the parathyroid gland and calcium homeostasis, including conditions such as osteoporosis, Paget's disease, and other bone dysplasias Let me know if you'd like this further simplified, expanded, or formatted for a specific context (e.g., heading, syllabus, abstract) 17.3.2 Hereditary disorders of connective tissue- Hemochromatosis, Wilson's disease and porphyria	2	10	20	30	60
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	17.3.3 Disorders of purine and pyrimidine metabolism 17.3.4 Lysosomal storage disease 17.3.5 Glycogen storage disease and other inherited disorders of carbohydrate metabolism 17.3.6 Inherited disorders of amino acid metabolism in adults, Inherited defects of membrane transport • M17U4 Endocrine Disorders 17.4.1 Approach to the patient with endocrine disorders 17.4.2 Disorders of pituitary hormone, Hypopituitarism, Anterior pituitary tumour syndrome, Disorders of the neurohypophysis 17.4.3 Disorders of the thyroid gland 17.4.4 Disorders of the adrenal cortex, Pheochromocytoma 17.4.5 Multiple endocrine neoplasia 17.4.6 Autoimmune polyendocrine syndromes 17.4.7 Reproductive endocrinology					
18	M-18 Disorders of the cardiovascular system This module aims to equip students with foundational knowledge of common cardiovascular system disorders, including hypertension, atherosclerosis, heart failure, and arrhythmias. Students will understand the pathophysiology, risk factors, clinical presentation, and diagnostic approaches for these conditions. The module also emphasizes principles of prevention, pharmacological and non-pharmacological management. By the end, students will be able to apply this knowledge in clinical assessment and treatment planning. • M18U1 Introduction & Diagnosis of Cardiovascular System 18.1.1 Approach to the patient with possible cardiovascular disease 18.1.2 Basic biology of the cardiovascular system 18.1.3 Epidemiology of cardiovascular disease 18.1.4 Electrocardiography	2	10	20	30	60

18.1.5 Echocardiography • M18U2 Disorders of rhythm 18.2.1 Fundamentals of Electrophysiology 18.2.2 Bradyarrhythmia: Disorders of the Sinoatrial Node 18.2.3 Bradyarrhythmia: Causes and Clinical Implications 18.2.4 Atrioventricular Node Dysfunction 18.2.5 Supraventricular Arrhythmias 18.2.6 Ventricular Arrhythmias • M18U3 Disorders of the heart 18.3.1 Heartfailure 18.3.2 Pathophysiology and diagnosis 18.3.3 Congenital heart disease 18.3.4 Aortic valve disease, Mitral valve disease 18.3.5 Tricuspid and pulmonic valve disease 18.3.6 Multiple and mixed valvular heart disease 18.3.7 Cardiomyopathy, Pericardial disease 18.3.8 Tumours and trauma of the heart • M18U4 Coronary and Peripheral vascular disease 18.4.1 Atherosclerosis 18.4.2 Ischemic heart disease (IHD) 18.4.3 Hypertensive vascular disease 18.4.4 Renovascular disease 18.4.5 Deep vein thrombosis (DVT) and pulmonary thromboembolism 18.4.6 Disease of the aorta 18.4.7 Arterial disease of the extremities 18.4.8 Chronic venous disease and lymphedema 18.4.9 Pulmonary hypertension					
	4	20	40	60	120
Semester No : 4					

2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
19	M-19 Disorders of the respiratory system & Disorders of eyes, ear, nose and throat This module provides students with a comprehensive understanding of common disorders affecting the respiratory system and the eyes, ears, nose, and throat (EENT). It covers the pathophysiology, clinical features, diagnostic methods, and management of conditions such as asthma, COPD, pneumonia, conjunctivitis, otitis media, and sinusitis. Emphasis is placed on early recognition, treatment strategies, and patient care. By the end of the module, students will be able to integrate this knowledge into clinical decision-making and patient education. • M19U1 Diagnosis of respiratory disorders 19.1.1 Respiratory system disease 19.1.2 Impairments in respiratory function 19.1.3 Diagnostic methods in respiratory diseases • M19U2 Disease of the respiratory system 19.2.1 Chronic obstructive pulmonary disease (COPD) 19.2.2 Cystic fibrosis 19.2.3 Interstitial lung diseases and pleural disorders 19.2.4 Mediastinal disorders 19.2.5 Ventilatory disorders	2	10	20	30	60

	19.2.6 Sleep apnea 19.2.7 Occupational, and environmental lung diseases • M19U3 Disorders of eyes, ear, nose and throat 19.3.1 Eye disorders 19.3.2 Tongue disorders 19.3.3 Hearing disorders, sore throat, ear pain, and upper respiratory symptoms 19.3.4 Oral manifestations of diseases					
20	M-20 Oncology and Hematology This module provides a detailed overview of the pathophysiology of neoplasms, disorders of the hematopoietic system and related malignancies, as well as tumors of the central nervous system. It also covers diagnostic methods, preventive measures, and management strategies for these conditions. • M20U1 Introduction on neoplasm 20.1.1 Approach to the patient with cancer 20.1.2 Prevention and early detection of cancer 20.1.3 Cancer genetics 20.1.4 Cancer cell biology • M20U2 Systemic Neoplasms 20.2.1 Skin cancer 20.2.2 Head and neck malignancies 20.2.3 Lung neoplasms 20.2.4 Breast carcinoma 20.2.5 Gastrointestinal tract malignancies 20.2.6 Endocrine tumors of the gastrointestinal tract and pancreas 20.2.7 Bladder and renal carcinomas 20.2.8 Benign and malignant renal tumors 20.2.9 Testicular malignancies 20.2.10 Gynecological cancers	2	10	20	30	60

	• M20U3 Hematopoietic disorder 20.3.1 Iron deficiency and other hypoproliferative anaemias 20.3.2 Disorders of haemoglobin 20.3.3 Megaloblastic anaemia 20.3.4 Haemolytic anaemia and anaemia due to acute blood loss 20.3.5 Bone marrow failure syndromes, including aplastic anaemia and myelodysplasia 20.3.6 Polycythaemia Vera and other myeloproliferative neoplasms 20.3.7 Acute myeloid leukaemia 20.3.8 Chronic myeloid leukaemia 20.3.9 Malignancies of lymphoid cells 20.3.10 Less common hematologic malignancies 20.3.11 Plasma cell disorders 20.3.12 Amyloidosis					
		4	20	40	60	120
Semester No : 5						
2A Modu le Nu mber	2B Modules & units	2C Num ber of Credi ts	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
21	M-21 Immune-mediated, Inflammatory and rheumatologic disorders This module covers the immune system, major histocompatibility complexes, and rheumatological disorders. It includes immune-mediated diseases, joint	2	10	20	30	60

	disorders, and recent advances in immunology and rheumatology for better understanding and treatment. • M21U1 The immune system in health and disease 21.1.1 Exploring the immune system 21.1.2 The role and significance of major histocompatibility complexes 21.1.3 Systemic lupus erythematosus 21.1.4 Antiphospholipid syndrome 21.1.5 Rheumatoid arthritis • M21U2 Disorders of immune-mediated injury 21.2.1 Allergies, anaphylaxis and systemic mastocytosis 21.2.2 Autoimmunity and autoimmune disease 21.2.3 Systemic sclerosis (scleroderma) and related disorder 21.2.4 Sjogren's syndrome 21.2.5 Spondyloarthritis 21.2.6 Bechet's syndrome 21.2.7 Sarcoidosis • M21U3 Disorders of the joint 21.3.1 Approach to the articular and musculoskeletal disorders 21.3.2 Osteoarthritis 21.3.3 Gout and other crystal-associated arthropathies 21.3.4 Fibromyalgia 21.3.5 Arthritis associated with systemic disease and other arthritis, Periarticular disorders of the extremities					
22	M-22 Disorders of the kidney , urinary tract & gastrointestinal system. This module covers the principles of urinary, gastrointestinal, and hepatic diseases, along with their diagnostic investigations. It also explores the clinical applications of yoga in managing disease, highlighting integrative approaches to improve health, well-being, and disease management.	2	10	20	30	60

• M22U1 Kidney and urinary tract diseases 22.1.1 Cellular and molecular biology of the kidney 22.1.2 Adaptation of the kidney to injury 22.1.3 Acute kidney injury 22.1.4 Chronic kidney disease 22.1.5 Glomerular disease 22.1.6 Polycystic kidney disease and other inherited, disorders of tubule growth and development 22.1.7 Tubulointerstitial disease of the kidney 22.1.8 Vascular injury to the kidney 22.1.9 Nephrolithiasis 22.1.10 Urinary tract obstruction • M22U2 Disorders of the alimentary tract 22.2.1 Approach to the patient with gastrointestinal disease 22.2.2 Gastrointestinal endoscopy 22.2.3 Disease of the oesophagus 22.2.4 Peptic ulcer disease and related disorders 22.2.5 Disorders of absorption, Irritable bowel syndrome 22.2.6 Diverticular disease and common anorectal disorders 22.2.7 Mesenteric vascular insufficiency 22.2.8 Acute intestinal obstruction 22.2.9 Disorders of Pancreas • M22U3 Liver and biliary tract disease 22.3.1 Patient with liver disease 22.3.2 Liver function and hyperbilirubinemias 22.3.3 Toxic and drug-induced hepatitis 22.3.4 Alcoholic liver disease 22.3.5 Non-alcoholic fatty liver diseases, non-alcoholic steatohepatitis, cirrhosis and complications, genetic, metabolic, and infiltrative liver diseases 22.3.6 Gallbladder and bile duct disease					
	4	20	40	60	120

Semester No : 6						
2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
23	M-23 Neurological and Dermatological Disorder This module introduces students to common neurological and dermatological disorders, exploring their causes, symptoms, and diagnostic methods. It emphasizes understanding disease mechanisms and clinical features for conditions like stroke, epilepsy, eczema, and psoriasis. Students will learn management strategies and treatment options. By the end, they will be able to apply this knowledge to patient care and clinical decision-making. • M23U1 Disease of the central nervous system 23.1.1 Seizures and epilepsy 23.1.2 Cerebrovascular disease 23.1.3 Migraine and other primary headache disorders 23.1.4 Alzheimer's disease and other dementias 23.1.5 Parkinson's disease and other movement disorders 23.1.6 Ataxic disorders, Classification of spinocerebellar ataxia 23.1.7 Amyotrophic lateral sclerosis and other motor neuron disease 23.1.8 Prion disease, Disorders of the autonomic nervous system 23.1.9 Disease of the spinal cord 23.1.10 Trigeminal neuralgia, bell's palsy and other cranial nerve disorders,	2	10	20	30	60

	Concussion and other traumatic brain injuries 23.1.11 Multiple sclerosis, other demyelinating disease and Chronic Fatigue Syndrome • M23U2 Diagnosis of Neurologic disorder 23.2.1 Approach to the patient with neurologic disease 23.2.2 Neurological screening exam 23.2.3 Neuroimaging in neurologic disorders 23.2.4 Electrodiagnostic studies of nervous system disorders 23.2.5 EEG, Evoked potentials and EMG 23.2.6 Biology of neurologic disease • M23U3 Dermatological disorder 23.3.1 Eczema 23.3.2 Psoriasis, Acne vulgaris 23.3.3 Urticaria, Skin manifestations of internal disease					
24	M-24 Psychiatry Disorders, Psychotherapies & Disorders Associated with Environmental Exposures This module covers psychiatric diseases, psychotherapy, and environmental disorders. It includes patient and caregiver education on mental health, promoting well-being. It will gain practical skills to enhance patient care and support mental health effectively. • M24U1 Psychiatric Disorders 24.1.1 Psychiatric patient assessment, general examination, etiopathology 24.1.2 Clinical evaluation of psychiatric conditions 24.1.3 Psychiatric disorder diagnosis 24.1.4 Psychiatric investigations • M24U2 Classification of psychiatric diseases 24.2.1 Delirium, Dementia, Amnestic and other Cognitive disorders and Mental disorders due to general medical conditions	2	10	20	30	60

24.2.2 Substance-related disorders 24.2.3 Eating disorders 24.2.4 Personality disorders 24.2.5 Anxiety disorders – Somatoform disorder 24.2.6 Schizophrenia and other psychotic disorders 24.2.7 Post-traumatic stress disorder (PTSD) 24.2.8 Normal human sexuality and Sexual & Gender identity disorders • M24U3 Psychotherapy 24.3.1 Psychoanalysis and psychoanalytic psychotherapy 24.3.2 Behaviour therapy 24.3.3 Hypnosis 24.3.4 Group psychotherapy / Combined individual psychotherapy 24.3.5 Family and couple therapy 24.3.6 Cognitive therapy 24.3.7 Interpersonal psychotherapy 24.3.8 Other methods of psychotherapy 24.3.9 Evolution of psychotherapy 24.3.10 Yoga therapy 24.3.11 Geriatric psychotherapy • M24U4 Disorders Associated with Environmental Exposures 24.4.1 Altitude illness 24.4.2 Hyperbaric and diving medicine 24.4.3 Hypothermia and frostbite 24.4.4 Heat-related illnesses						
		4	20	40	60	120
		16	80	160	240	480
Paper No : 4 (THERAPEUTIC SIDDHAR YOGAM)						
Semester No : 3						

2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
25	M-25 Fundamental principles and methods of yoga therapy This module covers the fundamental principles and techniques of yoga therapy, a holistic approach aimed at enhancing physical, mental, and emotional well-being and also explore key concepts such as <i>kosham</i>, <i>gunam</i> and <i>pranan</i> • M25U1 Yoga therapy and its philosophical foundations 25.1.1. Illustration of yoga therapy 25.1.2. Historical development and key texts (<i>patanjali's yoga sutras</i>, <i>Thirumoolar's thirumandiram</i>) 25.1.3. Core principles: wellness, recovery, and illness from a yogic viewpoint 25.1.4. Comparison of yoga therapy with contemporary medical paradigms • M25U2 Yogic concepts and their therapeutic relevance 25.2.1. Yogic philosophy <i>panchakosham</i> (five sheaths), <i>gunam</i> (qualities of nature) and their therapeutic implications 25.2.2. Yogic concept of health and wellness 25.2.3. <i>Pranan</i> and its role in health 25.2.4. Yogic concept of stress and its management • M25U3 Yoga therapy for common health conditions 25.3.1. Therapeutic uses of yoga for common ailments: stress, anxiety, depression, back pain, and high blood pressure 25.3.2. The neuroscience behind mindfulness and meditation in relation to yoga and	2	10	20	30	60

	mental health 25.3.3. Contraindications and precautions in yoga therapy • M25U4 Integrative approaches and ethics in yoga therapy 25.4.1. Integrating yoga therapy with other healing modalities 25.4.2. Ethical considerations and scope of practice in yoga therapy 25.4.3 .The role of a yoga physician					
26	M-26 Siddhar yoga maruthuvam for swasa mandala noigal (respiratory disorders), thamaraga noigal (cardiovascular disorders) and aruvai parigara noigal (surgical disorders) This specialized module explores the therapeutic applications of <i>siddhar yoga maruthuvam</i> for <i>swasa mandala noigal</i> (respiratory disorders), <i>thamaraga noigal</i> (cardiovascular disorders) and <i>aruvai parigara noigal</i> (surgical disorders), as well as the dietary guidelines in siddha medicine for managing these conditions • M26U1 Introduction 26.1.1 <i>Swasa mandala noigal</i> (respiratory disorders) 26.1.1.1 <i>Kuarl kammal</i> 26.1.1.2 <i>Mookadaippu noi</i> 26.1.1.3 <i>Irumal noi</i> 26.1.1.4 <i>Eraippu noi</i> 26.1.1.5 <i>Elaippu noi</i> 26.1.1.6 Other respiratory disorders (mentioned in contemporary science relevant to yoga therapy) 26.1.2 <i>Thamaraga noigal</i> (cardiovascular disorders) 26.1.2.1 <i>Thamaraga noi</i> 26.1.2.2 <i>Kuruthiazhal noi</i> 26.1.2.3 Other cardiovascular disorders (mentioned in contemporary science relevant to yoga therapy) 26.1.3 <i>Aruvai parigara noigal</i> (surgical disorders)	2	10	20	30	60

	26.1.3.1 <i>Naala vipatham</i> 26.1.3.2 <i>Anda rogam</i> 26.1.3.3 <i>Kudal erakkam</i> 26.1.3.4 Other surgical disorders (mentioned in contemporary science relevant to yoga therapy) • M26U2 Therapeutic siddhar yogam 26.2.1 Specific siddhar yogic practices 26.2.1.1 <i>Swasa mandala noigal</i> (respiratory disorders) 26.2.1.2 <i>Thamaraga noigal</i> (cardiovascular disorders) 26.2.1.3 <i>Aruvai parigara noigal</i> (surgical disorders) • M26U3 Dietary regimen in siddha and contemporary nutrition 26.3.1 Siddha dietary principles (<i>pathiyam</i>) 26.3.2 The role of specific herbs, foods, and fasting in disease management 26.3.3 Siddha dietary formulations and concoctions for managing these conditions 26.3.4 Personal siddha dietary assessment and application of nutrition principle • M26U4 Integration of siddhar yoga with contemporary yogic practices 26.4.1 The role of yoga in treating respiratory, cardiac and surgical disorders 26.4.2 Clinical evidence for respiratory, cardiac and surgical disorders					
		4	20	40	60	120
Semester No : 4						
2A Modu le Nu mber	2B Modules & units	2C Num ber of Credi ts	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
27	M-27 Siddhar yoga maruthuvam for seerana mandala noigal	2	10	20	30	60

(gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders)

This specialized module explores the therapeutic applications of *siddhar yogam maruthuvam* for *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders) and as well as the dietary guidelines in siddha medicine for managing these conditions

• **M27U1 Introduction**

27.1.1 *Seerana mandala noigal* (gastrointestinal disorders)

27.1.1.1 *Suvaiinmai noi*

27.1.1.2 *Neervetkainoi*

27.1.1.3 *Seriyamai*

27.1.1.4 *Vikkalnoi*

27.1.1.5 *Vandhi*

27.1.1.6 *Maandha noi*

27.1.1.7 *Gunman*

27.1.1.8 *Perunkazhichal*

27.1.1.9 *Nina kazhichal*

27.1.1.10 *Kaduppu kazhichal*

27.1.1.11 *Kalleeral noi*

27.1.1.12 *Maneeral noi*

27.1.1.13 *Manjal noi*

27.1.1.14 *Peruvayiru*

27.1.1.15 *Kudarpidippu noi*

27.1.1.16 *Sulai noi*

27.1.1.17 *Eruvai mulai noi*

27.1.1.18 *Pouthiram*

27.1.1.19 Other gastrointestinal disorders (mentioned in contemporary science relevant to yoga therapy)

27.1.2 <i>Sala uruppu noigal</i> (genitourinary disorders)				
27.1.2.1 <i>Kalladaippu</i>				
27.1.2.2 <i>Neerchurukku</i>				
27.1.2.3 <i>Neerkattu</i>				
27.1.2.4 <i>Sottuneer</i>				
27.1.2.5 <i>Vellai</i>				
27.1.2.6 <i>Neerizhivu</i>				
27.1.2.7 <i>Veneer</i>				
27.1.2.8 <i>Theli neer</i>				
27.1.2.9 <i>Neeradaippu</i>				
27.1.2.10 Other genitourinary disorders (mentioned in contemporary science relevant to yoga therapy)				
27.1.3 <i>Thol noigal</i> (dermatological disorders)				
27.1.3.1 <i>Kuttam</i>				
27.1.3.2 <i>Karappan</i>				
27.1.3.3 <i>Puzhu vettu</i>				
27.1.3.4 <i>Mayir udhirthal</i>				
27.1.3.5 <i>Kalanjaga padai</i>				
27.1.3.6 Other dermatological disorders (mentioned in contemporary science relevant to yoga therapy)				
• M27U2 Therapeutic siddhar yogam				
27.2.1 Specific siddhar yogic practices				
27.2.1.1 <i>Seerana mandala noigal</i> (gastrointestinal disorders)				
27.2.1.2 <i>Sala uruppu noigal</i> (genitourinary disorders)				
27.2.1.3 <i>Thol noigal</i> (dermatological disorders)				
• M27U3 Dietary regimen in siddha and contemporary nutrition				
27.3.1 Siddha dietary principles (<i>pathiyam</i>)				
27.3.2 The role of specific herbs, foods, and fasting in disease management				
27.3.3 Siddha dietary formulations and concoctions for managing these conditions				
27.3.4 Personal siddha dietary assessment and application of nutrition principle				
• M27U4 Integration of siddhar yoga with contemporary yogic practices				
27.4.1 The role of yoga in treating gastrointestinal, genitourinary and dermatological				

	disorders 27.4.2 Clinical evidence for gastrointestinal, genitourinary and dermatological disorders					
28	M-28 Siddhar yoga maruthuvam for narambu mandala noigal (neurological disorders), mana noigal (psychiatric disorders) and naalamilla surappi & valarchithai maatra kolarugal (endocrine and metabolic disorders) This specialized module explores the therapeutic applications of <i>siddhar yoga maruthuvam</i> for <i>narambu mandala noigal</i> (neurological disorders), <i>mana noigal</i> (psychiatric disorders) and <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders) and as well as the dietary guidelines in <i>siddha</i> medicine for managing these conditions • M28U1 Introduction 28.1.1 <i>Narambu mandala noigal</i> (neurological disorders) 28.1.1.1 <i>Valippu noi</i> 28.1.1.2 <i>Moolainoigal</i> 28.1.1.3 <i>Pakkavayu</i> 28.1.1.4 <i>Nadukkuvatham</i> 28.1.1.5 <i>Kudiverinoi</i> 28.1.1.6 Other neurological disorders (mentioned in contemporary science relevant to yoga therapy) 28.1.2 <i>Mana noigal</i> (psychiatric disorders) 28.1.2.1 <i>Kirigai</i> 28.1.2.2 <i>Brammai</i> 28.1.2.3 <i>Moorchai</i> 28.1.2.4 <i>Soothika vaatham</i> 28.1.2.5 Other psychiatric disorders (mentioned in contemporary science relevant to yoga therapy)	2	10	20	30	60

	28.1.3 <i>Naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders) 28.1.3.1 <i>Kanaya chathu kolarugal</i> 28.1.3.2 <i>Veedhana kolarugal</i> 28.1.3.3 <i>Suvali chathu kolarugal</i> 28.1.3.4 <i>Pirukobari chathu kolarugal</i> 28.1.3.5 <i>Udal paruman noi</i> (obesity) 28.1.3.6 Other endocrinological and metabolic disorders (mentioned in contemporary science relevant to yoga therapy) • M28U2 Therapeutic siddhar yogam 28.2.1. Specific siddhar yogic practices 28.2.1.1 <i>Narambu mandala noigal</i> (neurological disorders) 28.2.1.2 <i>Mana noigal</i> (psychiatric disorders) 28.2.1.3 <i>Naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders) • M28U3 Dietary regimen in siddha and contemporary nutrition 28.3.1 Siddha dietary principles (<i>pathiyam</i>) 28.3.2 The role of specific herbs, foods, and fasting in disease management 28.3.3 Siddha dietary formulations and concoctions for managing these conditions 28.3.4 Personal siddha dietary assessment and application of nutrition principle • M28U4 Integration of siddhar yoga with contemporary yogic practices 28.4.1 The role of yoga in treating neurological, psychiatry and endocrine and metabolic disorders 28.4.2 Clinical evidence for neurological, psychiatry and endocrine and metabolic disorders					
		4	20	40	60	120
Semester No : 5						
2A Modu	2B Modules & units	2C Num	Notional Learning hours			

le Nu mber		ber of Credi ts	2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
29	M-29 Siddhar yoga maruthuvam for udal vanmai and enbu poruthiyal (immunological and rheumatological disorders) and kan, kadhu and thondai noigal (eyes, ear and throat disorders) This specialized module explores the therapeutic applications of <i>siddhar yogam maruthuvam for udal vanmai and enbu poruthiyal</i> (immunological and rheumatological disorders) and <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders) and as well as the dietary guidelines in siddha medicine for managing these conditions • M29U1 Introduction 29.1.1 <i>Udal vanmai and enbu poruthiyal</i> (immunological and rheumatological disorders) 29.1.1.1 <i>keelvayu</i> 29.1.1.2 <i>Valinoigal</i> 29.1.1.3 <i>Sahanavatham</i> (cervical spondylosis) 29.1.1.4 <i>Thandaga vatham</i> (lumbar spondylosis) 29.1.1.5 Other immunological and rheumatological disorders (mentioned in contemporary science relevant to yoga therapy) 29.1.2 <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorder) 29.1.2.1 <i>kannoigal</i> 29.1.2.2 <i>Sevinoigal</i> 29.1.2.3 <i>Mookkunoigal</i>	2	10	20	30	60

	29.1.2.4 <i>Naakkunoigal</i> 29.1.2.5 Other eyes, ear and throat disorders (mentioned in contemporary science relevant to yoga therapy) • M29U2 Therapeutic siddhar yogam 29.2.1 Specific siddhar yogic practices 29.2.1.1 <i>Udal vanmai and enbu poruthiyal</i> (immunological and rheumatological disorders) 29.2.1.2 <i>Kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders) • M29U3 Dietary regimen in siddha and contemporary nutrition 29.3.1 Siddha dietary principles (<i>pathiyam</i>) 29.3.2 The role of specific herbs, foods, and fasting in disease management 27.3.3 Siddha dietary formulations and concoctions for managing these conditions 27.3.4 Personal siddha dietary assessment and application of nutrition principle • M29U4 Integration of siddhar yoga with contemporary yogic practices 29.4.1 The role of yoga in treating disorders of immunological and rheumatological disorders, and eyes, ear and throat disorders 29.4.2 Clinical evidence for immunological and rheumatological disorders, and eyes, ear and throat disorders					
30	M-30 Siddhar yoga maruthuvam for pirappuruppu noigal (reproductive disorders), pregnancy & post-natal and vanmeegam (oncological disorders) This specialized module explores the therapeutic applications of <i>siddhar yogam maruthuvam</i> for <i>pirappuruppu noigal</i> (reproductive disorders), pregnancy & post-natal and <i>vanmeegam</i> (oncological disorders) and as well as the dietary guidelines in siddha medicine for managing these conditions • M30U1 Introduction 30.1.1 <i>Pirappuruppu noigal</i> (reproductive disorders) 30.1.1.1 <i>Pooppu kolarugal</i>	2	10	20	30	60

30.1.1.2 Maladu 30.1.1.3 Vankazhalaigal 30.1.1.4 Maravai kattigal 30.1.1.5 Aan kuri noigal 30.1.1.6 Pen kuri noigal 30.1.1.7 Anda rogam 30.1.1.8 Adi thallal 30.1.1.9 Other male and female reproductive disorders (mentioned in contemporary science relevant to yoga therapy) 30.1.2 Pregnancy & post-natal 30.1.2.1 Soolsugaranam 30.1.2.2 Soolkugaranam 30.1.3 Vanmeegam (oncological disorders) • M30U2 Therapeutic siddhar yogam 30.2.1 Specific siddhar yogic practices 30.2.1.1 Pirappuruppu noigal (reproductive disorders) 30.2.1.2 Pregnancy & post-natal 30.2.1.3 Vanmeegam (oncological disorders) • M30U3 Dietary regimen in siddha and contemporary nutrition 30.3.1 Siddha dietary principles (pathiyam) 30.3.2 The role of specific herbs, foods, and fasting in disease management 30.3.3 Siddha dietary formulations and concoctions for managing these conditions 30.3.4 Personal siddha dietary assessment and application of nutrition principle • M30U4 Integration of siddhar yoga with contemporary yogic practices 30.4.1 The role of yoga in treating reproductive disorders, pregnancy & post-natal and oncology disorders 30.4.2 Clinical evidence for reproductive disorders, pregnancy & post-natal and oncology disorders						
		4	20	40	60	120
Semester No : 6						

2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
31	M-31 Siddhar yoga maruthuvam for mudhumai noigal (geriatric disorders), balar noigal (paediatric disorders) and general wellbeing This specialized module explores the therapeutic applications of <i>siddhar yogam maruthuvam</i> for <i>mudhumai noigal</i> (geriatric disorders), <i>balar noigal</i> (paediatric disorders) and general wellbeing and as well as the dietary guidelines in siddha medicine for managing these conditions • M31U1 Introduction 31.1.1 Mudhumai noigal (geriatric disorders) 31.1.2 Balar noigal (paediatric disorders) 31.1.2.1 Karappan 31.1.2.2 Valippu Noigal 31.1.2.3 Veluppu 31.1.2.4 Kamalai 31.1.2.5 Down syndrome 31.1.2.6 Cerebral palsy 31.1.2.7 Autism Spectrum Disorder (ASD) 31.1.2.8 Learning disabilities 31.1.2.9 Attention Deficit Hyperactivity Disorder (ADHD) 31.1.2.10 Other paediatric disorders (mentioned in contemporary science relevant to yoga therapy)	2	10	20	30	60

	31.1.3 General wellbeing • M31U2 Therapeutic siddhar yogam 31.2.1 Specific siddhar yogic principles 31.2.1.1 <i>Mudhumai noigal</i> (geriatric disorders) 31.2.1.2 <i>Balar noigal</i> (paediatric disorders) 31.2.1.3 General wellbeing • M31U3 Dietary regimen in siddha and contemporary nutrition 31.3.1 Siddha dietary principles (<i>pathiyam</i>) 31.3.2 The role of specific herbs, foods, and fasting in disease management 31.3.3 Siddha dietary formulations and concoctions for managing these conditions 31.3.4 Personal siddha dietary assessment and application of nutrition principle • M31U4 Integration of siddhar yoga with contemporary yogic practices 31.4.1 The role of yoga in treating geriatric, paediatric disorders and general wellbeing 31.4.2 Clinical evidence for geriatric, paediatric disorders and general wellbeing					
32	M-32 Nutrition and dietetics, diet and siddha system of medicine This module explores the principles of nutrition and dietetics in the context of siddha system of medicine and dietary practices with siddha principles to promote health and wellbeing • M32U1 Nutrition and dietetics 32.1.1 Basic principles of nutrition and its importance for health 32.1.2 Macronutrients and micronutrients, their sources and roles in human health 32.1.3 Balanced diets and nutritional requirements across different age groups 32.1.4 Daily nutritional requirements: children, adults, elderly and special populations • M32U2 Siddha system of medicine and its approach to diet 32.2.1 Siddha system of medicine and its holistic approach to diet 32.2.2 The role of diet in siddha treatment plans	2	10	20	30	60

32.2.3 Concept of <i>tridosha</i> and its influence on health and diet 32.2.4 Foods that balance each <i>dosha</i> and maintain health • M32U3 Therapeutic diets in siddha medicine and contemporary nutrition 32.3.1 Compare therapeutic diets in siddha medicine and contemporary nutrition 32.3.2 The role of food as medicine in both systems 32.3.3 Dietary interventions for chronic diseases in siddha vs contemporary nutrition 32.3.4 Specific therapeutic diets: for diabetes, obesity, cardiovascular disease 32.3.5 Importance of seasonal and regional diets in siddha • M32U4 Integration of siddha and contemporary nutrition in everyday practice 32.4.1 Integrating siddha dietary principles with contemporary nutrition practices 32.4.2 Holistic meal plans combining the strengths of both systems 32.4.3 Food habits, lifestyle changes and preventive healthcare 32.4.4 Preventive healthcare through diet in siddha and contemporary perspectives 32.4.5 Addressing modern lifestyle diseases with a holistic approach					
	4	20	40	60	120
	16	80	160	240	480
	64	320	640	960	1920

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

Paper No : 1 PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) & PRINCIPLES AND PRACTICES OF KAAYA KARPAM (REJUVENATION THERAPY)						
Semester No : 3						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experientia l Learning	3E Domain/ Sub Domain	3F Level (D oes/Sho ws how/ Knows h ow/Kno w)	3G Teachin g Learnin g Methods
Module 1 : Concept of mind, body and soul and basics of mind body medicine						
Module Learning Objectives (At the end of the module, the students should be able to) Assist in identifying different states of consciousness and report physiological changes in altered states. Describe the fundamentals of mind-body Medicine and its historical evolution. Justify the significance of mind-body relationships in modern medicine, using examples from clinical studies						
M 1 Unit 1 State of Consciousness and Psychological Concepts and Siddha Understanding of the Mind and Intellect 1.1.1 State of consciousness and physiological changes in altered states of consciousness 1.1.2 Psychological concepts of perception, conception, and creativity 1.1.3 Manam – mind 1.1.4 Budhi – intellect 1.1.5 Siddham – intuition 1.1.6 Ahankaram – egotism and exaggerated self-love References: 1,2						
3A	3B	3C	3D	3E	3F	3G

CO1	Describe the states of consciousness and physiological changes in altered states of consciousness,	2	Lecture	CE	Knows-how	L&GD,L &PPT
CO1	Discuss Manam – Mind, Budhi – Intellect, Siddham – Intuition, Ahankaram – Egotism and exaggerated self-love	1	Lecture	CAN	Knows-how	L&PPT
CO1	Demonstrate the methods of pranayamam in controlling mind and other yogic methods in controlling mind .	5	Practical Training 1.1	PSY-MEC	Shows-how	D
CO1	Examine the patients and explore their psychological concepts of perception, conception, and creativity using research tools.	6	Experiential-Learning 1.1	AFT-RES	Does	CBL,PL

M 1 Unit 2 Spiritual Concepts in Siddha Philosophy

1.2.1 Sidhars concept of anma 1.2.2 Aanavam, kanmam, and mayai 1.2.3 Anma thathuvam – soul essence 1.2.4 Arivu – self-realization 1.2.5 The immaterial spirit which exists in man unrecognized by him

References: 3

3A	3B	3C	3D	3E	3F	3G
CO1	Analyze the Sidhars concept of Aanma, Aanavam, Kammam, Mayai, and Aanma thathuvam	1	Lecture	CAN	Knows-how	L&PPT
CO1	Describe immaterial spirit which Exists in man unrecognized by him	1	Lecture	CAN	Knows-how	L,L&GD
CO1	Practice self-realization tools in a clinical setting.	5	Practical Training 1.2	PSY-MEC	Shows-how	D
CO1	Apply self-realization (Arivu) using various tools and generate report.	7	Experiential-Learning 1.2	AFT-REC	Does	CBL,RP

M 1 Unit 3 Mind-Body Medicine and modern perspectives

1.3.1 Five categories in complementary and alternative medicine (CAM) 1.3.2 Definition of mind-body medicine 1.3.3 Historical view of mind-body medicine 1.3.4 Pioneers in mind-body medicine – Norman Cousins, Deepak Chopra, Herbert Benson, Dean Ornish, Bernie Siegel, Lorry Dossey 1.3.5 Need for mind-body medicine 1.3.6 Mind-body relationship and modern medicine: epidemiological, clinical, and experimental studies 1.3.7 Placebo and nocebo effects

References: 4,5,6

3A	3B	3C	3D	3E	3F	3G
CO1	Describe Historical view of Mind-Body Medicine and Evaluate Five categories in Complementary and Alternative Medicine (CAM)	1	Lecture	CE	Knows-how	L&GD,ML
CO1	Differentiate the need of mind-body connection and placebo and nocebo effects	1	Lecture	CAN	Knows-how	
CO1	Describe the pioneers concept's on mind-body medicine – Norman Cousins, Deepak Chopra, Herbert Benson, Dean Ornish, Bernie Siegel, Lorry Dossey	1	Lecture	CS	Knows-how	L&PPT
CO1	Perform yogic and breathing techniques to enhance the mind-body connection, promoting health and wellness .	5	Practical Training 1.3	PSY-MEC	Know	D,PAL
CO1	Apply the mind-body relationship with modern perspectives	6	Experiential-Learning 1.3	AFT-VAL	Does	CBL,PL

M 1 Unit 4 Classification of Mind-Body Techniques

- 1.4.1 Mind-to-body therapies
- 1.4.2 Body-to-Mind therapies
- 1.4.3 Concentration-based mind-body medicine therapies
- 1.4.4 Relaxation-based mind-body medicine therapies
- 1.4.5 Movement-based mind-body medicine therapies
- 1.4.6 Top-down and bottom-up mechanisms
- 1.4.7 Top-down mechanisms
- 1.4.8 Bottom-up mechanisms

References: 7,8

3A	3B	3C	3D	3E	3F	3G
CO1	Describe mind-to-body therapies and body-to-mind therapies	1	Lecture	CAN	Knows-how	L&GD
CO1	Illustrate top-down and bottom-up mechanisms of mind-body medicine	1	Lecture	CAN	Knows-how	L&PPT
CO1	Perform concentration-based and relaxation-based mind-body medicine therapies	5	Practical Training 1.4	PSY-MEC	Shows-how	PL,D
CO1	Apply movement-based mind-body medicine or yoga therapies.	7	Experiential-Learning 1.4	CAP	Knows-how	PL,SDL

Practical Training Activity**Practical Training 1.1** : Pranayamam and other yogic methods in controlling the mind

Total activity hours (5 Hours)
Practical performance:(3 hours)
Ensure adequate comfortable, calm space for practice.
Arrange the yoga mat or cushion for seated posture
Encourage students to wear comfortable clothing that allows for easy movement and breathing.
After each technique, pause to allow students to reflect on how they feel mentally and emotionally .
Demonstration observation :(2 hours)
Discuss how it was beneficial to specific populations (e.g., athletes, stressful patients, students and chronic pain patients etc)
Lead a session where students experiment with different yoga postures (asanas) combined with mindful breathing. Evaluation and reflection
At the end of the unit, students will participate in the reflection session which covers discussing their progress, challenges, difficulties, journaling, peer discussion on case reports or clinical outcomes etc.

Practical Training 1.2 : Application of self-realization tools in a clinical setting

Total practical hours (5 hours)

Caes based learning:3 hours
 calmful environment for this activity
 Guided Self-Reflection/ Realization Sessions using clinical tools like world health organaization well-being index, Self-Actualization Scale, Self-Awareness assesment scale
 Apply this or develop standard tool to specific clinical condition and record (QoL, assessing emotions (cheerful, bored, full of life, and upset) and self-realization (self-acceptance, and environmental measures) before and after the clinical applications.
 Discuss the recorded materials using peer discussion method and draw a solution to overcome this.
 Practical role play:2 hours
 Lead students through a calming visualization exercise, such as imagining their ideal self or a future goal
 Organize self-realization workshops where patients and clinicians come together to practice tools like mindfulness, journaling, and reflective dialogue

Practical Training 1.3 : Yoga and breathing techniques to enhance the mind-body connection

Total activity hours : 5 Hours
 Demonstration observation assistance performance: : 3 hours
 Preparation : Make suitable environment for the practice of yoga and breathing modules.
 Demonstrate by the teacher or Student and observe for the benefits based on experience by the performer.
 Practical performace:2 hours
 Discuss how yogic techniques and breathing practices regulate physiological responses, improve mental clarity, and promote holistic wellness.
 Develop treatment protocols using yoga method for specific clinical conditions to promote mental wellness in each and record using tools.
 Ask student to do, reflective discussion on how each technique affects heart rate, mood, and overall mental state, linking to the mind-body connection.
 Present case studies where yogic and breathing techniques have been used successfully in clinical interventions, such as managing chronic pain, improving mental health, or supporting recovery from illness, and NCDs.

Practical Training 1.4 : Concentration and relaxation-based mind-body therapies

Total activity hours : 5 hours
 Practical performance:2 hours
 Preparation of suitable place and warmup for the practice of mind body based medicine techniques
 Practice or demonstration of Mind body medicinal techniques by the teacher
 Conduct a relaxation session that incorporates breathing techniques such as PRK method using Poorakam (inhalation), Rechakam (exhalation), Kumbhakam (retention) methods and discuss the clinical importance.
 Presentation:3 hours

Record and discuss the concepts on HRV, pulse monitoring, QoL assessments in clinical settings.
Divide it into groups, and discuss the application of Mind-body medicine therapies and their benefits.
Encourage students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Experiential learning Activity

Experiential-Learning 1.1 : Observing and exploring psychological concepts using research tools.

Total activity hours (6 Hours)
Case based Learning : 2 hours
Preparation, briefing and consenting of Patients
Demonstrate Perception test, illness mapping, creativity metrics among clinical population
Observe how patients interpret ambiguous stimuli.
Presentation: 3 hours
Divide students into groups to teach each other the concepts and provide feedback (60 minutes)
Analyze the gap between the illness map and perception, and prescribe yoga to intervene in psychological health.
Present real-time case studies/ or assessment tools to analyse and discuss the application of the concepts.
After the task, have a discussion about how participants felt when their perception was challenged, and whether they felt confident in their judgment or if they questioned their sensory inputs.
Log book: 1 hour
Students should follow the log notes for clinical sessions.

Experiential-Learning 1.2 : Case reporting on self-realization (Arivu) through various assessment tools

Total hours (7 hours)
Case based learning: 3 hours
Create a calmful environment to do basic yoga postures and prepare yourself
Guided practice of pranayama to the patient or by self and try to understand the self-realization process
Observe Breath-centred self-realization (Arivu) concepts in clinical setting using various tools like GAD-7 scores, HRV biofeedback, POMS, Self-Compassion Scale (SCS) scores etc.
Create a two or three group among students, and explore and discuss self-realization tools and its role in clinical setting.
Lead students through a calming visualization exercise, such as imagining their ideal self or a future goal.
Direct observation of procedural skill: 3 hours
Organize self-realization workshops where patients and clinicians come together to practice tools like mindfulness, journaling, and reflective dialogue.

Group Reflection & Reporting of self realization tool for specific disorders.

Interaction:1 Hours

Analyse Patient feedback snippets on this clinical approach and rule out the future improvement plans in this area.

Experiential-Learning 1.3 : Mind-body relationship with modern perspectives

Total activity hours : 6 hours

Case based learning:3 hours

Students teach each other about mind-body concepts and association using published data

Give a task to the team or Each group to presents one epidemiological, clinical, and experimental study based on mind body relation .

Students should assess problems related to mind and body using epidemiological study methods and share their findings, documenting the learnings and develop solution from it .

Analyze a dataset like world health organaization stress surveys or any approved protocol) linking stress to physical illness or diseases (ex. diabetes, hypertension or IBS etc)

Interaction:3 hours

Develp evidence based data draft on risk ratios, confounders, and propose prevention strategies etc for the stress associated diseases

Log book: Students should follow the log books for clinical sessions.

Experiential-Learning 1.4 : Movement-based mind-body medicine or yoga therapies.

Total activity hours : 7 hours

Practical performance:3 hours

Students can teach each other yoga poses, breathing techniques, and meditation practices.

Instruct students to Document physiological changes (e.g., pre/post flexibility measurements or bodily changes etc)

Ask students to plan and draft treatment plans addressing physical, mental and emotional aspect.

Students can analyse case studies of patients who have benefited from movement-based therapies, and discuss their experiences and outcomes

Peer learning:3 hours

Develop personalized posture improvement plans and generate plan for Practice postural corrections through specific asanas

Develop skills to modify yoga therapies for diverse patient needs while documenting evidence-based adaptations based on limited mobility, chronic condition and special polpulations.

Presentation:1 hours

Debate clinical applications and limitations, and develop implementation strategies using solutions that you have overcome in clinical setting

Teach patients the importance of correct posture in daily activities, both to prevent injury and to maintain energy flow throughout the body. Aligning the spine, pelvis, and joints during asanas is key to achieving physical and emotional balance.

Modular Assessment

Assessment method	Hour
Instructions - Conduct a structured Modular assessment. The assessment will be for 50 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6C. Structured Practical Exam: Apply Yoga techniques for mind body based medicine techniques (50 marks) 4 Hours Section A: Practical Demonstration for mind body based medicine techniques - (20 marks) - 1 hour Introduction (2 marks) Warm-up exercises (3 marks) Asanas for mind body based medicine techniques (8 marks) Pranayama and relaxation (4 marks) Conclusion (3 marks) Section B: Practical viva for mind body based medicine techniques - (5 marks) -1/2 hour Défense of yoga sequence selection for mind body based medicine techniques (3 marks) Discussion of other techniques and modifications (2 marks) Section C: Practical Demonstration of pranayamam and other yogic methods in controlling mind - (20 marks) - 1 hour Introduction (2 marks) Warm-up exercises (3 marks) Asanas for controlling mind (8 marks) Pranayama and relaxation (4 marks) conclusion [3 marks] Section D: Practical viva for controlling mind (5 marks) -1/2 hour Défense of yoga sequence selection for controlling mind [3 marks] Discussion of potential complications and modifications (2 marks) or Any practical converted form can be taken for assessment[25 marks] and Any experiential such as portfolios/reflections/presentation can be taken as an assessment [25 marks]	4

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experientia l Learning	3E Domain/ Sub Domain	3F Level (D oes/Sho ws how/ Knows h ow/Kno w)	3G Teachin g Learnin g Methods
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Module 2 : Stress and emotions & mind's role in illness–Understanding connection

Module Learning Objectives

(At the end of the module, the students should be able to)

- Describe the physiological and psychological aspects of stress and its relationship with health.
- Justify the need for developing emotional and social intelligence through yogic practices.
- Assist in applying emotional freedom techniques to address psychosomatic symptoms effectively.

M 2 Unit 1 Stress and Its Impact

2.1.1 Definition of stress 2.1.2 Physiological and psychological stress 2.1.3 Understanding stress in accordance with scriptures 2.1.4 Stress assessment tools and biomarkers of stress 2.1.5 Stress & disease

References: 9,10,11

3A	3B	3C	3D	3E	3F	3G
CO6	Describe the concept of stress, physiological and psychological aspects of stress	1	Lecture	CAN	Knows-how	L&PPT
CO6	Discuss stress in accordance with scriptures	1	Lecture	CAN	Knows-	DIS,L&P

					how	PT
CO6	Perform the yoga for stress related diseases through asanas, pranayama, meditation, and relaxation techniques.	5	Practical Training 2.1	PSY-MEC	Shows-how	CBL,D,P L
CO6	Apply stress assessment tools and assess the biomarkers of stress	6	Experiential-Learning 2.1	AFT-REC	Shows-how	CBL,W,P L

M 2 Unit 2 Yoga: Emotional Understanding and Social Intelligence

2.2.1 Yogic concept of emotions 2.2.2 Physiology of emotions 2.2.3 Emotional, social, and spiritual intelligence 2.2.4 Need for emotional & social intelligence 2.2.5 Working on emotional & social intelligence 2.2.6 Emotional freedom technique 2.2.7 Mobilizing, transforming, and celebrating emotions 2.2.8 Trauma & transformation

References: 13,14,15,16

3A	3B	3C	3D	3E	3F	3G
CO6	Analyse Yogic concept of emotion and its physiology	1	Lecture	CAN	Knows-how	L&PPT
CO6	Describe the emotional need for social, and spiritual intelligence Classify Mobilizing, transforming, and celebrating emotions	2	Lecture	CAN	Knows-how	L&GD
CO6	Practice of yoga technique for emotional regulation meditation and mindfulness practices help individuals develop the ability to observe and regulate their emotions without becoming overwhelmed by them	5	Practical Training 2.2	PSY-GUD	Knows-how	D
CO1,CO6	Apply the emotional wellbeing yoga techniques and comprehensive approach to emotional wellbeing	7	Experiential-Learning 2.2	AFT-RES	Does	RLE,ML

M 2 Unit 3 Mind's Role in Illness

2.3.1. Introduction to mind and disease 2.3.2 Role of mind in hormones 2.3.3 Hormones and sleep 2.3.4 Mind & cardiovascular ailments 2.3.5 Emotions & cancer 2.3.6 Chronic pain Mind & metabolic disorders 2.3.7 Stress & gastrointestinal disorders 2.3.8 Stressed skin

References: 17,18,19,20,21,22

3A	3B	3C	3D	3E	3F	3G
CO1,CO6	Describe mind and disease and its connections	1	Lecture	CAN	Knows-how	ML,L&PPT
CO1,CO6	Discuss the stressed skin, mind and metabolic disorder and cardio vascular ailments, gastro intestinal disorders	1	Lecture	CE	Knows-how	L&PPT
CO1,CO6	Describe the relationship between emotions & cancer disorder	1	Lecture	CAN	Knows-how	BL,L&PPT
CO1,CO6	Practice the yoga for cancer-associated emotional changes	5	Practical Training 2.3	PSY-GUD	Shows-how	D
CO1,CO6	Apply the yoga for chronic pain specific yoga postures help improve chronic pain.	7	Experiential-Learning 2.3	AFT-REC	Does	CBL,PL

M 2 Unit 4 Psychosomatic and Nervous System Disorders

2.4.1 Musculoskeletal disorders 2.4.2 Respiratory disorders 2.4.3 Menstrual disorders, infertility, pregnancy, and emotions 2.4.4 Somatization 2.4.5 Psychological disorders 2.4.6 Disorders of excretory system 2.4.7 Disorders of nervous system

References: 24,25

3A	3B	3C	3D	3E	3F	3G
CO6	Describe the musculoskeletal disorders, disorder of respiratory system, somatization, disorders of nervous system	2	Lecture	CAN	Knows-how	BL
CO6	Practice the concepts of mind body connection in respiratory disorders	5	Practical Training 2.4	PSY-GUD	Shows-how	PL
CO6	Apply the yoga for menstrual disorders, infertility, pregnancy	6	Experiential-Learning 2.4	AFT-RES	Does	CBL,PL

Practical Training Activity

Practical Training 2.1 : Yoga for stress related diseases.

Total activity Hours :5 Hours

Case based learning :2 hours

Discuss the benefits of integrating Siddhar yoga techniques with contemporary therapies that make them effective.

The teacher should demonstrate the core techniques, such as specific breathing exercises (pranayama), yogic postures (asanas), and meditation practices for stress related disease

Demonstration observation assistance performance:(2 hours)

Guide students to perform each technique, providing individual assistance as needed to patients.

Correct postures and breathing techniques to ensure patients are practicing safely and effectively.

Discuss and demonstrate how each Siddhar Yogam practice complements conventional therapeutic approaches used in stress related disease

Encourage students to perform short case presentations by adopting this yoga method in Stress-associated cases, develop solutions and document.

Log book:1 hour

Students should follow the log notes for clinical session

Practical Training 2.2 : Yoga technique for emotional regulation

Total activity Hours :5 Hours

Practical performance:3 hours

Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Explain the therapeutic impacts of asanas, Pranayama techniques for emotional regulation.

Guided Practice: Students should demonstrate asanas, pranayama, and kriyas to the patients with emotional and anxiety under teacher supervision.

Individual Assistance: Provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with emotional condition

Record keeping :(2 hours)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Ask students to Present case studies or research findings from their own or published papers on how yoga and mindfulness have been used to regulate emotions in patients.

Practical Training 2.3 : Yoga for cancer-associated emotional changes

Total activity Hours:5 Hours

Case based learning:2 hours

Ask students to do lecture on the emotional impact of cancer, diagnosis and treatment that exists or research outcomes using yoga from published research documents

Encourage students to identify specific areas you'd like to improve, such as reducing stress or increasing energy levels.

Student should research and explore various mindful movement and breathwork practice for cancer associated emotional changes

Assign into groups and discuss the option for integrative therapy using yoga to help cancer patients in different stages starting from diagnosis to end

Practical survey:3 hours

Assign students to develop yoga-based emotional support protocols for cancer patients experiencing specific emotional challenges such as fear, depression, or grief, loneliness

Practical Training 2.4 : Mind body connection in respiratory disorders

Total Activity Hours: 5 Hours

Case based learning:3 hours

Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Instruct student to Present case studies or clinical scenarios of patients with respiratory disorder and discuss the role of the mind-body connection in management.

Interaction:2 hours

Encourage students to discuss Respiratory illness and incorporation of Mind-body connection to provide better prevention/ promote care.

Assign students to develop a mind-body intervention program tailored to specific respiratory conditions such as COPD, asthma, or hyperventilation syndrome

Experiential learning Activity

Experiential-Learning 2.1 : Stress assessment tools and biomarker evaluation

Total activity Hours: [6-Hours]

Case based learning:2 hours

Discuss the benefits of integrating yoga techniques with contemporary therapies that make them effective.

Demonstration observation assistance performance:(3 hours)

The teacher should demonstrate the core techniques, such as specific stress assessment tools.

Guide students to perform stress assessment tools and providing individual assistance as needed to the patients

Discuss and demonstrate how each Siddhar Yogam practice complements conventional therapeutic approaches used in biomarkers of stress

Instruct each group to document their formulation process and record any observations about ingredient interactions or preparation challenges.

Interaction:(1 hours)

The teacher leads a group discussion, giving feedback on each group's formulation and answering questions

Experiential-Learning 2.2 : Emotional wellbeing through yoga techniques

Total activity Hours :7 Hours

Demonstration observation assistance performance:(3 hours)

The teacher explains the importance of proper posture and breath control for the emotional regulation

The teacher highlight how posture affects emotional regulation breath support, vocal projection, or physical alignment

Direct observation of procedural skills:(3 hours)

Students to focus on their breath, encouraging slow, deep inhales and exhales to promote relaxation and emotional condition

Break down the movement or pose step-by-step, illustrating how to align the body and maintain breath awareness throughout]

With permission, use gentle hands-on adjustments to guide students into correct alignment.

Interactions:(1 hour)

Prompt students to become aware of subtle adjustments they can make independently.

Lie down or sit comfortably and slowly scan your body from head to toe, noticing areas of tension or discomfort. Breathe into those areas and release any tightness or holding.

Experiential-Learning 2.3 : Management of chronic pain through yoga therapy

Total Activity Hours: 7 Hours

Case based learning : (3 hours)

Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Students can reflect on their own experiences with chronic pain and how yoga has helped them manage it.

Demonstration observation assistance performance:(3 hours)

Guided Practice: Students should demonstrate asanas, pranayama, and kriyas to the patients with chronic pain under teacher supervision.

Lie or sit in a comfortable position and mentally scan your body from head to toe. Notice any areas of tightness or discomfort, breathe into those areas, and consciously relax the muscles.

Presentation:(1 hours)

Students can conduct research projects on the effectiveness of yoga for chronic pain management.

Experiential-Learning 2.4 : Enhancing fertility and managing menstrual disorders through yoga

Total Activity Hours:6 Hours case based learning:2 hours Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures. Encourage students to wear comfortable clothing that allows for easy movement and breathing. Explain the therapeutic impacts of asanas, Pranayama techniques and Kriyas for menstrual disorders,infertility,pregnancy Practical performance:3 hours Guided Practice: Students should demonstrate asanas, pranayama, and kriyas to the patients with Menstrual disorders, infertility, pregnancy under teacher supervision. Individual Assistance: Provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with Menstrual disorders, infertility, pregnancy Log book:1 hours The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note	
Modular Assessment	
Assessment method	Hour
Instructions - Conduct a structured Modular assessment. The assessment will be for 50 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6C. Class presentation- 25 marks- 2 hours Content – Accuracy, depth, and relevance of the information presented.- 5 marks Organization – Logical flow, clarity, and structure of the presentation.- 5 marks Delivery – Eye contact, voice projection, body language, and confidence- 5 marks Engagement – Interaction with the audience, response to questions, and enthusiasm- 5 marks Visual Aids– Quality of slides, charts, and other supporting materials - 5 marks A Structured Long Answer Question (LAQ) - 20 marks 1.30 hours • Introduction - 5 marks • Point-wise Discussion - 5 marks • Evidence & Examples- 5 marks • Critical Analysis, conclusion-5 marks Viva- 5 marks 1/2 hour or	4

Any practical converted form can be taken for assessment [25 marks]

and

Any experiential such as portfolios/reflections/presentation can be taken as an assessment [25 marks]

Semester No : 4

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experientia l Learning	3E Domain/ Sub Domain	3F Level (D oes/Sho ws how/ Knows h ow/Kno w)	3G Teachin g Learnin g Methods
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Module 3 : Psychoneuroimmunology (PNI) & Psycho-neuro-endoimmunology (PNEI)

Module Learning Objectives

(At the end of the module, the students should be able to)

Perform an analysis of how the vagal pathways contribute to mind-body communication.

Advocate the significance of neuroplasticity and neurogenesis in maintaining mental and physical health.

Classify the various immune system components and their roles in mind-body interactions

M 3 Unit 1 Psychoneuroimmunology and Communication Systems

3.1.1 Definition of psychoneuroimmunology and psycho-neuro-endo immunology 3.1.2 Role of cortex, limbic, thalamus, hypothalamus, and brainstem structures
3.1.3 Vagal pathways of mind-body communication 3.1.4 Communication between brain and immune system 3.1.5 Communication between neuroendocrine and immune system 3.1.6 Communication between glucocorticoids and immune system

References: 23,24

3A	3B	3C	3D	3E	3F	3G
CO6	Describe psychoneuroimmunology and psycho-neuro-endo immunology.	1	Lecture	CAN	Knows-how	BL,L&PPT
CO6	Describe Vagal pathways of mind- body communication, communication between brain and immune system.	1	Lecture	CAN	Knows-how	L&PPT ,BL
CO6	Describe the role of cortical, limbic, thalamus, hypothalamus, and brainstem structures Relate the role of Communication between glucocorticoids and immune system	2	Lecture	CS	Knows-how	L&PPT ,BL
CO6	Practice yoga for post traumatic stress disorder	5	Practical Training 3.1	PSY-GUD	Shows-how	CBL,D
CO6	Apply the yoga for posttraumatic stress disorder.	6	Experiential-Learning 3.1	AFT-REC	Does	PL,SIM

M 3 Unit 2 Nervous System and Mind-Body Interaction

3.2.1 Introduction to autonomic nervous system 3.2.2 Parasympathetic nervous system 3.2.3 Sympathetic nervous system 3.2.4 Environmental influence on the mind 3.2.5 Neurogenesis, neuroplasticity, telomere length, etc

References: 26

3A	3B	3C	3D	3E	3F	3G
CO1,CO6	Describe the basic of autonomous ,parasympathetic sympathetic Nervous System	1	Lecture	CC	Knows-how	L&PPT ,DIS
CO1,CO6	Perform and practice of cranial nerve examination for complexly neurological disorders,pathologies, and associated systemic diseases	5	Practical Training 3.2	PSY-GUD	Shows-how	RP,D
CO1,CO6	Analysis different environmental influence and their mental emotional state share personal experience	7	Experiential-Learning 3.2	AFT-REC	Does	RLE,ML

M 3 Unit 3 Endocrine and Immune System Functions

3.3.1 Endocrine system 3.3.2 Endocrine glands & stress 3.3.3 Hypothalamic-pituitary-adrenal axis or limbic-hypothalamic- pituitary- adrenal axis 3.3.4 Immune system 3.3.5 Basics of the immune system 3.3.6 Classification of the immune system 3.3.7 Cellular and humoral immunity 3.3.8 Immunoglobulins 3.3.9 Cytokines 3.3.10 Complement system 3.3.11 Altered immunity and its causes 3.3.12 Hypersensitivity reactions 3.3.13 Allergies 3.3.14 Allergen immunotherapy 3.3.15 Autoimmunity immunodeficiency

References: 28,29,30,31,32,33

3A	3B	3C	3D	3E	3F	3G
CO6	Describe endocrine system and stress, basics and classification of immune system, cytokines ,complement system and allergies	2	Lecture	CC	Knows-how	L&PPT
CO6	Describe cellular and humoral immunity hypothalamic-pituitary-adrenal axis or limbic-hypothalamic-pituitary-adrenal axis	3	Lecture	CC	Knows-how	L,DSN
CO6	Perform and practice of thyroid hormones,immunity improving exercise .	10	Practical Training 3.3	PSY-GUD	Shows-how	
CO6	Categorize yoga practice in autoimmune disease management .	7	Experiential-Learning 3.3	AFT-RES	Does	CBL
CO6	Examine the impact of stress on cortisol level.	6	Experiential-Learning 3.4	AFT-RES	Does	CBL

Practical Training Activity

Practical Training 3.1 : Yoga for post traumatic stress disorder

Total Activity Hours:5-Hours

Case based learning:3 hours

Discuss the benefits of integrating yoga techniques with contemporary therapies that make them effective.

The teacher should demonstrate the core techniques, such as specific breathing exercises (pranayama), yogic postures (asanas), and meditation practices for post traumatic

stress disorder

Demonstration Observation Assistance performance:2 hours

Guide students to perform each technique, providing individual assistance as needed to patients.

Correct postures and breathing techniques to ensure patients are practicing safely and effectively.

Ask students to Discuss and report how yoga, can help alleviate post-traumatic stress disorder symptoms.

Practices like deep breathing and meditation help regulate emotions and reduce anxiety

Practical Training 3.2 : Cranial nerve examination for neurological disorders and associated systemic diseases

Total Activity Hours:5-Hours

Case based Assesment:3 hours

Ask students to Discuss and report the pathophysiology behind cranial nerve involvement in complex neurological disorders and pathologies.

Instruct students to Present cases where cranial nerves are affected by systemic diseases and develop solution using Yoga

Presentation:2 hours

Ask students to pedagogy and Emphasize the relationship between systemic conditions and cranial nerve dysfunction .summarize the key points discussed during the presentation.

Practical Training 3.3 : Thyroid hormones,immunity improving yoga techniques.

Total Activity Hours:10 Hours

Demonstration Observation Assistance Performance:4 hours

Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Explain the therapeutic impacts of asanas, Pranayama techniques and Kriyas for thyroid hormones,immunity.

Interaction:3 hours

Instruct students to discuss and design yoga protocols for thyroid hormone regulation and immunity improvements

Students should demonstrate asanas, pranayama, and kriyas to the patients withthyroid hormones,immunity under teacher supervision.Individual Assistance: Provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with thyroid hormones,immunity.

Presentation:3 hours

Debate concepts of Aerobic and anaerobic exercise for thyroid regulation and discuss its impacts and benefits.

Assign students to assess how exercise, combined with these lifestyle factors, enhances overall immunity and reduces the risk of diseases

Experiential learning Activity

Experiential-Learning 3.1 : Case study and group discussion for posttraumatic stress disorder

Total Activity Hours: 6-Hours

Practical Case Taking:3 hours

Student read the provided case studies on posttraumatic stress disorder

Students analyse the symptoms presented in each case study and relate them to the corresponding

Form groups of 1-2 students.

Students discuss the case studies and share your findings with the group.

Students relate the disorders and the yoga treatment options for each disorder

Presentation: 3 hours

Student should write a short reflection and share it in class

Experiential-Learning 3.2 : Case study and group discussion on environmental influence and their mental emotional state

Total Activity Hours: 7-Hours

Case Based learning:2 hours

Student read the provided case studies on Environmental influence and their mental emotional state

Students analyse the symptoms presented in each case study and relate them to the corresponding condition.

Scenario Based Assessment:3 Hours

Form groups of 1-2 students.

Students discuss the case studies and share your findings with the group.

Students relate the disorders and the yoga treatment options for each disorder.

Presentation: 2 hours

Student should write a short reflection and share in class.

Explore different environments through field trips or community service and document/ discuss the emotional state of the locality population.

Experiential-Learning 3.3 : Yoga for autoimmune disease management

Total Activity Hours:7-Hours

Demonstration Observation Assistance Performance:3 hours

Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Explain the therapeutic impacts of asanas, Pranayama techniques and Kriyas for autoimmune disease.

Practical Problem Solving:3 hours

Guided Practice: Students should demonstrate asanas, pranayama, and kriyas to the patients with autoimmune disease under teacher supervision.

Students can reflect on their learnings with autoimmune disease management.

Students can teach each other about the beneficial methodologies for autoimmune diseases and stress management.

Precentaion:1 hours

Students can analyse case studies of individuals who have benefited from yoga for autoimmune diseases or stress management, discussing their experiences and outcomes.

Experiential-Learning 3.4 : Impact of stress on cortisol level consequences.

Total Activity Hours: 6 Hours

Case based Learning: 2 hours

Use paired t-tests (or similar statistical methods) to compare baseline and post-stress cortisol levels across participants, testing for significant changes.

Plot cortisol levels over time for each participant or group average. A line graph showing cortisol levels pre- and post-stress can illustrate the hormone's response to stress.

Practical Problem Solving:2 hours

Students discuss the case studies and share your findings with the group.

Students relate the disorders and the siddhar yoga treatment options for each disorder

presentation: 2 hours

Student should write a short reflection and share it in class.

Modular Assessment

Assessment method	Hour
Instructions - Conduct a structured Modular assessment. The assessment will be for 50 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6C. Class presentation- 25 marks Content – Accuracy, depth, and relevance of the information presented.- 5 marks Organization – Logical flow, clarity, and structure of the presentation.- 5 marks Delivery – Eye contact, voice projection, body language, and confidence- 5 marks Engagement –Interaction with the audience, response to questions, and enthusiasm-5marks Visual Aids– Quality of slides, charts, and other supporting materials - 5 marks. A Structured Long Answer Question (LAQ) - 20 marks	4

Introduction - 5 marks Point-wise Discussion - 5 marks Evidence & Examples- 5 marks Critical Analysis, conclusion- 5 marks Viva- 5 marks or Any practical converted form can be taken for assessment [25 marks] & Any experiential such as portfolios/reflections/presentation can be taken as an assessment [25 marks]						
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experientia l Learning	3E Domain/ Sub Domain	3F Level (D oes/Sho ws how/ Knows h ow/Kno w)	3G Teachin g Learnin g Methods
Module 4 : Mind body medicine techniques						
Module Learning Objectives (At the end of the module, the students should be able to) Practice different meditation techniques, such as eating meditation, transcendental meditation, and cyclic meditation. Describe the application of cognitive-behavioral therapy (CBT) in managing stress and anxiety. Present the role of social support and support groups in enhancing mind-body medicine.						
M 4 Unit 1 Mind body medicine techniques						

4.1.1 Medical meditation: eating meditation, transcendental meditation, cyclic meditation, forgiveness meditation 4.1.2 Mindfulness 4.1.3 Hypnosis 4.1.4 Autogenic training 4.1.5 Imagery 4.1.6 Dance, music, art therapy ,published Journal Papers and thesis

References: 34,35,36

3A	3B	3C	3D	3E	3F	3G
CO6,CO8	Describe different type of meditation eating meditation, transcendental meditation, cyclic meditation, forgiveness meditation hypnosis and Imaginary mindfulness	3	Lecture	CAN	Knows-how	L&PPT ,L
CO6,CO8	Demonstrate the mindfulness technique in clinical conditions.	5	Practical Training 4.1	PSY-GUD	Shows-how	PL,D
CO6,CO8	Implement Art therapy and exercises in clinical cases.	6	Experiential-Learning 4.1	AFT-SET	Does	CBL

M 4 Unit 2 Psychological and Social Support in Mind-Body medicine

4.2.1 Social support & support groups 4.2.2 Healthy attitudes 4.2.3 Faith & prayer 4.2.4 Conventional psychotherapy 4.2.5 Stress management 4.2.6 A participating patient: self-awareness and self-care 4.2.7 Yoga as mind-body medicine

References: 36,37

3A	3B	3C	3D	3E	3F	3G
CO1,CO8	Apply the concept of healthy attitudes, faith & pranayama, stress management therapy ,Self-awareness and self-care among patients	2	Lecture	CAN	Knows-how	L,L&PPT
CO1,CO8	Demonstrate the techniques of conventional psychotherapy and stress management in clinical condition	5	Practical Training 4.2	PSY-GUD	Know	PL,CBL
CO1,CO8	Apply principles of awareness, stress management and self-care among patient.	7	Experiential-Learning 4.2	AFT-CHR	Does	CBL,PL

M 4 Unit 3 Yogic counselling and Spirituality for mind-body medicine

4.3.1 Counselling vs. yogic counselling 4.3.2 Need for yogic counselling 4.3.3 Components of yogic counselling 4.3.4 Spirituality definition & its role in life (relation to religion, culture, health, healing) 4.3.5 Difference between spirituality and religion 4.3.6 Spiritual issues in healthcare environment 4.3.7 Evidence basis for role of religion and spirituality in healthcare 4.3.8 Assessment tools for evaluating a patient's spiritual needs

References: 37,38,39,40

3A	3B	3C	3D	3E	3F	3G
CO1,CO6	Identify the concept of yogic counselling spiritual science in healing	2	Lecture	CAN	Knows-how	L
CO1,CO6	Demonstrate yogic counselling method and assessment tools in patients yogic counseling integrates the principles and practices of yoga to address patients' physical, mental, emotional, and spiritual well-being.	5	Practical Training 4.3	PSY-GUD	Shows-how	CBL,DIS
CO1,CO6	Apply the types of yogic counselling and spiritual needs of individual.	6	Experiential-Learning 4.3	AFT-RES	Does	CBL,SY

M 4 Unit 4 Applied Psychology and Stress Management through Yoga Psychology

- 4.4.1 Biofeedback & neurofeedback
- 4.4.2 Cognitive-behavioral therapy (CBT)
- 4.4.3 Relaxation response & progressive muscle relaxation
- 4.4.4 Intentional effects on living systems breathing, mind, and body practices behavioural technique to control Mind
- 4.4.5 Cognitive behavioural therapy
- 4.4.6 Mindfulness and relaxation response in yoga
- 4.4.7 Interpersonal mindfulness
- 4.4.8 Mindfulness works with stress reductions
- 4.4.9 Meditation for anxiety and stress
- 4.4.10 Transforming fear through loving – kindness meditation

References: 42,43

3A	3B	3C	3D	3E	3F	3G
CO8	Describe the principle and practice of applied psychology	3	Lecture	CS	Knows-how	L&PPT
CO8	Demonstrate yoga practices for managing anxiety, depression, and stress-related conditions	5	Practical Training 4.4	PSY-GUD	Shows-how	ML,D,CBL
CO8	Apply the technique of Cognitive-Behavioural Therapy (CBT) techniques in reducing stress	7	Experiential-Learning 4.4	AFT-SET	Does	LRI,PBL,LS,CBL

Practical Training Activity

Practical Training 4.1 : Asanam and pranayama practices relevant to mindfulness technique

Total Activity Hours:5 Hours

Demonstration Observation Assistance Performance:2 hours

The teacher should demonstrate the core techniques, such as specific breathing exercises (pranayama), yogic postures (asanam), and meditation practices for mindfulness technique in clinical conditions

Invite the patient to find a comfortable seated or lying-down position in a quiet space.

Encourage them to close their eyes if they feel comfortable, allowing for better focus and relaxation.

Practical Performance:2 hours

Ask them to take a few slow, deep breaths to settle into the exercise, releasing tension with each exhale.

Presentation:1 hours

Ask students to Discuss and develop the evidence-based benefits of mindfulness in managing conditions, especially mindfulness technique in clinical conditions

In small groups, have students develop personalized mindfulness programs for patients with specific clinical conditions for different age groups (e.g., depression, cardiovascular disease, chronic pain etc)

Practical Training 4.2 : Yoga therapy for conventional psychotherapy and stress

Total Activity Hours: 5 Hours

Case based Learning:2 hours

Ask students to divide in small groups, and design a yoga-based psychotherapy program tailored to specific mental health conditions.

Students maintain a reflective journal throughout the activity, recording personal experiences, insights, and observations

Students participate in group discussions, sharing personal experiences and insights related to yoga therapy for Conventional Psychotherapy and Stress.

Interaction: 2 hours

Students explore applications of yoga therapy for Conventional Psychotherapy and Stress

Students discuss the potential for integrating yoga therapy with conventional healthcare approaches for Conventional Psychotherapy and Stress

Presentation: 1 hour

Assign students to develop integrated treatment plans that combine yoga practices with conventional psychotherapeutic interventions. Summarize the key points discussed during presentation

Practical Training 4.3 : Pranayama and asana for physical, mental, emotional and spiritual well-being

Total Activity Hours: 5-Hours

Case based learning: 2 hours

Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Explain the therapeutic impacts of asanas, Pranayama techniques and Kriyas for physical, mental, emotional and spiritual well-being

Patient Management problems: 2 hours

Guided Practice: Students should demonstrate asanas, pranayama, and kriyas to the patients with physical, mental, emotional and spiritual well-being under teacher supervision.

Individual Assistance: Provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with physical, mental, emotional and spiritual well-being [60-minutes]

Debate: 1 hour

Ask students to debate the role of comprehensive patient history in assessing the suitability of yoga and yogic counselling, emphasizing the evaluation of physical health, mental health, emotional well-being, and lifestyle habits.

Practical Training 4.4 : Yoga for the management of anxiety, depression, and stress-related conditions

Total Activity Hours: 5 Hours

Case based learning: 2 hours

Discuss the benefits of integrating yoga techniques with contemporary therapies that make them effective.

The teacher should demonstrate the core techniques, such as specific breathing exercises (pranayama), yogic postures (asana), and meditation practices for anxiety,

depression, and stress-related conditions

Class presentation:2 hours

Ask students to divide in small groups, and design a yoga for psychological illness.

Guide students to perform each technique, providing individual assistance as needed to patients.

Correct postures and breathing techniques to ensure patients are practicing safely and effectively.

Discuss and demonstrate how each Siddhar Yogam practice complements conventional therapeutic approaches used in anxiety, depression, and stress-related conditions

Presentations:1 hours

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note

Create patient profiles with depressive or psychological symptoms, and ask students to design yoga protocol with justification.

Experiential learning Activity

Experiential-Learning 4.1 : Implement Art therapy and exercises in clinical cases.

Total Activity Hours:6 Hours

Case based Learning:3 hours

Discuss the benefits of integrating yoga techniques with contemporary therapies that make them effective.

The teacher should demonstrate the core techniques, such as specific Art therapy Exercises in clinical cases

Students should correct Art therapy techniques to ensure patients are practicing safely and effectively.

Ask students to Discuss and develop the evidence-based benefits of Art therapy Exercises in clinical cases

Making of Charts:2 hours

In small groups, have students develop personalized for patients with specific Art therapy Exercises in clinical conditions for different age groups (e.g., depression, cardiovascular disease.)

Presentation: 1 hour

Students present case study report in a small group discussion. and presentation

Experiential-Learning 4.2 : Case Study and Group discussion on awareness, Stress management and self-care among patients.

Total Activity Hours:7 Hours

Case based Learning:3 hours

Student read the provided case studies on awareness, Stress management and self-care among patient.

Students analyse the symptoms presented in each case study and relate them to the corresponding condition

Patient Management Problems:3 hours

Form groups of 1-2 students.

Students discuss the case studies and share your findings with the group.

Students relate the disorders and the siddhar yoga treatment options for each disorder

Presentation: 1 Hours

Student should write a short reflection and share it class

Incorporate physical activities and movement to enhance learning and reduce stress.

Have students teach each other about self-awareness, self-care, and stress management techniques

Encourage mindfulness exercises like deep breathing, body scans, or meditation to increase self-awareness of emotions and physical sensations.

Experiential-Learning 4.3 : Yoga counselling and spiritual needs of individuals.

Total Activity Hours:6 Hours

Patient management problems:2hours

Divide into small groups and discuss the case study, focusing on the types of yogic counselling and spiritual needs of individual

Practical performance:2 hours

Each group presents their class studies to the class, explaining the health benefits of types of yogic counselling and spiritual needs of individual

The teacher leads a group discussion, giving feedback on each group's case study and answering questions

Precentation 2 hours

Students to peer teach, Share knowledge of spiritual assessment tools and techniques.

Ask students to Study the effectiveness of spiritual assessment tools.

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Experiential-Learning 4.4 : Cognitive-Behavioural Therapy (CBT) techniques in reducing stress

Total Activity Hours:7-Hours

Case based learning:3 hours

Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Encourage participants to practice the Thought Record technique whenever they encounter stress during the week. This helps them develop the habit of challenging negative thoughts in real-time.

Patient management Problems:2 hours

This structured approach helps participants build stress management skills gradually.

Interation:2 hours

By practicing each technique in real-life scenarios and tracking progress, participants can see measurable reductions in stress, along with increased resilience in challenging

situations

Modular Assessment

Assessment method	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment Portfolio Assessment: For anxiety and depression (50 marks) Section A: Reflective Journal (20 marks) • Depth of reflection on anxiety and depression (8 marks) • Connection to learning objectives (6 marks) • Quality of writing (6 marks) Section B: Case studies (20 marks) • Depth of analysis (6 marks) • Application of therapeutic interventions (8 marks) • Quality of recommendations (6 marks) Section C: Skill Development (10 marks) • Assessment and diagnosis (3 marks) • Treatment planning (4 marks) • Medication management (3 marks) or Any practical in converted form can be taken for assessment. (25 Marks) & Any of the experiential as portfolio/ reflections / presentations can be taken as assessment. (25 Marks)	4

Semester No : 5

3A Course	3B Learning Objective (At the end of the (lecture/practical training /experiential	3C Notional	3D Lecture/	3E Domain/	3F Level (D	3G Teachin
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Outcome	learning) session, the students should be able to)	learning Hours	Practical Training/ Experiential Learning	Sub Domain	oes/Shows how/ Knows how/Know)	g Learning Methods
Module 5 : Fundamental concepts and uses of kayakarpam and mooligai karpamarunthukal						
Module Learning Objectives (At the end of the module, the students should be able to)						
Reproduce the kayakarpa techniques Compute the kayakarpam practices in yoga treatments Distinguish the kayakarpa medicines and antioxidants Discriminate the theraiyar pinianuga vidhi and Kayakarpa therapies in siddha Authenticate the Mooligai karpam uses in yogic treatment						
M 5 Unit 1 Principles and Applications of Kayakarpa Therapy						
5.1.1. Timing, age, and duration for kayakarpam Administration 5.1.2. Preparation of the body for kayakarpam 5.1.3. Precautions for taking karpamarunthukal 5.1.4 Diet and regimen for kayakarpam 5.1.5. Adverse effects of kayakarpam and treatments for those effects						
References: 44,45						
3A	3B	3C	3D	3E	3F	3G

CO1	Describe the principles, ideal timing, age considerations, and necessary body preparation for administering Kayakarpam, along with the potential side effects and corresponding solutions during its application.	2	Lecture	CAN	Knows-how	L&GD,L
CO1	Develop a case-specific yogic diet plan Outline a step-by-step approach to customizing dietary recommendations based on an individual's health conditions, lifestyle, and personal goals.	4	Practical Training 5.1	PSY-ORG	Shows-how	CBL
CO1	Adapt kayakarpam techniques to patients Facilitate student learning through hands-on application of Kayakarpam techniques, with emphasis on patient-specific adaptation, continuous monitoring, and systematic recording of treatment outcomes	5	Experiential-Learning 5.1	AFT-SET	Does	PER,CD,PL

M 5 Unit 2 Scientific Approaches to Kayakarpa Therapies & Principles and Practical Applications of Antioxidants

- 5.2.1. Kayakarpa herbs used by Siddhars
- 5.2.2. Types of kayakarpam
- 5.2.3. Theranpini anugavithi
- 5.2.4. Kayakarpa therapies in siddha
- 5.2.5. Scientific approach to kayakarpam
- 5.2.6. Antioxidants- definition, free radicals(ROS) free radical injury, role of anti oxidants in free radical injury

References: 52,53,54

3A	3B	3C	3D	3E	3F	3G
CO1,CO5	Investigate the various types and therapies of Kayakarpam in Siddha medicine, Focusing on the herbs utilized by siddhers and the function of antioxidants	2	Lecture	CAP	Knows-how	TUT,L_V C,L&PPT,L
CO1,CO5	Integrate Kaya karpam herbs and antioxidants An in-depth overview of kayakarpam herbs and antioxidants.	4	Practical Training 5.2	PSY-ORG	Shows-how	DIS,PER,CBL,SIM

	Combine kayakarpam herbs with natural antioxidants					
CO1,CO5	Establish scientific validation for Kayakarpam therapies and the principles of <i>Pini Anuga Vidhi</i> through evidence-based research and clinical evaluation.	5	Experiential-Learning 5.2	AFT-VAL	Does	DIS,PER, CBL

M 5 Unit 3 Mooligai Karpa Marunthugal and Their Clinical Applications

5.3.1. Clinical applications of mooligai karpamarunthugal (Part-I) Aruganpul- *Cynodon dactylon* Aarai-*Bauhinia racemosa* Aruneli-*Phyllanthus acidus* Amukkara-*Withania somnifera* Alingil-Alangiumsalfifolium Alukanni-Droseraburmani Ayuri-Indigoferatinctoria Amuthavalli-*Tinosporacorpifolia*-Aatchamaram-Ammampatchaichi-*Euphorbia hirta*-Adathodai-*Aadothodavasica*-Adutheendapalai-aristoloch *iabacteolate*-Ayilmarapattai-*C hukkarasiatabularis*-Aal-*Ficusbenghalensis*-Aavarai- *Senna auriculata*-Aathantai- *Capparis zeylanica*-Inchi-*Zingiber officinalis*-Inthiraveeramaram-Rathapalasu-*Butea monosperma*-Iruppavelcheti--Uromaaviruttham-*Bischofiaja vanica*-Urulai-*Solanum tuberosum*-Uthamani-*Pergulari adaemia* Uromaveng–Udhiravengai-*Pterocarpus marsupium*- Ukkunamaram-*Delonix regia*-Umathai –*Datura metal*- Ettimaram -Ettiverthylam-*Strychnosmox-vomica*- Erukku –*Calotropis gigantean*-Elumitchai–Citrus limom-erumaikanvirutcham – *Cassythafiliformis*[erumaikkot an]-Oorilaithaamarai – *Hybanthusenneaspermus* 5.3.2. Clinical applications of mooligai karpamarunthugal (Part-II) Kadukkai, kadukkai poo –*Terminalia Chebula*-kattukodi–*Cocculushirsutus*-karandhai–*Sphaeranthus indicus*- kanja –*Cannabissativa*- katchur–*Curcumazedoaria*-kandankathiri –*Solanumxanthocarpum*- karuveezhi – *Cassine glauca* [Karuvali] karumarudhu-*Terminalia alata*-karunaarathai–*Grewiaserrulata*-karisaalai – *Ecliptaprostrate*-kattrazhai-*Aloe barbadensismiller*-kanaierumaiviruttham karuumathai –*Datura innoxia* Karudakodi-*Aristolochiaiindica*-Kaattamanakku-*Jatropha gossypiiifolia*-kaarbokarisi-*Psoralincorrylifolia* kaanarpala , kaanaan –kittikizhangu–*Aponogetonnatans*-Karunelli– *Phyllanthus reticulates*-kanjirai–*Strychnosnux-vomica*. 5.3.3. Clinical applications of mooligai karpamarunthugal (Part-III) Karud akodi-*Aristolochiaiindica*-Keezhaneli-*Phyllanthus niruri* Kuppaimeni- *Acalyphapaniculata*-Kungiliya maram–*Shorearobusta*-Kurukkaththi–*Hiptagebenghalensis* ,kuzhala athandhai , kodiveli– *Plumbago zeylanica*,Kodikalli– *Euphorbia tirucalli*,kotti,koondhalkudham bai –*Vicoaindicum*, Kodagasaalai – *Justicia repens*, Senkodiveli *Plumbago indica* Korai kizhangu – *Cyperusrotundus*, Kongu–*Hopea parviflora*,Kolai – *Lingustumrobustum*,Kugaineer sandhanam , Sanjeevimooligai –*Selaginellabryopteris*,Sadhurak kalli – *EuphorbiaAntiquorum*, Sandhippoendu, Surathunila, Surathunilavarai , Senkolai ,Surathuavaarai – *Cassia anceolata* 5.3.4. Clinical applications of mooligai karpamarunthugal (Part-IV) Sangankuppi-*Clerodendronineme*, Sarala dhaevathaa ram-*Cedrusdeodara*,Sadhurakalli – *Euphorbia antiquorum* Saayaaviruttham- *Hedyotisumbellata* ,Siriyanangai- *Andrographis paniculata*, Sirukeerai-*Amaranthus tricolor*, Sivandhathumbai- *Leucas aspera*, Sivanarvembu- *Justicia tranquebariensis*,Sivandhailaik alli- *Euphorbia neriifolia*,Seendhilkodi-*Tinosporacordifolia*, Seedevisenkazhuneer –,Senbaga poo – *Micheliachampaca*,Senkollailia –*Semecarpusanacardium*, Seeragam-*Cuminumcyminum*,Sunang aviruttham , surapunnai- *Ochrocarpuslongifoliu*,Suriya Gandhi–*Helianthus annus*, Sembukodi ,Sennaayuruvi,Sevvaazhaikarpam –*Musa acuminata*,Sevvalikkizhangu- *Dioscoreaalata* Sendhaadupaavai- *Coleus oregano*,sengkottai- *Semecarpusanacardium* sithakathi- Sesbaniasesban, jothipul-*Costusspeciosus* 5.3.5. Clinical applications of mooligai karpamarunthugal (Part-V) Jothiviruttham- *cinnamomumcamphora* ,Soma virutcham, Sunangumaram, Chukku– *Zingiber officinalis*, Thagarai-Senna tora,thakkali-*Lycoperisconescu lentum*, Thamarai –*Nelumbo nucifera*, Karunthaamarai – *Begonia black velvet*, Kalthaamarai- *Smilax zeylanica* , thaandrimaram- *Terminalia bellirica*, Thirugukalli- *Euphorbia tirucalli*, Thillaiviruttham

–Excoecariaagallocha, Thippili –Piper longum, Thevathaali – Luffa echinata, thulsi- Ocimumtenuiflorum, Thuthi chedi- Abutilon Indicum, Thumbi – Leucas aspera, pavalathuthi – Abutilon indicum, Venthuthi, Thumpula, thudhuvalai- Solanum procumbens, sivandathudhuvalai- Solanum trilobatum, Vellaithudhuvalai, Thetran – *Strychnos potatorum*, Thozhukanni chedi- *Desmodium gyrans thoniyamaram*, Nannari – *Hemidesmus indicus* 5.3.6. Clinical applications of mooligai karpamarunthugal (Part-VI) Naagathaali- *Opuntia dillenii*, Pasalaikodi – *Basella alba*, Payatrangaikalli, Panjatharukarpam, Panai – *Borassus flabellifer*, Parsorimaram, palmaram- *Artocarpus heterophyllus* Padhirimaram – *Stereospermum chelonoides*, Pangampaalai, Prammatharum aram, Mpeisurai – *Cupressus torulosa*, Peipeerkku – *Luffa acutangula*, Piraimaram, Peyanvaazhai – *Musa paradisiaca*, Pirammathandu – *Argemonemexicana*, Brahmi – *Bacopa monnieri* Kalbrahmi- *Peperomia tetraphylla* Pilakottai, Pilapoo, Pila thylam- Puliampirandai, Puli – *Tamarindus indica* Puliyaarai – *Oxalis corniculata*, Purasu – *Butea monosperma* Venpurasu, Boomicharkarai, Peisuraividhai- *Vernonia amygdalina* 5.3.7. Clinical applications of mooligai karpamarunthugal (Part-VII) Ponnanganni – *Alternanthera sessilis* Porseendhil – *Tinosporacordifolia*, Malaialali – *Nerium oleander*, Malaimaamaraverpattai, Malli – *Jasminum grandiflorum*, Manjatpoodhaivelai, Maruthamaram- *Terminalia arjuna* Mayilaimaram- *Vitex altissima*, Manathakkali- *Solanum nigrum*, Maruthondri – *Lawsonia inermis*, Maankani – *Mangniferaindica* Milagaranaai- *Toddalia asiatica* Milagu- *Piper nigrum*, Mundagavirutcham *Pavonia odorata*, Muppirandhai- *Cissus quadrangularis*, Mookirattai – *Boerhaviadiffusa* Nayuruvi – *Achyranthes aspera*, Nilavaarai – *Cassia angustifolia*, Naagamalli – *Rhinacanthus nastus*, Naarkarandhai, Neerсерuppu Naagathaali- *Rutachalepensis*, Vanjikodi, Vasalai, valli- *Coleus amboinicus*, Vallarai- *Centella asiatica*, Varaiyalmarakarpam- Vanabrahmi, Vannimarakarpam – *Prosopis cineraria*, Vallaikodi – *Dioscorea pentaphylla* 5.3.8. Clinical applications of mooligai karpamarunthugal (Part-VIII) Vilvam- *Aegle marmelos*, Karpooravilvam, Vila – *Feronia limonia*, Vishnukirandhi- *Evolvulus alsinoides*, Vishnu poobathi, Vembanpallia, vellaruguvudathalaiver, Vengai – *Pterocarpus marsupium*, Venkandankathiri- *Sollanum xanthocarpum*, Venkundri, Vellaipunalmurungai- *Moringa oleifera*, Vellaimandhaarai- *Bauhinia racemosa*, Vellaineermulli- *Hydrographis uriculata*, Vellaissaranai – *Trianthemadecandra*, Vennaaval- *Syzigium hemisphericum*, Veliparuthivembu- *Perguaria daemia* Vellaivbumarakarpam, venpoola – *Acacia concinna*, Vlamitchai – *Plectranthus vettiveroides*, Veeli- *Prosopis velutina*, Panjakarpam.

References: 48,49,50,51

3A	3B	3C	3D	3E	3F	3G
CO1, CO5	Illustrate the specifics of Mooligai Karpam (Aruganpul - <i>Cynodon dactylon</i> to Panai – <i>Borassus flabellifer</i>) Illustrate the specifics of Mooligai Karpam (parsorimaram, palmaram- <i>Artocarpus heterophyllus</i> to Panjakarpam)	4	Lecture	CAN	Knows-how	L&GD, IB L, L
CO1, CO5	Perform the preparation of mooligai karpamarunthugal Perform the preparation methods and clinical applications of Injithen, Nelmanai, Ponaanganikarpam, Vembukarpam, Katralai Karpam, Manathakali, Amukra, Urulai, Kalyanaposani, Kayan, Erukku, Kilanelli, Surai, Karchur, Kadukai,	8	Practical Training 5.3	PSY-MEC	Does	CBL

	Perform the preparation methods and clinical applications of Nanal, Siragam, Puliyarai, Nochi, Mukirattai, Kupaimeni, Thuthuvalai, Serankottai, Perform the preparation methods and clinical applications of Tetran Kottai, Nelli, Elam, Tulasi, Vilvam, Neichitti, Koraikizhgu, Sirugeerai, Nanari, Uthamani, Ayilpattai, Elumichai, Malatukarpam, and Panchakarpam Prepare the case reports for mooligai karpa marunthugal.					
CO1,CO5	Establish researches on disease-specific mooligai karpam, accompanied by relevant case studies. Conduct a thorough review of existing research and traditional texts on Mooligai Karpam and its uses for each selected disease. Develop a structured research methodology for each disease-specific study. This may include clinical trials, observational studies, or case study reviews. Collect real-world case studies that demonstrate the efficacy of Mooligai Karpam in treating or managing the selected diseases. Document patient history, treatment protocols, outcomes, and any side effects for a comprehensive understanding.	9	Experiential-Learning 5.3	AFT-SET	Does	PL,PER,CBL
M 5 Unit 4 Physical and Chemical Properties, along with Pharmacological Actions of Mooligai Karpa Marunthugal 5.4.1. Physical and chemical properties of mooligaikarpam 5.4.2. Pharmacological actions of Mooligaikarpammarunthukal 5.4.3. Recent research papers on Mooligaikarpammarunthukal and their methods References: 50,51,52						
3A	3B	3C	3D	3E	3F	3G
CO1,CO5	Discribe the physical and chemical properties of mooligai karpam and their pharmacological actions.	2	Lecture	CAN	Knows-how	L,SY,DIS
CO1,CO5	Practice the pharmacological actions of kayakarpa herbs Compile a list of herbs commonly used in kayakarpam treatments. Select a	4	Practical Training 5.4	PSY-ORG	Shows-how	CBL,DA,BL

	representative sample that demonstrates varied therapeutic properties. Analyze the chemical components of each herb, focusing on bioactive compounds such as alkaloids, flavonoids, terpenoids, and phenolic compounds that contribute to their pharmacological properties.					
CO1,CO5	Prepare customized targeted pharmacological herbal formulations for specific conditions Identify key diseases or conditions (e.g., chronic inflammation, digestive disorders, skin diseases, stress, etc.) that can benefit from customized herbal formulations. Focus on conditions that have been traditionally treated using Kayakarpam herbs or those where herbal medicine could complement conventional treatments. Review classical texts and traditional knowledge systems that detail the use of herbs in Kayakarpam for specific conditions. Document the combinations of herbs commonly used for different ailments and their purported effects. Compile research findings from laboratory studies, clinical trials, and patient case reports into comprehensive scientific papers. Publish the results in peer-reviewed journals to establish the credibility and scientific basis of the customized formulations.	7	Experiential-Learning 5.4	AFT-SET	Does	CBL,DA,DIS,PER,LS

Practical Training Activity

Practical Training 5.1 : Creation of dietary plans for Kayakarpam practices.

Total activity (4 hours)
Case Based Learning
Step-1 Students are guided to create diet plans for patients and implement them accordingly(2 hours)
Step-2 Documenting the changes observed before and after following the diet plan
(1 hour)
Step-3 Clinical Presentation and discussion (1 Hour)

Practical Training 5.2 : Relationships between kayakarpam medicines and antioxidants

Total activity hours 4)
Simulation
Students are directed to discuss practical applications in clinical settings(1 hour)

Integrate Kayakarpam medicines with dietary antioxidants to enhance patient outcomes.(1 hour)
Investigate the active ingredients in these medicines that may exhibit antioxidant properties.(1 hour)
Discussion
Group discussion of selected topics (30 mins)
Presentation
Presentation of final study report(30 mins)

Practical Training 5.3 : Preparation of mooligai karpam medicines and development of case reports.

Total activity hours (8 hours)
Practical
Staff demonstrate the principles of kayakarpa marunthugal (30 mins)
Stanf demonstrate the methods of prepration (30 mins)
Prepare Injithen, Nelmanei, Ponaanganikarpam(1 hour)
Prepare Vembukarpam, Katralai Karpam, Manathakali, Amukra (1 hour)
Prepare Urulai, Kalyanaposani, Kayan, Erukku, Kilanelli, Surai, Karchur, Kadukai,(1 hour)
Prepare Nanal, Siragam, Puliyarai, Nochi, Mukirattai, Kupaimeni, Thuthuvalai, Serankottai,(1 hour)
Prepare Tetran Kottai, Nelli, Elam, Tulasi, Vilvam, Neichitti, Koraikizhgu, (1 hour)
Prepare Sirugeerai, Nanari, Uthamani, Ayilpattai, Elumichai, Malatukarpam, Panchakarpam (1 hour)
Case Based Learning
Students are instructed to prepare create case reports for above medicines (1 hour).

Practical Training 5.4 : Pharmacological actions of kayakarpam herbs and their clinical significance

Total activity hours -4
Students are instructed to prepare a comprehensive review of literature on any ten Kayakarpam herbs- herbs1 hour)
Blended learning
Students are instructed to list out the traditional uses of any ten kayakarpa herbs(1 hour),
Drug Analysis
Students are instructed to find out the pharmacological properties of any ten Kayakarpa herbs (1hour),
Case Based Learning
Students are instructed to do the clinical applications of any two kayakarpa herbs and prephare the report.(1hour)

Experiential learning Activity

Experiential-Learning 5.1 : Utilization of kayakarpam techniques in patient care.

Total activity hours (5 hours)

Case Diagnosis

Students are instructed to implement Kayakarpam techniques on selected 5 patients, monitor their progress, and record the clinical outcomes for evaluation.(3hours)

Students are instructed to create a detailed report summarizing the patient cases, treatment methods, outcomes, and conclusions.(1 hour)

Presentation

Students are instructed to present their reports (30 mins)

Peer Group Discussion

Final discussion with peer group and staff members (30 mins)

Experiential-Learning 5.2 : Scientific validation of kayakarpam therapies with case studies

Total activity hours (5 hours)

Case Based Learning

Students are instructed to develop a framework comparing scientific findings (such as biochemical, pharmacological, or physiological effects) with the teachings and aphorisms (any 5)of Theran Pini Anuga Vidhi.(2 hours)

Students are instructed to conduct detailed case studies where Kayakarpam therapies were applied, and evaluate their outcomes in the context of both modern science and Theran Pini Anuga Vidhi (any 5) (2 Hours)

Discussion

Discussion with peer group and staff members (30 Mins)

Presentation

Final presentation of choosen topics (30 mins)

Experiential-Learning 5.3 : Case studies on mooligai karpam medicines and their traditional applications..

total actvity hours- 9

Case Based Learning

Students are instructed to collect qualitative and quantitative data about any five mooligai karpam (1 hour)

Prepare case protocol for with mooligai karpam (1 hour)

Conduct case study and collect patient experiences, outcomes, and any adverse effects.(4 hours)

Analyze the collected data to draw conclusions about the effectiveness and safety of the medicines.(1 hour)

Peer discussion (30 mins) Compile the findings into a structured format, highlighting key insights and recommendations and discuss with peers.(1 hour) Presentation Presentation of final work (30 mins)	
Experiential-Learning 5.4 : Categorizing pharmacological actions linked to specific diseases	
Total activity hours (7 Hours) Case Based Learning Students are tasked with conducting a comprehensive review of existing research to identify the pharmacological actions linked to ten specific diseases. (1 hour) Drug Analysis Students are instructed to choose a selection of ten diseases for which they will analyze pharmacological actions, focusing on those with notable clinical relevance.(1 hour) Library session Students are instructed to gather data from reputable sources, including clinical studies, pharmacological databases, and expert opinions (2 hours) Students are instructed to compile their work (1 hour). Discussion Students are advised to do group discussion (1 hour) Presentation Students are instructed to present their topics (1 hour)	
Modular Assessment	
Assessment method	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. 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. Section A Case Based Assessment: Present a scenario where kayakrpan concepts are applied to address a specific health condition or genral wellness - (25 Marks). 5 marks for each step - 2 hours Step-1- Identifying the Root Cause- link the choosen disease or condition to an imbalance in bodily energies (doshas) and improper metabolic function (agni). By identifying whether the primary cause is lifestyle-related, genetic, or due to another imbalance, the treatment approach can be customized. (5 Marks) Step-2 - Dietary and Herbal Interventions (5 Marks)	4

Step-3- Demonstrates critical thinking in analysing the health condition and selecting kayakarpam concepts.(5marks)

Step- 4- Presents the case study clearly and concisely.(5marks)

Step-5- Demonstrates confidence and engagement during the(5marks) presentation.

A Research Paper Review Assessment (25marks)

Involves a structured evaluation of a research paper's quality, validity, and contribution to its field. Below are the key steps to follow when conducting a research paper review assessment,- (25 Marks). 5 marks for each step - 2 hours

- Comprehensive understanding of research paper- 5 marks
- Analyzing the Results and Finding - 5marks
- Critiquing the Discussion and Conclusion- 5 marks
- Presentation skills- 5 marks
- Answering the questions - 5marks

Or

Any practicals in converted form can be taken for assessment. (25 Marks)

&

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

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experientia l Learning	3E Domain/ Sub Domain	3F Level (D oes/Sho ws how/ Knows h ow/Kno w)	3G Teachin g Learnin g Methods
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Module 6 : Concepts and applications of thathu, jeeva, thani, and kootukarpamarunthugal

Module Learning Objectives

(At the end of the module, the students should be able to)

Describe the Thathu and Jeevakarpam

Apply the Principles of thani and kootukarpam and avizhathangal
Appraise the researches on thathu, jeeva, thani, kootu karpa marunthugal.

M 6 Unit 1 Thathu Karpa Marunthugal and Their Clinical Applications

6.1.1. Abragachendooram – Abragamezhugu – Abragasathukalangu – Aya chunnam – Aya chendooram – Ayasambeerakarpam – Ayabringaraajakarpam – Lingathangakalangu – Udhaganeer – Urukuchendooram – Kariyuppukattu – Kalluppukattu – Kaayathikarpam – Gandhagasembuchendooram – Gandhi rasa chunnam– Gandhi thylam – Gandhagamezhugu – Thamiraparpam – Thamira chunam – Thalaga chunam – Thalagachendooram – Thirivangakarpam – Naga kattu – Naagakattuchendooram- Naagaparpam – Porigarakarpam .

6.1.2. Vangarasachendooram – Vangachendooram – Velli chunam – Kalnarparpam – Silasathparpam – Komethagachunnam – Putparagachunnam – Vaira chunnam – Pachaichunnam – Neelachunnam – Vaiduriyachunnam –Sigappuchunnam–Sara chunam – Vedyuppu chunam - Kalluppuchunnam – Karachunnam - Thangachunnam - Vellichunnam – Vanga chunam – Karvanga chunam –Karudapatchai -Uppukattu –Ayakalanguchenduram –Ayasembukalanguchendooram

References:

3A	3B	3C	3D	3E	3F	3G
CO1,CO6	Investigate the Thathu Karpam medicines and their applications Thathu karpam and their applications (part-I) 6.1.1. Abraga chendooram – Abragamezhugu – Abragasathu kalangu – Aya chunnam – Aya chendooram – Ayasambeera karpam – Ayabringaraaja karpam – Lingathanga kalangu – Udhaga neer – Urukku chendooram. Thathu karpam and their applications (part-II) Kariyuppu kattu – Kalluppu kattu – Kaayathi karpam – Gandhagasembuchendooram – Gandhi rasa chunnam– Gandhi thylam – Gandhaga mezhugu – Thamira parpam – Thamira chunam – Thalaga chunam – Thalagachendooram – Thirivanga karpam – Naga kattu – Naagakattu chendooram- Naaga parpam Thathu karpam and their applications (part-III)	4	Lecture	CAN	Knows-how	L&GD,R LE,L,DS N

	Porigara karpam – Vangarasachendooram – Vanga chendooram – Velli chunam – Kalnar parpam – Silasath parpam – Komethaga chunnam – Putparaga chunnam – Vaira chunnam – Pachai chunnam. Thathu karpam and their applications (part-IV) Neela chunnam – Vaiduriya chunnam – Sigappu chunnam–Sara chunam – Vedyuppu chunam - Kalluppu chunnam – Karachunnam - Thangachunnam - Velli chunnam – Vanga chunam – Karvanga chunam – Karudapatchai -Uppukattu –Ayakalangu chenduram – Ayasembukalanguchendooram					
CO1,CO6	Create the Thathu karpam medicines along with their clinical applications Prepare Thathu karpam medicines in accordance with documented evidence from Siddha literature. Identify a specific condition or disease suitable for Thathu Karpam treatment Develop a protocol and submit the study proposal to an Institutional Ethics Committee (IEC) for review . Conduct case study and document safety, side effects, and patient outcomes.	8	Practical Training 6.1	PSY-ORG	Shows-how	CBL
CO1,CO6	Integrate Thathu karpam with kayakarpam therapies in clinical cases Develop skills in integrating Thathu karpam with other therapeutic modalities. Organize workshops and training Sessions by experienced Siddha practitioners. Present real-life case studies where Thathu karpam medicines were used effectively. Prepare the case analysis reports.	10	Experiential-Learning 6.1	AFT-SET	Does	CBL,TUT

M 6 Unit 2 Jeeva Karpa Marunthugal and Their Clinical Applications

6.2.1. Anda mezhugu- Anda jeyaneer – Indhirakobam – Roma thylam- karunkozhi – Kombugal – Kandamiruga kombu – Madhanakamaesuram – Paal – Poonaagaparpam – Poonaagasathuchendooram 6.2.2. Nathaichippi – Amaioodukarpam – Kabala parpam – Chukkankalparpam – Muthu chunam – Nathaikarpam – Vilangukarpam–Then karpam – Navaneethakarpam

References: 72,73,74

3A	3B	3C	3D	3E	3F	3G
CO1,CO6	Illustrate Jeeva karpam and its applications Jeeva karpam and its applications (part-I) Anda mezhugu- Anda jeyaneer – Indhirakobam – Roma thylam- karunkozhi – Kombugal – Kandamiruga kombu. Jeeva karpam and its applications (part-II) Madhanakamaesuram – Paal – Poonaagaparpam – Poonaagasathuchendooram – Nathaichippi. Jeeva karpam and its applications (part-III) Amaiodukarpam – Kabala parpam – Chukkankalparpam – Muthu chunam – Nathaikarpam – Vilangukarpam–Then karpam – Navaneethakarpam	3	Lecture	CAP	Knows-how	RLE,TUT ,L
CO1,CO6	Create the Jeeva karpam medicines and their clinical applications Prepare Jeeva karpam medicines in accordance with documented evidence from Siddha literature Develop a case study protocol and submit the study proposal to an Institutional Ethics Committee (IEC) for review . Conduct case study and document safety, side effects, and patient outcomes.	6	Practical Training 6.2	PSY-ORG	Shows-how	PL,CBL
CO1,CO6	Apply Jeeva karpam medicines into kayakarpam practices and their clinical applications Develop skills in integrating Jeeva karpam with other therapeutic modalities. Present real-life case studies where Jeeva karpam medicines were used effectively. Prepare the case analysis reports. Publish results in siddha journals, present at conferences, or share in practitioner forums	8	Experiential-Learning 6.2	AFT-CHR	Does	SDL,CBL

M 6 Unit 3 Thani Karpam and Kootukarpa Marunthugal and Their Applications

6.3.1. Thanikarpam and kootukarpamarunthukal - utkolummuraikal

6.3.2. Uppukattumuraikal and karpamarunthagapayanpaduth ummuraikal

6.3.3. Physical and chemical properties, and pharmacological actions of thathu, jeeva, thani, and kootukarpammarunthukal; recent research papers on the same

References: 63,64

3A	3B	3C	3D	3E	3F	3G
CO1,CO3,CO6	Describe in detail the Thani and Kootu Karpam medicines, including their physicochemical properties and pharmacological analyses	3	Lecture	CAN	Knows-how	L&GD,L,PBL
CO1,CO3,CO6	Design a disease-specific protocol using thani and kootukarpam medicines Prepare Thani and Kootu Karpam medicines in accordance with documented evidence from Siddha literature Develop a case study protocol and submit the study proposal to an Institutional Ethics Committee (IEC) for review . Conduct case study and document safety, side effects, and patient outcomes.	6	Practical Training 6.3	PSY-ORG	Shows-how	CBL,PL,PBL
CO1,CO3,CO6	Analyse case studies focused on thani and kootukarpam medicines Select conditions where thani and kootu karpam medicines are traditionally indicated, Prepar and submit the proposal to an Institutional Ethics Committee (IEC) and get clearance Compare the efficacy of thani Karpam vs. kootu karpam for similar conditions Publish results in siddha journals, present at conferences, or share in practitioner forums	8	Experiential-Learning 6.3	AFT-SET	Does	TBL,CBL

Practical Training Activity

Practical Training 6.1 : Preparation of Thathu karpam medicines and their clinical application.

Total activity hours:8

Practical (4hrs)

Students are instructed to individually or in groups prepare thathu *Karpam* medicines following classical Siddha formulations.

This exercise aims to enhance the students' understanding of traditional medicinal preparation methods, ingredient identification, dosage calculation, and hygiene protocols during pharmaceutical processes.

Case Based Learning (4 hrs)

After the successful preparation of the medicines, students must select appropriate case studies or clinical scenarios where the thathu *Karpam* medicine can be administered.(2hrs)

They are expected to maintain thorough documentation, including patient background (if applicable), dosage and duration of administration, observed effects, and any side

effects or complications. (2 hours).

Practical Training 6.2 : Identify and document Jeeva karpam medicines along with their specific clinical applications

Total activity hours:6 hours

Peer Learning (3 hrs)

Students are instructed to individually or in groups prepare jeeva *Karpam* medicines following classical Siddha formulations.

This exercise aims to enhance the students' understanding of traditional medicinal preparation methods, ingredient identification, dosage calculation, and hygiene protocols during pharmaceutical processes.

Case Based Learning (3hrs)

After the successful preparation of the medicines, students must select appropriate case studies or clinical scenarios where the jeeva *Karpam* medicine can be administered.(1 hr)

They are expected to maintain thorough documentation, including patient background (if applicable), dosage and duration of administration, observed effects, and any side effects or complications.(2-hours)

Practical Training 6.3 : Develop a comprehensive, disease-specific protocol utilizing thani and kootukarpam medicines

Total activity hours:6

Case Based Learning(3 hrs)

Students are instructed to prepare thani and kootu karpam medicines and create case reports for them (3 hrs)

Team Based Learning (3 hrs)

students are instructed to individually or in groups prepare *thani and kootu karpa* medicines following classical Siddha formulations.(1 hr)

This exercise aims to enhance the students' understanding of traditional medicinal preparation methods, ingredient identification, dosage calculation, and hygiene protocols during pharmaceutical processes.(2hrs)

Experiential learning Activity

Experiential-Learning 6.1 : Incorporation of Thathu karpam into clinical practices.

Total activity hours:10

Case Based Learning (4 hrs)

Students are instructed to select real clinical cases where both Thathu Karpam and Kayakarpam therapies can be applied. (2hrs)

Analyze these cases in group settings to encourage collaborative learning and discussion.(2hrs) Present the studies with expert members(1 hour) Write research paper and publish in indexed journals (2 hours) Tutorial 3 hrs Involve experienced practitioners and educators to facilitate workshops, guiding participants through the integration process and sharing practical insights.	
Experiential-Learning 6.2 : Incorporation of Jeeva karpam medicines into kayakarpam practices.	
Total activity hours: 8 hours Self Directed Learning (4 hrs) Students are instructed to conduct a comprehensive review of relevant literature on Jeeva Karpam and Kayakarpam therapies to understand their principles, benefits, and potential synergies. Case Based Learning (4 hrs) Select clinical cases where the integration of Jeeva Karpam and Kayakarpam can enhance treatment outcomes. Analyze these cases collaboratively to identify best practices.	
Experiential-Learning 6.3 : Case studies on thani and Kootu karpa medicines.	
Total activity hours:8 Case Based Learning (4hrs) Students are instructed to Conduct a review of existing literature on Thani and Kootukarpam medicines to gather information on their properties, applications, and documented case studies. Team Based Learning (4 Hrs) Students are instructed to individually or in groups prepare <i>thani and kootu karpa</i> medicines following classical Siddha formulations.(2 hrs) This exercise aims to enhance the students' understanding of traditional medicinal preparation methods, ingredient identification, dosage calculation, and hygiene protocols during pharmaceutical processes.(2 hours)	
Modular Assessment	
Assessment method	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. Case Based Assessment: Present a scenario where thani, kootu karpam concepts are applied to address a specific health condition or general wellness - (25 Marks). 5 marks for each step - 2 hours	4

Step-1- Identifying the Root Cause- link the chosen disease or condition to an imbalance in bodily energies (**doshas**) and improper metabolic function (**agni**). By identifying whether the primary cause is lifestyle-related, genetic, or due to another imbalance, the treatment approach can be customized. (5 Marks)

Step-2- Dietary and Herbal Interventions (5 Marks)

Step-3- Demonstrates critical thinking in analysing the health condition and selecting *kayakarpam* concepts.(5marks)

Step-4- Presents the case study clearly and concisely.(5marks)

Step-5- Demonstrates confidence and engagement during the presentation.(5marks)

2. Class presentation- 25 marks- 2 hours

- **Content** – Accuracy, depth, and relevance of the information presented.- 5 marks
- **Organization** – Logical flow, clarity, and structure of the presentation.- 5 marks
- **Delivery** – Eye contact, voice projection, body language, and confidence- 5 mark
- **Engagement** – Interaction with the audience, response to questions, and enthusiasm- 5 marks
- **Visual Aids**– Quality of slides, charts, and other supporting materials - 5 marks.

or

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

Semester No : 6

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experientia l Learning	3E Domain/ Sub Domain	3F Level (D oes/Sho ws how/ Knows h ow/Kno w)	3G Teachin g Learnin g Methods
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Module 7 : Principles and practices of pothu and sirappu karpa remedies, muppu, and their clinical applications

Module Learning Objectives

(At the end of the module, the students should be able to)

Describe the Principles of Pothu, Sirappu karpam and Muppu
 Illustrate the types of Muppu and in yoga treatment
 Appraise the research in Pothu, Sirappu and Muppu marunthugal

M 7 Unit 1 Principles and Practices of Pothu karpa Marunthugal

7.1.1. Definition, Principles of Pothukarpam
 7.1.2. PothuKarpaavizhathangal - Inji then – nelmaanei – ponnanganni – vembu – kattrazhai – manathakkali – vila – vaatkoraikizhangu – amukurakizhangu – kodivasalai – perunkaalan – urulaikizhangu – kalyanapoosani -kaiyan – kali pirandhai.
 7.1.3. Physical, chemical properties and pharmacological action of pothukarppam, Recent research papers in pothukarpam

References: 63,64,65

3A	3B	3C	3D	3E	3F	3G
CO1,CO6	Describe the principles of pothukarpam and its formulations.	3	Lecture	CAN	Knows-how	L&GD,L
CO1,CO6	Carry out Pothu karpa marunthugal preparations and explore their applications Carry out the use of Pothu Karpa Marunthugal as described in Siddha texts, assess their clinical efficacy in both therapeutic practice and personal health management, and develop case reports based on their clinical applications.	6	Practical Training 7.1	PSY-MEC	Shows-how	CBL
CO1,CO6	Establish case studies on pothukarpa marunthugal Evaluate the role of Pothu Karpa Marunthugal in promoting overall health and	8	Experiential-Learning 7.1	AFT-VAL	Does	CBL,JC

rejuvenation by developing a study protocol, identifying the target population, obtaining clearance from the Institutional Ethics Committee (IEC), and assessing its effectiveness in comparison with traditional claims documented in Siddha texts.

M 7 Unit 2 Principles and Practices of Sirapu karpa Marunthugal

7.2.1. Principles of Sirappukarpam 7.2.2. Sirappu Karpa Aavizhathangal: Erukku, Azhinjil, Seedeve Senkzhuneer, Keezhanelli Samoolam, Surai, Kanjaavirai, Karchur, Kadukkai, Naanal, Seeragam, Aalampaal, Puliyaraai, Nochi, Vallaikodi, Mookirattai, Kuppaimeni, Thudhuvelai, Serankottai, Panaiver, Thetran, Nelli, Orithalzhthaamarai, Elam, Thulsi, Vilvam, Kittikizhangu, Korai Kizhangu, Sirukeerai, Nannaari, Uthamani, Aal, Ayilpattai, Elumitchaipazham, Thaamaraimagarandhapodi, Brhammathandhumagarandhap odi, Malattukkukarpam, Sukkilathambanam, Panjakarpam, Ayasambeerakarpam, Ayabirungaraajakarpam, Purana Chandhiroodhayam, Pachaipasumpaal, Kaaichinapaal, Indhirakobapoochi. 7.2.3. Physical and Chemical Properties and Pharmacological Actions of Sirappukarpam; Recent Research Papers on Sirappukarpam

References: 57

3A	3B	3C	3D	3E	3F	3G
CO1,CO6	Investigate the principles of sirappu karpam, its formulations, and their applications	4	Lecture	CAP	Knows-how	L&PPT , L,DIS,LS, L&GD
CO1,CO6	Carry out the preparations of Sirapu karpa marunthugal and explore its applications	8	Practical Training 7.2	PSY- ORG	Shows-how	CBL
CO1,CO6	Compare and discuss the principles and applications of Sirapu karpa marunthugal with modern science Compare the foundational principles of Sirapu Karpa Marunthugal in Siddha medicine with modern medical frameworks, analyze their clinical applications relative to contemporary treatments for similar conditions, investigate their potential for integration with modern therapeutic approaches, and evaluate case studies, clinical trials, patient outcomes, and laboratory-based evidence—such as antioxidant and immunomodulatory effects—against scientifically studied compounds.	10	Experiential-Learning 7.2	AFT-SET	Does	SDL,DIS, JC

M 7 Unit 3 Concepts of Muppu and Its Clinical Applications

7.3.1. Definition, types:- Vathamuppu, Vaithiyamuppu, Yoga Muppu

7.3.2. Properties of Muppu: Therapeutic Effects of Muppu; Various Schools of Thought on Muppu

7.3.3. Physical and Chemical Properties, and Pharmacological Actions of Muppu; Recent Research Papers on Muppu and Its Preparations and Uses

References: 52,53,60

3A	3B	3C	3D	3E	3F	3G
CO1,CO3,CO6	Differentiate the principles types and applications of Muppu	3	Lecture	CAN	Knows-how	BL,L,FV,SY,IBL
CO1,CO3,CO6	Conduct Muppu preparations and carry out the associated case studies Review Siddha texts for guidelines on Muppu preparation and applications, follow traditional purification and combination methods to prepare Muppu, assess its synergistic effects when integrated with other Siddha therapies such as herbal formulations and dietary modifications, and present the findings through relevant case reports.	6	Practical Training 7.3	PSY-ORG	Shows-how	PER,CBL
CO1,CO3,CO6	Identify the scientific relationships between different types of Muppu and their application Conduct a comprehensive chemical and pharmacological analysis of the different types of Muppu to determine their composition, explore the correlation between their chemical properties and traditional therapeutic uses, and evaluate their effects through both laboratory-based research and patient-reported outcomes collected via surveys or interviews.	8	Experiential-Learning 7.3	AFT-VAL	Does	SDL,PL,FV,DA

Practical Training Activity

Practical Training 7.1 : Practical training in the preparation of Pothu karpa medicines.

Total activity hours: 6

Practical (3hrs)

Students are instructed to individually or in groups prepare *Pothu Karpam* medicines following classical Siddha formulations.

This exercise aims to enhance the students' understanding of traditional medicinal preparation methods, ingredient identification, dosage calculation, and hygiene protocols during pharmaceutical processes.

Case Based Learning (3 hrs)

After the successful preparation of the medicines, students must select appropriate case studies or clinical scenarios where the *Pothu Karpam* medicine can be administered. They are expected to maintain thorough documentation, including patient background (if applicable), dosage and duration of administration, observed effects, and any side effects or complications.

Practical Training 7.2 : Practical experience in preparing Sirappu karpa medicines.

Total activity hours:8 hours

Practical (4 hrs)

Students are instructed to individually or in groups prepare sirapu *Karpam* medicines following classical Siddha formulations.

This exercise aims to enhance the students' understanding of traditional medicinal preparation methods, ingredient identification, dosage calculation, and hygiene protocols during pharmaceutical processes.

Case Based Learning (4hrs)

After the successful preparation of the medicines, students must select appropriate case studies or clinical scenarios where the sirapu *Karpam* medicine can be administered. They are expected to maintain thorough documentation, including patient background (if applicable), dosage and duration of administration, observed effects, and any side effects or complications.

Practical Training 7.3 : Hands on training in Muppu preparations and related case studies.

Total activity hours:6 hours

Practical (3 hrs)

Students are instructed to individually or in groups prepare *muppu* medicines following classical Siddha formulations.

This exercise aims to enhance the students' understanding of traditional medicinal preparation methods, ingredient identification, dosage calculation, and hygiene protocols during pharmaceutical processes.

Case Based Learning (3hrs)

After the successful preparation of the medicines, students must select appropriate case studies or clinical scenarios where the *muppu* medicine can be administered. 2-hours Presentation(1hr)

(Each student is required to compile their findings and experiences into a comprehensive case report, which should include:Materials and methods used

Step-by-step preparation process

Therapeutic indications
Case selection criteria
Treatment outcomes
Observations and conclusion-2 hours

Experiential learning Activity

Experiential-Learning 7.1 : Developing and analyzing case studies focused on Pothu karpa medicines.

Total activity hours:8 hours
Journal Club (4 hrs)
Students are tasked with reviewing the existing literature on pothukarpa marunthugal to gain insights into current knowledge and prepare detailed reports.
Case Based Learning (4hrs)
Students are assigned to conduct case studies on pothukarpam and create a case logbook to document their findings.

Experiential-Learning 7.2 : Principles of Sirappu karpa medicines and their connection to modern scientific practices..

Total activity hours:10 hours
Discussion (2hr)
Encourage the students to discuss their findings and engage in debates on the efficacy and relevance of traditional versus modern practices.
Self directed Learning (4hrs)
Students are instructed to promote critical analysis of both approaches, considering benefits and limitations.
Journal club (4hrs)
Students are instructed to maintain reports collected from journals reflecting on their learning experiences and insights.

Experiential-Learning 7.3 : Scientific relationships between different types of muppu and their applications.

Total activity hours:8 hours
Drug Analysis (3 hrs)
Students are instructed to plan experiments to test the properties of different muppu types (e.g., solubility, pH levels, reactivity).3-hours
Peer Learning(3 hrs)
Students are instructed to prepare presentations to share findings with peers, highlighting key relationships and applications.3-hours
Feild visit(2hrs)
Students are advised to get opinion from experts to review findings and provide feedback.2-hours

Modular Assessment								
Assessment method						Hour		
Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks . 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. 1. Class presentation- 25 marks- 2 hours • Content – Accuracy, depth, and relevance of the information presented.- 5 marks • Organization – Logical flow, clarity, and structure of the presentation.- 5 marks • Delivery – Eye contact, voice projection, body language, and confidence- 5 marks • Engagement – Interaction with the audience, response to questions, and enthusiasm- 5 marks • Visual Aids– Quality of slides, charts, and other supporting materials - 5 marks 2. A Structured Long Answer Question (LAQ) - 15 marks Introduction - 3 marks Point-wise Discussion - 5 marks Evidence & Examples- 5 marks Critical Analysis, conclusion- 2marks 3. Viva- 5 marks Or Any two practical in converted form can be taken for assessment. (25 Marks) and Any of the experiential as portfolio/ reflections / presentations can be taken as assessment. (25 Marks)						4		
3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)			3C Notional learning	3D Lecture/ Practical	3E Domain/ Sub	3F Level (D oes/Sho	3G Teachin g

		Hours	Training/ Experientia l Learning	Domain	ws how/ Knows h ow/Kno w)	Learnin g Methods
Module 8 : Concepts of aging, gene expressions in yoga therapy, and practices of kaya sudhi techniques						
Module Learning Objectives (At the end of the module, the students should be able to) Acquire the knowledge about aging and it's processes. Elaborate the types of kaya suddhi muraigal and techniques Stimulate the kaya suddhi muraigal in yogic treatment						
M 8 Unit 1 Concepts of Aging, Gene Expression, and Yoga 8.1.1. Definition and Causes of Aging 8.1.2. Mechanism of Aging 8.1.3. Various Concepts of Aging 8.1.4. Effects of Aging on the Body 8.1.5. Biomarkers of Aging 8.1.6. Prevention of Aging Through Yoga 8.1.7. Recent Research on Yoga for Preventing Aging 8.1.8. Recent Studies on Yoga and Gene Expression References: 56						
3A	3B	3C	3D	3E	3F	3G
CO6,CO8	Describe the aging process and related gene expressions, and how yoga can contribute to the prevention of aging.	2	Lecture	CE	Knows-how	L_VC,JC,L&PPT,L
CO6,CO8	Design a yoga-based protocol for anti-aging	4	Practical Training 8.1	PSY-ORG	Shows-how	PBL,JC
CO6,CO8	Apply aging prevention strategies using biomarkers through yoga	6	Experiential-	AFT-	Does	SDL,LRI

			Learning 8.1	VAL		
M 8 Unit 2 Types of Kaya sudthimuraigal and its applications(Cleansing techniques- Kriyas) 8.2.1. Siranamandalasudthi (Dhauti Kriya) 8.2.2. Kalivuneermandlasudthi (Basti Kriya) 8.2.3. Suvasamandalasudthi (Neti Kriya) References: 62,63,67						
3A	3B	3C	3D	3E	3F	3G
CO3	Describe Sirana and Kalivuneer mandala purification along with their types Describe Suvasamandal purification and their types	4	Lecture	CAN	Knows-how	L_VC,L,L&PPT
CO3	Demonstrate Sirana mandala purification along with their types Demonstrate Kalivuneer mandala purification and their types Demonstrate Suvasamandal purification along with their types	8	Practical Training 8.2	PSY-GUD	Shows-how	D
CO3	Adapt Sirana mandala purification techniques using clinical models. Adapt Kalivuneer, mandala purification techniques using clinical models Adapt Suvasamandala purification techniques using clinical models	10	Experiential-Learning 8.2	AFT-VAL	Does	D-BED,I BL,D-M
M 8 Unit 3 Types of Kaya sudthimuraigal and its applications(Cleansing techniques- Kriyas) 8.3.1. Uluruppubalapaduthuthal (Nauli/Lauliki Kriya) 8.3.2. Kannasudthi (Trataka) 8.3.3. Moolaisudthi (Kapalabhati) References: 65,66						
3A	3B	3C	3D	3E	3F	3G
CO3	Illustrate Uluruppu balapaduthuthal techniques along with their types. Illustrate the Kann sudthi, and Moolai sudthi along with their types	4	Lecture	CAP	Knows-how	L,L_VC,L&PPT
CO3	Demonstrate Uluruppu balapaduthuthal , Kann sudthi, and Moolai sudthi purification along with their types	8	Practical Training 8.3	PSY-ADT	Shows-how	D,D-M

CO3	Adapt Uluruppu balapaduthuthal techniques using clinical models Adapt Kann sudthi types by using clinical models. Adapt Moolai sudthi purification techniques using clinical models.	10	Experiential-Learning 8.3	AFT-VAL	Does	D-BED,C BL,D,D-M
Practical Training Activity						
Practical Training 8.1 : Design a yoga-based protocol for anti-aging						
Total activity hours:4-hours Journal club (2hrs) Students are instructed to review existing research on the effects of yoga on aging, including physical, mental, and emotional benefits. Problem Based Learning(2hrs) Students are tasked with creating handouts and materials that outline the protocol, including descriptions of poses, breathing techniques, and meditation practices for anti-aging						
Practical Training 8.2 : Practical demonstrations of Seeranamandala and Suvasamandala purification techniques.						
Total activity hours:8-hours Demonstrations Step-1 Students are instructed to Find a calm and clean environment where you can perform practices without distractions.3 hours Step-2 Students are instructed to gather the materials needed for practices 2 hours Step-3 Students are advised to consult a qualified yoga instructor or healthcare provider regarding any health concerns before engaging in the practices 3 hours						
Practical Training 8.3 : Demonstrations of Uluruppu balapaduthuthal techniques . Demonstrate the Kann sudthi types. Demonstrate the Moolai sudthi purification methods.						
Total activity hours: 8 Demonstrations (8hrs) Students are advised to consult a qualified yoga instructor or healthcare provider regarding any health concerns before engaging in the practices Students are instructed to demonstrate all the techniques with or without models.						

Students are instructed to gather the materials needed for practices
Students are instructed to find a calm and clean environment for perform practices without distractions.

Experiential learning Activity

Experiential-Learning 8.1 : Aging prevention approaches through biomarkers and yoga.

Total activity hours:6 hours

Self Directed Study (3 hrs)

Students are instructed to explore the relationship between aging, biomarkers, and how yoga can influence these markers.

Lab Report Interpretation (3hrs)

Students are directed to select biomarkers for assessment and measure them before and after the intervention (e.g., cortisol levels, blood pressure)

Experiential-Learning 8.2 : Adapt the purification techniques for Sirana, Kalivuneer, and Suvasamandal using clinical models

Total activity hours:10 hours

Demonstration on Models - (4hrs)

Students are instructed to prepare clinical models that simulate real-world applications, such as using laboratory equipment or demonstrating on volunteer participants.

Demonstrations on Bedside (4hrs)

Students are directed to involve participants in the demonstration, enabling them to carry out portions of the purification process under supervision. Students are instructed to record observations during the demonstrations, including challenges faced and techniques used.

Inquiry Based Learning (2 hrs)

Students are advised to evaluate the effectiveness of the demonstrations based on participant feedback and observations.

Experiential-Learning 8.3 : Purification methods for Uluruppu Balapaduthuthal, Kann Sudthi, and Moolai Sudthi in clinical models.

Total activity hours:10

Case Based Learning (7hrs)

Students are instructed to prepare clinical models that simulate real-world applications, such as using laboratory equipment or demonstrating on volunteer participants.-3 hours

Students are directed to involve participants in the demonstration, enabling them to carry out portions of the purification process under supervision. Students are instructed to record observations during the demonstrations, including challenges faced and techniques used. -4hrs

Inquiry Based Learning (3hrs)

Students are advised to evaluate the effectiveness of the demonstrations based on participant feedback and observations

Modular Assessment

Assessment method

Hour

Instructions : Conduct a structured Modular assessment. Assessment will be for 50 marks .Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C

4

1. Direct observation procedural skills 25 marks- 2 hours

Step-1- Demonstration of yogic purification methods (kriyas) - 10 marks

Step-2- Assist the patients- 10 marks

Step-3- Post procedure care and ability to answering the questions- 5 marks

A Research Paper Review Assessment on anti oxidants and aging (25marks)

Involves a structured evaluation of a research paper's quality, validity, and contribution to its field. Below are the key steps to follow when conducting a research paper review assessment-(25 Marks). 5 marks for each step - 2 hours

step-1 Comprehensive understanding of research paper- 5 marks

step-2 Analyzing the Results and Finding - 5marks

Step-3 Critiquing the Discussion and Conclusion- 5 marks

Step-4 Presentation skills- 5 marks

Step-5 Answering the questions - 5marks

Or

Any practicals in converted form can be taken for assessment. (25 Marks)

and

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

Paper No : 2 PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM
Semester No : 3
Module 9 : Focused on astanga yogam
Module Learning Objectives (At the end of the module, the students should be able to) Describe the Astanga yoga practices described by four prominent siddha masters: Thirumoolar, Agasthiyar, Bogar, and Gonganavar. Describe the siddha perspective on kundalini, contrasting it with other traditional yogic views. Implement the practical session for iyamam, niyamam, aasanam, pranayamam, prathiyakaram, dharanai and dhiyanam. Assess the implementation of Astanga Yoga during clinical hours, except for Samathi. Adapt the eight limbs of yoga, except for samadhi, for patients in natural settings.
M 9 Unit 1 Thirumoolar's astanga yogam 9.1.1. About thirumoolar's thirumanthiram 9.1.1.1. Thirumanthiram 9.1.1.2. The speciality of thirumoolar book 9.1.1.3. History of thirumoolar 9.1.1.4. Period of thirumoolar 9.1.1.5. Religious status of the time of thirumoolar 9.1.1.6. Mission of thirumoolar 9.1.1.7. Thirumoolar ethics 9.1.1.8. Structure of the book of thirumoolar 9.1.1.9. Essentials in thirumanthiram thandiram 9.1.2. Iyamam & niyamam (yoga ethics) 9.1.2.1. Definition of Iyamam and Niyamam 9.1.2.2. General rules while observing iyamam and niyamam 9.1.2.3. Types, principles, and practice of iyamam & niyamam 9.1.3. Principles of aasanam 9.1.3.1. Definition of Aasanam 9.1.3.2. General rules while doing aasanam 9.1.3.2. Principles and practice of aasanam 9.1.3.4. Types of aasanam 9.1.4. Principle of pranayamam 9.1.4.1. Definition 9.1.4.2 General rules while observing pranayamam 9.1.4.3. Principles and practice of pranayamam 9.1.4.4. Important rules for pranayamam 9.1.4.5. Method of practising pranayamam, philosophy of pranayamam 9.1.5. Prathiyakaram 9.1.5.1. Definition of Prathiyakaram 9.1.5.2. Principles and practice of prathiyakaram 9.1.6. Dharanai 9.1.6.1. Definition of dharanai 9.1.6.2. Principles and practice of dharanai 9.1.7. Dhiyanam 9.1.7.1. Definition of dhiyanam 9.1.7.2. Principles and practice of dhiyanam 9.1.8. Samathi 9.1.8.1. Definition of samathi 9.1.8.2. Achieving the targets fixed 9.1.9. Other concepts of Thirumoolar's yogam 9.1.9.1. Kesari yogam 9.1.9.2. Pariyanka yogam 9.1.9.3. Amuritharanai 9.1.9.4. Chanthira yogam 9.1.10. Vedams and aagamams, sariyai, kriyai, yoga, and jnamam References: 73,74

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Analyze the poetic structure and literary devices used in Thirumanthiram.	2	Lecture	CAN	Knows-how	LS,FV,L
CO1,CO3	Discuss Thirumoolar's unique perspective on each of the eight limbs of Astanga Yogam.	3	Lecture	CC	Knows-how	LS,L&PP T
CO1,CO3	Demonstrate understanding of Thirumoolar's concepts of energy flow (Prana Vayu) and subtle body(Sukkuma Shariram) through mindful asanam practice, focusing on precise spinal, pelvic, and limb alignment.	6	Practical Training 9.1	PSY-MEC	Shows-how	DIS,D
CO1,CO3	Demonstrate an awareness of subtle energetic shifts within the body during pranayamam practice, as may be described by Thirumoolar.	4	Practical Training 9.2	PSY-MEC	Shows-how	D
CO1,CO3	Apply the eight limbs of Yogam, except samathi to the patients in natural settings inspired by the teachings of Thirumoolar.	9	Experiential-Learning 9.1	AFT-CHR	Does	CBL,RLE
CO1,CO3	Organize a workshop integrating theory and practice, including demonstrations, guided practice, and hands-on adjustments.	4	Experiential-Learning 9.2	AFT-SET	Does	W

M 9 Unit 2 Agasthiyar's astanga yogam

9.2.1. Classification of astanga yogam 9.2.2. Importance of the eight limbs of yogam

References: 75,76

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Determine Agasthiyar's unique perspective on each of the eight limbs of Astanga Yogam.	2	Lecture	CC	Knows-how	LS,L&G D
CO1,CO3	Demonstrate understanding of Agasthiyar's concepts of energy flow and subtle body through Asanam and Pranayamam practice.	4	Practical Training 9.3	PSY-MEC	Shows-how	D

CO1,CO3	Apply the eight limbs of Yogam except samadhi to the patients in natural settings inspired by the teachings of Agasthiyar.	5	Experiential-Learning 9.3	AFT-CHR	Does	CBL,RLE
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M 9 Unit 3 Astanga yogam by bogar and gonganavar and Kundalini Yogam

9.3.1. Bogar and Gonganavar Astanga Yogam 9.3.1.1. Astanga yogam and its classification 9.3.1.2. Importance of the eight limbs of yogam 9.3.2. Kundalini yogam 9.3.2.1. Siddha anatomy of kundalini 9.3.2.2. Description of 96 thathuvam - Kosham (sheaths) - pancha bootham (five elements) - chakras (energy centers) 9.3.2.3.The Serpent power

References: 77,78,79,80

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Determine Bogar's unique perspective on each of the eight limbs of Astanga Yoga.	1	Lecture	CC	Knows-how	LS,L&G D
CO1,CO3	Determine Gonganavar's unique perspective on each of the eight limbs of Astanga Yogam.	1	Lecture	CC	Knows-how	L&GD,LS
CO1,CO3	Identify the interplay and interconnections between the 96 Thathuvam, Five Koshas, Five Elements, and Chakras within the framework of Kundalini Yogam.	1	Lecture	CE	Knows-how	L&PPT,LS
CO1,CO3	Demonstrate understanding of Bogar and Gonganavar's concepts of energy flow and subtle body through Asanam and Pranayamam practice.	6	Practical Training 9.4	PSY-MEC	Shows-how	D
CO1,CO3	Apply the eight limbs of Yogam except samadhi to the patients in natural settings inspired by the teachings of Bogar and Gonganavar.	8	Experiential-Learning 9.4	AFT-CHR	Does	RLE,CBL

Practical Training Activity

Practical Training 9.1 : Demonstration of Thirumoolar Aasanam

Total Activity hours: 6 hours

Practical/Demonstration: 4 hours

The teacher teaches or demonstrates the aasanam to the students -2 hours

Conduct a yoga posture session and discuss the clinical importance.2-hours

Discussion: 1/2 hour

Divide it into groups, and discuss the application of yoga postures and their benefits.

Self-Assessment: 1-hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Record keeping: 1/2 hour

Encourage students to maintain journals where they:

Describe their practice sessions.

Note any challenges or areas of improvement.

Reflect on their progress and insights.

Practical Training 9.2 : Demonstration of Thirumoolar Pranayamam

Total Activity hours: 4 hours

Practical/Demonstration: 2 hours

The teacher teaches or demonstrates the Pranayanam to the students for -1 hour

Conduct a Pranayamam session and discuss the clinical importance.1-hours

Discussion: 1/2 hour

Divide it into groups, and discuss the application of Pranayamam and its benefits.

Self-Assessment: 1 hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their well-being and resilience in a demanding clinical environment.

Record keeping: 1/2 hour

Encourage students to maintain journals where they:

Describe their practice sessions.

Note any challenges or areas of improvement.

Reflect on their progress and insights.

Practical Training 9.3 : Demonstration of Agasthiyar aasanam and Pranayamam

Total Activity hours: 4 hours

Practical/Demonstration: 2 hours

Conduct a yoga posture and Pranayamam session and discuss the clinical importance.1-hour
 Divide it into groups, and discuss the application of yoga postures and Pranayamam and their benefits. 1 hour
 Self-Assessment: 1-hour
 Encourage the students to use mirrors or props to assess their alignment with their own.
 Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.
 Record keeping: 1 hour
 Encourage students to maintain journals where they:
 Describe their practice sessions.
 Note any challenges or areas of improvement.
 Reflect on their progress and insights.

Practical Training 9.4 : Demonstration of Bogar and Gonganavar- Aasanam and pranayamam

Total Activity hours: 6 hours
 Practical/Demonstration: 4 hours
 Conduct a yoga posture and Pranayamam session and discuss the clinical importance.2-hours
 Divide it into groups, and discuss the application of yoga postures and Pranayamam and their benefits. 2-hours
 Self-Assessment: 1-hour
 Encourage the students to use mirrors or props to assess their alignment with their own.
 Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.
 Record keeping: 1 hour
 Encourage students to maintain journals where they:
 Describe their practice sessions.
 Note any challenges or areas of improvement.
 Reflect on their progress and insights.

Experiential learning Activity

Experiential-Learning 9.1 : The eight limbs of yogam except samathi in natural settings inspired by the Thirumoolar.

Total Activity hours: 9 hours

T/L method:

Case-based learning : 3 hours

The student will assess the patient, which includes a present and past history of the patient.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam and pranayamam to the patient independently

Observe and collect the data of the op or ip patient, before and after the implementation of aasanam, and pranayamam

Real-life experience - 2 hours

Physical Assessment: Assess patient's flexibility, strength, balance, and posture.

Yoga class: Conduct a yoga class in natural settings

Feedback: Collect feedback from patients regarding their experience of practicing yoga in a natural setting.

Assessment:

Direct Observation of Procedural Skills - 2 hours

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist - 1 hour

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note - 1 hour

Students should follow the log notes for clinical sessions.

Experiential-Learning 9.2 : Aasanam and pranayamam - hands on training

Total Activity hours: 4 hours

Workshop: 3 hours

Conduct workshop for the aasanam and pranayamam.

Clear and concise demonstrations of Asanam and Pranayamam techniques by the instructor.

Provide gentle and supportive adjustments to participants' postures.

Focus on alignment, breath awareness, and overall comfort.
 Share the new ideas in the forum.
 Gather feedback from participants through surveys or informal discussions.
 Refine the workshop content and delivery based on feedback.
 Assessment:
 Interaction and presentation: 1 hour
 Encourage the students to follow and interact in the hands-on training session and assess their skills.
 Encourage the students to present their classroom with his/her hypothesis and add new creative ideas.
 Open dialogue is encouraged, where participants feel comfortable sharing their thoughts and experiences.

Experiential-Learning 9.3 : Eight limbs of yogam except samathi in natural settings inspired by the Agasthiyar

Total Activity hours: 5 hours
 T/L method:
 Case base learning : 1 hour
 The student will assess the patient which includes a present and past history of the patient.
 The Student will assess the systemic & General Examination.
 Students can teach or demonstrate the aasanam and pranayamam to the patient independently
 Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam, and pranayamam
 Real-life experience: 1 hour
 Physical Assessment: Assess patients flexibility, strength, balance, and posture.
 Yoga class: Conduct yoga class in natural settings
 Feedback: Collect feedback from patients regarding their experience of practicing yoga in a natural setting.
 Assessment:
 Direct Observation of Procedural Skills: 1 hour
 Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?
 Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?
 Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?
 Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?
 Teaching Assessment: Does the student teach the techniques effectively and safely?
 Checklist: 1 hour
 Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: 1 hour

Students should follow the log notes for clinical sessions.

Experiential-Learning 9.4 : Eight limbs of yogam except samathi in natural settings inspired by the Bogar and Gonganavar.

Total Activity hours: 8 hours

T/L method:

Case base learning : 2 hours

The student will assess the patient which includes a present and past history of the patients.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam and pranayamam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam, and pranayamam

Real-life experience: 2 hours

Physical Assessment: Assess patients flexibility, strength, balance, and posture.

Yoga class: Conduct weekly yoga class in natural settings

Feedback: Collect feedback from patients regarding their experience of practicing yoga in a natural setting.

Assessment: 2 hours

Direct Observation of Procedural Skills:

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist: 1 hour

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: 1 hour

Students should follow the log notes for clinical sessions.

Modular Assessment

Assessment method

Hour

Instructions - Conduct a structured Modular assessment. The assessment will be for 50 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6C. A. Direct Observation Assistance Performance (25 marks) – 2 hours Describe Astanga yogam (2 marks) Knowing the eight limbs of yogam with the principles (3 marks) Correct posture/Alignment of spine, limbs (5 marks) Breathing Techniques (5 marks) Contraindication (2 marks) Indication (5 marks) Do's and don't (3 marks) B. Compilation (5 marks) – ½ hour – Student compiles the field visit data of various libraries and documents it. Clearly communicate (1 mark) Accuracy (1 mark) Completeness (1 mark) Organization (1 mark) Clarity (1 mark) C. Class Presentation (10 marks) – 1 hour Content (2 marks) Organization (2 marks) Delivery (2 marks) Engagement (2 marks) Visual Aids (2 marks) D. Quizzes (10 marks) – ½ hour Or Any practical in converted form can be taken for assessment. (25 Marks) And Any of the experiential as portfolio/reflections/presentations, can be taken as an assessment. (25 Marks)	4
Module 10 : Preliminary exercises and exploring standing asanam	

Module Learning Objectives

(At the end of the module, the students should be able to)

Describe the loosening exercise, surya namaskaram, chandra namaskaram, relaxation techniques, and the list of standing aasanam, and understand the concept of proper alignment in standing postures including the role of the spine, pelvis, and feet.

Discuss the physical benefits and contraindications for standing pose, such as improved balance, strength, flexibility, and posture.

Demonstrate correct alignment in each standing pose, paying attention to the position of the spine, pelvis, and limbs.

Adapt the implementation of the loosening exercise, surya namaskaram, chandra namaskaram, and standing aasanam.

Apply the loosening exercises, surya namaskaram, chandra namaskaram,& relaxation techniques for the patients in natural settings.

M 10 Unit 1 Loosening exercise for specific body regions, suryanamaskaram,chandra namaskaram & relaxation techniques

10.1.1 Introduction, its steps, and benefits 10.1.1.1. Neck region 10.1.1.2.Shoulder region 10.1.1.3.Elbow region 10.1.1.4.Wrist region 10.1.1.5.Hip region 10.1.1.6. Knee region 10.1.1.7. Ankle region 10.1.2. *Surya namaskaram*: Introduction, steps and benefits 10.1.3. *Chandra namaskaram*: Introduction, steps and benefits 10.1.4. Relaxation techniques 10.1.4.1. Instant relaxation technique (IRT) 10.1.4.2. Quick relaxation techniques (QRT) 10.1.4.3. Deep relaxation technique (DRT)

References: 81,82,83

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe the loosening exercise, Surya Namaskaram, Chandra Namaskaram & Relaxation techniques with the proper alignment.	2	Lecture	CC	Knows-how	L&PPT ,DIS
CO3,CO4	Demonstrate and Perform loosening exercises, Surya Namaskaram, Chandra Namaskaram & Relaxation techniques with proper form and alignment, coordinating breath with movements.	4	Practical Training 10.1	PSY-MEC	Shows-how	D
CO3,CO4	Apply loosening exercises, Surya Namaskaram, Chandra Namaskaram, and relaxation techniques into patient care plans for individuals practicing in natural settings.	5	Experiential-Learning 10.1	AFT-CHR	Does	CBL,RLE

M 10 Unit 2 Standing and head stand position in standing asanam

10.2.1. Introduction of the Standing position, its techniques, and benefits 10.2.1.1. *Otraikkal Naarkaali irukkai Nilai* - Ega Patha Utkatasanam (One Legged Chair Pose) 10.2.1.2. *Kazhukan Irukkai Nilai* - Karudasanam (Eagle Pose) 10.2.1.3. *Idai Suzhatrum Irukkai Nilai* - Katti Chakrasanam (Waist Rotating Pose) 10.2.1.4. *Arasar Irukkai Nilai* - Purana Utkatasanam (Powerful Pose) 10.2.1.5. *Panai Mara Irukkai Nilai* - Tadasanam - (Palm tree Pose) 10.2.1.6. *Mara Irukkai Nilai* - Vrikshasanam (Tree Pose) 10.2.1.7. *Naarkaali Irukkai Nilai* - Utkatasanam (Chair Pose) 10.2.1.8. Neenda kai Peruviral Nilai - *Uthitha Hasta Padangusthanam* - (Extended Hand to Big Toe Pose) 10.2.1.9. *Kuthirai Irukkai Nilai* - Vatayanasanam (Flying Horse Pose) 10.2.1.10. Minmini *Poochi Irukkai Nilai* - Tittibhasanam (Firefly Pose) 10.2.2. Introduction of Head Stand Position, its techniques, and its benefits 10.2.2.1. *Thalaikeezh Nitral Irukkai Nilai* - Sirasasanam (Head Pose or Head Seat)

References: 84,85,86,87

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe the correct foot placement, hip alignment, and spinal engagement in standing poses and headstand poses in Standing Aasanam with proper alignment.	3	Lecture	CC	Knows-how	L&PPT ,DIS
CO3,CO4	Demonstrate and perform the correct alignment in each standing and head stand Position in Standing Aasanam, paying attention to the position of the spine, pelvis, and limbs.	6	Practical Training 10.2	PSY-MEC	Shows-how	D
CO3,CO4	Apply the standing and head stand pose in Standing Aasanam to the patients in natural settings	8	Experiential-Learning 10.2	AFT-CHR	Does	CBL,RLE

M 10 Unit 3 Forward and backward bending pose in standing aasanam

10.3.1. Introduction of Forward Bending Position, its techniques, and benefits 10.3.1.1. *Nindrapadi Kai - Kaal Thoduthal Irukkai Nilai* - Padahasthasanam (Hand to Foot Pose) 10.3.1.2. *Peruviral Aasanam* - Padangusthasanam (Big Toe Pose) 10.3.1.3. *Nindrapadi Mun Valaithal Irukkai Nilai* - Uttanasanam - (Standing Forward Bend) 10.3.1.4. *Theevira Pakkavaattu Neetchi Nilai* - Parsvottanasanam (Intense Side Stretch Pose or Pyramid Pose) 10.3.1.5. *Suzhalum Mukkona Irukkai Nilai* - Parivritta Thirikonasanam (Revolved Triangle Pose) 10.3.1.6. *Natarajan Irukkai Nilai* - Natarajasanam (Lord of the Dance pose) 10.3.2. Introduction of Backward Bending Position, its techniques, and benefits 10.3.2.1. *Veeran Irukkai Nilai* - Vira Bhadrasanam (Warrior pose) 10.3.2.2. *Paathi Chakkara Irukkai Nilai* - Artha Chakrasanam (Half wheel pose) 10.3.2.3. *Muzhu Chakkara Irukkai Nilai* - Poorna Chakrasanam (Full wheel pose) 10.3.2.4. *Pinnaika Patta Chakkara Irukkai Nilai*

- Chakra Bandhasanam (Bound wheel pose)

References: 84,85,86,87

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe the appropriate leg and core muscle engagement to support the forward bend and back bend in Standing Aasanam with proper alignment.	3	Lecture	CC	Knows-how	L&PPT
CO3,CO4	Demonstrate and perform the correct alignment in each forward and Backward bending pose in Standing Aasanam, paying attention to the position of the spine, pelvis, and limbs.	6	Practical Training 10.3	PSY-MEC	Shows-how	D
CO3,CO4	Apply the forward and Backward bending pose in Standing Aasanam to the patients in natural settings	8	Experiential-Learning 10.3	AFT-CHR	Does	RLE,CBL

M 10 Unit 4 Side bending pose in standing aasanam

10.4. Introduction, its steps and benefits 10.4.1. *Kona Irukkai Nilai* - Konasanam (Angle Pose) 10.4.2. *Neettikkappatta Pakka Kona Irukkai Nilai* - Utthita Parsvakonasana (Extended Side Angle Pose) 10.4.3. *Mukkona Irukkai Nilai*- Trikonasanam (Triangle Pose) 10.4.4. *Neettiya mukkona Irukkai Nilai* - Utthitha Thirikonasanam (Extended Triangle Pose) 10.4.5. *Arai Nilavu Irukkai Nilai* - Artha Chandrasanam (Half Moon Pose) 10.4.6. *Arai muthuku thantu thiruppu Irukkai Nilai* - Artha Katti Chakrasanam (Half Spinal Twist Pose) 10.4.7. *Orupakka Palakai Irukkai Nilai* - Vasistasanam (Side Plank Pose / Sage Vasistha's Pose)

References: 84,85,86,87

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe the appropriate core and leg muscles engagement to support the side bend and maintain balance.	2	Lecture	CC	Knows-how	L&PPT
CO3,CO4	Demonstrate and perform the correct alignment in each side bending pose in Standing Aasanam, paying attention to the position of the spine, pelvis, and limbs.	4	Practical Training 10.4	PSY-MEC	Shows-how	D
CO3,CO4	Apply the side bending pose in Standing Aasanam to the patients in natural settings.	5	Experiential-	AFT-	Does	RLE,CBL

			Learning 10. 4	CHR		
Practical Training Activity						
Practical Training 10.1 : Demonstration of Loosening, Surya/Chandra Namaskaram, & Relaxation						
Total Activity hours: 4 hours Practical/Demonstration: 2 hours Conduct a practical session for loosening exercises, Surya Namaskaram, Chandra Namaskaram & Relaxation techniques and discuss the clinical importance.1-hour Divide it into groups, and discuss the application of these techniques and their benefits. 1-hour Self-Assessment: 1-hour Encourage the students to use mirrors or props to assess their alignment with their own. Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment. Record keeping: 1 hour Encourage students to maintain journals where they: Describe their practice sessions. Note any challenges or areas of improvement. Reflect on their progress and insights.						
Practical Training 10.2 : Demonstration of Standing Asanam & Sirsasanam (Headstand)						
Total Activity hours: 6 hours Practical/Demonstration: 4 hours Conduct a practical session for Standing and Head Stand pose in Standing Aasanam techniques and discuss the clinical importance.3-hour Divide it into groups, and discuss the application of these techniques and their benefits. 1-hour Self-Assessment: 1-hour Encourage the students to use mirrors or props to assess their alignment with their own. Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment. Record keeping: 1 hour Encourage students to maintain journals where they: Describe their practice sessions. Note any challenges or areas of improvement. Reflect on their progress and insights.						

Practical Training 10.3 : Demonstration of Forward and backward bend pose in Standing Aasanam

Total Activity hours: 6 hours

Practical/Demonstration: 4 hours

Conduct a practical session for each forward and Backward bending pose techniques and discuss the clinical importance.3-hour

Divide it into groups, and discuss the application of these techniques and their benefits. 1-hour

Self-Assessment: 1-hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Record keeping: 1 hour

Encourage students to maintain journals where they:

Describe their practice sessions.

Note any challenges or areas of improvement.

Reflect on their progress and insights.

Practical Training 10.4 : Demonstration of Side bending pose in Standing Aasanam

Total Activity hours: 4 hours

Practical/Demonstration: 2 hours

Conduct a practical session for each side bending pose in Standing Aasanam techniques and discuss the clinical importance.1-hour

Divide it into groups, and discuss the application of these techniques and their benefits. 1-hour

Self-Assessment: 1-hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Record keeping: 1 hour

Encourage students to maintain journals where they:

Describe their practice sessions.

Note any challenges or areas of improvement.

Reflect on their progress and insights.

Experiential learning Activity

Experiential-Learning 10.1 : Loosening exercises, Surya Namaskaram, Chandra Namaskaram, and Relaxation techniques

Total Activity hours: 5 hours

T/L method:

Case base learning : 2 hours

The student will assess the patient, which includes a present and past history of the patient.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the technique to the patient independently

Observe and collect the data of the op or ip patient, before and after the implementation of techniques.

Real-life experience: 1 hour

Physical Assessment: Assess the patient's flexibility, strength, balance, and posture.

Yoga class: Conduct yoga class in natural settings

Feedback: Collect feedback from patients regarding their yoga experience in a natural setting.

Assessment: 2 hours

Direct Observation of Procedural Skills:

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist:

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: Students should follow the log notes for clinical sessions.

Experiential-Learning 10.2 : Standing and Head stand pose in Standing Aasanam

Total Activity hours: 8 hours

T/L method:

Case base learning : 3 hours

The student will assess the patient which includes a present and past history of the patient.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam.

Real-life experience: 2 hours

Physical Assessment: Assess the patient's flexibility, strength, balance, and posture.

Yoga class: Conduct yoga class in natural settings

Feedback: Collect feedback from patients regarding their yoga experience in a natural setting.

Assessment:

Direct Observation of Procedural Skills: 1 hour

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist: 1 hour

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: 1 hour

Students should follow the log notes for clinical sessions.

Experiential-Learning 10.3 : Forward and backward bend pose in Standing Aasanam

Total Activity hours: 8 hours

T/L method:

Case base learning : 3 hours

The student will assess the patient which includes a present and past history of the patient.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam.

Real-life experience: 2 hours

Physical Assessment: Assess the patient's flexibility, strength, balance, and posture.

Yoga class: Conduct weekly yoga class in natural settings

Feedback: Collect feedback from patients regarding their yoga experience in a natural setting.

Assessment:

Direct Observation of Procedural Skills: 1 hour

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?
 Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?
 Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?
 Teaching Assessment: Does the student teach the techniques effectively and safely?
 Checklist: 1 hour
 Students can create a checklist to assess the experience of the patient
 Students can use checklists to evaluate their work or performance.
 Log note: 1 hour
 Students should follow the log notes for clinical sessions.

Experiential-Learning 10.4 : Side bending pose in Standing Aasanam

Total Activity hours: 5 hours
 T/L method:
 Case base learning : 3 hours
 The student will assess the patient which includes a present and past history of the patient.
 The Student will assess the systemic & General Examination.
 Students can teach or demonstrate the aasanam to the patient independently
 Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam.
 Real-life experience: 1 hour
 Physical Assessment: Assess the patient's flexibility, strength, balance, and posture.
 Yoga class: Conduct yoga class in natural settings
 Feedback: Collect feedback from patients regarding their yoga experience in a natural setting.
 Assessment: 1 hour
 Direct Observation of Procedural Skills:
 Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?
 Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?
 Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?
 Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?
 Teaching Assessment: Does the student teach the techniques effectively and safely?
 Checklist:
 Students can create a checklist to assess the experience of the patient
 Students can use checklists to evaluate their work or performance.

Log note: Students should follow the log notes for clinical sessions.

Modular Assessment

Assessment method	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. A. Direct Observation Assistance Performance (25 marks) – 2 hours Introduction of loosening exercise/ Standing yogam (2 marks) Knowing the loosening exercise/standing yogam with the principles (3 marks) Correct posture/Alignment of spine, limbs (5 marks) Breathing Techniques (5 marks) Contraindication (2 marks) Indication (5 marks) Do's and don't (3 marks) B. Class Presentation (15 marks) – 1 hour Content (2 marks) Organization (3 marks) Delivery (2 marks) Engagement (3 marks) Visual Aids (5 marks) C. Quiz (5 marks) – ½ hour D. Research Paper Review Assessment on Standing yogam (5marks) - ½ hour It involves a structured evaluation of a research paper's quality, validity, and contribution to its field. Below are the key steps to follow when conducting a research paper review assessment- (5 Marks). Comprehensive understanding of research paper- 1 mark Analyzing the Results and Finding – 1 mark Critiquing the Discussion and Conclusion- 1 mark Presentation skills- 1 mark Answering the questions – 1 mark Or Any practical in converted form can be taken for assessment. (25 Marks)	4

And

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

Semester No : 4

Module 11 : Exploring Sitting asanam and lying asanam

Module Learning Objectives

(At the end of the module, the students should be able to)

Describe the key characteristics of various sitting asanam and lying asanam (supine and prone pose) and understand the basic principles of alignment and proper technique in sitting and lying posture.

Discuss the physical benefits of each sitting and lying pose, such as improved balance, strength, flexibility, and posture.

Demonstrate correct alignment in each sitting and lying pose, paying attention to the position of the spine, pelvis, and limbs.

Perform the sitting Asanam and lying Asanam (supine and prone pose) during clinical hours.

Apply the sitting and lying asanam to the patients in natural settings.

M 11 Unit 1 Sitting asanam

11.1. Introduction, its techniques and benefits 11.1.1. *Ambu and vil ponra Irukkai Nilai* - Akarna Dhanurasanam - (Shooting Bow pose) 11.1.2. *Mazhalai Irukkai Nilai* - Balasanam - (Child's Pose) 11.1.3. *Nilam Thozhuthal irukkai Nilai* - Boomi Namaskaram - (Saluting the earth) 11.1.4. *Aattukkal Suzhatruthal Irukkai Nilai* - Chakki Chalasana - (Mill Churning Pose) 11.1.5. *Kazhupol Amarum Irukkai Nilai* - Thandasanam - (Staff Pose) 11.1.6. *Thottil Irukkai Nilai* - Hindolasana - (Cradle Pose) 11.1.7. *Kurangu Irukkai Nilai* - Hanumanasanam - (Monkey Pose) 11.1.8. *Peru muthirai Irukkai Nilai* - Mahamudrasanam - (Great Gesture Pose) 11.1.9. *Poonai Irukkai Nilai* - Marjariasanam - (Cat Stretch Pose) 11.1.10. *Poottiya kona Irukkai Nilai* - Paddha Konasanam - (Bound Angle Pose) 11.1.11. *Malai Irukkai Nilai* - Parvatasanam - (Mountain Pose) 11.1.12. *Muzhu mudhukuth thandu valaivu Irukkai nilai* - Poorna Machendrasanam - (Full Spinal Twist Pose) 11.1.13. *Nanku Anga Irukkai Nilai* - Chaturanga Dandasana - (Four-Limbed Staff Pose) 11.1.14. *Ammi araikkum Irukkai Nilai* - Upavistha Konasanam - (Seated Straddle Pose) 11.1.15. *Kathavu Irukkai Nilai* - Parighasanam - (Gate pose) 11.1.16. *Melnokkiya kanukkal thiruppu Irukkai Nilai* - Kandasana - (Upward Ankle Twist Pose) 11.1.17. *Kokku Irukkai Nilai (1)* - Krounchasana - (Heron Pose) 11.1.18. *Kokku Irukkai Nilai (2)* - Bakasanam - (Crane Pose) 11.1.19. *Aamai Irukkai Nilai* - Kurmasanam - (Tortoise Pose) 11.1.20. *Oru Kaal Thalai Irukkai Nilai* - Eka Pada Sirasanam - (Foot Behind the Head Pose) 11.1.21. *Ther Irukkai*

Nilai - Vimanasanam - (Chariot Pose) 11.1.22. *Vaira irukkai Nilai* - Vajrasanam - (Thunderbolt pose) 11.1.23. *Yoka Muththirai Irukkai Nilai* - Yoga Mudrasanam - (Yogic Seal Pose) 11.1.24. *Ottakam Irukkai Nilai* - Ushtrasanam - (Camel Pose) 11.1.25. *Iyalbu Irukkai Nilai* - Sukhasanam - (Easy Pose) 11.1.26. *Siththi paerum Irukkai Nilai* - Siddhasanam - (Accomplished Pose) 11.1.27. *Thavalai Irukkai Nilai* - Mandukasanam - (frog pose) 11.1.28. *Thamarai Irukkai Nilai* - Padmasanam - (Lotus Pose) 11.1.29. *Arai thamarai Irukkai Nilai* - Artha Padmasanam - (Half Lotus Pose) 11.1.30. *Ezhumbu thamarai Irukkai Nilai* - Uttita Padmasanam - (Raised Lotus Pose) 11.1.31. *Urdhva Padmasanam* - (Upward Lotus Pose or Lotus Headstand) 11.1.32. *Pootiya Thamari Irukkai Nilai* - Baddha Padmasanam - (Bound Lotus Pose) 11.1.33. *Karu irukkai Nilai* - Pindasanam - (Embryo Pose) 11.1.34. *Arimaa Irukkai Nilai* - Simmasanam - (Lion pose) 11.1.35. *Aa muga Irukkai Nilai* - Komugasanam - (Cow face pose) 11.1.36. *Seval Irukkai Nilai* - Kukkutasanam - (Rooster Pose) 11.1.37. *Thali muzhangal Irukkai Nilai* - Janu Sirasanam - (Head to Knee Forward Bend) 11.1.38. *Iru Kaalgalum Munne Neeti Valaindha Nilai* - Paschimottasanam - (Seated Forward Bend) 11.1.39. *Melnokki Mugam Konda Pinpura Theevira Neetum Irukkai Nilai* - Urdhva Mukha Paschimottasanam - (Upward Facing Intense West Stretch Pose) 11.1.40. *Irandu Paatha Periya Viral Pidippu Irukkai Nilai* - Ubhaya Padangushtasanam - (Both Feet big toe Hold Pose) 11.1.41. *Oru Kaal Periya Viral Irukkai Nilai* - *Eka Pada Angusthasanam* - (Perineum Pressure Pose) 11.1.42. *Udal Murukku Irukkai Nilai (1)* - Vakrasanam - (twisted pose) 11.1.43. *Udal Murukku Irukkai Nilai (2)* - Artha Matsyendrasanam - (Half Lord of the Fishes Pose or Seated Spinal Twist) 11.1.44. *Udal Murukku Irukkai Nilai (3)* - *Bharadvajasanam* - (Bharadvaja's Twist or Seated Spinal Twist) 11.1.45. *Malasanam* - (Garland pose) 11.1.46. *Pasasanam* - (Noose Pose)

References: 84,85,86,87

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe the correct engagement of the core muscles to maintain a stable and upright posture in Sitting Aasanam.	5	Lecture	CC	Knows-how	L&PPT ,DIS
CO3,CO4	Demonstrate and perform the correct alignment in each Sitting Aasanam, paying attention to the position of the spine, pelvis, and limbs.	10	Practical Training 11.1	PSY-MEC	Shows-how	D
CO3,CO4	Apply Sitting Aasanam into patient care plans for individuals practicing in natural settings.	9	Experiential-Learning 11.1	AFT-CHR	Does	RLE,CBL
CO3,CO4	Organize a workshop integrating theory and practice, including demonstrations, guided practice, and hands-on adjustments of Aasanam.	4	Experiential-Learning 11.2	AFT-SET	Does	W

M 11 Unit 2 Lying aasanam - prone position

11.2. Introduction, techniques and benefits 11.2.1. *Arai vill Irukkai Nillai* - Artha Dhanurasanam (Half Bow Pose) 11.2.2. *Mudhalai Irukkai Nilai* - Makarasanam (Crocodile Pose) 11.2.3. *Puli Irukkai Nilai*- Vyaghrasanam (Tiger Pose) 11.2.4. *Paambu Irukkai Nilai* - Bhujangasanam (Cobra Pose) 11.2.5. *Arai paambu Irukkai Nilai* - Artha Bhujangasanam (Half Cobra Pose) 11.2.6. *Keel Nokkiya Naai Irukkai Nilai* - Artho Muga Savasanam (Downward Facing Corpse Pose or Downward-Facing Dog Pose) 11.2.7. *Vettukkili irukkai Nilai*- Salabasanam (Locust Pose) 11.2.8. *Arai vettukkili irukkai Nilai* - Artha Salabasanam (Half Locust Pose) 11.2.9. *Vill irukkai Nilai* - Dhanurasanam (Bow Pose) 11.2.10. *Muyal irukkai Nilai* - Sasangasanam (Rabbit Pose) 11.2.11. *Vazhipattu irukkai Nilai* - Sashtangasanam (bowing down in reverence) 11.2.12. *Thavalai irukkai Nilai* - Bhekasanam (Frog Pose) 11.2.13. *Mayil irukkai Nilai* - Mayurasanam (Peacock Pose) 11.2.14. *Thogai Mayil Irukkai Nilai* - Pincha Mayurasanam (Feathered Peacock Pose or Forearm Balance Pose) 11.2.15. *Irandu Kai Irukkai Nilai* - Dwi Hasta Bhujangasanam (Two-Handed Arm Pose) 11.2.16. *Pura irukkai Nilai* - Kapotasanam (Pigeon Pose) 11.2.17. *Thael irukkai Nilai* - Vrishikasanam (Scorpion Pose)

References: 84,85,86,87

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe the correct positioning of the pelvis and spine, maintaining a neutral or slightly extended position, in prone poses.	2	Lecture	CC	Knows-how	DIS,L&P PT
CO3,CO4	Demonstrate and perform the correct alignment in each Prone pose in Lying Aasanam, paying attention to the position of the spine, pelvis, and limbs.	4	Practical Training 11.2	PSY-MEC	Shows-how	D
CO3,CO4	Apply the Prone pose in Lying Aasanam into patient care plans for individuals practicing in natural settings.	5	Experiential-Learning 11.3	AFT-CHR	Does	CBL,RLE

M 11 Unit 3 Lying aasanam- supine position

11.3. Introduction, its techniques and benefits 11.3.1. *Arai kalappai irukkai Nilai* - Artha Halasanam (Half Plough Pose) 11.3.2. *Otturai Kaal Paala irukkai Nilai* - Ega Patha Sethubanthasanam (One Legged Bridge Pose) 11.3.3. *Thiruppiya Vayiru Irukkai Nilai* - Jadara Parivarthini (Revolved Abdomen Twist Pose) 11.3.4. *Meen irukkai Nilai* - Machasanam (Fish Pose) 11.3.5. *Padagu irukkai Nilai*- Navasanam (Boat Pose) 11.3.6. *Muzhu udal irukkai Nilai* - Sarvangasanam (Shoulder stand Pose) 11.3.7. *Paduththirukkum Thaamarai Irukkai Nilai* - Suptha Padmasanam (Reclining Lotus Pose) 11.3.8. *Saainthirukkum Kattappatta Kona Irukkai Nilai* - Suptha Paddha Konasanam (Reclining Bound Angle Pose) 11.3.9. *Arai udal Irukkai Nilai* - Viparitha Karani (Legs-Up-the-Wall Pose) 11.3.10. *kannanin Padukkai irukkai Nilai* - Ananthasanam (Vishnu's Couch Pose) 11.3.11. *saayntha vaira irukkai Nilai* - Supta Vajrasanam (Reclining Thunderbolt Pose) 11.3.12. *Kaatru Veliyaetrum irukkai Nilai* - Pavana Mukthasanam (Wind-Releasing Pose) 11.3.13. *Ethir Palakai irukkai Nilai* - Purvattasanam (Reverse Plank Pose) 11.3.14. *Paathi udal thaangiya irukkai Nilai* - Artha Sarvangasanam (Half Shoulder Stand Pose) 11.3.15. *Kalappai irukkai Nilai* - Halasanam (Plough Pose)

11.3.16. *Paduthuirukkum Thavalai Irukkai Nilai* - Supta Bhekasanam (Reclining Frog Pose) 11.3.17. *Paalam irukkai Nilai* - Setubandhasanam (Bridge Pose)
11.3.18. *Mutti Kaathu Azhuththum irukkai Nilai* - Karnapidasanam (Knee to Ear Pose) 11.3.19. *Amaidhi irukkai Nilai* - Savasanam (Corpse Pose)

References: 84,85,86,87

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe the correct spine positioning, maintaining a neutral or slightly curved position, in supine poses.	3	Lecture	CC	Knows-how	L&PPT,DIS
CO3,CO4	Demonstrate and perform the correct alignment in each Supine pose in Lying Aasanam, paying attention to the position of the spine, pelvis, and limbs.	6	Practical Training 11.3	PSY-MEC	Shows-how	D
CO3,CO4	Apply the Supine pose in Lying Aasanam into patient care plans for individuals practicing in natural settings.	8	Experiential-Learning 11.4	AFT-CHR	Does	CBL,RLE

Practical Training Activity

Practical Training 11.1 : Demonstration of Sitting Aasanam

Total Activity hours: 10 hours

Practical/Demonstration: 8 hours

Conduct a Sitting Aasanam session and discuss the clinical importance.(in 1 hour- 10 aasanam)- 5 hours

Divide it into groups, and discuss the application of Sitting Aasanam and its benefits. 3-hours

Self-Assessment: 1-hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Record keeping: 1 hour

Encourage students to maintain journals where they:

Describe their practice sessions.

Note any challenges or areas of improvement.

Reflect on their progress and insights.

Practical Training 11.2 : Demonstration of Prone pose - Lying Aasanam

Total Activity hours: 4 hours

Practical/Demonstration: 2 hours

Conduct a Prone pose of Lying Aasanam session and discuss the clinical importance.(in 1 hour- 10 aasanam)- 2 hours

Divide it into groups, and discuss the application of the Prone pose of Lying Aasanam and its benefits. 1-hours

Self-Assessment: 1/2 hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Record keeping: 1/2 hour

Encourage students to maintain journals where they:

Describe their practice sessions.

Note any challenges or areas of improvement.

Reflect on their progress and insights.

Practical Training 11.3 : Demonstration of Supine pose- Lying Aasanam

Total Activity hours: 6 hours

Practical: 4 hours

Conduct a Supine pose of Lying Aasanam session and discuss the clinical importance.(in 1 hour- 8 aasanam)- 3 hours

Divide it into groups, and discuss the application of the Supine pose of Lying Aasanam and its benefits. 1-hours

Self-Assessment: 1 hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Record keeping: 1 hour

Encourage students to maintain journals where they:

Describe their practice sessions.

Note any challenges or areas of improvement.

Reflect on their progress and insights.

Experiential learning Activity**Experiential-Learning 11.1 : Sitting Aasanam**

Total Activity hours: 9 hours

T/L method:

Case base learning : 5 hours

The student will assess the patient which includes a present and past history of the patient.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam.

Real-life experience: 2 hours

Physical Assessment: Assess the patient's flexibility, strength, balance, and posture.

Yoga class: Conduct yoga class in natural settings

Feedback: Collect feedback from patients regarding their yoga experience in a natural setting.

Assessment: 2 hours

Direct Observation of Procedural Skills:

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist:

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: Students should follow the log notes for clinical sessions.

Experiential-Learning 11.2 : The Art and Science of Asana: Integrating Theory, Practice, and Mindful Adjustment

Total Activity hours: 4 hours

Workshop: 3 hours

Conduct a workshop for the aasanam.

The instructor gives clear and concise demonstrations of Asanam's techniques.

Provide gentle and supportive adjustments to participants' postures.

Focus on alignment, breath awareness, and overall comfort.

Share the new ideas in the forum.

Gather feedback from participants through surveys or informal discussions.
 Refine the workshop content and delivery based on feedback.
 Organize self-realization workshops where patients and clinicians come together to practice Aasanam
 Interaction and class presentation: 1 hour
 Encourage the students to interact in the workshop
 Ask students to Present aasanam in his/her new ideas.
 Open dialogue is encouraged, where participants feel comfortable sharing their thoughts and experiences.

Experiential-Learning 11.3 : Prone pose - Lying Aasanam

Total Activity hours: 5 hours
 T/L method:
 Case base learning : 2 hours
 The student will assess the patient which includes a present and past history of the patient.
 The Student will assess the systemic & General Examination.
 Students can teach or demonstrate the aasanam to the patient independently
 Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam.
 Real-life experience: 1 hours
 Physical Assessment: Assess the patient's flexibility, strength, balance, and posture.
 Yoga class: Conduct yoga class in natural settings
 Feedback: Collect feedback from patients regarding their yoga experience in a natural setting.
 Assessment: 2 hours
 Direct Observation of Procedural Skills:
 Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?
 Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?
 Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?
 Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?
 Teaching Assessment: Does the student teach the techniques effectively and safely?
 Checklist:
 Students can create a checklist to assess the experience of the patient
 Students can use checklists to evaluate their work or performance.
 Log note: Students should follow the log notes for clinical sessions.

Experiential-Learning 11.4 : Supine pose of Lying Aasanam

Total Activity hours: 8 hours

T/L method:

Case base learning : 5 hours

The student will assess the patient which includes a present and past history of the patient.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam.

Real-life experience: 1 hour

Physical Assessment: Assess the patient's flexibility, strength, balance, and posture.

Yoga class: Conduct yoga class in natural settings

Feedback: Collect feedback from patients regarding their yoga experience in a natural setting.

Assessment: 2 hours

Direct Observation of Procedural Skills:

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist:

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: Students should follow the log notes for clinical sessions.

Modular Assessment

Assessment method	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. A. Direct Observation Assistance Performance (25 marks) – 2 hours Introduction of Sitting/ lying yogam (2 marks)	4

Knowing the sitting/ lying yogam with the principles (3 marks) Correct posture/Alignment of spine, limbs (5 marks) Breathing Techniques (5 marks) Contraindication (2 marks) Indication (5 marks) Do's and don't (3 marks) B. Class Presentation (15 marks) – 1 hour Content (2 marks) Organization (3 marks) Delivery (2 marks) Engagement (3 marks) Visual Aids (5 marks) C. Quiz (5 marks) – ½ hour D. Research Paper Review Assessment on Sitting/ lying yogam (5marks) - ½ hour It involves a structured evaluation of a research paper's quality, validity, and contribution to its field. Below are the key steps to follow when conducting a research paper review assessment- (5 Marks). Comprehensive understanding of research paper- 1 mark Analyzing the Results and Finding – 1 mark Critiquing the Discussion and Conclusion- 1 mark Presentation skills- 1 mark Answering the questions – 1 mark Or Any practical in converted form can be taken for assessment. (25 Marks) And Any of the experiential as portfolio/reflections/presentations, can be taken as an assessment. (25 Marks)	
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Module 12 : Exploring bandhas and mudras (gestures and locks)

Module Learning Objectives

(At the end of the module, the students should be able to)

Describe the concept of bandhas and mudras in yoga and its various types and understand the underlying principles and benefits of mudras and bandhas
 Perform each bandha and mudra correctly, with proper alignment and technique
 Apply bandhas and mudras to enhance the effectiveness of various yoga postures during clinical hours.
 Apply each bandha to the patients in natural settings.
 Apply each mudra to the patients in natural settings.

M 12 Unit 1 Foundational locks: mastering the bandhas

12.1.1 Moola bandha (perineum lock): Mudras and their effects on nadis, technique and awareness, contraindications, benefits of practising mudras, practice notes, rules of practice, relevance to kundalini 12.1.2 Jalandhara bandha (throat lock): Technique, breathing, duration, sequence, precautions, contraindication, benefits, immortality 12.1.3. Uddiyana bandha (abdominal lock): Technique, breathing, duration, sequence, precautions, contraindication, benefits, liberation 12.1.4 . Maha bandha (the great lock): Technique, awareness, precaution, variations, duration and benefits

References: 88,89

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe the correct engagement of the Bandha (lock), including the specific muscles involved and the appropriate level of contraction.	3	Lecture	CC	Knows-how	DIS,L&P PT
CO3,CO4	Demonstrate the ability to coordinate and integrate each Bandha with proper breath control during pranayama practices.	6	Practical Training 12.1	PSY-MEC	Shows-how	D
CO3,CO4	Apply each bandhas into patient care plans for individuals practicing in natural settings, considering their individual needs and limitations.	8	Experiential-Learning 12.1	AFT-CHR	Does	RLE,CBL

M 12 Unit 2 Yogic gestures - Exploring mudras part -I

12.2.1. Mudra - which resembles yoga poses 12.2.1.1. Maha mudra (the great attitude): Technique, preparation, breathing exercises, duration, sequence, timing of practice, contraindications, and benefits 12.2.1.2. Viparita karani mudra (inverted psychic attitude): Sarvangasana vs Viparita karani, solar-lunar energy, technique,

breathing, duration, sequence, practice time, contraindication, benefits, precaution, notes and variation 12.2.1.3. Maha bheda mudra (great piercing seal): Technique, duration, time of practice, contraindication, and benefits 12.2.1.4. Vajroni mudra (thunderbolt seal): Technique, breathing sequence, contraindication, and benefits 12.2.1.5. Tadagi mudra (water pot mudra): Technique, duration, awareness, contraindication and benefits 12.2.1.6. Manduki mudra (frog seal): Technique 12.2.1.7. Pashinee mudra (noose mudra): Technique, sequence, contraindication and benefits

References: 88,89

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe the correct hand positions and finger placements for various Mudras.	4	Lecture	CC	Knows-how	DIS,L&P PT
CO3,CO4	Demonstrate the ability to coordinate Mudra practice with proper breath control and maintain a steady and focused mind.	8	Practical Training 12.2	PSY-MEC	Shows-how	D
CO3,CO4	Apply each mudra into patient care plans for individuals practicing in natural settings, considering their individual needs and limitations.	10	Experiential-Learning 12.2	AFT-CHR	Does	CBL,RLE

M 12 Unit 3 Yogic gestures - Exploring mudras part -II

12.3.1. Animal inspired mudras 12.3.1.1. Kaki mudra - crow mudra: Technique, awareness, duration, sequence, precaution, contraindication and benefits 12.3.1.2. Matangini mudra (elephant mudra): Technique and benefits 12.3.1.3. Bhujangini mudra (serpent mudra): Technique, duration, sequence and benefits 12.3.1.4. Mudras relevant to the kundalini 12.3.1.5. Yoni mudra (Shanmukhi mudra) attitude of the Source: Technique, sequence, contraindication and benefits 12.3.2. Subtle energy mudras 12.3.2.1. Khechari mudra & nabho mudra - (sky seal or space mudra): Preparing the tongue, technique, breathing, precaution, contraindication and benefits 12.3.2.2. Shakti chalani mudra (energy-stirring seal): Technique, breathing, duration, sequence, precaution and benefits 12.3.2.3. Ashwini mudra (horse mudra): Technique, duration, Contraindication and benefits 12.3.3. Recommended for children 12.3.3.1. Shambhavi mudra (attitude for arousing superconsciousness): Technique duration, precaution, contraindication and benefits

References: 88,89

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe the correct hand positions and finger placements for a variety of Mudras.	3	Lecture	CC	Knows-	L&PPT

					how	,DIS
CO3,CO4	Demonstrate the ability to coordinate Mudra practice with proper breath control and maintain a steady and focused mind.	6	Practical Training 12.3	PSY-MEC	Shows-how	D
CO3,CO4	Apply each Mudra into patient care plans for individuals practicing in natural settings, considering their individual needs and limitations.	8	Experiential-Learning 12.3	AFT-CHR	Does	CBL,RLE
Practical Training Activity						
Practical Training 12.1 : Demonstration of Bandha						
Total Activity hours - 6 hours Practical/Demonstration: 4 hours Conduct a Bandha session and discuss the clinical importance 2 hours Divide it into groups, and discuss the application of Bandha and its benefits. 1hour Integrate the scientific approach of Bandha - 1 hour Self-Assessment: 1 hour Encourage the students to use mirrors or props to assess their alignment with their own. Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment. Record keeping: 1 hour Encourage students to maintain journals where they: Describe their practice sessions. Note any challenges or areas of improvement. Reflect on their progress and insights.						
Practical Training 12.2 : Demonstration of Yogic Gestures - Mudras(Part -I)						
Total Activity hours - 8 hours Practical/Demonstration: 6 hours Conduct a Mudra session and discuss the clinical importance 4 hours Divide it into groups, and discuss the application of Mudras and its benefits. 1hour						

Integrate the scientific approach of Mudras - 1 hour

Self-Assessment: 1 hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Record keeping: 1 hour

Encourage students to maintain journals where they:

Describe their practice sessions.

Note any challenges or areas of improvement.

Reflect on their progress and insights.

Practical Training 12.3 : Demonstration of Yogic Gestures - Mudras(Part -II)

Total Activity hours - 6 hours

Practical/Demonstration: 4 hours

Conduct a Mudra session and discuss the clinical importance 2 hours

Divide it into groups, and discuss the application of Mudras and its benefits. 1hour

Integrate the scientific approach of Mudras - 1 hour

Self-Assessment: 1 hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Record keeping: 1 hour

Encourage students to maintain journals where they:

Describe their practice sessions.

Note any challenges or areas of improvement.

Reflect on their progress and insights.

Experiential learning Activity

Experiential-Learning 12.1 : The Subtle Art of Bandhas for Energy & Stability

Total Activity hours - 8 hours

T/L method:

Case base learning: 5 hours

The student will assess the patient which includes a present and past history of the patients.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam and pranayamam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam, and pranayamam

Real-life experience: 1 hour

Physical Assessment: Assess patients flexibility, strength, balance, and posture.

Yoga class: Conduct yoga class in natural settings

Feedback: Collect feedback from patients regarding their yoga experience in a natural setting.

Assessment: 2 hours

Direct Observation of Procedural Skills:

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist:

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: Students should follow the log notes for clinical sessions.

Experiential-Learning 12.2 : Practice Mudras(Yogic Gesture)- Part I

Total Activity hours - 10 hours

T/L method:

Case base learning: 6 hours

The student will assess the patient which includes a present and past history of the patients.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam and pranayamam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam, and pranayamam

Real-life experience: 2 hours

Physical Assessment: Assess patients flexibility, strength, balance, and posture.

Yoga class: Conduct yoga class in natural settings

Feedback: Collect feedback from patients regarding their yoga experience in a natural setting.

Assessment: 2 hours

Direct Observation of Procedural Skills:

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist:

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: Students should follow the log notes for clinical sessions.

Experiential-Learning 12.3 : Practice of Mudras(Yogic Gesture)- Part II

Total Activity hours - 8 hours

T/L method:

Case base learning: 5 hours

The student will assess the patient which includes a present and past history of the patients.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam and pranayamam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam, and pranayamam

Real-life experience: 1 hour

Physical Assessment: Assess patients flexibility, strength, balance, and posture.

Yoga class: Conduct yoga class in natural settings

Feedback: Collect feedback from patients regarding their experience of practicing yoga in a natural setting.

Assessment: 2 hours

Direct Observation of Procedural Skills:

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist:

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.
Log note: Students should follow the log notes for clinical sessions.

Modular Assessment

Assessment method	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. 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. A. Direct Observation Assistance Performance (25 marks) – 2 hours Introduction of banda/mudras (2 marks) Knowing the banda/mudras with the principles (3 marks) Correct posture/Alignment of spine, limbs (5 marks) Breathing Techniques (5 marks) Contraindication (2 marks) Indication (5 marks) Do's and don't (3 marks) B. Class Presentation (15 marks) – 1 hour Content (2 marks) Organization (3 marks) Delivery (2 marks) Engagement (3 marks) Visual Aids (5 marks) C. Quiz (5 marks) – ½ hour D. Research Paper Review Assessment on banda/mudras (5marks) - ½ hour It involves a structured evaluation of a research paper's quality, validity, and contribution to its field. Below are the key steps to follow when conducting a research paper review assessment- (5 Marks). Comprehensive understanding of research paper- 1 mark Analyzing the Results and Finding – 1 mark Critiquing the Discussion and Conclusion- 1 mark Presentation skills- 1 mark Answering the questions – 1 mark Or	4

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

And

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

Semester No : 5

Module 13 : Foundations of pranayamam (mastering the breath) and dharanai (concentration techniques)

Module Learning Objectives

(At the end of the module, the students should be able to)

Describe Pranayamam and Dharanai, their benefits and various variations in the techniques.

Conduct weekly or bi-weekly guided pranayama sessions to reinforce the techniques learned in class and perform each dharana technique correctly, with proper focus and concentration.

Analyse the clinical application of pranayamam and dharanai

Apply pranayamam and dharanai practices to the patients in clinical settings and share their experiences after practising the pranayamam.

M 13 Unit 1 Pranayamam - The art of nostril breathing

13.1.Introduction and its benefits - various variations: Technique, advanced variation, duration, precaution and contraindication 13.1.1.Anuloma viloma Pranayamam (alternate nostril breathing) 13.1.2.Viloma pranayamam (stepped alternate nostril breathing) 13.1.3.Chandra nadi pranayamam (left nostril breathing) 13.1.4.Surya nadi pranayamam (right nostril breathing) 13.1.5. Dheerga swasam (deep breathing) 13.1.6.Pranava pranayamam (om chanting) 13.1.7.Kapalabhati (shining skull) 13.1.8.Bhastrika (bellows of breath) 13.1.9.Sama vritti (balanced breathing) 13.1.10.Vishama vritti (1:2 breathing)

References: 88,90,91

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe pranayamam and its benefits including alternate nostril breathing, right and left	4	Lecture	CE	Knows-	L&PPT

	nostril nostril Breathing and also other nostril Breathing.				how	
CO3,CO4	Demonstrate and Perform nostril breathing in natural settings.	8	Practical Training 13.1	PSY-MEC	Shows-how	D
CO3,CO4	Apply pranayama practices to the patients in clinical settings and share their experiences after practising the Pranayamam.	8	Experiential-Learning 13.1	AFT-CHR	Does	RLE,CBL
CO3,CO4	Organize workshop for pranayamam techniques.	3	Experiential-Learning 13.2	AFT-SET	Does	W

M 13 Unit 2 Pranayamam for inner focus and concentration

13.2. Specific Pranayama Practices for Cooling and Calming: various techniques and benefits 13.2.1. Sheetal pranayamam (rolling tongue breathing) 13.2.2. Sheetkari pranayamam (smiling breathing) 13.2.3. Ujjayi (ocean sound breathing) 13.2.4. Bhramari (humming bee breathing) 13.2.5. Moorchha pranayamam

References: 88,90,91

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe the Sheetal Pranayama (Rolling Tongue Breathing), Sheetkari Pranayama (Smiling Breathing), Ujjayi (Ocean Sound Breathing, Bhramari (Humming Bee Breathing), Moorchcha Pranayamam and its benefits	2	Lecture	CE	Knows-how	L,L_VC, L&PPT
CO3,CO4	Practice the Sheetal pranayamam, sheetkari, Ujjayi, Bhramari and Moorchcha pranayamam	4	Practical Training 13.2	PSY-MEC	Shows-how	D
CO3,CO4	Apply pranayama practices like Sheetal Pranayama (Rolling Tongue Breathing), Sheetkari Pranayama (Smiling Breathing), Ujjayi (Ocean Sound Breathing, Bhramari (Humming Bee Breathing), Moorchcha Pranayamam to the patients in clinical settings and share their experiences after practising the Pranayamam.	5	Experiential-Learning 13.3	AFT-CHR	Does	RLE,CBL

M 13 Unit 3 Concentration techniques: Exploring dharanai

13.3. Dharanai: Its Various Types and Techniques 13.3.1. Prithivi dharanai: Technique, breathing, preparation, duration, precaution and benefits 13.3.2. Ambhasi dharanai: Technique, breathing, preparation, duration, precaution and benefits 13.3.3. Agneyi dharanai: Technique, preparation, breathing, duration, precaution and benefits 13.3.4. Vayu dharanai : Technique, preparation, breathing, duration, precaution and benefits 13.3.5. Akasha dharanai: Technique, preparation, breathing, duration, precaution and benefits

References: 88,90,91

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe the concept of Dharanai (concentration) and Explain the specific effects and benefits of each Dharana technique on the mind and consciousness.	4	Lecture	CE	Knows-how	L,L&PPT
CO3,CO4	Perform each Dharanai technique correctly, with proper focus and concentration.	8	Practical Training 13.3	PSY-MEC	Shows-how	D
CO3,CO4	Apply Dharanai technique to the patients in clinical settings and share their experiences after practising the Dharanai technique .	10	Experiential-Learning 13.4	AFT-CHR	Does	CBL,RLE

Practical Training Activity

Practical Training 13.1 : Demonstration of Nostril breathing

Total Activity hours - 8 hours

Practical/Demonstration: 6 hours

Conduct a Pranayamam session and discuss the clinical importance 4 hours

Divide it into groups, and discuss the application of Pranayamam and its benefits. 1hour

Discuss in Scientific approach of Pranayamam - 1 hour

Self-Assessment: 1 hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Record keeping: 1 hour

Encourage students to maintain journals where they:
Describe their practice sessions.
Note any challenges or areas of improvement.
Reflect on their progress and insights.

Practical Training 13.2 : Demonstration of inner focus and concentration pranayamam

Total Activity hours - 4 hours
Practical/Demonstration: 2 hours
Conduct a Pranayamam session and discuss the clinical importance 1 hours
Divide it into groups, and discuss the application of Pranayamam and its benefits. 1/2 hour
Discuss the Scientific approach of Pranayamam - 1/2 hour
Self-Assessment: 1 hour
Encourage the students to use mirrors or props to assess their alignment with their own.
Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.
Record keeping: 1 hour
Encourage students to maintain journals where they:
Describe their practice sessions.
Note any challenges or areas of improvement.
Reflect on their progress and insights.

Practical Training 13.3 : Demonstration of Dharanai

Total Activity hours - 8 hours
Practical/Demonstration: 6 hours
Conduct a Dharanai session and discuss the clinical importance 4 hours
Divide it into groups, and discuss the application of Dharanai and its benefits. 1hour
Discuss the Scientific approach of Dharanai - 1 hour
Self-Assessment: 1 hour
Encourage the students to use mirrors or props to assess their alignment with their own.
Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.
Record keeping: 1 hour
Encourage students to maintain journals where they:

Describe their practice sessions.
Note any challenges or areas of improvement.
Reflect on their progress and insights.

Experiential learning Activity

Experiential-Learning 13.1 : Analyze the clinical application of nostril breathing

Total Activity hours - 8 hours
T/L method:
Case base learning: 5 hours
The student will assess the patient which includes a present and past history of the patients.
The Student will assess the systemic & General Examination.
Students can teach or demonstrate the aasanam and pranayamam to the patient independently
Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam, and pranayamam
Real-life experience: 1 hour
Physical Assessment: Assess patients flexibility, strength, balance, and posture.
Yoga class: Conduct yoga class in natural settings
Feedback: Collect feedback from patients regarding their experience of practicing yoga in a natural setting.
Assessment: 2 hour
Direct Observation of Procedural Skills:
Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?
Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?
Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?
Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?
Teaching Assessment: Does the student teach the techniques effectively and safely?
Checklist:
Students can create a checklist to assess the experience of the patient
Students can use checklists to evaluate their work or performance.
Log note: Students should follow the log notes for clinical sessions.

Experiential-Learning 13.2 : Workshop for Pranayamam

Total Activity hours - 3 hours

Workshop: 2 hours

Organize self-realization workshops where patients and clinicians come together to practice Pranayamam.

Class Presentation - 1 hour

Ask the students to present the pranayamam concepts with his/her ideas.

Experiential-Learning 13.3 : Analyze the clinical application of inner focus and concentration pranayamam

Total Activity hours - 5 hours

T/L method:

Case base learning: 2 hours

The student will assess the patient which includes a present and past history of the patients.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam and pranayamam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam, and pranayamam

Real-life experience: 1 hour

Physical Assessment: Assess patients flexibility, strength, balance, and posture.

Yoga class: Conduct yoga class in natural settings

Feedback: Collect feedback from patients regarding their experience of practicing yoga in a natural setting.

Assessment: 2 hours

Direct Observation of Procedural Skills:

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist:

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: Students should follow the log notes for clinical sessions.

Experiential-Learning 13.4 : Analyze the clinical application of Dharanai

Total Activity hours - 10 hours

T/L method:

Case base learning: 6 hours

The student will assess the patient which includes a present and past history of the patients.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam and pranayamam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam, and pranayamam

Real-life experience: 2 hours

Physical Assessment: Assess patients flexibility, strength, balance, and posture.

Yoga class: Conduct yoga class in natural settings

Feedback: Collect feedback from patients regarding their yoga experience in a natural setting.

Assessment: 2 hours

Direct Observation of Procedural Skills:

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist:

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: Students should follow the log notes for clinical sessions.

Modular Assessment

Assessment method

Hour

Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per Table 6 C.

A. Direct Observation Assistance Performance (25 marks) – 2 hours

Introduction of Pranayamam/Dharanai (2 marks)

Knowing the Pranayamam/Dharanai with the principles (3 marks)

Correct posture/Alignment of spine, limbs (5 marks)

Breathing Techniques (5 marks)

4

Contraindication (2 marks) Indication (5 marks) Dos and don'ts (3 marks) B. Class Presentation (15 marks) – 1 hour Content (2 marks) Organization (3 marks) Delivery (2 marks) Engagement (3 marks) Visual Aids (5 marks) C. Quiz (5 marks) – ½ hour D. Research Paper Review Assessment on Pranayamam/Dharanai (5marks) - ½ hour It involves a structured evaluation of a research paper's quality, validity, and contribution to its field. Below are the key steps to follow when conducting a research paper review assessment- (5 Marks). Comprehensive understanding of research paper- 1 mark Analysing the Results and Finding – 1 mark Critiquing the Discussion and Conclusion- 1 mark Presentation skills- 1 mark Answering the questions – 1 mark Or Any practical in converted form can be taken for assessment. (25 Marks) And Any of the experiential as portfolio/reflections/presentations, can be taken as an assessment. (25 Marks)	
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Module 14 : Dhyana mudras (meditation mudras)

Module Learning Objectives

(At the end of the module, the students should be able to)

Describe yoga muthiraigal, varma muthiraigal and the five elements of the mudras.

Perform each prithivi, varuna, agni, vayu and akash mudra correctly, paying attention to alignment and hand positioning

Analyse the physiological and psychological effects of each mudra.

M 14 Unit 1 Meditation mudras

14.1.1. Yoga muthiraigal & name of varma muthiraigal 14.1.1.1. Definition, Types and Principle and Practice 14.1.1.2. Hand and the five basic Elements 14.1.1.3. Mudras and doshas 14.1.1.4. Varma Muthiraigal 14.1.2. Hand health and wellbeing: increasing flexibility and reducing stress 14.1.2.1. Simple hand massage 14.1.2.2. Finger exercises 14.1.2.3. Hand exercises 14.1.2.4. Shoulder exercises

References: 92

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Describe Yoga Muthiraigal and Varmamuthiraigal and compare the symbolic meanings of different hand mudras to their corresponding element or combination of elements	1	Lecture	CE	Knows-how	L,L&PPT
CO3,CO4	Practice preparatory procedures like hand, finger and shoulder exercises and simple hand massage techniques and Perform various yoga Muthiraigal	2	Practical Training 14.1	PSY-MEC	Shows-how	D
CO3,CO4	Apply Yogamuthiraigal to patients in clinical settings and share their experience after performing various yoga Muthiraigal	2	Experiential-Learning 14.1	AFT-CHR	Does	RLE,CBL

M 14 Unit 2 Prithivi mudras and varuna mudras

14.2.1. Earth Element Mudras: Cultivating Grounding, Stability, and Inner Nourishment (earth-related mudras) 14.2.1.1. Prithivi mudra 14.2.1.2. Bhumi Sparsha mudra 14.2.1.3. Muladhara mudra 14.2.1.4. Jnana mudra 14.2.1.5. Bhu mudra 14.2.1.6. Prana mudra 14.2.1.7. Apana mudra 14.2.1.8. Sthira mudra 14.2.1.9. Sukham mudra 14.2.1.10. Vishnu mudra 14.2.1.11. Kali mudra 14.2.2. Water Element Mudras: Balancing Bodily Fluids and Promoting Inner Flow (water-related mudra) 14.2.2.1. Varuna mudra 14.2.2.2. Jalodar nashak mudra 14.2.2.3. Swadhisthana mudra 14.2.2.4. Mahatrika mudra 14.2.2.5. Shakti mudra 14.2.2.6. Kilaka mudra 14.2.2.7. Karana mudra 14.2.2.8. Kurma mudra 14.2.2.9. Yoni mudra 14.2.2.10. Masiki mudra 14.2.2.11. Matsya mudra

References: 92,212,213

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Discuss the theoretical basis and significance of different types of Prithivi and Varuna Mudras in yogic practices.	4	Lecture	CS	Knows-how	L,L&PPT
CO3,CO4	Perform different types of Prithivi and Varuna Mudra	8	Practical Training 14.2	PSY-MEC	Shows-how	D,PER
CO3,CO4	Achieve appropriate Prithivi and Varuna Mudra for clinical practice and share patient experience after practising Prithivi and Varuna Mudras.	9	Experiential-Learning 14.2	AFT-CHR	Does	CBL,RLE
CO3,CO4	Organize the guest lecture for the patients about Yoga Muthiraigal with their general well being or specific diseases.	2	Experiential-Learning 14.3	AFT-SET	Does	PL,RLE

M 14 Unit 3 Agni mudras, vayu mudras and akasha mudras

14.3.1. Agni Mudra: The Gesture of Inner Fire and Transformation (fire-related mudras) 14.3.1.1. Agni mudra 14.3.1.2. Guru mudra 14.3.1.3. Manipura mudra 14.3.1.4. Linga mudra 14.3.1.5. Surya mudra 14.3.1.6. Pushan mudra 14.3.1.7. Kamajayi mudra 14.3.1.8. Ashva ratha mudra 14.3.1.9. Adho mukha mudra 14.3.1.10. Shankha mudra 14.3.1.11. Pitta pacifying mudra 14.3.1.12. Pitha energising mudra 14.3.1.13. Dhyana mudra 14.3.2. Vayu Mudra: The Gesture of Air Balance and Inner Calm (air-related mudras) 14.3.2.1. Vayu Mudra 14.3.2.2. Anahatha mudra 14.3.2.3. Padma mudra 14.3.2.4. Hridaya mudra 14.3.2.5. Chin mudra 14.3.2.6. Vyana mudra 14.3.2.7. Garuda mudra 14.3.2.8. Granthita mudra 14.3.2.9. Pranapana mudra 14.3.2.10. Kshepana mudra 14.3.3. Akasha Mudra: The Gesture of Inner Space and Emptiness (space-related mudras) 14.3.3.1. Akasha mudra 14.3.3.2. Shunya mudra 14.3.3.3. Vishuddha mudra 14.3.3.4. Udana mudra 14.3.3.5. Bhramara mudra 14.3.3.6. Bhuchari mudra 14.3.3.7. Nivedana mudra 14.3.3.8. Kaleshwara mudra 14.3.3.9. Sankalpa mudra 14.3.3.10. Mantangi mudra 14.3.3.11. Kubera mudra 14.3.3.12. Surabhi mudra

References: 92,212,213

3A	3B	3C	3D	3E	3F	3G
CO3,CO4	Discuss the theoretical basis and significance of Agni, Vayu and Akash Mudras in yogic	5	Lecture	CS	Knows-	L,L&GD,

	practices				how	L&PPT
CO3,CO4	Perform each Agni, Vayu and Akash Mudra correctly, paying attention to alignment and hand positioning.	10	Practical Training 14.3	PSY-MEC	Shows-how	D
CO3,CO4	Achieve appropriate Agni, Vayu and Akasha Mudra for clinical practice and share patient experience after practising this Mudras.	9	Experiential-Learning 14.4	AFT-VAL	Does	RLE,CBL
CO3,CO4	Organize the workshop of yoga muthiraigal techniques and its benefits from outsource experts	4	Experiential-Learning 14.5	AFT-SET	Does	W

Practical Training Activity

Practical Training 14.1 : Demonstration of Preparative Procedures: Performed Various Yoga Mudras

Total activity hours: 2 hours
 Practical/Demonstration: 1 hours
 Conduct preparatory procedures like hand, finger, shoulder exercises and simple hand massage technique and Perform various yoga Muthiraigal sessions and discuss the clinical importance
 Divide it into groups, and discuss the application of yoga muthiraigal and its benefits.
 Discuss the Scientific approach of yoga muthiraigal
 Self-Assessment: 1/2 hour
 Encourage the students to use mirrors or props to assess their alignment with their own.
 Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.
 Record keeping: 1/2 hour
 Encourage students to maintain journals where they:
 Describe their practice sessions.
 Note any challenges or areas of improvement.
 Reflect on their progress and insights.

Practical Training 14.2 : Demonstration of Mudras (Prithivi and Varuna Mudras)

Total activity hours: 8 hours
 Practical/Demonstration: 7 hours
 Conduct preparatory procedures like hand, finger, shoulder exercises and simple hand massage technique and Perform various yoga Muthiraigal sessions and discuss the clinical importance
 Divide it into groups, and discuss the application of yoga muthiraigal and its benefits.
 Discuss the Scientific approach of yoga muthiraigal
 Self-Assessment: 1/2 hour
 Encourage the students to use mirrors or props to assess their alignment with their own.
 Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.
 Record keeping: 1/2 hour
 Encourage students to maintain journals where they:
 Describe their practice sessions.
 Note any challenges or areas of improvement.
 Reflect on their progress and insights.

Practical Training 14.3 : Demonstration of Mudras (Agni, Vayi and Akash mudras)

Total activity hours:10 hours
 Practical/Demonstration: 5 hours
 Conduct preparatory procedures like hand, finger, shoulder exercises and simple hand massage technique and Perform various yoga Muthiraigal sessions and discuss the clinical importance (3 hours)
 Divide it into groups, and discuss the application of yoga muthiraigal and its benefits.(1 hour)
 Discuss the Scientific approach of yoga muthiraigal (1 hour)
 Self-Assessment: 2 hours
 Encourage the students to use mirrors or props to assess their alignment with their own.(1 hour)
 Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.(1 hour)
 Record keeping: (3 hours)
 Encourage students to maintain journals where they:
 Describe their practice sessions.
 Note any challenges or areas of improvement.
 Reflect on their progress and insights.

Experiential learning Activity

Experiential-Learning 14.1 : Unlocking Inner Resonance: The Sacred Language of Yoga Mudras

Total hours: 2 hours

Case base learning: 1 hour

The student will assess the patient which includes a present and past history of the patients.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam and pranayamam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam, and pranayamam

Real-life experience:

Physical Assessment: Assess patients flexibility, strength, balance, and posture.

Yoga class: Conduct yoga class in natural settings

Feedback: Collect feedback from patients regarding their experience of practicing yoga in a natural setting.

Assessment: 1 hour

Direct Observation of Procedural Skills:

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist:

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: Students should follow the log notes for clinical sessions.

Experiential-Learning 14.2 : The physiological and psychological effects of each Prithivi and Varuna mudra.

Total activity hours : 9 hours

T/L method:

Case base learning: 5 hours

The student will assess the patient which includes a present and past history of the patients.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam and pranayamam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam, and pranayamam

Real-life experience: 2 hours

Physical Assessment: Assess patients flexibility, strength, balance, and posture.

Yoga class: Conduct yoga class in natural settings

Feedback: Collect feedback from patients regarding their experience of practicing yoga in a natural setting.

Assessment: 2 hours

Direct Observation of Procedural Skills:

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist:

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: Students should follow the log notes for clinical sessions.

Experiential-Learning 14.3 : Yoga Muthiraigal for the patients

Total Activity hours - 2 hours

Guest lecture - 2 hours

Encourage the student to Conducting General well being or any particular disease workshop of yoga muthiraigal for the patient.

Encourage the students to develop the communicating skills and teaching skills.

Experiential-Learning 14.4 : The physiological and psychological effects of each Agni, Vayu and Akash mudra.

Total Activity hours - 9 hours

T/L method:

Case base learning: 5 hours

The student will assess the patient which includes a present and past history of the patients.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam and pranayamam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam, and pranayamam

Real-life experience: 2 hours

Physical Assessment: Assess patients flexibility, strength, balance, and posture.

Yoga class: Conduct oga class in natural settings

Feedback: Collect feedback from patients regarding their experience of practicing yoga in a natural setting.

Assessment: 2 hours

Direct Observation of Procedural Skills:

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist:

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: Students should follow the log notes for clinical sessions.

Experiential-Learning 14.5 : Yoga Muthiraigal techniques - hands on training

Total Activity hours - 4 hours

Workshop - 3 hours

Conducting a workshop for more informative

Share your experiences in the forum

Class presentation - 1 hours

Encourage the students to recall the content which was gather and discussion in the workshop

Encourage the student to demonstarte the posture of yoga muthiraigal.

Conduct a peer learning - students teach each other

Modular Assessment

Assessment method	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. A. Direct Observation Assistance Performance (25 marks) – 2 hours Introduction of Yoga mudra (2 marks)	4

Knowing the Yoga mudra with the principles (3 marks) Correct posture/Alignment of spine, limbs (5 marks) Breathing Techniques (5 marks) Contraindication (2 marks) Indication (5 marks) Do's and don't (3 marks) B. Class Presentation (15 marks) – 1 hour Content (2 marks) Organization (3 marks) Delivery (2 marks) Engagement (3 marks) Visual Aids (5 marks) C. Quiz (5 marks) – ½ hour D. Research Paper Review Assessment on Yoga mudra (5marks) - ½ hour It involves a structured evaluation of a research paper's quality, validity, and contribution to its field. Below are the key steps to follow when conducting a research paper review assessment- (5 Marks). Comprehensive understanding of research paper- 1 mark Analyzing the Results and Finding – 1 mark Critiquing the Discussion and Conclusion- 1 mark Presentation skills- 1 mark Answering the questions – 1 mark Or Any practical in converted form can be taken for assessment. (25 Marks) And Any of the experiential as portfolio/reflections/presentations, can be taken as an assessment. (25 Marks)	
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Semester No : 6

Module 15 : Fundamentals of vinyasa yoga and yoga pedagogy

Module Learning Objectives

(At the end of the module, the students should be able to)

Describe the vinyasa yoga and its classification and explain the method of teaching yogam.
 Perform each vinyasa krama yoga sequence, practice the teaching techniques and demonstrate the aasanam, pranayamam and meditation.
 Evaluate the therapeutic benefits of vinyasa krama yoga, such as improved circulation and reduced stress
 Integrate all aspects of yoga teaching, including asana, pranayamam, meditation, and philosophy, to create a holistic and transformative experience

M 15 Unit 1 Fundamentals of vinyasa krama yoga and various sequence

15.1.1. Core Principles of Vinyasa Krama Practice 15.1.1.1. Introduction of Vinyasa Krama Yoga 15.1.1.2. Parameters of vinyasa yoga 15.1.1.3. Breath rate in vinyasa practice 15.1.1.4. Focusing the mind on the breath 15.1.2. Effective standing sequence 15.1.2.1. On your feet yogasanas 15.1.2.2. On one leg yogasanas 15.1.2.3. The triangle pose sequence 15.1.3. Effective inverted and unique variation pose sequence 15.1.3.1. The inverted posture sequence 15.1.3.2. Vishesha vinyasa krama

References: 93

3A	3B	3C	3D	3E	3F	3G
CO2,CO7	Discuss the vinyasa krama yoga and compile the standing, inverted sequence of Vinyasa krama yoga	2	Lecture	CAN	Knows-how	L,L&PPT
CO2,CO7	Perform the standing, inverted and unique pose sequence of vinyasa krama yoga.	4	Practical Training 15.1	PSY-MEC	Shows-how	D,DIS
CO2,CO7	Evaluate the therapeutic benefits of vinyasa krama yoga	5	Experiential-Learning 15.1	AFT-SET	Does	CBL,DIS

M 15 Unit 2 Seated and lying sequence

15.2.1. Effective seated yoga sequence 15.2.1.1. Asymmetrical seated vinyasa 15.2.1.2. Seated pose stretch sequence 15.2.1.3. Meditation pose 15.2.1.4. Lotus pose 15.2.2. Effective lying sequence 15.2.2.1. Supine Sequence 15.2.2.2. Bow pose sequence

References: 93

3A	3B	3C	3D	3E	3F	3G
CO2,CO7	Compile the seated and lying Sequence in vinyasa krama yoga and understand the proper alignment while doing vinyasa krama yoga	2	Lecture	CE	Knows-how	L,L&PPT
CO2,CO7	Perform the seated and lying pose sequence in vinyasa krama yoga	4	Practical Training 15.2	PSY-GUD	Shows-how	D
CO2,CO7	Evaluate the therapeutic benefits of vinyasa krama yoga,(seated and lying sequence) such as improved circulation and reduced stress	5	Experiential-Learning 15.2	AFT-RES	Does	C_L,CBL

M 15 Unit 3 Teaching yoga - Created a sacred space for yoga

15.3.1. Creating space for self-transformation 15.3.1.1. The physical setting 15.3.1.2. Classroom setup and orientation 15.3.1.3. Class levels and prerequisites 15.3.1.4. Class etiquette 15.3.1.5. Waking up the spiritual environment 15.3.1.6. Archetypes and mythology 15.3.1.7. Creating a happy space 15.3.1.8. A space for healing and awakening 15.3.1.9. Holding integrated space 15.3.2. Techniques and tools in teaching yoga 15.3.2.1. Teaching who is in front of you 15.3.2.2. Voice and language 15.3.2.3. Basic elements of asanam practice 15.3.2.4. Instructing asanam 15.3.2.5. General principles in giving physical cues and adjustments 15.3.2.6. Modifications, variations, and the use of props 15.3.2.7. Bringing it all together

References: 94

3A	3B	3C	3D	3E	3F	3G
CO2,CO7	Describe the importance of creating a sacred space, prerequisites for yoga practice and class levels of yoga	2	Lecture	CS	Knows-how	L&PPT ,L
CO2,CO5	Construct a model set up of a yoga classroom or space that is conducive to a peaceful and transformative practice.	4	Practical Training 15.3	PSY-GUD	Shows-how	PER,D-M
CO2,CO7	Appraise effective yogic teaching and communication skills creating a holistic and transformative practice and tell the impact of classroom setup	5	Experiential-Learning 15.	AFT-RES	Does	RLE,DIS, FV

M 15 Unit 4 Teaching asanam, pranayamam and meditation

15.4.1. Teaching -Asanam 15.4.1.1. Surya namaskara: the sun salutations 15.4.1.2. Standing asanas 15.4.1.3. Core refinement 15.4.1.4. Arm balances 15.4.1.5. Backbends 15.4.1.6. Seated and supine twists 15.4.1.7. Forward bends and hip openers 15.4.1.8. Inversions 15.4.1.9. savasana 15.4.2. Teaching - Pranayama 15.4.2.1. The discovery and development of pranayama 15.4.2.2. The modern science of respiration - teaching basic breath awareness 15.4.2.3. Refining the flow of breath 15.4.2.4. Ujjayi pranayama 15.4.2.5. Deepening the pranayama practice 15.4.2.6. Consciously cultivating energy 15.4.3. Teaching - meditation 15.4.3.1. Patanjali's path of meditation 15.4.3.2. Taking one seat 15.4.3.3. Six guided meditation techniques 15.4.3.4. When to meditate 15.4.3.5. Meditating amid the flow of body and breath

References: 94

3A	3B	3C	3D	3E	3F	3G
CO2,CO7	Describe the principles, benefits, and techniques associated with asanas, Pranayamas and Meditation practice	2	Lecture	CS	Knows-how	L,L&PPT
CO2,CO7	Demonstrate proper alignment and execution of Surya Namaskara (Sun Salutation), various standing asanas, Pranayamam techniques and meditation	4	Practical Training 15.4	PSY-MEC	Shows-how	D,DIS
CO2,CO7	Report the experience of Surya Namaskara (Sun Salutation), various standing asanas, Pranayamam techniques and meditation practices	5	Experiential-Learning 15.4	AFT-CHR	Does	FV,DIS

M 15 Unit 5 Yoga teacher training

15.5.1. Sequencing and planning classes 15.5.1.1. Principles of sequencing 15.5.1.2. The basic arc structure of classes sequencing within and across asana families 15.5.1.3. Planning specific classes 15.5.1.4. Sequencing for the menstrual cycle 15.5.1.5. The chakra model of sequencing 15.5.1.6. Popular hatha yoga sequences 15.5.1.7. Creating your classes 15.5.2. Specialized teaching 15.5.2.1. New to yoga 15.5.2.2. Working with injuries 15.5.2.3. Working with depression 15.5.2.4. Working with pregnant students 15.5.2.5. Teaching in alternative settings 15.5.3. The yoga profession. 15.5.3.1. Yoga teacher training and certification 15.5.3.2. Apprenticing 15.5.3.3. Teaching opportunities and remuneration 15.5.3.4. Cultivating abundance 15.5.3.5. Preserving abundance 15.5.3.6. Regulation of the profession 15.5.3.7. The path of the teacher 15.5.4 Introduction of yoga and Artificial Intelligence (AI)

References: 94,211

3A	3B	3C	3D	3E	3F	3G
CO2,CO7	Describe the methods of sequencing and planning of yoga classes, Specialized teaching, yoga professionalism and relate siddhar yogam with modern advances	2	Lecture	CS	Knows-how	L,L&PPT
CO2,CO7	Demonstrate the teaching techniques of aasanam, Pranayamam and meditation.	4	Practical Training 15.5	PSY-MEC	Shows-how	D
CO2,CO7	Value the impact of class flow, personal and professional experience as a yoga teacher.	6	Experiential-Learning 15.5	AFT-VAL	Does	PER,DIS

Practical Training Activity

Practical Training 15.1 : Demonstration for the standing, inverted and unique pose sequence in vinyasa krama yoga

Total Activity hours: 4 hours

Practical/Demonstration: 2 hours

Conduct a yoga posture session and discuss the clinical importance.1-hours 30 minutes

Divide it into groups, and discuss the application of yoga postures and their benefits. - 30 minutes

Self-Assessment: 1-hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Record keeping: 1 hour

Encourage students to maintain journals where they:

Describe their practice sessions.

Note any challenges or areas of improvement.

Reflect on their progress and insights.

Practical Training 15.2 : Demonstration for seated and lying pose sequence in vinyasa krama yoga

Total Activity hours: 4 hours

Practical/Demonstration: 2 hours

Conduct a yoga posture session and discuss the clinical importance.- 1 hour and 30 minutes

Divide it into groups, and discuss the application of yoga postures and their benefits. 30 minutes

Self-Assessment: 1-hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Record keeping: 1 hour

Encourage students to maintain journals where they:

Describe their practice sessions.

Note any challenges or areas of improvement.

Reflect on their progress and insights.

Practical Training 15.3 : Class room setup and yoga hall setup

Total activity hours- 4 hours

Demonstrate in model - 2 hours Designing a Conducive Yoga Space

Students will understand the key elements of a peaceful and transformative yoga space.

Students will be able to apply design principles to create a functional and aesthetically pleasing yoga environment.

Students will develop practical skills in space planning, material selection, and ambiance creation.

Students will be able to articulate the connection between environment and yoga practice.

Presentation and Reflection (1 hour)

Group Presentations (40 minutes):

Each group will present their designed yoga space, explaining their choices and rationale.

Encourage constructive feedback and discussion.

Reflection and Takeaways (20 minutes):

Facilitate a class discussion on the key takeaways from the activity.

Students will reflect on how the environment can influence their yoga practice.

Discuss how these principals can be used even in small home spaces.

Close with a short guided meditation or a moment of silence.

Assessment - 1 hour

Participation in group activities and discussions.

Creativity and thoughtfulness in the design project.

Ability to articulate design choices and their impact on the yoga experience.

A written reflection of the process.

Practical Training 15.4 : Teaching methods of aasanam, pranayamam and Meditation

Total activity hours - 4 hours

Demonstration - 2 hours

Students will learn and demonstrate the proper alignment and execution of Surya Namaskara.

Students will learn and practice various standing asanas with attention to stability and alignment.

Students will learn and practice basic pranayama techniques for breath control.

Students will experience guided meditation for cultivating mindfulness.

Students will understand the connection between physical postures, breath, and mental focus

Discussion : 30 minutes

Reinforce key alignment principles.

Address common challenges and questions.

Explore the benefits of each practice.

Connect the physical practice to mental and emotional well-being.

Encourage personal reflection and continued practice.

Self-Assessment and Reflection - 30 minutes

Yoga Journaling:

Encourage students to keep a yoga journal, documenting their practice experiences, challenges, and insights.

Review journal entries to assess their self-awareness and understanding of the practice.

Peer Assessment - 1 hour

Enhance students' observation skills.

Promote understanding of proper alignment and technique.

Encourage constructive feedback and positive reinforcement.

Foster a collaborative learning environment.

Deepen students' self-awareness through observing others.

Practical Training 15.5 : Teaching techniques of aasanam, Pranayamam and meditation.

Total Activity hour - 4 hours

Practical/Demonstration -3 hours

1)Asana Teaching Activities- 1 hour

Activity: Divide the class into small groups (3-4 students). Each student prepares to teach 2-3 asanas to their group, focusing on clear instructions, alignment cues, and modifications.

Objective: Practice sequencing, verbal cueing, demonstrating, and providing adjustments.

Feedback: Group members provide constructive feedback on clarity, pacing, and effectiveness.

2) Pranayama Teaching Activities- 1 hour

Activity: Each student chooses a pranayama technique and demonstrates it, explaining the steps, benefits, and contraindications.

Objective: Practice clearly explaining and demonstrating pranayama techniques.

Feedback: Assess the clarity of instructions and the effectiveness of the demonstration.

3) Meditation Teaching Activities- 1 hour

Activity: Students create short guided meditation scripts, focusing on breath awareness, body scan, or loving-kindness.

Objective: Practice writing and delivering guided meditation instructions.

Feedback: Assess the clarity, pacing, and effectiveness of the scripts.

Assessment Methods- 1 hour

Direct Observation and Evaluation:

"Mini-Class" Assessment:

Observe students during their "mini-class" presentations, evaluating their:

Clarity of instructions and verbal cues.

Accuracy of asana demonstrations and alignment cues.

Ability to provide modifications and use props effectively.

Pacing and flow of the class.

Ability to guide pranayama and meditation practices.

Overall presence and confidence.

Individual Teaching Demonstrations:

Schedule individual assessments where students demonstrate specific teaching techniques.

Use a rubric or checklist to evaluate their performance.

Experiential learning Activity

Experiential-Learning 15.1 : Benefits of vinyasa yoga (standing, inverted and unique pose)

Total Activity hours: 5 hours

T/L method:

Case base learning : 2 hours

The student will assess the patient which includes a present and past history of the patient.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam and pranayamam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam, and pranayamam

Discussion - 1 hour

Divide the class into two groups: one focusing on the physiological benefits of Vinyasa Krama, and the other on the psychological benefits.

Present the class with hypothetical or real (anonymized) case studies of individuals with specific health conditions (e.g., back pain, anxiety, insomnia).

Facilitate a brainstorming session on how Vinyasa Krama can be integrated with other therapeutic modalities (e.g., physical therapy, psychotherapy, massage therapy).

Provide students with research articles or studies on the therapeutic benefits of Vinyasa Krama.

Encourage students to share their personal experiences with Vinyasa Krama and its therapeutic effects.

Class presentation: 30 minutes

Each student (or group) selects a specific health condition (e.g., arthritis, depression, hypertension) and creates a "therapeutic profile" for Vinyasa Krama.

Students present a detailed case study of an individual who has benefited from Vinyasa Krama.

Assessment:

Direct Observation of Procedural Skills - 1 hours

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Log note - 30 minutes

Students should follow the log notes for clinical sessions.

Experiential-Learning 15.2 : Therapeutic benefits of vinyasa krama yoga(seated and lying sequence).

Total Activity hours: 5 hours

T/L method:

Case base learning: 2 hours

The student will assess the patient which includes a present and past history of the patient.

The Student will assess the systemic & General Examination.

Students can teach or demonstrate the aasanam and pranayamam to the patient independently

Observe and Collect the data of the op or ip patient, before and after the implementation of aasanam.

Discussion - 1 hour

Divide the class into small groups and assign specific poses from seated and lying sequences (e.g., Baddha Konasana, Apanasana, Supta Baddha Konasana).

Present various scenarios with individuals who have specific limitations (e.g., back pain, limited mobility, pregnancy).

Encourage students to share their personal experiences with seated and lying Vinyasa Krama sequences.
 Provide students with research articles or studies on the therapeutic benefits of yoga for circulation and stress reduction.
 Class presentation: 30 minutes
 Demonstrate understanding of Vinyasa Krama's therapeutic applications in seated and lying positions.
 Explain how these sequences improve circulation and reduce stress.
 Present evidence-based information and practical demonstrations.
 Engage the class with clear explanations and visual aids.
 Assessment:
 Direct Observation of Procedural Skills - 1 hours
 Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?
 Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?
 Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?
 Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?
 Teaching Assessment: Does the student teach the techniques effectively and safely?
 Log note - 30 minutes
 Students should follow the log notes for clinical sessions.

Experiential-Learning 15.3 : Impact of classroom setup

Total Activity hours - 5 hours
 Discussion: 1 hours
 Students practice teaching short sequences or guided meditations, with a specific focus on incorporating intentional pauses.
 Discuss how pauses affected the energy of the class, student engagement, and the overall sense of mindfulness.
 Discuss how non-verbal cues influenced student understanding and engagement.
 Discuss the importance of creating a safe and inclusive environment where students feel empowered to make their own choices.
 Field Visit - 4 hours
 Class Observation: Observe different yoga classes, paying attention to the teacher's communication, cueing, adjustments, and overall presence.
 Prepare a list of questions for the yoga teachers, focusing on their teaching philosophy, communication strategies, and the impact of the yoga hall setup
 Reflection and Analysis:
 Journaling: Encourage students to keep a journal of their observations and reflections throughout the field visit.
 Group Discussion: Facilitate a group discussion to share insights, compare experiences, and analyze the impact of different teaching styles and studio setups.
 Presentation: Have students create presentations on what they learned.

Experiential-Learning 15.4 : Report the experiences of practice

Total Activity hours- 5 hours

Field Visit Activities - 4 hours

Activity: Attend yoga classes at different locations. Focus on observing:

The teaching style and cueing.

The environment and its impact on the practice.

The students' responses to the practice.

The flow of the class, and the use of the space.

Reporting: Students create comparative reports, highlighting the differences and similarities between the experiences.

Discussion - 1 hour

Open discussion where participants share specific examples of how physical movement impacted their mental clarity, emotional balance, or stress levels.

Participants discuss how different environments affected their practice, focusing on the impact of sensory input, space, and atmosphere.

Participants share their personal interpretations of the asanas, exploring how the physical postures can symbolize or represent deeper concepts or emotions.

Experiential-Learning 15.5 : Impact on class flow and student experience.

Total activity hours - 6 hours

Discussion- 2 hour

Participants take turns sharing their stories, focusing on the specific elements that made the class memorable.

Discussion Points:

How did the class flow create a transformative experience?

What were the key communication strategies used?

What were the emotional or energetic shifts observed

Participants share their experiences with challenges such as:

Managing diverse skill levels.

Addressing student limitations.

Dealing with disruptive behavior.

Dealing with personal burnout.

Participants reflect on their teaching journey and share how their style has changed.

What experiences have shaped your teaching philosophy?

How has your understanding of class flow and communication evolved?

What are your goals for future growth as a yoga teacher?

Presentation - 2 hour

Encourage student to Create a visually engaging presentation using photos, videos, and graphics to tell the story of your teaching journey.

Key milestones and turning points.

Significant classes or student interactions.

Challenges and lessons learned.

Evolution of teaching style and philosophy.

How personal growth has influenced professional practice.

Share how personal experiences (e.g., injuries, life changes, spiritual insights) have shaped your teaching approach.

Relevant personal stories and anecdotes.

How these experiences have influenced your understanding of yoga.

How you incorporate personal insights into your teaching.

The impact of vulnerability and authenticity.

Analyze the language used in yoga classes, focusing on inclusivity, accessibility, and empowerment.

Examples of inclusive and exclusive language.

Strategies for using language that promotes body positivity and accessibility.

The impact of language on student self-perception.

Creating a culture of consent and choice.

Present anonymized case studies of students who have experienced significant transformations through yoga.

Discuss the challenges and rewards of building a sustainable yoga teaching career.

Compilation - 2 hour

Create a digital showcasing your teaching journey.

Compile a collection of teaching stories organized around specific themes (e.g., transformative moments, challenging students, lessons learned).

Create a workbook with templates and prompts for analyzing class flow.

Compile a digital library of resources for yoga teachers, including articles, videos, and teaching tools.

Create an interactive e-book with practical tips, exercises, and case studies for aspiring and experienced yoga teachers

Modular Assessment

Assessment method

Hour

Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. 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.

A. Direct Observation Assistance Performance (25 marks) – 2 hours

4

Introduction of Vinyasa yoga (2 marks) Knowing the Vinyasa yoga with the principles (3 marks) Correct posture/Alignment of spine, limbs (5 marks) Breathing Techniques (5 marks) Contraindication (2 marks) Indication (5 marks) Do's and don't (3 marks) B. Role play (15 marks) – 1 hour – Yoga teaching method Instructional Clarity and Communication (3 marks) Safety and Modifications (3 marks) Sequencing and Flow (3 marks) Class Management and Engagement (3 marks) Demonstration and Physical Guidance (2 marks) Application of Yogic Philosophy (1 marks) C. Quiz (5 marks) – ½ hour D. Research Paper Review Assessment on Vinyasa yoga/Yoga pedagogy (5marks) - ½ hour It involves a structured evaluation of a research paper's quality, validity, and contribution to its field. Below are the key steps to follow when conducting a research paper review assessment- (5 Marks). Comprehensive understanding of research paper- 1 mark Analyzing the Results and Finding – 1 mark Critiquing the Discussion and Conclusion- 1 mark Presentation skills- 1 mark Answering the questions – 1 mark Or Any practical in converted form can be taken for assessment. (25 Marks) And Any of the experiential as portfolio/ reflections / presentations can be taken as assessment. (25 Marks)	
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Module 16 : Sports yoga & siddha purification techniques and external applications.

Module Learning Objectives

(At the end of the module, the students should be able to)

Describe the sports yoga, purification techniques and external applications

Perform the different types of yoga for sports injury, purification techniques and external applications

Observe the impact of sports injury, purification techniques and external applications

M 16 Unit 1 Optimizing your body: A yogic approach to athletic performance

16.1.1. Yoga for attain excellence: Asanas for 16.1.1.1. Flexibility 16.1.1.2. Speed 16.1.1.3. Agility 16.1.1.4. Coordination between eyes and limbs 16.1.1.5. Coordination between eyes and spine 16.1.1.6. Asanas that correct the drawbacks in the reflexes of the body 16.1.1.7. Stability in the legs 16.1.1.8. Yoga Kuruntha for strength 16.1.1.9. Strength 16.1.1.10. Stamina 16.1.1.11. Endurance 16.1.1.12. Decreased risk of injury 16.1.1.13. Relaxation and rejuvenation 16.1.1.14. Relaxing the eyes 16.1.2. The musculoskeletal system 16.1.2.1. Asanas that relieve the neck strain, lower back strain, and hip strain 16.1.2.2. Asanas for strengthening the knee joint, ankle joint, and feet 16.1.2.3. Asanas which improve abdominal strength 16.1.2.4. Asanas for straightening the arms, upper arm and shoulder & freedom in the shoulder 16.1.2.5. Asanas for the elbow, forearm and wrist

References: 95

3A	3B	3C	3D	3E	3F	3G
CO2,CO8	Describe the role of Yoga to Strengthen and Protect the Musculo skeletal System and to attain excellence as an athlete	2	Lecture	CS	Know	L&GD,L
CO2,CO8	Practice a series of asanas that progressively enhance major muscle groups relevant to specific sports.	4	Practical Training 16.1	PSY-MEC	Shows-how	D
CO2,CO8	Apply Yoga practices for Athletes to Strengthen and Protect the Musculo skeletal System to attain excellence.	5	Experiential-Learning 16.1	AFT-CHR	Does	DIS,W

M 16 Unit 2 Common complaints and its yoga practice for sports and health problem

16.2.1. Common complaints of sports people and it's yoga practice 16.2.1.1. Stiffness and pain in the back 16.2.1.2. Strain in the hip joint and buttocks 16.2.1.3. Hamstring pull 16.2.1.4. Hardness in the groins 16.2.1.5. Knee, heel and shoulder pain 16.2.1.6. Tightness in the shoulder blade and shoulder impingement 16.2.1.7. Strain in the arms 16.2.1.8. Exhaustion and fatigue 16.2.2. Prevention and cure of common health problems: 16.2.2.1 Common respiratory problems 16.2.2.2. Common gastrointestinal (GI) problems 16.2.2.3. Heat-related problems

References: 95

3A	3B	3C	3D	3E	3F	3G
CO2,CO8	Describe yoga and mechanism for the common complaints of sports and common health problem	2	Lecture	CAP	Knows-how	L&PPT ,L
CO2,CO8	Practice specific yoga poses and techniques designed to address common sports injuries.	4	Practical Training 16.2	PSY-GUD	Shows-how	D
CO2,CO8	Justify the effectiveness of yoga in common sports injuries.	5	Experiential-Learning 16.2	AFT-VAL	Does	PBL,DIS

M 16 Unit 3 Yoga for athletes - Match day

16.3.1.Yoga practice during matches 16.3.1.1. Asana practice in the morning 16.3.1.2. Asana practice while awaiting one's turn 16.3.1.3. Asana practice during breaks 16.3.1.4. Asanas to be done on the field 16.3.1.5. Asanas practice at the end of the day

References: 95

3A	3B	3C	3D	3E	3F	3G
CO2,CO8	Describe the yoga practices while performing during sports activity	2	Lecture	CAP	Know	L&PPT ,L
CO2,CO8	Perform specific yoga poses and techniques designed to be practised during sports activity	4	Practical Training 16.3	PSY-GUD	Shows-how	D
CO2,CO8	Document the effectiveness of yoga practice during matches and observations	5	Experiential-	AFT-RES	Does	PrBL,DIS

	throughout the learning process.		Learning 16.3			
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M 16 Unit 4 Cleaning practice in traditional medicine

16.4.1.Pattini (fasting) 16.4.2.Bedhi maruthuvam (purgation) 16.4.3.Vaanthi maruthuvam (vomiting) 16.4.4.Peech maruthuvam (enema)

References: 96,97,98,99

3A	3B	3C	3D	3E	3F	3G
CO2,CO8	Describe cleansing methods in traditional medicine	2	Lecture	CAN	Knows-how	L&PPT
CO2,CO8	Perform different methods of Cleansing techniques like Pattini (fasting) technique,vaanthi Maruthuvam (vomiting) and Bhedi Maruthuvam (purgation) Demonstrate the techniques of enema in the model.	4	Practical Training 16.4	PSY-GUD	Shows-how	DIS,D-M,PL
CO2,CO8	Observe the therapeutic benefits of cleaning practice and share the experience of the patient	5	Experiential-Learning 16.4	AFT-REC	Does	CBL

M 16 Unit 5 External applications

16.5.1.Thokkanam - physical manipulation 16.5.2.Ennai kuliya (oil bath) 16.5.3.Ottradam-fomentation 16.5.4.Vedhu-steam therapy 16.5.5.Pottanam-medicated pouch 16.5.6.Pugai-fumigation 16.5.7.Nasal applications 16.5.7.1 .Nasiyam-nasal drops 16.5.7.2. Naasigaabaranam - nasal insufflation 16.5.8.Ophthalmic applications 16.5.8.1.Mai-collyrium 16.5.8.2.Kalikkam-eye drops

References: 96,97,98,99

3A	3B	3C	3D	3E	3F	3G
CO2,CO8	Describe the external applications such as thokkanam, ennai kuliya, ottradam, vedhu,	2	Lecture	CAN	Knows-	L&PPT

	pottanam, pugai, ophthalmic and nasal application				how	
CO2,CO8	Perform the techniques of thokkanam, Ennai kuliya, ottradam, vedhu, pottanam pugai, ophthalmic and nasal application	4	Practical Training 16.5	PSY-GUD	Shows-how	D
CO2,CO8	Observe and share the effectiveness of thokkanam, ennai kuliya., ottradam, vedhu, pottanam, pugai and nasal application	6	Experiential-Learning 16.5	AFT-REC	Does	CBL

Practical Training Activity

Practical Training 16.1 : Demonstration of the general strengthening yoga

Total Activity hours: 4 hours

Practical/Demonstration: 2 hours

Conduct a practical session for general yoga strengthen and discuss the clinical importance.1-hour

Divide it into groups, and discuss the application of these techniques and their benefits. 1-hour

Self-Assessment: 1-hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Record keeping: 1 hour

Encourage students to maintain journals where they:

Describe their practice sessions.

Note any challenges or areas of improvement.

Reflect on their progress and insights.

Practical Training 16.2 : Demonstration of the specific yoga poses and techniques designed to address common sports injuries

Total Activity hours: 4 hours

Practical/Demonstration: 2 hours

Conduct a practical session for common sports injuries and discuss the clinical importance.1-hour

Divide it into groups, and discuss the application of these techniques and their benefits. 1-hour

Self-Assessment: 1-hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Record keeping: 1 hour

Encourage students to maintain journals where they:

Describe their practice sessions.

Note any challenges or areas of improvement.

Reflect on their progress and insights.

Practical Training 16.3 : Demonstration of the specific yoga to be practised during sports activity

Total Activity hours: 4 hours

Practical/Demonstration: 2 hours

Conduct a practical session of yoga for during sports activity and discuss the clinical importance.1-hour

Divide it into groups, and discuss the application of these techniques and their benefits. 1-hour

Self-Assessment: 1-hour

Encourage the students to use mirrors or props to assess their alignment with their own.

Encourage the students to reflect on how these practices can improve their own well-being and resilience in a demanding clinical environment.

Record keeping: 1 hour

Encourage students to maintain journals where they:

Describe their practice sessions.

Note any challenges or areas of improvement.

Reflect on their progress and insights.

Practical Training 16.4 : Practical cleaning techniques

Total activity hours(4 hours)

Presentation: (1 hour)

The students are able to describe the steps to follow in the Pattini, vaanthi maruthuvam and Bhedi maruthuvam through ppt.

Discussion: (1 hour)

Divide participants into small groups

Encourage the groups to consider the potential ethical and health implications of the practices.

Emphasize the importance of hygienic practices.

Discuss the potential medical uses of enemas, as well as the risks associated with improper use.

Demonstraion on model (1 hour)

Demonstrate the proper technique for administering an enema using the anatomical model.

Explain each step clearly and concisely, including:

Preparation of the enema solution.

Positioning of the model (simulating patient positioning).

Lubrication of the enema tip.

Insertion of the enema tip.

Administration of the enema solution.

Proper disposal of materials.

Emphasize the importance of gentle and slow administration.

Show how to properly clean the equipment.

Record keeping: (1 hour)

Students should follow the practical record note

encourage the student to reflect their own experience.

Practical Training 16.5 : Practical for external applications

Total activity hours(4 hours)

Practical :(3 hours)

The students are able to list out and prepare the medicine for the external applications.

Teacher should teach or demonstrate the techniques of external application like thokkanam, ennai kuliya, ootradam, vedhu, pottanam, pugai, ophthalmic and nasal application

Record keeping :(1 hour)

Student should follow the record note for the external application procedure

Maintain accurate and detailed records.

Use clear and concise language.

Experiential learning Activity

Experiential-Learning 16.1 : Yoga practice for athletes

Total activity hours(5 hours)

T/L method : 3 hours

Discussion: 1 hour

Divide the student group. Ideally, 4-6 participants per small group, or a larger group facilitated for whole-group discussion..

Current Understanding: What is your current understanding of yoga? What comes to mind when you hear "yoga for athletes"?

Potential Benefits: How do you think yoga could potentially benefit an athlete's musculoskeletal system? (Think about strength, flexibility, stability, balance, injury prevention, recovery).

Potential Challenges: What challenges or barriers might athletes or coaches face in incorporating yoga into a training program?

Specific Yoga Poses/Practices: Can you think of any particular yoga poses, breathing techniques (pranayama), or mindfulness practices that might be particularly beneficial for athletes?

Excellence Connection: How might a healthier and stronger musculoskeletal system, supported by yoga, contribute to an athlete achieving "excellence" in their sport?

Workshop - 2 hours

Divide participants into smaller groups based on sport or common musculoskeletal issues (e.g., runners, throwers, team sports athletes).

Each group will rotate through stations or focus on specific modules led by different instructors or experts.

Assessment: 2 hours

Presentation- 1 hour

Encourage the student to present their ideas.

Demonstrates accurate understanding of the musculoskeletal system relevant to athletic performance. Clearly explains how yoga practices scientifically impact strength, flexibility, balance, proprioception, and injury prevention. Supports claims with evidence (e.g., physiological principles, biomechanics).

Viva - 1/2 hour

The teacher assesses the participant's understanding of how yoga practices contribute to musculoskeletal strength, protection, and overall athletic excellence

Example: Focus on how the participant would practically apply yoga and explain its benefits for injury prevention and performance enhancement.

Log book - 1/2 hour

The student should maintain their note separately.

Experiential-Learning 16.2 : Effectiveness of yoga in common sports injuries.

Total activity hours: 5 hours

T/L method: 3 hours

Discussion: 2 hour

Common Sports Injuries: Briefly review prevalent injuries (e.g., hamstring strains, ankle sprains, ACL tears, rotator cuff injuries, lower back pain, runner's knee). Discuss their biomechanics and common causes (overuse, sudden impact, improper form, muscle imbalances).

Flexibility & Range of Motion: How yoga increases elasticity of muscles, tendons, and ligaments.

Strength & Stability: Emphasize isometric and eccentric contractions, core engagement, and strengthening neglected stabilizing muscles.

Balance & Proprioception: How yoga enhances body awareness and joint position sense.

Mind-Body Connection: Stress reduction, pain management, improved focus, and adherence to rehabilitation.

Breathwork (Pranayama): Its role in oxygenation, relaxation, and nervous system regulation for recovery.

Problem-Based Learning: 1 hour

Use real-life sports injury scenarios to illustrate yoga's applicability.

Assessment - 2 hours

Clinical video cases: 1 hour

Identify common sports injuries from any sports academy

Analyse the biomechanical and physiological factors contributing to the injury.

Propose specific yoga poses and sequences as effective interventions.

Justify the effectiveness of these yoga interventions based on scientific principles and yogic philosophy for rehabilitation and prevention.

Viva- 1/2 hour

The teacher evaluates the student's ability to critically analyse and justify the role and effectiveness of yoga in addressing common sports injuries.

Log book - 1/2 hour

The students should document and critically reflect on the application of specific yoga practices for preventing, managing, or recovering from common sports injuries.

Experiential-Learning 16.3 : Yoga practices for during matches

Total activity hours: 5 hours

T/L method: 3 hours

Discussion: 2 hour

share and document practical experiences of applying yoga principles (physical, mental, and breathwork) during competitive matches or high-pressure athletic scenarios.

To discuss and analyze observations of yoga's effectiveness on oneself and others throughout the learning process.

To collectively identify key takeaways and strategies for optimizing yoga integration in athletic performance.

Problem-Based Learning: 1 hour

Use real-life sports injury scenarios to illustrate yoga's applicability during matches

Assessment - 2 hours

Clinical video cases: 1 hour

Identify common sports injuries from any sports academy

Analyse the biomechanical and physiological factors contributing to the injury.

Propose specific yoga poses and sequences as effective interventions.

Justify the effectiveness of these yoga interventions based on scientific principles and yogic philosophy for rehabilitation and prevention.

Viva- 1/2 hour

The teacher evaluates the student's ability to critically analyse and justify the role and effectiveness of yoga in addressing common sports injuries.

Log book - 1/2 hour

The students should document and critically reflect on the application of specific yoga practices for preventing, managing, or recovering from common sports injuries during matches

Experiential-Learning 16.4 : Cleaning Practices in yogam

Total activity hours:(5 hours)

Case base learning: (3 hours)

The student will assess the patient which include present, past history of patients, systemic & general Examination.

Students are able to teach or demonstrate the cleaning techniques to the patient independently

Collect the data of the op or ip patient, before and after the implementation of cleaning techniques

Collect the data of personal experience after following the cleaning techniques

Assessment: 2 hours

Direct Observation of Procedural Skills:

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist:

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: Students should follow the log notes for clinical sessions.

Experiential-Learning 16.5 : Experiential practical for external applications

Total activity hours:(6 hours)

Case base learning: (3 hours)

The student will assess the patient which include present, past history of patients, systemic & general Examination.

Students are able to teach or demonstrate the thokkanam, ennai kuliya., ottradam, vedhu, pottanam, pugai and nasal application to the patient independently

Collect the data of the op or ip patient, before and after the implementation of thokkanam, ennai kuliya., ottradam, vedhu, pottanam, pugai and nasal application

Collect the data of personal experience after following the thokkanam, ennai kuliya., ottradam, vedhu, pottanam, pugai and nasal application

Assessment: 3 hours

Direct Observation of Procedural Skills:

Patient History: Does the Student take a comprehensive patient history, including medical conditions, lifestyle factors, and yoga experience?

Physical Assessment: Does the Student assess the patient's physical limitations, postural imbalances, and range of motion?

Individualized Plan: Does the student develop a personalized treatment plan tailored to the patient's specific needs and goals?

Goal Setting: Are the goals clear, measurable, achievable, relevant, and time-bound (SMART)?

Teaching Assessment: Does the student teach the techniques effectively and safely?

Checklist:

Students can create a checklist to assess the experience of the patient

Students can use checklists to evaluate their work or performance.

Log note: Students should follow the log notes for clinical sessions.

Modular Assessment

Assessment method

Hour

Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. Keep a structured marking pattern. Use different assessment methods in each module for the semester. Keep a record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C.

A. Direct Observation Assistance Performance (25 marks) – 2 hours

Introduction of sports yoga (2 marks)

Knowing the sports yoga with the principles (3 marks)

Correct posture/Alignment of spine, limbs (5 marks)

Breathing Techniques (5 marks)

Contraindication (2 marks)

Indication (5 marks)

Do's and don't (3 marks)

B. Case based assessment (15 marks) – 1 hour – cleaning techniques/external application

Theoretical Knowledge (3 marks)

Practical Application (7 marks)

Documentation and Reporting (3 marks)

Viva (2 marks)

C. Quiz (5 marks) – ½ hour

D. Research Paper Review Assessment on cleaning techniques/external application (5marks) - ½ hour

It involves a structured evaluation of a research paper's quality, validity, and contribution to its field. Below are the key steps to follow when conducting a research paper review assessment- (5 Marks).

4

Comprehensive understanding of research paper- 1 mark

Analyzing the Results and Finding – 1 mark

Critiquing the Discussion and Conclusion- 1 mark

Presentation skills- 1 mark

Answering the questions – 1 mark

Or

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

And

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

Paper No : 3 RECENT ADVANCES IN CONTEMPORARY MEDICINE						
Semester No : 3						
Module 17 : Nutrition, Metabolism and Endocrinology						
Module Learning Objectives (At the end of the module, the students should be able to) Describe the fundamental principles of nutrition, metabolism and endocrinology. Discuss the digestion, absorption and utilization of macronutrients and micronutrients. Analyse the role of hormones in regulating metabolic processes and impact of nutritional deficiencies. Apply the knowledge of nutrition, metabolism and endocrinology to prevent and manage diseases.						
M 17 Unit 1 Micro and Macronutrients 17.1.1 Macro-nutrients 17.1.2 Carbohydrates, Fat, Proteins 17.1.3 Micro-nutrients 17.1.4 Vitamins 17.1.5 Electrolytes (sodium, potassium, chlorine) 17.1.6 Minerals (calcium, phosphorus, iron, magnesium) 17.1.7 Trace elements (Zinc, copper, iodine, selenium, chromium manganese) References: 114						
3A	3B	3C	3D	3E	3F	3G
CO2,CO3,CO4	Describe the role of macronutrients and micronutrients in nutrition and categorize them based on their functions and characteristics.	2	Lecture	CC	Knows-how	DIS,L&P PT
CO2,CO3,CO4	Discuss commonly consumed foods to determine their macronutrient and micronutrient contents using various tools.	4	Practical Training 17.1	PSY-MEC	Shows-how	PER,D
CO2,CO3,CO4	Identify healthier communities to promote better eating habits, prevent diet-related diseases and foster long-term wellness through nutrition, education and community	5	Experiential-Learning 17.	AFT-VAL	Does	PER,D,DIS

	outreach programs.		1			
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M 17 Unit 2 Obesity, Diabetes Mellitus and Metabolic Syndrome

17.2.1 Biology of obesity and its mangement 17.2.2 Diabetes mellitus 17.2.3 Disorders of the metabolic syndrome and lipoprotein metabolism

References: 114

3A	3B	3C	3D	3E	3F	3G
CO6,CO7	Discuss metabolic disorders and its global burden.	2	Lecture	CC	Knows-how	DIS,L&G D
CO6,CO7	Identify signs and symptoms of metabolic disorders, conduct clinical assessments and utilize lab tests to confirm diagnoses and assess severity.	4	Practical Training 17.2	PSY-GUD	Shows-how	D,CBL
CO6,CO7	Appraise and analyze the risk factors and knowledge gaps thorough surveys and discussions to educate the community on metabolic disorder prevention and management.	5	Experiential-Learning 17.2	AFT-VAL	Does	DIS,PER, FV

M 17 Unit 3 Disorders of bone and Intermediary Metabolism

17.3.1. Bone and mineral metabolism in health and disease: Disorders of the parathyroid gland and calcium homeostasis, including conditions such as osteoporosis, Paget's disease, and other bone dysplasias Let me know if you'd like this further simplified, expanded, or formatted for a specific context (e.g., heading, syllabus, abstract) 17.3.2 Hereditary disorders of connective tissue- Hemochromatosis, Wilson's disease and porphyria 17.3.3 Disorders of purine and pyrimidine metabolism 17.3.4 Lysosomal storage disease 17.3.5 Glycogen storage disease and other inherited disorders of carbohydrate metabolism 17.3.6 Inherited disorders of amino acid metabolism in adults, Inherited defects of membrane transport

References: 114

3A	3B	3C	3D	3E	3F	3G
CO4,CO6	Describe etiology and pathophysiology of bone disorders.	3	Lecture	CAN	Knows-how	L&PPT

CO4,CO6	Demonstrate clinical skills in managing bone disorders through comprehensive patient assessment, accurate diagnosis, treatment planning and ongoing monitoring.	6	Practical Training 17.3	PSY-MEC	Shows-how	PER,DIS,D,CBL
CO6,CO7	Analyze the etiology and pathophysiology of bone disorders, interpret laboratory results and imaging techniques.	8	Experiential-Learning 17.3	AFT-SET	Does	DIS,FV,PER

M 17 Unit 4 Endocrine Disorders

17.4.1 Approach to the patient with endocrine disorders 17.4.2 Disorders of pituitary hormone, Hypopituitarism, Anterior pituitary tumour syndrome, Disorders of the neurohypophysis 17.4.3 Disorders of the thyroid gland 17.4.4 Disorders of the adrenal cortex, Pheochromocytoma 17.4.5 Multiple endocrine neoplasia 17.4.6 Autoimmune polyendocrine syndromes 17.4.7 Reproductive endocrinology

References: 114

3A	3B	3C	3D	3E	3F	3G
CO6	Describe the endocrine glands and their hormones.	3	Lecture	CC	Knows-how	L&PPT
CO6	Demonstrate clinical skills and conduct laboratory investigations to assess and diagnose hormonal imbalances and glandular dysfunction in endocrine disorders.	6	Practical Training 17.4	PSY-MEC	Shows-how	DIS,D,PER
CO6	Appraise patient education and community outreach activities for endocrine and hormone disorders through clinical demonstrations and interactive engagement.	8	Experiential-Learning 17.4	AFT-SET	Does	DIS,RP,CBL,PER,W

Practical Training Activity

Practical Training 17.1 : Nutrient analysis of common foods.

Total Learning Hours (4 Hours)

Activity -1 - Presentations (2 Hours)

Nutrient Analysis of Foods :

The teacher guide the students to analyze macronutrient and micronutrient content of various foods using databases. Groups present their findings, focusing on nutrient balance.

Activity -2 Demonstration (2 Hours)

Meal Planning for Nutrient-Dense Diets :

The teacher demonstrate the importance of balanced meal ,Students plan and prepare a balanced meal chart and identify nutrient gaps and suggest dietary improvements.

Practical Training 17.2 : Clinical diagnosis and assessment of metabolic disorders.

Total learning Hours (4 Hours)

Activity -1 Case based learning (2 Hour)

The teacher outlines metabolic disorders case studies and guide the Students to analyze case studies (5 cases) on metabolic disorders in groups, analyze data, discuss key findings, possible interventions, global prevalence and diseases burden.

Activity -2 Demonstration (2 Hours)

Nutritional Intervention & Lifestyle Modifications:

The teacher demonstrate the importance of diet and physical activity and ask the Students to design meal plans and physical activity regimens for specific metabolic disorders.

Practical Training 17.3 : Clinical skills and laboratory investigations on bone disorders.

Total Learning Hours (6 Hours)

Activity -1 Presentations (1 Hour)

The teacher demonstrate common bone disorders their causes and pathophysiology and ask the students to present a powerpoint presentation relevant to the topic.

Activity -2 Case based learning (2 hours)

The teacher divides the students into small groups. Provide them with real or hypothetical case studies(5 cases) of patients with different bone disorders.

Activity -3 Discussions (1 hour)

Step-1

The teacher ask the student to identify the disorders in the case study, discuss the potential causes and underlying pathophysiological mechanisms.

Step -2

The teacher will provide the students with sample diagnostic reports and imaging results and the students will analyze the X-ray, MRI, CT scan, and blood test data to identify abnormalities linked to specific bone disorders.

Activity - 4 Demonstrations (2 Hours)

The teacher demonstrate different diagnostic tools used in identifying bone disorders, focusing on imaging, biomarkers and genetic testing to the students and explain how these tests help identify bone disorders and assess bone health.

Practical Training 17.4 : Clinical skills and laboratory investigations of endocrine disorders.

Total Learning Hours (6 Hours)

Activity-1 Presentations (2Hours)

Endocrine Glands & Hormones :

The teacher explain the structure, function and hormones of key endocrine glands and the students create hormone maps, present gland functions, target organs and regulatory mechanisms by means of powerpoint presentation.

Activity -2 Demonstration (2 Hours)

Laboratory Techniques for Hormone Detection :

The teacher Introduce the laboratory techniques enzyme-linked immunosorbent assay (ELISA) for hormone measurement and the students measure hormone levels in simulated samples, analyze results and discuss clinical implications.

Activity - 3 Discussions (2 Hours)

Hormonal Regulation & Feedback Mechanisms :

The teacher discuss the feedback loops in hormone regulation. Group activity on case studies of endocrine disorders and disrupted feedback loops, followed by class discussion.

Experiential learning Activity

Experiential-Learning 17.1 : Nutrition education and community outreach.

Total Activity Hours (5 Hours)

Activity -1 Demonstration (1 Hour)

Simulating Nutrient Deficiencies :

Students will explore given scenario cards detailing a population with a nutrient deficiency, design dietary regimens and lifestyle interventions.

Activity -2 Presentations (2 Hours)

Nutrient-Rich Meal Preparation :

Hands-on experience to the students to prepare balanced, nutrient-dense meals and analyze their meal's nutritional profile and present their findings in the class.

Activity -3 Discussions (2 Hours)

Nutrient Tracking and Self-Reflection :

Students log their meals using apps like My Fitness pal and evaluate nutrient intake. In groups, students share their findings, identify nutrient gaps and discuss improvements for future diets.

Experiential-Learning 17.2 : Risk factors and knowledge gaps.

Total Activity Hours (5 Hours)

Activity -1 Presentations (1 Hour)

Simulating the Management of Metabolic Disorders in Clinical Settings :

Students diagnosing and treating a metabolic disorders.analyse a patient profile identify the condition and suggest the treatment paln after the simulation groups present therir approach and receive feedback.

Activity -2 Field Visit (2 Hours)

Students visit a local hospital, diabetes clinic, or public health center that specializes in managing metabolic disorders and will observe the treatment and management of patients with metabolic disorders.

Activity -3 Discussions (1 Hour)

Global Burden and Public Health Initiatives:

Students will work in groups to discuss various public health interventions aimed at reducing the global burden of metabolic disorders with access to public health data (e.g., WHO reports, CDC statistics).

Activity - 4 Group presentations (1 Hour)

Global Burden Debate:

A debate-style discussion where students take on different roles (government officials, healthcare providers, global organizations) and discuss the most effective strategies to tackle the global burden of metabolic disorders.

Each group will present their views on policy, education, and resources needed to combat these conditions.

Experiential-Learning 17.3 : Pathophysiolgy of bone disorders.

Total Activity Hours (8 Hours)

Activity - 1 Early clinical exposure (2 Hours)

Clinical Exposure to Bone Disorders:

The students visit the hospital and observe diagnosis, treatment and rehabilitation of bone disorders. Students interact with clinicians to learn about patient management.

Activity -2 Discussions (2 Hours)

Bone Biopsy and Pathology Lab:

Students observe and analyze bone biopsy samples, examining tissue for bone disorders and comparing normal vs. diseased tissue and discuss on pathophysiological mechanisms.

Activity - 3 Presentations (2 Hours)

Genetic mutations in Bone Disorder:

Students explore genetic mutations in bone disorders through research study and present a report.

Activity - 4 Field visit (2 Hours)

Public Health Approaches to Bone Disorder Prevention:

Students design and conduct public health campaigns demonstrating bone health and prevention strategies through lifestyle changes and awareness initiatives.

Experiential-Learning 17.4 : Patient education and community outreach activities for endocrine disorders.

Total Activity Hours (8 Hours)

Activity-1 Case based learning (1 hour)

Clinical Shadowing and Patient Interaction :

Students observe and interact with patients at an endocrinology clinic, shadowing consultations, reviewing patient histories, and observing diagnostic procedures.

Activity-2 Discussions (2 Hours)

They discuss clinical signs of endocrine disorders and engage in supervised patient interactions. A debriefing session follows to discuss clinical management and diagnostic approaches.

Activity- 3 Workshops (2 hours)

Hormone Replacement and Therapy Workshop:

Students learn about hormone replacement therapy, including methods of administration. They participate in a hands-on workshop using HRT samples and develop therapy regimens based on case studies.

Activity- 4 Roleplay & discussion (2 hours)

Understanding Endocrine Disease through Genetic Counseling :

Students explore the genetic basis of endocrine disorders, role-play genetic counseling scenarios, and discuss ethical implications of genetic testing.

Activity - 5 Class presentations (1 hour)

Public Health and Hormonal Health :

Students design public health interventions targeting endocrine disorders and present their strategies for class discussion.

Modular Assessment

Assessment method	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. 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. Practical OSCE (Objective Structured Clinical Examination) focused on assessing common metabolic disorders (e.g., diabetes, hypothyroidism, hyperlipidemia). Total Marks: 25 Time: 2 Hours Assesment Criteria :	4

History-Taking (5 marks) Physical Examination (5 marks) Interpretation of laboratory test (3 marks) Clinical reasoning and diagnosis (4 marks) Clinical case discussion (4 marks) Management plan & patient education (4 marks) Viva Assessment for Clinical Skills and Laboratory Investigations on Bone Disorders Total Marks: 25 Time: 2 Hours Assessment Criteria : Clinical Knowledge and History-taking (7 marks) Physical Examination and Clinical Reasoning (5 marks) Interpretation of laboratory and radiological Investigations (5 marks) Differential Diagnosis and Management (5 marks) Research, recent advances, and clinical integration (3 marks) Or Any practical in converted form can be taken for assessment. (25 Marks) and Any of the experiential as portfolio/ reflections / presentations can be taken as assessment. (25 Marks)	
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Module 18 : Disorders of the cardiovascular system

Module Learning Objectives

(At the end of the module, the students should be able to)

- Discuss the importance of pathophysiology of cardiovascular disorders, including hypertension, atherosclerosis, and heart failure.
- Analyze the risk factors and predisposing conditions for cardiovascular disease.
- Describe the clinical presentation and diagnostic criteria for various cardiovascular disorders.

M 18 Unit 1 Introduction & Diagnosis of Cardiovascular System

18.1.1 Approach to the patient with possible cardiovascular disease 18.1.2 Basic biology of the cardiovascular system 18.1.3 Epidemiology of cardiovascular disease
18.1.4 Electrocardiography 18.1.5 Echocardiography

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Describe the applied anatomy, physiology and epidemiology of cardiovascular system and its function through clinical examination.	2	Lecture	CC	Knows-how	L_VC
CO2,CO4	Demonstrate physical examination skills of cardiovascular system, including ECG and echocardiogram and interpret their results. .	4	Practical Training 18.1	PSY-GUD	Shows-how	LRI,D
CO4,CO8	Analyze the clinical findings in patients with cardiovascular disorders in the clinical scenario and interpret with the results.	5	Experiential-Learning 18.1	AFT-SET	Does	PER,CBL

M 18 Unit 2 Disorders of rhythm

18.2.1 Fundamentals of Electrophysiology 18.2.2 Bradyarrhythmia: Disorders of the Sinoatrial Node 18.2.3 Bradyarrhythmia: Causes and Clinical Implications
18.2.4 Atrioventricular Node Dysfunction 18.2.5 Supraventricular Arrhythmias 18.2.6 Ventricular Arrhythmias

References: 113

3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Discuss the fundamental principles of electrophysiology including electrical properties, types of electrical signals, their applications and analysis of real-world arrhythmia cases.	2	Lecture	CC	Knows-how	L_VC,DIS
CO2,CO4	Identify and interpret cardiac rhythm disorders, supported by relevant laboratory findings.	4	Practical Training 18.2	PSY-MEC	Shows-how	LRI,PER

CO2,CO4	Discuss the ECG report to interpret heart rate, rhythm electrical conduction (arrhythmia) and structural abnormalities.	5	Experiential-Learning 18.2	AFT-SET	Does	DIS,RP,CBL,PER
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M 18 Unit 3 Disorders of the heart

18.3.1 Heartfailure 18.3.2 Pathophysiology and diagnosis 18.3.3 Congenital heart disease 18.3.4 Aortic valve disease, Mitral valve disease 18.3.5 Tricuspid and pulmonic valve disease 18.3.6 Multiple and mixed valvular heart disease 18.3.7 Cardiomyopathy, Pericardial disease 18.3.8 Tumours and trauma of the heart

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Describe the mechanism of heart failure and valvular heart disease and the diagnostic approaches.	3	Lecture	CAN	Knows-how	L&PPT ,L_VC
CO2,CO4	Demonstrate abnormal heart sounds to aid in diagnosing cardiovascular conditions.	6	Practical Training 18.3	PSY-GUD	Shows-how	D-BED, Mnt,DIS, D,PER
CO2,CO4	Appraise in exploring relevant lab tests, imaging ,ECG ,ECHO findings and abnormal heart sounds of cardiac disorders .	8	Experiential-Learning 18.3	AFT-VAL	Does	LRI,SIM, PER,DIS, CBL

M 18 Unit 4 Coronary and Peripheral vascular disease

18.4.1 Atherosclerosis 18.4.2 Ischemic heart disease (IHD) 18.4.3 Hypertensive vascular disease 18.4.4 Renovascular disease 18.4.5 Deep vein thrombosis (DVT) and pulmonary thromboembolism 18.4.6 Disease of the aorta 18.4.7 Arterial disease of the extremities 18.4.8 Chronic venous disease and lymphedema 18.4.9 Pulmonary hypertension

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
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CO2,CO4	Describe the pathophysiology, symptoms and management of IHD, Arterial diseases , DVT and aortic diseases and assess the impact of hypertension on vascular health.	3	Lecture	CAN	Knows-how	DIS,L_V C
CO2,CO4	Demonstrate to assess peripheral pulses measure blood pressure and identify vascular signs for cardiovascular health.	6	Practical Training 18.4	PSY-MEC	Does	D,ML,C_L,CBL,DI S
CO2,CO4,CO7	Discuss the case reports and patient assessment added to coronary and peripheral vascular diseases.	8	Experiential-Learning 18.4	AFT-SET	Does	DIS,CBL, CD,SIM, PER

Practical Training Activity

Practical Training 18.1 : Physical examination of Cardiovascular system.

Total Learning Hours (4 Hours)

Activity - 1 Demonstration (2 hours)

Performing Physical Examination Skills :

The teacher will demonstrate the cardiovascular diagnostic techniques and students will practice the same. They will practice assessing heart sounds, pulses and JVP in pairs rotating roles for hands on experience. A debriefing will follow to discuss findings , including signs of cardiovascular conditions like heart failure or murmurs.

Activity - 2 Lab report interpretation (2 hours)

ECG – Electrocardiogram Interpretation :

The teacher will demonstrate how to perform an ECG and to interpret the results. The students will learn the ECG basics heart rhythms and arrhythmias and practice to take ECG recordings and understand their clinical importance.

Practical Training 18.2 : Cardiac rhythm disorders with lab findings.

Total Learning Hours (4 hours)

Activity - 1 Presentations (2 hours)

The teacher provide an overview of the cardiovascular system, the role of the heart and how rhythm is generated (action potentials, electrical conduction). Discuss common disorders such as arrhythmias, atrial fibrillation, ventricular fibrillation, bradycardia, and tachycardia by means of powerpoint presentation and involve students to interact (Q & A session).

Activity - 2 Lab report interpretation (2 hours)

Students display different types of ECG findings (normal , abnormal arrhythmias, atrial fibrillation ect.

Practical Training 18.3 : Heart sounds and abnormalities.

Total Learning Hours(6 hours)

Activity - 1 Discussions (1 hour)

The teacher discuss about physiology of heart sounds and students are asked to listen to normal heart sounds (S1, S2) and their variations in different physiological states (e.g., supine vs. standing) by means of stethoscope.

Activity - 2 Peer assisted learning (1 hour)

The teacher assess the students to practice auscultation on each other students to detect normal heart sounds to develop auscultation skills and present a model.

Activity - 3 Demonstration (1 hour)

The teacher demonstrate the abnormal heart sounds with the underlying pathology and explains valve abnormalities (stenosis, regurgitation), pericardial friction rubs, and pathological S3 or S4 sounds.

Students are asked to listen to the recorded examples of common abnormal heart sounds (e.g., systolic murmur in mitral regurgitation, diastolic murmur in aortic regurgitation, pericardial rub in pericarditis) and discuss its clinical significance.

Activity - 4 Mentoring (1 hour)

The teacher mentor the students about murmurs with real patients who have known murmurs and relate to clinical conditions (mitral stenosis, aortic regurgitation).

Activity - 5 Presentations (1 hour)

Present 5 clinical cases of patients with various heart conditions (e.g., aortic stenosis, mitral regurgitation, pericarditis, atrial septal defect) where heart sounds are pivotal in diagnosis and role of auscultation in forming the diagnosis.

Activity - 6 Demonstration bedside (1 hour)

The teacher demonstrate auscultation findings with the real patients and the students practice auscultating heart sounds on real patients, Provide feedback on identification of normal and abnormal sounds.

Practical Training 18.4 : Peripheral pulses, blood pressure and vascular signs.

Total Learning Hours (6 Hours)

Activity - 1 Discussions (1 hour)

The teacher discuss the significance of peripheral pulses in cardiovascular health (e.g., radial, femoral, dorsalis pedis pulses).

Review the physiology behind blood pressure, including systolic/diastolic pressure, factors affecting blood pressure, and the importance of accurate measurement.

Activity - 2 Demonstration (1 hour)

The teacher demonstrate how to palpate and assess the following pulses: radial, carotid, brachial, femoral, popliteal, posterior tibial, and dorsalis pedis and to measure blood

pressure using a sphygmomanometer including the correct technique for auscultation (Korotkoff sounds).

Activity -3 Co learning (1 hour)

The teacher ask the students to divided in pairs assess to examine and palpate the radial, femoral, popliteal, and dorsalis pedis pulses and measure blood pressure in interpret the findings .

Activity - 4 Case based learning (2 hours)

The students are ask to measure the blood pressure of the patients (10 cases) and diagnos the hypertension and interpret with the findings.

Activity - 5 Mobile learning (1 hour)

The students ask to visualize diagrams and videos related to Peripheral pulses, blood pressure and vascular signs and submit the report.

Experiential learning Activity

Experiential-Learning 18.1 : Clinical findings of cardio vascular disorders.

Total Activity Hours (5 Hours)

Activity - 1 Early clinical exposure (2 hours)

Observing and Assisting in Clinical Settings:

Students shadow cardiologists in a clinic, observing physical examination, ECGs, and echocardiograms. They see how clinicians interpret results and communicate with patients. Afterward, a debriefing session focuses on clinical challenges and the role of diagnostic tests in patient management.

Students interpret echocardiogram images, analyzing conditions like valve stenosis and heart failure.

Activity - 2 Presentations (1 hour)

ECG Interpretation :

Students analyze ECG scenario(5 nos) in groups and discussing clinical implications and present their findings and receive expert feedback.

Activity - 3 Case based learning (2 hours)

Interpreting Results in a Clinical Case Studies:

Students analyze clinical cases (5 cases) with physical examination, ECG, and echocardiogram results, making a diagnosis and treatment plan. Group discussions follow to consolidate learning and receive feedback.

Experiential-Learning 18.2 : Interpretion of case reports with sample ECG strips.

Total Activity Hours (5 Hours)

Activity- 1 Discussion (1 hour)

Role of the Conduction System :

Discuss the conduction system and its pathophysiology in arrhythmias (e.g., AV node block, bundle branch block).

Use real-time simulations to show the impact of electrical conduction delays and blocks on the rhythm.

Activity -2 Case based learning (2 hours)

Case Study Analysis - Understanding Arrhythmias:

Divide students into groups and give them a series of case studies involving patients with different arrhythmias (e.g., atrial fibrillation, atrial flutter, ventricular tachycardia). Have each group diagnose the condition, interpret the ECG, and suggest a treatment strategy.

Each group presents their findings and rationale for diagnosis and treatment.

Activity -3 Presentations (1 hour)

ECG Monitoring, Interpretation and Arrhythmia Identification:

Identifying common arrhythmias like atrial fibrillation, atrial flutter, and ventricular tachycardia and present each one and explain the underlying pathophysiology.

Activity - 4 Roleplays (1 hour)

Arrhythmia Management Role-play:

Role-play a situation where a patient presents with a dangerous arrhythmia, and participants must decide how to use electrical interventions like a defibrillator or pacemaker and discussion about the challenges faced and the key takeaways regarding the management of arrhythmias in emergency setting.

Experiential-Learning 18.3 : Organisation of the lab case reports related to cardiac disorders.

Total Activity Hours (8 Hours)

Activity - 1 Discussions (1 hour)

Physiology of Heart Sounds:

Discuss the physiological mechanisms behind heart sounds and abnormalities in greater depth (e.g., changes in ventricular compliance leading to S3, S4, or murmurs).

Explore pathophysiological mechanisms (e.g., altered hemodynamics in heart failure or valve disease).

Simulation of Abnormal Heart Sounds :

Use virtual simulations or models that replicate different pathologies affecting heart sounds to illustrate the changes in heart function.

Activity -2 Case based learning (2 hours)

Present case studies(5 cases) (e.g., mitral valve prolapse, aortic stenosis, or hypertrophic cardiomyopathy) focusing on auscultatory findings.

Discuss how abnormal heart sounds correlate with clinical findings and diagnostic tests.

In small groups, listen to recorded heart sounds corresponding to the cases, discuss, and diagnose the condition based on auscultation findings, medical history, and physical examination.

Activity - 3 Lab report interpretation (1 hour)

Integrate auscultation findings with clinical and diagnostic data (ECG, echocardiogram).

Discuss the correlation of auscultation findings with ECG findings, chest X-rays, and echocardiograms in diagnosing heart diseases.

Activity - 4 Presentations (2 hours)

Present a series of complex 5 cases (e.g., combined heart failure with mitral regurgitation, aortic dissection, endocarditis).

Participants use auscultation, ECG, and other clinical data to make a diagnosis, develop a differential diagnosis, and discuss treatment options.

Activity - 5 Simulation (1 hour)

Apply auscultation techniques to a wide range of simulated patients.

Set up different stations where participants practice auscultation on simulated patients or mannequins with various heart conditions (e.g., valvular diseases, arrhythmias, pericarditis).

Participants rotate through the stations and diagnose the heart conditions based on auscultation, presenting their findings to a facilitator.

Activity - 6 Early clinical exposure (1 hour)

Develop practical skills for clinical examination, focusing on heart sounds.

Participants work in pairs to perform clinical cardiac assessments, focusing on auscultation of heart sounds in real patients or standardized patients.

Emphasis on correct technique, correct positioning, and ensuring appropriate auscultation in different areas.

Experiential-Learning 18.4 : Coronary and peripheral vascular disorders.

Total Activity Hours (8 Hours)

Activity -1 Presentations (1 hour)

Review the anatomy, physiology, and pathology associated with peripheral pulses, blood pressure, and vascular signs.

Present the clinical relevance of each sign, such as its association with specific cardiovascular diseases (e.g., aortic regurgitation, heart failure, PAD).

Activity - 2 Discussion (2 hours)

Blood Pressure Measurement Practice :

Practice blood pressure measurement in various positions (e.g., supine, sitting, standing) and discuss the importance of postural changes in conditions like orthostatic hypotension.

Case Study Discussion on Hypertension and Hypotension :

Discuss case studies of patients with hypertension, hypotension, and orthostatic changes.

Students measure blood pressure and discuss the management of different hypertensive states.

Activity - 3 Demonstration (2 hours)

Demonstration and Practice of Jugular Venous Pressure (JVP) :

Teach students the method for measuring JVP, its interpretation, and its relevance in heart failure and fluid overload.

Discuss the conditions like atherosclerosis and abdominal aneurysms.

Activity -4 Case diagnosis (1 hour)

Students diagnose by identifying key clinical signs(e.g., pulses, JVP, bruits), refine differential diagnoses, and discuss next steps in patient management.

Activity - 5 Simulation (1 hour)

In a simulated clinical environment, students conduct complete vascular exams, focusing on patient history-taking, examination, and diagnostic reasoning.

Each student performs the vascular exam while others observe, followed by feedback from instructors.

Activity - 6 Case based learning (1 hour)

Present complex, multi-system cases where vascular findings (e.g., pulses, blood pressure, JVP) are crucial for diagnosis.
Discuss differential diagnoses, diagnostic workups.

Modular Assessment

Assessment method	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. Case-Based Assessment: Physical Examination of the Cardiovascular System Total Marks: 25 History taking (5 marks) Inspection and vital signs (5 marks) Peripheral & vascular examination (4 marks) Precordial examination (6 marks) Clinical interpretation and diagnosis (5 marks) Class presentation of Cardiovascular disorders and its management (25 Marks) Powerpoint presentation (15 marks) Preparing chart - pathophysiology of cardiovascular disorders (10 marks) Additional Guidelines: Students will present findings, participate in an interactive Q&A, and document their results systematically. Or Any practicals in converted form can be taken for assessment. (25 Marks) and Any of the experiential as portfolio/ reflections / presentations can be taken as assessment. (25 Marks)	4

Semester No : 4

Module 19 : Disorders of the respiratory system & Disorders of eyes, ear, nose and throat

Module Learning Objectives

(At the end of the module, the students should be able to)

Describe the pathophysiology of respiratory disorders and its clinical examination.
 Apply evidence-based guidelines of eyes, ear, nose and throat and respiratory diseases
 Discuss the preventive methods of respiratory, eyes, ear, nose and throat disorders.

M 19 Unit 1 Diagnosis of respiratory disorders

19.1.1 Respiratory system disease 19.1.2 Impairments in respiratory function 19.1.3 Diagnostic methods in respiratory diseases

References: 111,112,113,115

3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Describe the applied anatomy and physiology of the respiratory system with diagnostic tools.	2	Lecture	CAN	Knows-how	L&PPT ,L_VC
CO2,CO4	Identify respiratory symptoms, conduct exams, interpret diagnostic tools, and formulate a diagnosis effectively.	4	Practical Training 19.1	PSY-MEC	Shows-how	D-BED,D ,RP
CO7	Analyze case studies, research, and evidence-based practices to improve respiratory disease management.	7	Experiential-Learning 19.1	AFT-SET	Does	LS,SIM,PER,CBL

M 19 Unit 2 Disease of the respiratory system

19.2.1 Chronic obstructive pulmonary disease (COPD) 19.2.2 Cystic fibrosis 19.2.3 Interstitial lung diseases and pleural disorders 19.2.4 Mediastinal disorders
 19.2.5 Ventilatory disorders 19.2.6 Sleep apnea 19.2.7 Occupational, and environmental lung diseases

References: 111,112,113,115

3A	3B	3C	3D	3E	3F	3G
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CO2,CO4	Describe the respiratory disorders, pathophysiology, assessment, and management in practice.	4	Lecture	CAN	Knows-how	L_VC,L&PPT
CO2	Develop skills for respiratory exam, PFTs, and X-ray interpretation.	8	Practical Training 19.2	PSY-ADT	Does	LRI,CBL,RP
CO6	Analyze respiratory patients through direct observation and empathetic communication to deepen understanding of their experiences and enhance patient-centered care skills.	10	Experiential-Learning 19.2	CAN	Does	PAL,SIM,CBL

M 19 Unit 3 Disorders of eyes, ear, nose and throat

19.3.1 Eye disorders 19.3.2 Tongue disorders 19.3.3 Hearing disorders, sore throat, ear pain, and upper respiratory symptoms 19.3.4 Oral manifestations of diseases

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO2	Discuss common eye, ear, nose, and throat disorders by exploring their etiology and symptoms.	4	Lecture	CAN	Knows-how	L_VC,L&PPT
CO4	Demonstrate the assessment, diagnosis, and management of ENT disorders effectively through practical application and skill refinement.	8	Practical Training 19.3	PSY-GUD	Does	CBL,D-BED
CO6,CO7	Assess the diagnostic abilities and compassionate decision-making in ENT disorders.	9	Experiential-Learning 19.3	AFT-RES	Does	CBL,DIS,SIM

Practical Training Activity

Practical Training 19.1 : Identify, assess and diagnose respiratory conditions.

Total learning hours (4 hours)

Activity - 1 Demonstration (1 hour)

The teacher demonstrate the techniques of chest examination that inspection , palpation, percussion and auscultation and explain various respiratory conditions.

Activity - 1 Role play (1 hour)

The teacher ask students to split into groups to discuss case scenarios involving respiratory symptoms like cough, dyspnea, wheezing, and hemoptysis.

They will identify potential causes and risk factors, practicing the assessment of symptom severity through role-playing or mannequins.

Activity - 2 Demonstration bedside (2 hours)

The teacher demonstrates the various respiratory conditions examine the patients in the ward .

The students ask the present the findings.

Practical Training 19.2 : Respiratory exam, PFTs, X-ray interpretation.

Total Learning Hours (8 Hours)

Activity - 1 Practical (2 hours)

Students will practice performing a complete respiratory exam (inspection, palpation, percussion, and auscultation) through demonstrations and small group rotations.

Activity - 2 Role play (2 hours)

The students will role-play patient scenarios to simulate respiratory issues and practice clinical history-taking.

Activity - 3 Case based learning (2 hours)

Students will learn to interpret spirometry, lung volumes, and diffusion capacity tests.

They will practice performing spirometry and lung volume testing, followed by case studies to analyze abnormal PFT results and correlate them with clinical findings.

Activity - 4 Lab report interpretation (2 hours)

Students will learn chest X-ray interpretation, focusing on common pulmonary conditions. They will practice interpreting X-rays in pairs, followed by a group discussion to correlate X-ray findings with patient symptoms and other diagnostic results.

Practical Training 19.3 : Ear,Nose,Throat disorders.

Total Learning Hours (8 Hours)

Activity - 1 Practical (2 hours)

Eye Examination:

Students will learn and practice performing a comprehensive eye examination, including visual acuity, pupil response, fundoscopy, and visual field testing, identifying common abnormalities like conjunctivitis, cataracts, and glaucoma.

Activity -2 Presentations (2 hours)

Ear Examination :

Students will practice otoscopic examination and tuning fork tests to evaluate ear canal and tympanic membrane health, identifying conditions such as otitis media, otitis externa, and hearing loss.

The are ask to power point presentation relevant to hearing disorders.

Activity - 3 Demonstration (2 hours)

Nose Examination:

The teacher will demonstrate to the students to the examine the nasal cavity and abnormalities such as polyps, septal deviation, and sinus infections using visual aids with the clinical significance of nasal findings.

Activity - 4 Discussion (2 hours)

Throat Examination

The teacher will discuss with the students about examining the throat using a tongue depressor and light source to identify signs of tonsillitis, pharyngitis, and laryngeal conditions, including infection or tumors.

Experiential learning Activity

Experiential-Learning 19.1 : Respiratory disease management.

Total Activity Hours (7 Hours)

Activity 1: Case based learning (2 hours)

Students will analyze to case studies (5-6 cases) relevant to respiratory disorders correlate symptoms with diagnostic tools, and develop a differential diagnosis based on clinical data, enhancing their ability to connect symptoms with findings.

Activity 2: Simulation (2 hours)

Students will engage in simulated clinical scenarios, relevant to respiratory disorders applying diagnostic skills and formulating differential diagnoses, followed by instructor feedback on clinical reasoning and decision-making.

Activity 3: Prsentations (2 hours)

The stiudents will present a specific trespiartory disorders with differential diagnoses, discuss findings, and receive feedback to improve their clinical reasoning and diagnostic skills.

Activity 4: Library session (1 hour)

Students will visit the library and explore about respiratory diseases reflect on their learning experiences, share insights, and receive feedback on their clinical skills and decision-making process.

Experiential-Learning 19.2 : Observe and engage respiratory disorder patients.

Total Activity Hours (10 Hours)

Activity 1: Case-Based Learning (3 hours)

Students analyze clinical case studies(6 cases) involving respiratory symptoms, performing physical exams, interpreting PFTs, and reviewing chest X-rays. They will discuss differential diagnoses, finalize a diagnosis, and present their findings for feedback.

Activity 2: Simulation (4 hours)

In simulated clinical stations, students assess patients, perform physical exams, interpret PFT results, and analyze chest X-rays. After completing each station, students participate in a debriefing session to discuss cases and receive instructor feedback.

Activity 3: Peer assisted learning (3 hours)

Students present their clinical cases to peers, explaining their diagnostic reasoning and management plans. Peer feedback and instructor guidance help refine diagnostic skills, promoting critical thinking and reflective learning.

Experiential-Learning 19.3 : Ear,Nose,Throat Assessment: Diagnostic Skills and Compassionate Care

Total Activity Hours (9 Hours)

Activity 1 Case Based Learning (3 hours)

Students will analyze clinical case studies of common ENT disorders,(6cases) focusing on identifying key physical findings and diagnostic possibilities.

They will discuss differential diagnoses and management plans in small groups, followed by group presentations to the class, with instructor feedback on their clinical reasoning.

Activity 2:Simulation (3 hours)

In a simulated clinical environment, students will rotate through stations representing various ENT conditions, conducting full examinations (e.g., otoscopy, nasal, and throat exams) and interpreting findings.

They will develop a differential diagnosis and receive immediate feedback from instructors to improve their diagnostic skills.

Activity 3: Practical (2 hours)

Students will familiarize themselves with advanced diagnostic tools such as audiometers, video laryngoscopes, and nasal endoscopes.

They will practice using these tools on mannequins or simulated patients to identify hearing loss, laryngeal abnormalities, and nasal pathology.

Activity 4: Discussions (1 hour)

Students will reflect on their clinical simulation and case study experiences in group discussions, discussing challenges faced.

They will receive personalized feedback from the instructor, as well as peer feedback, to promote self-reflection and improvement in their clinical and diagnostic skills.

Modular Assessment	
Assessment method	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. 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. Assessment Criteria: Physical Examination of the Respiratory System with Pulmonary Function Tests (PFTs) and Chest X-ray Interpretation Total Marks: 25 Time: 2 Hours • Physical Examination (10Marks): Students should demonstrate proficiency in performing a detailed respiratory examination, including inspection, palpation, percussion, and auscultation. Correct identification of abnormal findings such as abnormal breath sounds, asymmetrical chest movements, and signs of respiratory distress will be assessed. • Interpretation of Pulmonary Function Tests (PFTs) (5 Marks): Students must accurately interpret spirometry results, identifying patterns of obstruction, restriction, and normal lung function. They should also assess additional PFT parameters (e.g., DLCO) and correlate findings with respiratory conditions. • Chest X-ray Interpretation (5 Marks): Students are expected to demonstrate systematic interpretation of chest X-rays, identifying key abnormalities such as consolidation, pleural effusion, or pneumothorax, and correlating these findings with clinical symptoms. • Clinical Decision-Making (5Marks): Based on their findings from physical examination, PFTs, and chest X-ray, students should formulate a differential diagnosis and suggest appropriate management or diagnostic steps, demonstrating sound clinical reasoning and judgment Mini CEX Assessment: Identification of Abnormalities Related to Eye, Ear, Nose, and Throat (ENT) Total Marks: 20 , Time : 1 1/2 Hours Step 1: Patient Interaction and History-Taking (5 Marks) Time: 20 minutes The student takes a focused history for ENT symptoms, including vision changes, ear pain, nasal congestion, and sore throat, while effectively communicating with the patient.	4

Step 2: Physical Examination (5 Marks)**Time: 20 minutes**

The student examines the eyes, ears, nose, and throat for abnormalities using proper techniques (e.g., otoscopic exam for otitis media, visual acuity, and nasal obstruction).

Step 3: Identification and Diagnosis (3 Marks)**Time: 20 minutes**

The student identifies abnormalities such as otitis media or pharyngitis, providing a differential diagnosis based on symptoms and clinical findings.

Step 4: Clinical Decision-Making and Management Plan (3 Marks)**Time: 20 minutes**

The student develops a management plan, including diagnostic investigations and treatment options, and justifies their choices.

Step 5: Communication Skills and Patient Education (4 Marks)**Time: 10 minutes**

The student communicates the diagnosis, treatment plan, and provides patient education on lifestyle changes or follow-up care.

Quiz Assessment (5 marks) 1/2 hour

Or

Any practicals in converted form can be taken for assessment. (25 Marks)

and

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

Module 20 : Oncology and Hematology**Module Learning Objectives****(At the end of the module, the students should be able to)**

Describe the pathophysiology of various types of cancer and haematopoietic disorders

Demonstrate the clinical presentation and diagnostic criteria for oncological and haematological disorders.

Discuss patient education strategies for cancer prevention and management.

M 20 Unit 1 Introduction on neoplasm

20.1.1 Approach to the patient with cancer 20.1.2 Prevention and early detection of cancer 20.1.3 Cancer genetics 20.1.4 Cancer cell biology

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO6	Describe oncology through terminology, history, and recent advancements.	2	Lecture	CAN	Knows-how	L&PPT
CO4	Interprete the laboratory techniques in oncology, including biopsy, histopathology and imaging for diagnosis.	4	Practical Training 20.1	PSY-MEC	Shows-how	LRI,DL,PER
CO6,CO7	Develop empathy, emotional intelligence and patient-centered communication in cancer discussions.	6	Experiential-Learning 20.1	AFT-RES	Does	CBL,PL,W

M 20 Unit 2 Systemic Neoplasms

20.2.1 Skin cancer 20.2.2 Head and neck malignancies 20.2.3 Lung neoplasms 20.2.4 Breast carcinoma 20.2.5 Gastrointestinal tract malignancies 20.2.6 Endocrine tumors of the gastrointestinal tract and pancreas 20.2.7 Bladder and renal carcinomas 20.2.8 Benign and malignant renal tumors 20.2.9 Testicular malignancies 20.2.10 Gynecological cancers

References: 113

3A	3B	3C	3D	3E	3F	3G
CO4,CO6	Describe the systemic effects and common systemic neoplastic diseases.	3	Lecture	CAN	Knows-how	CBL,L_VC
CO6	Analyze case studies, develop diagnostic, treatment, communication, and collaboration skills for oncology practice.	6	Practical Training 20.2	PSY-SET	Does	CBL,DL,PER
CO7,CO8	Analyze recent advances in oncology, including immunotherapy, targeted therapies, cancer genomics, liquid biopsy, and modern screening techniques, and explain their implications for diagnosis, treatment, and personalized cancer care.	10	Experiential-Learning 20.2	AFT-RES	Does	PER,PBL,DIS,LS,PL

M 20 Unit 3 Hematopoietic disorder

- 20.3.1 Iron deficiency and other hypoproliferative anaemias
- 20.3.2 Disorders of haemoglobin
- 20.3.3 Megaloblastic anaemia
- 20.3.4 Haemolytic anaemia and anaemia due to acute blood loss
- 20.3.5 Bone marrow failure syndromes, including aplastic anaemia and myelodysplasia
- 20.3.6 Polycythaemia Vera and other myeloproliferative neoplasms
- 20.3.7 Acute myeloid leukaemia
- 20.3.8 Chronic myeloid leukaemia
- 20.3.9 Malignancies of lymphoid cells
- 20.3.10 Less common hematologic malignancies
- 20.3.11 Plasma cell disorders
- 20.3.12 Amyloidosis

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO6	Describe the Hematopoiesis, blood cell malignancies, diagnostics, and multidisciplinary management approach.	5	Lecture	AFT-VAL	Knows-how	L_VC,LR I
CO6,CO7	Demonstrate blood smear, marrow aspiration, biopsy, and cytometry techniques.	10	Practical Training 20.3	PSY-ADT	Knows-how	LS,D,ML,DL
CO7	Develop patient communication, assessment, and anemia management skills.	10	Experiential-Learning 20.3	CC	Does	LRI,RP,D,DIS,FV

Practical Training Activity

Practical Training 20.1 : Oncology Laboratory Techniques Overview.

Total Learning Hours: 4 Hours

Activity -1 Demonstration lab (2 hours)

Biopsy Collection and Examination:

The teacher ask to students to observe biopsy techniques and practice collecting samples from simulated tissues, focusing on sterile technique, patient positioning, and proper sample submission for accurate diagnosis.

Activity 2 Presentations (1 hour)

Histopathology Slide Preparation and Microscopic Examination :

The teacher demonstrate malignant features in cancer biopsy slides, distinguishing between benign and malignant tissues and students should present their findings

Activity -3 Lab report interpretation (1 hour)

Basic Imaging Techniques in Oncology:

Students explore imaging modalities like X-rays, CT scans, and MRI, practicing tumor identification and correlating imaging findings with histopathology.

Practical Training 20.2 : Case studies on systemic neoplasms

Total Learning Hours: 6 Hours

Activity 1: Case based learning (2 hours)

The teacher will demonstrate various systemic neoplasms cases, including lymphoma, leukemia, and metastatic cancers and students will analyze the cases focusing on diagnostic methods, including biopsy, histopathology, and imaging, and formulate differential diagnoses and management plans.

Activity 2: Demonstartion lab (2 hours)

Histopathology and Imaging Interpretation :

Thev teacher will demonstrate the histopathology of neoplasm and students will examine histopathology slides and imaging scans, identifying cancerous tissue and distinguishing between types of systemic neoplasms.

Activity 3: Presenations (2 hours)

Students will present powerpoint presentation on systemic neoplasm focusing on diagnosis, treatment options, and supportive care, receiving feedback from experts.

Practical Training 20.3 : Blood smear, marrow biopsy, cytometry.

Total Learning Hours (10 Hours)

Activity -1 Demomstration lab (3 hours)

Peripheral Blood Smear Examination :

The teacher will discuss about peripheral blood smears, identifying abnormalities such as anemia, leukocytosis, and thrombocytopenia.

The process includes smear preparation, staining, and microscopic examination to identify various cell types and hematological disorders.

Activity 2: Mobile learning (2 hours)

The teacher through visual aids show bone marrow aspiration and biopsy techniquesdemonstare the Students will obeserve the same and submit the report.

Activity 3: Demonstration (3 hours)

The teacher demonstrate the flow cytometry principles, sample preparation, data acquisition, and analysis and students will analyze blood or bone marrow samples to identify cell populations and diagnose hematological malignancies like leukemia and lymphoma.

Activity - 4 library session (2 hours)

The students deepen their understating of blood smear, bone marrow biopsy and flow cytometry by self directed learning using reference books ,atlases and reasearch materials.

Experiential learning Activity

Experiential-Learning 20.1 : Empathetic Cancer Communication Skills

Total Activity Hours: 6 Hours

Activity -1 Case-Based Learning (2 hours)

The teacher assess the students to review clinical case studies, correlate biopsy, histopathology, and imaging results, and discuss differential diagnoses, receiving feedback from the teacher on key diagnostic points.

Activity - 2 Workshops (2 hours)

The teacher guide the students to perform a complete workup, propose diagnoses, staging, and treatment plans, followed by teacher feedback.

Activity -3 Peer learning (2 hours)

Students reflect on their experiences, exchange feedback with peers, and participate in a discussion on improving diagnostic reasoning in oncology.

Experiential-Learning 20.2 : Documentation of the recent advances in oncology

Total Activity Hours: 10 Hours

Activity -1 Discussions (2 hours)

The teacher discuss about recent advances in oncology , immunotherapy, targeted therapies, cancer genomics, liquid biopsy, and screening advancements.

Activity - 2 Journal club (2 hours)

Students will work in groups to research recent oncology advancements, focusing on peer-reviewed articles, clinical trials, and significant studies from databases like PubMed and Google Scholar.

Students will draft reports summarizing their research, highlighting recent advances, key studies, and clinical implications in oncology.

Activity -3 Peer learning (1 hour)

Students will exchange reports for peer review, focusing on clarity, comprehensiveness, and structure, followed by feedback and discussion.

Activity - 4 Presentations (2 hours)

Students will prepare recent advances in oncology and power point presentation and their findings, practicing clear communication and engaging with questions and feedback from peers.

Activity -5 Problem based learning (2 hours) Students will be divided into groups and assigned the clinical scenarios or research based topic related to oncology. and students are asked to develop a clinical guideline based on their research findings, offering evidence-based recommendations for oncologists. Activity - 6 Library sessions (1 hour) Final reflection and discussion on the importance of ongoing research and documentation skills in oncology practice.	
Experiential-Learning 20.3 : Anemia Screening and Awareness Camp	
Total Activity Hours (10 Hours) Activity -1 Demonstration (2 hours) The teacher demonstrate in detail about anemia, screening procedures, and testing devices. Setup logistics, assign roles, and review camp layout. Activity -2 Field visit (2 hours) The students are ask to collect data of anemic patients and engage in community based education on anemia and prevention. Activity 3: Lab report interpretation (2 hours) Setup and demonstration of testing. Testing and interpretation, counseling patients on results. Data Entry and reporting. Follow-up planning and generating reports. Activity 5: Role play (2 hours) Students will design and perform a roleplay to educate the community on anemia prevention symptoms causes and treatment as a part of awareness. Educational sessions on anemia prevention. Counseling on diet and follow-up care. Activity - 6 Discussion (2 hours) Group discussion on camp experience. Feedback from faculty and improvement suggestions and submit a report.	
Modular Assessment	
Assessment method	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. 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. 1) Clinical Video Assessment: Common Laboratory Techniques in Oncology	4

Total Marks: 25

Time: 2 Hours

This assessment evaluates students' ability to understand and interpret common oncology laboratory techniques, including biopsy examination, histopathology, and imaging for diagnosis, through clinical videos.

Assessment Breakdown:

Review and Analysis of Biopsy Examination (8 Marks)

Histopathology Slides Interpretation (10 Marks)

Basic Imaging Interpretation (5 Marks)

Integration of Laboratory Techniques for Diagnosis (2 Marks)

2) Case-Based Assessment: Systemic Neoplasms

Total Marks: 25

Time: 2 Hours

This assessment evaluates postgraduate students' diagnostic skills and clinical reasoning in systemic cancers, integrating clinical history, examination, diagnostic results, and management.

Assessment Structure:

History-Taking (5 Marks)

Physical Examination (5 Marks)

Diagnostic Workup and Investigations (5 Marks)

Differential Diagnosis and Clinical Reasoning (4 Marks)

Management Plan and Further Workup (4 Marks).

Patient Communication and Education (2 Marks)

Or

Any practicals in converted form can be taken for assessment. (25 Marks)

And

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

Semester No : 5

Module 21 : Immune-mediated, Inflammatory and rheumatologic disorders

Module Learning Objectives

(At the end of the module, the students should be able to)

Discuss Immune system, The major histocompatibility complexes and rheumatological disorders
 Integrate the clinical presentation of various Immune mediated diseases and Joint disorders
 Appraise recent advances of Immune system, rheumatological diseases

M 21 Unit 1 The immune system in health and disease

- 21.1.1 Exploring the immune system
- 21.1.2 The role and significance of major histocompatibility complexes
- 21.1.3 Systemic lupus erythematosus
- 21.1.4 Antiphospholipid syndrome
- 21.1.5 Rheumatoid arthritis

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO2,CO3,CO4	Describe about antigen antibody complex, types of immunity, structures of immune system.	3	Lecture	CAN	Knows-how	L&PPT
CO6	Demonstrate immune interactions and responses.	7	Practical Training 21.1	PSY-GUD	Shows-how	D-M,DL, SIM,W
CO6	Participate to value, engage, and reflect on immunological concepts.	8	Experiential-Learning 21.1	AFT-SET	Does	SIM,CBL ,PBL,DIS

M 21 Unit 2 Disorders of immune-mediated injury

21.2.1 Allergies, anaphylaxis and systemic mastocytosis 21.2.2 Autoimmunity and autoimmune disease 21.2.3 Systemic sclerosis (scleroderma) and related disorder
21.2.4 Sjogren's syndrome 21.2.5 Spondyloarthritis 21.2.6 Bechet's syndrome 21.2.7 Sarcoidosis

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO6	Identify, explain, analyze, classify, diagnose allergies.	3	Lecture	CAN	Knows-how	L&PPT
CO6	Demonstrate allergy diagnosis and management.	7	Practical Training 21.2	PSY-MEC	Shows-how	DIS,W,R P,CBL
CO6	Analyze allergy and mastocytosis assessment skills.	9	Experiential-Learning 21.2	AFT-SET	Does	W,RP,Pr BL,FV,SIM

M 21 Unit 3 Disorders of the joint

21.3.1 Approach to the articular and musculoskeletal disorders 21.3.2 Osteoarthritis 21.3.3 Gout and other crystal-associated arthropathies 21.3.4 Fibromyalgia
21.3.5 Arthritis associated with systemic disease and other arthritis, Periarticular disorders of the extremities

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO6	Describe in detail the disorders of musculoskeletal system.	4	Lecture	CAN	Knows-how	L&PPT
CO6	Perform a comprehensive musculoskeletal physical examination, including inspection, palpation, range of motion, and special tests on simulated patients or models.	6	Practical Training 21.3	PSY-MEC	Shows-how	CBL,LRI
CO6	Analyze clinical cases of musculoskeletal disorders, facilitate learner reflection on diagnostic findings, and evaluate treatment effectiveness to improve clinical decision-making.	9	Experiential-Learning 21.3	AFT-SET	Does	DIS,CBL, FV,PBL

Practical Training Activity

Practical Training 21.1 : Antigen antibody complex, types of immunity, structures of immune system.

Total Learning Hours (7 Hours)

Activity - 1 Simulation (2 hours)

Simulate antigen-antibody complex formation using simple lab setups, emphasizing specificity and affinity.

Activity - 2 Workshop (2 hours)

Explore the five immunoglobulin classes (IgA, IgD, IgE, IgG, IgM) using interactive models and case studies.

Activity - 3 Demonstration lab (2 hours)

Examine immune system organs (thymus, spleen, lymph nodes, bone marrow) and immune cells (T-cells, B-cells, macrophages, dendritic cells) using models and slides.

Activity - 4 Demonstration on models (1 hour)

Demonstrate models or diagrams depicting stages of the immune response (from antigen presentation to effector cell activation).

Practical Training 21.2 : Educate on the procedure for diagnosing the immunodeficiency diseases

Total Learning Hours (7 Hours)

Activity - 1 Workshop (2 hours)

To provide hands-on experience in diagnosing, managing, and understanding allergic reactions and systemic mastocytosis.

Conduct skin prick tests and interpret results to identify common allergens.

Activity -2 Discussion (2 hours)

Discussion on the role of IgE antibodies and mechanisms of various allergy types (IgE-mediated, non-IgE-mediated, mixed).

Activity - 3 Roleplay (2 hours)

Role-playing different hypersensitivity reactions (immediate and delayed types).

Activity - 4 Case based learning (1 hour)

Analyze case studies on systemic mastocytosis, covering classification, pathophysiology, and diagnostic approaches.

Practical Training 21.3 : Educate on diagnosis and investigations related to musculo skeletal disorders

Total Learning Hours (6 Hours)

Activity - 1 Practical (2 hours)

Conduct physical assessments, including joint mobility tests, muscle strength evaluations, and neurological examinations. Visual aids can also be used.

Activity - 2 Lab report interpretation (2 hours)

Review and interpret diagnostic images (X-rays, MRIs, CT scans) to identify musculoskeletal pathologies.

Activity - 3 Case based learning (2 hours)

Analyze real-life case studies of musculoskeletal disorders, focusing on symptoms, diagnosis, and treatment outcomes.

Experiential learning Activity

Experiential-Learning 21.1 : Disease related to immune system

Total Activity Hours (8 Hours)

Activity -1 Case based learning (2 hours)

Analyze real life case studies of immunological disorders discussing immune mechanisms and clinical presentations.

Activity - 2 Simulation (2 hours)

Use simulated patients or mannequins to present cases related to immune system.

Activity - 3 Problem based learning (2 hours)

Students analyze a case step by step, identify learning gaps and do self-directed learning.

Activity - 4 Discussions (2 hours)

The teacher will discuss the antigen-antibody interactions, types of immunity, and immune system structures with the students.

Experiential-Learning 21.2 : Allergies & Systemic Mastocytosis

Total Activity Hours (9 Hours)

Activity - 1 Simulation (2 hours)

Simulate patient interactions to practice allergy histories, physical exams, and management plans.

Participate in drills simulating anaphylactic reactions and practice emergency treatments, including epinephrine.

Activity -2 Field visit (2 hours)

Students visit a community area including homes, schools, etc., and assess potential allergen sources and recommend possible modifications and discuss social economic factors influencing allergens.

Assess indoor and outdoor environments to identify allergens and strategies to reduce exposure.

Activity - 3 workshops (2 hours)

The students are asked to conduct Dietary Allergen Management Workshop.

Identify food allergens, read food labels, and develop allergy-conscious meal plans.

Activity - 4 Role play (2 hours)

Role-play facilitating support groups for individuals with allergies and mastocytosis, focusing on coping and education.

Activity - 5 Project based learning (1 hour)

Collaborate in groups to create research projects or advocacy campaigns on allergies and mastocytosis.

Experiential-Learning 21.3 : Assessment tools for musculoskeletal disorders

Total Activity Hours (9 Hours)

Activity - 1 Problem based learning (3 hours)

In a realistic workspaces scenarios where employee report musculoskeletal discomfort due to ergonomic setup.

Students analyze the problem and identify the key ergonomic risk factors and develop a detailed plan to assess the workspace ergonomically and design modifications to improve posture and reduce strain.

Activity - 2 Case based learning (2 hours)

Observe the patients undergoing physical therapy sessions for musculoskeletal disorders, focusing on assessment techniques, treatment plans, and patient responses.

Activity - 3 Field visit (2 hours)

Participate in a community health initiative to educate the public on preventing musculoskeletal disorders through proper posture, exercise, and lifestyle modifications.

Activity - 4 Discussions (2 hours)

Discussion about the challenges and learning experiences relevant to musculoskeletal disorders with peers with attend panel discussion with experts in orthopedics, physical therapy, and occupational health on trends, research, and best practices in musculoskeletal care.

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

Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C.

Case based assessment:2hours, (25 marks)

Clarity and depth of diagnostic reasoning (5 marks)

Accuracy and relevance of differential diagnoses (5 marks)

Appropriateness of investigations selected (5 marks)

Comprehensive management plan (5 marks)

Insight into prognosis and follow-up (5 marks)

OSCE Assessment:2 hours,25 marks

History Taking and Differential Diagnosis: 5 Marks

Physical Examination Skills: 5 Marks

Selection of Investigations and Explanation: 5 Marks

Management Plan for Autoimmune Disorder: 5 Marks

Patient Education and Communication: 5 Marks

4

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

Module 22 : Disorders of the kidney , urinary tract & gastrointestinal system.

Module Learning Objectives

(At the end of the module, the students should be able to)

Describe the principles of urinary, gastrointestinal and hepatic diseases
Interpret the investigations of urinary, gastrointestinal and hepatic diseases
Apply the clinical applications of yoga in treating urinary, gastrointestinal and hepatic diseases.

M 22 Unit 1 Kidney and urinary tract diseases

22.1.1 Cellular and molecular biology of the kidney 22.1.2 Adaptation of the kidney to injury 22.1.3 Acute kidney injury 22.1.4 Chronic kidney disease 22.1.5 Glomerular disease 22.1.6 Polycystic kidney disease and other inherited, disorders of tubule growth and development 22.1.7 Tubulointerstitial disease of the kidney 22.1.8 Vascular injury to the kidney 22.1.9 Nephrolithiasis 22.1.10 Urinary tract obstruction

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO6	Discuss the disorders of kidney & urinary system.	3	Lecture	CC	Knows-how	L&PPT
CO6	Demonstrate identification of kidney and urinary tract disorders.	6	Practical Training 22.1	PSY-ADT	Shows-how	PER,DIS,CD

	.					
CO6	Analyze and reflect on kidney disorders case studies.	8	Experiential-Learning 22.1	AFT-RES	Does	CBL,PER,DIS,D-BED

M 22 Unit 2 Disorders of the alimentary tract

22.2.1 Approach to the patient with gastrointestinal disease 22.2.2 Gastrointestinal endoscopy 22.2.3 Disease of the oesophagus 22.2.4 Peptic ulcer disease and related disorders 22.2.5 Disorders of absorption, Irritable bowel syndrome 22.2.6 Diverticular disease and common anorectal disorders 22.2.7 Mesenteric vascular insufficiency 22.2.8 Acute intestinal obstruction 22.2.9 Disorders of Pancreas

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO6	Describe the disorders of alimentary tract.	4	Lecture	CAN	Know	L&PPT
CO6	Demonstrate identification of alimentary tract symptoms.	8	Practical Training 22.2	PSY-ADT	Does	CD,CBL,PER,SIM
CO6	Analyze the case studies related to alimentary tract disorders.	10	Experiential-Learning 22.2	CAN	Knows-how	D,DIS,PER,CBL,LRI

M 22 Unit 3 Liver and biliary tract disease

- 22.3.1 Patient with liver disease
- 22.3.2 Liver function and hyperbilirubinemias
- 22.3.3 Toxic and drug-induced hepatitis
- 22.3.4 Alcoholic liver disease
- 22.3.5 Non-alcoholic fatty liver diseases, non-alcoholic steatohepatitis, cirrhosis and complications, genetic, metabolic, and infiltrative liver diseases
- 22.3.6 Gallbladder and bile duct disease

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO6	Describe the disorders of liver and biliary tract disease	3	Lecture	CAN	Know	L&PPT
CO6	Demonstrate the diagnostic aspects of liver and biliary tract disease.	6	Practical Training 22.3	PSY-GUD	Shows-how	CBL,LS,DIS
CO6	Analyze the case studies related to liver and biliary tract disease.	8	Experiential-Learning 22.3	AFT-SET	Knows-how	W,D-M,SIM,DIS,RP

Practical Training Activity

Practical Training 22.1 : Clinical examination for the patients with kidney and urinary tract disorders.

Total learning hours (6 Hours)

Activity - 1 Presentations (2 hours)

Present clinical cases (e.g., Urinary tract infections(UTI), kidney stones) and identify symptoms (e.g., dysuria, hematuria, flank pain) to suggest possible disorders.

Activity - 2 Case diagnosis (2 hours)

Supervised hands-on examination, palpation of kidney tenderness, assess for masses or enlarged kidneys, demonstrate CVA tenderness for kidney infection (e.g., pyelonephritis), Assess for tenderness or fullness (e.g., benign prostatic hyperplasia).

Activity - 3 Discussions (2 hours)

The teacher discuss about clinical cases (e.g., acute flank pain, dysuria, fever).and the students are ask to present findings, differential diagnoses, and receive feedback on technique and diagnosis.

Practical Training 22.2 : Clinical examination for the patients with alimentary tract diseases.

Total learning hours (8 Hours)

Activity - 1 Case based learning (2 hours)

Case study analysis in small groups to hypothesize potential disorders based on symptoms and patient history.

Activity -2 Case diagnosis (2 hours)

The teacher guide the students to diagnose the Using diagnostic tools (stethoscopes, tongue depressors) for physical exams, palpation for abdominal conditions, and rectal exams.

Review lab results (blood/stool tests) for diseases like Celiac, Crohn's, and Colorectal Cancer.

Activity - 3 Presentations (2 hours)

Present clinical cases of patients with disorders (e.g., Crohn's, IBS, Colorectal Cancer) and discussing about the patient history, symptoms, diagnostic tests, and treatment plans.

Activity - 4 Simulation (2 hours)

Simulate patient interactions (e.g., discussing diagnoses like Gastric Cancer) and practice thorough physical examination techniques.

Observe and record findings from physical exams, correlate with symptoms and risk factors.

Practical Training 22.3 : Clinical examination for the patients with liver and biliary tract disease

Total Learning Hours (6 Hours)

Activity - 1 Case based learning (2 hours)

Discuss case studies of liver or biliary diseases (e.g., hepatitis, cirrhosis). students diagnose based on symptoms and lab results.

Activity - 2 Discussions (3 hours)

The teacher discuss about liver anatomy, physiology, and common diseases, with interactive Q&A session.

Demonstrate liver function tests (ALT, AST, bilirubin, etc.) and diagnostic lab procedure , ultrasound procedures and allow participants to practice on models/volunteers.

Group discussion on lifestyle changes and interventions to prevent liver diseases.

Activity - 3 Library sessions (1 hour)

Students utilize library resources study the clinical manifestations and examination methods of liver and biliary tract disease.

Experiential learning Activity

Experiential-Learning 22.1 : kidney and urinary tract related disorders

Total Activity hours (8 Hours)

Activity -1 Discussions (2 hours)

The teacher will discuss about kidney and urinary tract related disorders with clinical signs and symptoms (e.g., Chronic kidney disease, Urinary tract infections,

nephrolithiasis, glomerulonephritis).

Activity - 2 Demonstration bedside (2 hours)

Observe physician rounds for kidney and urinary tract disorders (e.g., CKD, UTI, nephrolithiasis).

Focus on Costo vertebral angle tenderness, dysuria, hematuria, and diagnostic tests like urine analysis and bedside ultrasound.

Activity - 3 Case based learning (2 hours)

Under supervision, perform physical exams (e.g., assessing kidney tenderness, CVA percussion, fluid status).

Activity - 4 Presentations (2 hours)

Discuss the diagnostic results based on clinical examination and lab results and present the clinical findings with management plans .(e.g., urine analysis, ultrasound) to diagnose conditions.

Experiential-Learning 22.2 : Document case studies related to alimentary tract.

Total Activity Hours (10 Hours)

Activity -1 Demonstration (2 hours)

The teacher detail about the alimentary tract disorders Peptic Ulcer, Gastritis, Crohn's Disease, Irritable bowel syndrome (IBS), Ulcerative Colitis, Colorectal Cancer).

Focusing on diagnosis, pathophysiology, and management of each disorder.

Activity - 2 Case based learning (2 hours)

Discuss etiology, clinical presentation, risk factors, and treatment plans for each disease.

Activity - 3 Lab report interpretation (2 hours)

Understand stool tests, blood tests, and biopsies.

Learn to interpret diagnostic tests and make clinical decisions.

Review laboratory and imaging findings (e.g., liver enzymes, CT scans).

Activity - 4 Presentations (2 hours)

The students are ask to Present a power point in detile any one alimentary tract disorders.

Activity - 5 Discussion (2 hours)

Discuss with peer about the various alimentary tract diseases and explore clinical advancements, research, and emerging treatment trends.

Experiential-Learning 22.3 : Document case studies related to liver and biliary tract.

Total Activity Hours (8 Hours)

Activity - 1 Role Play (2 Hours)

Students role-play as patients, doctors, or family members, simulating the journey of diagnosis, treatment, and lifestyle changes.

Activity - 2 Simulation (2 hours)

Simulate liver biopsy using models, explaining its role in diagnosing conditions like cirrhosis, fibrosis, and cancer.

Interactive simulations using 3D apps or models to show blocked bile ducts and its impact.

Activity - 3 Workshop (2 hours)

The teacher assess the students to conduct nutritional therapy workshop on liver health.

Focusing on liver-friendly meals or dietary plans for conditions like fatty liver or cirrhosis and prepare dietary guidelines, pamphlets.

Activity - 4 Demonstration on model (1 hour)

The teacher demonstrate models to show blocked bile ducts and its impact.

Activity - 5 Discussions (1 hour)

The students discuss with the teacher about liver disease management and educate the patients effectively.

Focusing on diet and life style changes and prepare patients education handout.

Modular Assessment

Assessment method

Hour

Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. 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.

Assessment criteria:

Total marks:25 marks,Duration:2 hours

Inspection: 5 Marks (Clear, systematic approach to inspecting the patient and identifying key signs.)

Palpation: 6 Marks (Clear identification of liver and abdominal findings.)

Percussion: 5 Marks (Competent percussion technique and interpretation of results.)

Auscultation: 4 Marks (Thorough auscultation with proper findings.)

Special Tests and Overall Assessment: 5 Marks (Proper interpretation of specific clinical signs and tests.)

Viva assessment:10 marks,1 hour

Inspection(2marks):Thorough examination of the patient, identification of key signs like weight loss, abdominal findings, and other systemic signs.

Palpation(2marks):Competent abdominal palpation, identifying tenderness, masses, or organomegaly

Percussion(2marks):Clear understanding of percussion findings, including liver/spleen enlargement, ascites, and their clinical significance.

Auscultation (2marks):Ability to correctly interpret bowel sounds and bruits, with clinical correlation to potential gastrointestinal issues.

Special Tests & Overall Assessment(2marks):Adequate knowledge of special tests, ability to form a differential diagnosis, and suggest appropriate further investigations based on the clinical exam.

OSCE Assessment:1 hour,15 marks

Inspection & Palpation(3marks):Clear and systematic examination of the abdomen, identification of tenderness, or abnormal findings.

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Percussion(3marks):Proper percussion of abdomen and costovertebral angle, identifying key signs like dullness or CVA tenderness.
 Auscultation(2marks) correct interpretation of auscultatory findings, identification of relevant sounds (bowel sounds, bruits).
 Special Tests(3 marks):Accurate performance or explanation of tests (Murphy's sign, bladder percussion, urine analysis).
 Patient Counseling & Investigation(3marks):Accurate differential diagnosis, appropriate next steps for investigation, and management plan.
 Or
 Any practical in converted form can be taken for assessment. (25 Marks)
 and
 Any of the experiential as portfolio/ reflections / presentations can be taken as assessment. (25 Marks)

Semester No : 6

Module 23 : Neurological and Dermatological Disorder

Module Learning Objectives

(At the end of the module, the students should be able to)

Analyse the Disease of the central nervous system and dermatological disorders
 Construct the knowledge in investigative procedures of central nervous system and dermatological disorders
 Integrate case-based learning into the study of central nervous system and dermatological disorders.

M 23 Unit 1 Disease of the central nervous system

23.1.1 Seizures and epilepsy 23.1.2 Cerebrovascular disease 23.1.3 Migraine and other primary headache disorders 23.1.4 Alzheimer's disease and other dementias
 23.1.5 Parkinson's disease and other movement disorders 23.1.6 Ataxic disorders, Classification of spinocerebellar ataxia 23.1.7 Amyotrophic lateral sclerosis and other motor neuron disease 23.1.8 Prion disease, Disorders of the autonomic nervous system 23.1.9 Disease of the spinal cord 23.1.10 Trigeminal neuralgia, bell's palsy and other cranial nerve disorders, Concussion and other traumatic brain injuries 23.1.11 Multiple sclerosis, other demyelinating disease and Chronic Fatigue Syndrome

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO6	Describe the diagnostic approaches for neurological disorders, demonstrate the steps of clinical history-taking, physical examination, and formulate a differential diagnosis based on localization	3	Lecture	CAN	Knows-how	L&PPT
CO6	Demonstrate the patient history covering the onset, nature and course, localization of symptoms, and associated symptoms, followed by a physical and neurological examination. This is complemented by a differential diagnosis based on localization, and further refined using appropriate imaging techniques.	6	Practical Training 23.1	CAP	Shows-how	CD,RP,CBL
CO6	Discuss the neurological disorders, it is essential to begin with identifying information, including patient details such as name, age, sex, occupation, and address. Additionally, recording the date and time of consultation is crucial for follow-up and documentation purposes.	8	Experiential-Learning 23.1	AFT-VAL	Knows-how	LRI,CD,CBL,DIS,SIM

M 23 Unit 2 Diagnosis of Neurologic disorder

23.2.1 Approach to the patient with neurologic disease 23.2.2 Neurological screening exam 23.2.3 Neuroimaging in neurologic disorders 23.2.4 Electrodiagnostic studies of nervous system disorders 23.2.5 EEG, Evoked potentials and EMG 23.2.6 Biology of neurologic disease

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO6	Describe the diseases of Central nervous system include neurodegenerative, infectious, cerebrovascular, traumatic, epileptic, developmental, and genetic disorders,each involves specific definitions, causes, risk factors, pathophysiology, clinical features, differential diagnoses, lab investigations, and treatment strategies, emphasizing comprehensive management tailored to the disorder type.	4	Lecture	CC	Knows-how	L&PPT
CO6	Demonstrate clinical examination for neurological disorders entails a structured	8	Practical	CAP	Shows-	DL,DIS,C

	assessment of the nervous system to detect abnormalities. Since neurological disorders may impact the brain, spinal cord, and peripheral nerves, the evaluation focuses on various functions, including motor, sensory, reflex, and cognitive systems.		Training 23.2		how	BL,LRI
CO6	Analyse case studies on neurological disorders involves presenting comprehensive clinical data and analyzing individual patient cases. This includes patient information, medical history, neurological and other clinical findings, investigations, diagnosis, treatment plan, outcome assessment, and results.	10	Experiential-Learning 23.2	AFT-SET	Does	CBL,LRI,CD,DIS

M 23 Unit 3 Dermatological disorder

23.3.1 Eczema

23.3.2 Psoriasis, Acne vulgaris

23.3.3 Urticaria, Skin manifestations of internal disease

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO6	Describe about the dermatological disorder.	3	Lecture	CAN	Knows-how	L&PPT
CO6	Demonstrate clinical examination for a dermatological disorder requires key steps to evaluate the skin condition. This includes obtaining a comprehensive patient history, performing a physical examination, administering special tests, and assessing the severity and impact of the disorder.	6	Practical Training 23.3	PSY-ADT	Shows-how	PER,CBL,DIS
CO6	Analyze the case studies in dermatology allows learners to analyze patients with skin disorders systematically and in detail. They explore the disease's clinical presentation, track its progression, diagnose conditions, implement treatments, and evaluate outcomes, fostering experiential learning through practical application and observation.	8	Experiential-Learning 23.3	CAN	Does	W,RP,CD,SIM,CBL

Practical Training Activity

Practical Training 23.1 : Neurological disorders.

Total activity Hours - 6 Hours

Activity - 1 Case Diagnosis (1 hour)

Introduction to the diagnostic process for neurological disorders.

Detailed discussion of the comprehensive patient history, physical examination, and differential diagnosis.

Brief on localization techniques (localization of lesions in the nervous system and their clinical implications).

Activity -2 Case based learning (2 hours)

Present case scenarios (either video or written) depicting various neurological symptoms such as weakness, numbness, or seizures.

Divide students into small groups to analyze each case based on the given patient history and physical findings.

Focus on formulating a differential diagnosis and localizing the lesion (e.g., central vs. peripheral nervous system disorders).

Share group findings and discuss the decision-making process.

Activity - 3 Role-Play (1 hour)

In pairs or small groups, students simulate the diagnostic process with one acting as the doctor and the other as the patient.

The "doctor" takes a comprehensive patient history and performs a neurological examination.

Conduct interviews to ask about symptoms (e.g., motor issues, sensory disturbances, coordination, speech, etc.).

Perform basic neurological exams: motor function, reflexes, cranial nerve exams, sensory testing, and coordination checks.

Afterward, the group discusses the diagnosis and possible next steps for tests (e.g., imaging, blood work, EEG).

Activity - 4 Practical (2 hours)

Hands-on practice: students practice using common tools and techniques for neurological diagnosis.

Use a reflex hammer to test reflexes.

Practice the Babinski test, Romberg test, and coordination tests.

Learn how to conduct cranial nerve exams and motor assessments.

Group feedback to identify mistakes and improve diagnostic precision.

Practical Training 23.2 : Neurological examination.

Total learning hours - 8 hours

Activity - 1 Demonstration lab (1 hour)

Definition and classification of CNS diseases (neurodegenerative, infections, cerebrovascular, traumatic, epileptic, developmental/genetic).

Introduction to each disease category:

Neurodegenerative Diseases: Alzheimer's, Parkinson's, Huntington's.

Infections of the CNS: Meningitis, Encephalitis, Brain Abscess.

Cerebrovascular Diseases: Stroke, Aneurysms, Transient Ischemic Attack (TIA).

Traumatic Disorders: Traumatic Brain Injury (TBI), Spinal Cord Injury.

Epileptic Disorders: Epilepsy, Seizure types.

Developmental and Genetic Disorders: Autism, Down syndrome, etc.

Activity - 2 Case based learning (2 hours)

The students present case studies of patients presenting symptoms related to each category of CNS diseases.

Example cases:

Neurodegenerative Diseases: A 65-year-old patient presenting with memory loss, tremors, and gait abnormalities (Parkinson's or Alzheimer's disease).

Cerebrovascular Diseases: A patient with sudden-onset unilateral weakness (possible stroke or TIA).

Infections of the CNS: A young adult with fever, headache, and neck stiffness (meningitis).

Groups present their differential diagnoses, list risk factors, and suggest appropriate initial investigations.

Activity - 3 Practical (2 hours)

Hands-on practice in performing a neurological examination to assess CNS diseases.

Students will practice:

Motor and sensory assessments (e.g., muscle strength, sensation, reflexes).

Cranial nerve examination: Assessing vision, hearing, swallowing, etc.

Coordination tests: Romberg test, finger-to-nose.

Gait examination: Identifying signs of Parkinsonism, ataxia, or weakness.

Students will role-play patients with various CNS disorders (neurodegenerative, cerebrovascular, etc.) to simulate a clinical setting and practice performing these assessments.

Activity - 4 Lab report interpretation (2 hours)

Introduction to diagnostic tools used for CNS diseases, including:

MRI/CT scans: Indications, types, and what to look for (e.g., lesions, hemorrhage, infarct).

EEG: When is an EEG helpful (e.g., epilepsy, encephalopathy).

CSF analysis: Indications for lumbar puncture (meningitis, encephalitis, multiple sclerosis).

Blood tests: Infection markers, autoimmune panels, metabolic screening.

Hands-on practice: students analyze sample MRI/CT images and EEG strips, identifying abnormalities associated with CNS diseases.

Activity - 5 Discussions (1 hour)

Discussion on treatment modalities and management strategies for each category of CNS diseases, focusing on:

Neurodegenerative Diseases: Pharmacological management (e.g., levodopa for Parkinson's), symptomatic treatment, and rehabilitation.

CNS Infections: Antibiotics, antivirals, supportive care.

Cerebrovascular Diseases: Acute interventions (thrombolytics, surgery), long-term management (antihypertensives, anticoagulants).

Traumatic Disorders: Acute care (trauma management, surgery), rehabilitation.

Group discussions on managing a multi-disciplinary approach (involving neurologists, physiotherapists, psychologists, etc.).

Practical Training 23.3 : Dermatological disorder

Total learning hours - 6 hours

Activity - 1 Case based learning (2 hours)

The teacher demonstrate dermatological disorders, including common conditions such as acne, psoriasis, eczema, fungal infections, skin cancer, vitiligo, contact dermatitis, alopecia areata, hives, lupus, and impetigo with help of cases.

Key points covered:

Etiology (causes), risk factors, and pathophysiology for each disorder.

Clinical presentation: common signs and symptoms.

Differential diagnosis: How to distinguish between similar skin conditions.

General treatment strategies: topical vs. systemic treatments, lifestyle factors, and patient education.

Activity - 2 Presentations (1 hour)

Hands-on activity where students analyze clinical images of various dermatological disorders.

Students will identify common skin conditions (e.g., acne, psoriasis, eczema, ringworm) based on photographs or live models (if available).

Group discussions on distinguishing between similar skin conditions (e.g., acne vs. rosacea, eczema vs. psoriasis).

Case-based approach: Present case studies of patients with different dermatological conditions, and participants will:

Identify the condition.

Formulate a differential diagnosis based on clinical features and present a power point presentation relevant to the topic.

Activity - 3 Practical (2 hours)

Practical session: students practice performing a full skin examination on each other or mannequins to identify common dermatological disorders.

Students will learn to assess lesions (size, shape, color, texture) and distribution (localized vs. generalized).

Learn how to assess nails, hair, and scalp for signs of dermatologic conditions.

Recognize warning signs for skin cancer (e.g., ABCDE rule for melanoma).

Hands-on training in using dermoscopes (if available) for better visualization of skin lesions and abnormalities.

Peer review and group feedback after each examination to reinforce best practices.

Activity - 4 Discussions (1hour)

Topical treatments: Overview of common topical medications such as steroids, emollients, antifungals, and antibiotics.

Discussion: Application techniques for creams, lotions, and ointments on different skin areas (e.g., face, hands, scalp).

Systemic treatments: Brief discussion on when oral or injectable treatments are necessary (e.g., for severe psoriasis, systemic fungal infections).

Students practice prescribing topical treatments and patient education for skin care routines.

Infection control: How to educate patients on preventing the spread of contagious conditions [e.g., impetigo, ringworm.

Experiential learning Activity

Experiential-Learning 23.1 : Neurological disorder.

Total activity hours - 8 hours

Activity - 1 Simulation (1 hour)

Students engage in structured interviews with simulated patients (actors or role-played by colleagues).

Each students will take turns as a physician and patient.

The patients will present common neurological symptoms (e.g., headaches, sensory changes, motor deficits, seizures).

The "physician" must ask the right questions to gather a thorough history, identifying possible causes (e.g., family history, past medical history, onset/duration of symptoms, history of trauma).

Discuss the role of a comprehensive history in forming a diagnostic hypothesis.

Activity - 2 Case diagnosis (2 hours)

Focus on performing a complete neurological examination.

Cranial nerve exam: test for sensory and motor dysfunction (e.g., pupillary reflex, facial sensation).

Motor system exam: check for muscle strength, tone, and coordination.

Sensory examination: testing for sensory loss (vibration, light touch, pain, proprioception).

Reflex testing: deep tendon reflexes (e.g., patellar reflex, ankle jerk).

Students examine each other or role-played patients, using the appropriate tools.

Students provide peer feedback on techniques and findings.

Activity - 3 Case based learning (2 hours)

A more advanced practice where students must consider differential diagnoses based on presented clinical signs.

Given a case (with a set of neurological symptoms), students must list possible diagnoses (e.g., stroke, multiple sclerosis, peripheral neuropathy).

Focus on localization: Where is the lesion in the nervous system- The brain, spinal cord, or peripheral nerves.

Teach the importance of neuroanatomy in making accurate localizations.

Use diagnostic clues (e.g., upper motor neuron signs vs. lower motor neuron signs) to narrow down possible conditions.

Students present their findings to the group, and experts guide the discussion.

Activity - 4 Lab report interpretation (2 hours)

Introduction to the diagnostic tools often used in neurological diagnosis, such as:

MRI and CT scans: identifying structural issues (tumors, infarcts, degenerative diseases).

EEG: detecting electrical activity in the brain (important for diagnosing epilepsy and sleep disorders).

Lumbar puncture: used for conditions like multiple sclerosis, infections, or malignancies.

Students interpret sample imaging (CT/MRI scans) or EEG strips.

Discuss the role of these diagnostic tests in confirming or ruling out different neurological disorders.

Activity - 5 Discussions (1 hour)

Conclude the experiential session with a review of selected complex cases, where experts or mentors guide students in their diagnostic reasoning.

Discuss how a thorough clinical history, physical examination, and the use of advanced diagnostic tools together create a robust approach to diagnosing neurological disorders.

Experiential-Learning 23.2 : Neurological disorders.

Total Activity Hours (10 Hours)

Activity -1 Case diagnosis (2 hours)

Simulation-based activity where students interact with simulated patients (actors) who exhibit symptoms of different CNS disorders.

They will practice taking a comprehensive patient history:

Symptoms: onset, progression, and impact on daily life.

Risk factors: family history, environmental exposures, comorbidities.

Social history: alcohol use, occupational hazards, exercise.

After collecting the history, students identify red flags for CNS diseases and start to formulate a differential diagnosis.

Activity -2 Demonstration (2 hours)

In a clinical skills lab, students will perform a detailed neurological examination:

Using standardized neurological assessment tools to test motor function, sensory response, coordination, and cognition.

Role-playing clinical scenarios with peers to simulate real diagnostic challenges.

Focus on differential diagnosis: How to differentiate between diseases with similar presenting symptoms (e.g., Parkinson's disease vs. normal aging).

Students receive immediate feedback from facilitators and peer reviews.

Activity - 3 Lab report interpretation (2 hours)

Hands-on session in analyzing imaging results (CT/MRI scans, EEG strips, and CSF analysis).

Students review cases where MRI/CT scans are used to diagnose conditions like strokes, tumors, or infections (e.g., abscesses).

Learn to read and interpret EEG readings to identify seizure activity or encephalopathies.

Explore CSF results to confirm diagnoses like meningitis or multiple sclerosis.

Participants work in small groups to diagnose conditions using these investigative tools.

Activity - 4 Case based learning (2 hours)

Based on case studies, students create a management plan for different CNS diseases:

Neurodegenerative diseases: Symptom management (e.g., Parkinson's), patient and family education, and end-of-life care.

CNS infections: Decide on appropriate antibiotic or antiviral therapy and supportive care.
 Cerebrovascular diseases: Acute management of stroke, TIA, and post-stroke rehabilitation.
 Traumatic disorders: Post-trauma care, rehabilitation, and secondary prevention.
 Epileptic disorders: Tailor antiepileptic drug therapy based on seizure type.
 Genetic disorders: Consider genetic counseling, early intervention, and developmental support.
 Group discussion on how to approach interdisciplinary care (involving neurology, physiotherapy, speech therapy, psychology, etc.).
 Activity - 5 Discussions (2 hours)
 Group reflection on the diagnostic journey from history-taking to treatment planning.
 Review difficult cases, discuss clinical reasoning, and share insights gained during the experiential learning process.
 Expert feedback: Mentors provide insights into common challenges and mistakes made during the diagnostic and management process.

Experiential-Learning 23.3 : Dermatological disorder.

Total Activity hours - (8 hours)
 Activity -1 Case diagnosis (2 hours)
 Simulated patient interactions where students practice history taking and clinical interviews:
 Focus on obtaining a thorough dermatological history: onset of symptoms, progression, family history, lifestyle factors, and exposure risks (e.g., sun exposure, allergies).
 Simulate a scenario with patients presenting symptoms such as itching, redness, swelling, or hair loss.
 students will ask open-ended questions to better understand the patient's condition and concerns.
 After completing the interview, students will develop a differential diagnosis based on the information gathered.
 Activity -2 Practical (2 hours)
 Students practice performing a complete dermatological assessment on each other or mannequins, focusing on:
 Dermatological inspection: Identifying rashes, lesions, plaques, ulcers, and blisters.
 Palpation: Feeling for changes in texture, temperature, and tenderness.
 Assessing hair and nails: Evaluating for conditions like alopecia areata or nail infections.
 Students use dermoscopes to examine moles and suspicious skin lesions (if available) to identify features of melanoma, basal cell carcinoma, and other skin cancers.
 Live demonstration: Use of Wood's lamp for detecting fungal infections, especially for conditions like tinea (ringworm) or vitiligo.
 Activity - 3 Lab report Interpretation (2 hours)
 Introduction to laboratory investigations used in dermatology
 Skin scrapings for fungal infections (e.g., tinea, athlete's foot).
 Patch testing for contact dermatitis and allergy assessment.
 Blood tests for conditions like lupus, eczema, or psoriasis (e.g., ANA for lupus, ESR for inflammation).
 Hands-on demonstration: students perform mock skin scrapings or swabs and interpret lab results to confirm or rule out dermatological conditions.

Activity - 4 Case based learning (2 hours)

Case study-based approach: students work in small groups on complex cases with multiple differential diagnoses (e.g., differentiating eczema from psoriasis or identifying the stage of skin cancer).

Diagnostic reasoning: Discuss the most likely diagnoses based on clinical features, family history, and lab results.

Modular Assessment

Assessment method	Hour
Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C Case based assessment total mark 25, duration 2 hours History Taking (2 marks) Clear, relevant questions (1 marks) Accurate documentation of the history (1 marks) Inspection (2 marks) Thorough inspection and identification of lesion types (1 marks) Proper documentation of key findings (2 marks) Palpation (2 marks) Correct palpation techniques (2 marks) Ability to identify key findings (2 marks) Dermoscopy (2 marks) Proficient use of dermoscope (1 marks) Correct interpretation of dermoscopic findings (2 marks) Diagnosis and Differential Diagnosis (2 marks) Logical reasoning and differential diagnoses (2 marks) Clear and concise diagnosis (1 marks) PRACTICAL CASES TAKING:(TOTAL HOURS: 2, MARKS: 25) History Taking (5 Marks): Clear, thorough, and relevant questions. Clinical Examination (5 Marks): Systematic approach and identification of key neurological signs. Differential Diagnosis and Investigations (5 Marks): Logical reasoning and appropriate investigations. Working Diagnosis (5 Marks): Ability to narrow down diagnoses and correlate clinical findings. Management Plan (5 Marks): Clear, evidence-based treatment and follow-up plan.	4

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

Module 24 : Psychiatry Disorders, Psychotherapies & Disorders Associated with Environmental Exposures

Module Learning Objectives

(At the end of the module, the students should be able to)

Discuss the details of psychiatric diseases, psychotherapy and disorders Associated with Environmental Exposures
Compose the methods of Psychotherapy and its applications.
Appraise the psycho-education methods on patients and care givers.

M 24 Unit 1 Psychiatric Disorders

24.1.1 Psychiatric patient assessment, general examination, etiopathology
24.1.2 Clinical evaluation of psychiatric conditions
24.1.3 Psychiatric disorder diagnosis
24.1.4 Psychiatric investigations

References: 110

3A	3B	3C	3D	3E	3F	3G
CO6	Describe psychiatric disorders, and general examination of patients.	2	Lecture	CAN	Knows-how	L&PPT
CO6	Demonstrate psychiatric examinations involves showcasing the techniques used to assess a patient's mental state. This includes observing their appearance, behavior, speech,	5	Practical Training 24.1	PSY-GUD	Shows-how	DIS,CBL, RP

	thought processes, mood, and perception.					
CO6	Integrate conventional psychiatric treatments with Siddha therapies, adopting a holistic approach that addresses the physical, psychological, and spiritual dimensions of mental health.	6	Experiential-Learning 24.1	AFT-SET	Does	CBL,DIS

M 24 Unit 2 Classification of psychiatric diseases

- 24.2.1 Delirium, Dementia, Amnestic and other Cognitive disorders and Mental disorders due to general medical conditions
- 24.2.2 Substance-related disorders
- 24.2.3 Eating disorders
- 24.2.4 Personality disorders
- 24.2.5 Anxiety disorders – Somatoform disorder
- 24.2.6 Schizophrenia and other psychotic disorders
- 24.2.7 Post-traumatic stress disorder (PTSD)
- 24.2.8 Normal human sexuality and Sexual & Gender identity disorders

References: 110

3A	3B	3C	3D	3E	3F	3G
CO6	Discuss about the various psychiatric diseases	4	Lecture	CC	Knows-how	L&PPT
CO6,CO8	Demonstrate the various Psychiatric assessments are essential for diagnosing and treating mental health conditions.	5	Practical Training 24.2	PSY-ADT	Shows-how	DIS,D,CBL
CO6	Analyze the case studies facilitating in-depth exploration of individual patient experiences, symptom progression, and treatment outcomes in psychiatry.	6	Experiential-Learning 24.2	CAN	Does	CD,DIS

M 24 Unit 3 Psychotherapy

- 24.3.1 Psychoanalysis and psychoanalytic psychotherapy

24.3.2 Behaviour therapy
 24.3.3 Hypnosis
 24.3.4 Group psychotherapy / Combined individual psychotherapy
 24.3.5 Family and couple therapy
 24.3.6 Cognitive therapy
 24.3.7 Interpersonal psychotherapy
 24.3.8 Other methods of psychotherapy
 24.3.9 Evolution of psychotherapy
 24.3.10 Yoga therapy
 24.3.11 Geriatric psychotherapy

References: 111,112,113

3A	3B	3C	3D	3E	3F	3G
CO6	Describe behaviour therapy, hypnosis, group psychotherapy or combined individual psychotherapy.	2	Lecture	CAN	Knows-how	L&PPT
CO6	Demonstrate psychoanalysis and psychoanalytic psychotherapy while exploring their foundational principles, evolution, and therapeutic applications.	5	Practical Training 24.3	PSY-GUD	Shows-how	DIS,D
CO6	Appraise and explore in detail integrated approaches combined with behavioral therapy.	7	Experiential-Learning 24.3	AFT-SET	Knows-how	DIS,RP,SIM

M 24 Unit 4 Disorders Associated with Environmental Exposures

24.4.1 Altitude illness
 24.4.2 Hyperbaric and diving medicine
 24.4.3 Hypothermia and frostbite
 24.4.4 Heat-related illnesses

References: 110

3A	3B	3C	3D	3E	3F	3G
CO6	Describe soroche, hypobaropathy, acute mountain sickness ,symptoms, requires medical diagnosis and management.	2	Lecture	CAN	Knows-how	L&PPT
CO6	Demonstrate Immediate Warming Techniques for Hypothermia and explain about the Altitude sickness.	5	Practical Training 24.4	PSY-GUD	Shows-how	DIS,SIM, D
CO6	Apply theoretical knowledge with practical activities, fostering a comprehensive understanding of altitude sickness, its diagnosis, and management strategies.	7	Experiential-Learning 24.4	AFT-SET	Does	CBL,CD, DIS,SIM

Practical Training Activity

Practical Training 24.1 : Psychiatric examinations .

Total learning hours - 5 hours

Activity -1 Discussions (1 hour)

The teacher discuss various psychiatric disorders (e.g., schizophrenia, bipolar disorder, depression, anxiety disorders, etc.).

Discussion: Key signs and symptoms, common diagnostic criteria, and challenges in assessment.

Familiarize students with psychiatric disorders and how they may present in a clinical setting.

Activity - 2 Practical (2 hours)

Hands-on Practice: Teaching and practicing general physical examination (focusing on mental status examination) for psychiatric patients.

Practice: students pair up, one as the clinician and the other as the patient, to practice conducting a general examination, focusing on mental status, mood, and behavior.

Actity - 3 Roleplays (1 hour)

Role-Play: students take turns playing both the psychiatrist and the patient. Focus on how to ask about symptoms, previous treatments, family history, Techniques psychiatric interviewing including open-ended questions and building rapport and Identifying chief complaints.

Activity - 4 Case based learning (1 hour)

The teacher ask the students to present a complex case of a psychiatric disorder (e.g., schizophrenia or bipolar disorder) and discuss possible diagnoses, treatment options, and necessary steps for further evaluation.

The students receive feedback from the teacher.

Practical Training 24.2 : Various assesments methods for psychiatric diseases.

Total learning hours - 5 hours Activity - 1 Discussions (1 hour) The teacher discuss about common psychiatric disorders (Mood Disorders ,Psychotic Disorders ,Anxiety Disorders ,Obsessive-Compulsive Disorder (OCD), Personality Disorders ,Neurodevelopmental Disorders ,Eating Disorders) its classification diagnostic criteria and treatment options. Activity - 2 Case based learning (2 hours) Interactive Case Studies: Present detailed case studies of various psychiatric disorders and and present a report Activity -3 Demonstration (2 hours) The teacher Demonstrates commonly used psychiatric diagnostic tools Example : Mini-Mental State Examination (MMSE, Hamilton Depression Rating Scale,Positive and Negative Syndrome Scale (PANSS) for schizophrenia, Generalized Anxiety Disorder Scale (GAD-7), Beck Depression Inventory (BDI) and the students are ask to practice using these diagnostic tools for clinical evaluation of psychiatric disorders.
Practical Training 24.3 : Psychoanalysis and psychoanalytic psychotherapy.
Total learning hours - 5 hours Activity - 1 Discussions (1 hour) Discuss about behavior Therapy and its key principles, Classical Conditioning (e.g., Pavlovian conditioning),Operant Conditioning (e.g., reinforcement, punishment), Cognitive-Behavioral Therapy (CBT): Introduction to thoughts, feelings, and behaviors. Techniques used in Behavior Therapy: Systematic desensitization, exposure therapy, reinforcement schedules, and token economies. Activity - 2 Practical (2 hours) Students into small groups to practice specific Behavior Therapy techniques: Practice creating exposure hierarchies for anxiety or phobia patients. Develop a token economy or reinforcement schedule for a patient with behavioral problems (e.g., in children with ADHD). Supervised Practice: students take turns role-playing as the therapist and patient. Discuss the challenges and reflections after practicing these techniques. Activity - 3 Demonstration (2 hours) Introduction to Hypnosis ,demonstration of a basic hypnosis induction process. Familiarize participants with the concept and techniques of Hypnosis in therapy. Discuss about Group Psychotherapy and Combined Individual Therapy.
Practical Training 24.4 : Techniques for Acute Mountain Sickness(AMS) and Hypothermia
Total learning hours - 5 hours

Activity - 1 Discussions (1 hour)

The teacher discuss about physiology of high-altitude conditions and Hypothermia, Acute Mountain Sickness (AMS), Soroche, and Hypobaropathy.

Interactive Discussion :

Open discussion about personal experiences or knowledge of high-altitude illnesses.

Discuss common misconceptions and how altitude sickness varies between individuals.

Activity- 2 Simulation (2 hours)

Group Activity: Split participants into pairs or small groups. One participant plays the “patient,” simulating AMS or Soroche symptoms, while the other acts as the healthcare provider.

Activity - 3 Demonstration (2 hours)

The teacher demonstrate the medical tools and methods for diagnosing AMS and Soroche in real situations.

Show how to use a pulse oximeter to measure oxygen saturation levels in a patient.

Students practice using the pulse oximeter on each other to check their own oxygen saturation levels.

Discuss normal levels vs. those indicative of AMS (usually less than 90%).

Teach students how to check for signs of dehydration, cyanosis, tachycardia, and other physical symptoms commonly associated with AMS.

Discuss the importance of evaluating vitals and assessing the patient's ability to tolerate altitude.

Experiential learning Activity

Experiential-Learning 24.1 : Integrated approach with psychiatry .

Total activity hours - 6 hours

Activity - 1 Case based learning (2 hours)

Students observe psychiatric patients in a real-world setting.

Focus on general observation: appearance, mood, behavior, and speech patterns.

Understanding how psychiatric patients may behave differently from general medical patients.

Note specific signs and symptoms that might indicate a particular psychiatric disorder (e.g., signs of mania in bipolar disorder or delusions in schizophrenia).

Activity - 2 Practical (2 hours)

Hands-on Experience: students perform mental status examinations under supervision.

Emphasis on each component of the MSE: appearance, behavior, speech, mood, affect, thought content, cognition, insight, and judgment.

After performing the MSE, discuss findings with the clinical supervisor and group.

Activity - 2 Discussions (2 hours)

Clinical Team Meeting: students observe or take part in a multidisciplinary team discussion involving psychiatrists, psychologists, nurses, and social workers.

Discussion Focus: Review complex cases and discuss treatment options, diagnosis, and management.

Learning Opportunity: Observe how a treatment plan is developed and how different professionals collaborate in managing psychiatric disorders.

Experiential-Learning 24.2 : Conduct case studies and document recent advances in various psychiatric diseases

Total activity hours - 6 hours

Activity - Discussions (2 hours)

Introduction to the psychiatric ward or outpatient clinic.

Patient Rights: Discuss patient confidentiality, ethical considerations, and legal aspects of psychiatric care.

Safety Protocols: How to stay safe while interacting with psychiatric patients (e.g., managing aggressive behavior).

Familiarize participants with the clinical environment and safety procedures when working with psychiatric patients.

Activity - 2 Case diagnosis (2 hours)

Students observe patients exhibiting symptoms of various psychiatric disorders in real-time.

Focus on mood disorders (e.g., depression, mania), psychotic disorders (e.g., schizophrenia), anxiety disorders, and personality disorders.

Students will note signs such as speech patterns, behavior, body language, and cognitive functioning.

Recognize firsthand how psychiatric diseases present in patients and the role of clinical staff in managing them.

Activity - 3 Practical (2 hours)

Hands-on Practice: Conduct mental status examinations on psychiatric patients under supervision.

Students practice assessing components such as appearance, mood, cognitive functions (memory, orientation), and insight into their disorder.

Discuss findings and learn how to record and interpret MSE findings.

Experiential-Learning 24.3 : Behavioural therapy.

Total learning hours - 7 hours

Activity- 1 Discussions (2 hours)

Brief lecture and discussion introducing the principles of Behavior Therapy (e.g., reinforcement, exposure therapy, CBT).

Discuss Hypnosis: What it is, how it works, and the myths vs. reality.

Overview of Group Psychotherapy and Combined Individual Psychotherapy.

Open floor for questions and reflections from participants.

Discuss challenges and insights about using reinforcement and behavior modification techniques.

Activity- 2 Role-plays (3 hours)

Students pair up and practice Behavioral Role-Playing to enact different client scenarios (e.g., someone dealing with phobias, anxiety, or bad habits).

One person plays the therapist, and the other plays the client.

The therapist uses reinforcement strategies, token economies, or exposure therapy techniques.

Students create plans for reinforcing positive behavior in different scenarios.

Engage in “reward” systems (i.e., token systems or praise) to simulate reinforcing positive behaviors in therapy.

Activity - 3 Simulation (2 hours)

Conduct a simulated group therapy session, where students take on different roles (group members, facilitator, and observer).

The facilitator leads a discussion around common therapy topics (e.g., stress, personal growth, or relationship issues).

Focus on active listening, feedback, and interventions.

Students break into pairs and simulate combined therapy (e.g., an individual therapy session with behavioral interventions followed by a group therapy debrief).

Practice using Cognitive Behavioral Therapy (CBT) strategies in individual therapy, then transition into a group session where members can share insights.

Experiential-Learning 24.4 : Soroche,Hypobaropathy,AMS.

Total activity hours - 7 hours

Activity -1 Discussions (1 hour)

Introduction and Physiological Mechanisms of Soroche, AMS, and Hypobaropathy

Review key physiological concepts and discuss real-world cases of AMS and Soroche.

Group debate: Why does acclimatization work, and why do some people still suffer from AMS despite precautions.

Activity -2 Case diagnosis (2 Hours)

Students are given case studies with detailed symptom descriptions, including onset time, altitude ascended, and patient history.

In groups, students diagnose the condition and suggest treatment options.

Students perform mock medical assessments using the diagnostic techniques learned, such as checking for edema, pulse rates, and blood oxygen saturation.

Practice checking vital signs, using stethoscopes, and interpreting the findings in relation to AMS.

Activity- 3 Simulation (2 hours)

Students work through different AMS and Soroche scenarios where they must take the right actions, including oxygen administration, drug prescriptions, and evacuating a patient.

In groups, design an emergency response plan for AMS or Soroche cases in a remote mountain setting. Discuss evacuation protocols, timing, and medical supplies.

Activity - 4 Case based learning (2 Hours)

Reflect on all activities and apply learning to case studies for comprehensive understanding.

Discuss real-life incidents of AMS and Soroche, with a focus on what went well and what could be improved.

Open session for Q&A and group reflection on key lessons learned throughout the day.

Materials Needed:

Interactive case studies and simulation materials for role play.

Pulse oximeters, oxygen tanks, and first aid kits for hands-on learning.

Emergency protocol templates for designing evacuation plans.

Lecture slides and handouts for reviewing prevention and management strategies.

Modular Assessment

Assessment method

Hour

Instructions - Conduct a structured Modular assessment. Assessment will be for 50 marks. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C.

4

Case based assessment,clinical presentation:2 hours,25 marks

Therapeutic Relationship: 5 Marks

Unconscious Conflicts Exploration: 5 Marks

Defense Mechanisms Interpretation: 5 Marks

Resistance Management: 5 Marks

Therapeutic Goals and Progress: 5 Marks

Viva assessment:2 hours ,25 marks

Clinical Interview Structure and Content: 5 Marks

Use of Psychological Testing and Questionnaires: 5 Marks

Behavioral Observations and Interpretation: 5 Marks

Neuropsychological Testing Knowledge: 5 Marks

Integrating Assessment Tools for Diagnosis and Treatment Planning: 5 Marks

Or

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

And

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

Paper No : 4 THERAPEUTIC SIDDHAR YOGAM						
Semester No : 3						
Module 25 : Fundamental principles and methods of yoga therapy						
Module Learning Objectives (At the end of the module, the students should be able to) Analyse the philosophical foundations of yoga therapy including the concepts of <i>Panchakosham, Gunam, and pranan</i> Analyse the relationship between yoga philosophy and therapeutic applications Demonstrate basic yoga postures, breathing techniques and relaxation methods for therapeutic applications Evaluate the therapeutic applications of yoga through physical practices, analyze its mental benefits, and reflect on its spiritual dimensions for holistic health Apply evidence-based practices in yoga therapy with contemporary medical paradigms						
M 25 Unit 1 Yoga therapy and its philosophical foundations 25.1.1. Illustration of yoga therapy 25.1.2. Historical development and key texts (<i>patanjali's yoga sutras, Thirumoolar's thirumandiram</i>) 25.1.3. Core principles: wellness, recovery, and illness from a yogic viewpoint 25.1.4. Comparison of yoga therapy with contemporary medical paradigms References: 124,125,127,128,129						
3A	3B	3C	3D	3E	3F	3G
CO1,CO4,CO6	Analyse the impact of yoga therapy	1	Lecture	CAN	Knows-how	L&GD
CO1,CO4,CO6	Analyse historical development of yoga through yoga texts (<i>patanjali's yoga sutras, Thirumoolar's thirumandiram, etc.</i>)	1	Lecture	CAN	Knows-how	L&GD
CO1,CO4,CO6	Evaluate the key concepts: health, healing, and disease from a yogic perspective	1	Lecture	CE	Knows-	L&GD

					how	
CO1,CO4,CO6	Demonstrate simple therapeutic yogasanas	3	Practical Training 25.1	PSY-GUD	Shows-how	D,PAL,DIS
CO1,CO4,CO6	Analysis feedback on posture and breath, seamlessly integrating adjustments that promote alignment and ease in movement	2	Practical Training 25.2	PSY-GUD	Shows-how	D,PAL
CO1,CO4,CO6	Practice the principles of guided meditation consistently to enhance physical and emotional balance	3	Experiential-Learning 25.1	AFT-CHR	Does	RLE,PER
CO1,CO4,CO6	Develop a reflective journaling practice based on your health and wellness experiences	4	Experiential-Learning 25.2	AFT-SET	Does	RLE,JC

M 25 Unit 2 Yogic concepts and their therapeutic relevance

25.2.1. Yogic philosophy *panchakosham* (five sheaths), *gunam* (qualities of nature) and their therapeutic implications 25.2.2. Yogic concept of health and wellness 25.2.3. *Pranan* and its role in health 25.2.4. Yogic concept of stress and its management

References: 127,130

3A	3B	3C	3D	3E	3F	3G
CO1,CO4,CO6	Analyse yogic philosophy, <i>panchakosham</i> , <i>gunam</i> (qualities of nature) and their therapeutic implications	1	Lecture	CAN	Knows-how	L&GD
CO1,CO6,CO8	Design a framework based on the yogic concept of health and wellness	1	Lecture	CS	Knows-how	L&PPT
CO1,CO4,CO6	Analyse the yogic concept of stress and its management	1	Lecture	CAN	Knows-how	L&PPT
CO1,CO4,CO6	Demonstrate pranayamam (yogic breathing techniques), meditation and relaxation with	3	Practical	PSY-	Shows-	SIM,DIS,

	biofeedback device		Training 25.3	GUD	how	D,PAL
CO1,CO4,CO6	Demonstrate yogic breathing techniques (e.g., pranayama, deep belly breathing) with attention to form, rhythm, and breath control, aiming for steady improvement in technique	2	Practical Training 25.4	PSY-GUD	Shows-how	D,PAL
CO1,CO4,CO6	Demonstrate enhancing understanding of yogic concepts and their therapeutic relevance.	4	Experiential-Learning 25.3	AFT-REC	Does	PER,RLE
CO1,CO4,CO6	Identify changes in attitudes or behaviours that stem from reflecting on yogic concepts	3	Experiential-Learning 25.4	AFT-VAL	Does	PER,RLE

M 25 Unit 3 Yoga therapy for common health conditions

25.3.1. Therapeutic uses of yoga for common ailments: stress, anxiety, depression, back pain, and high blood pressure 25.3.2. The neuroscience behind mindfulness and meditation in relation to yoga and mental health 25.3.3. Contraindications and precautions in yoga therapy

References: 131,132,133,134

3A	3B	3C	3D	3E	3F	3G
CO1,CO4,CO6	Design a structured yoga program designed to address specific therapeutic needs for individuals suffering from anxiety, depression or chronic pain	1	Lecture	CS	Knows-how	L&PPT
CO1,CO4,CO6	Analyse the contraindications and precautions in yoga therapy	1	Lecture	CAN	Knows-how	L&PPT
CO1,CO4,CO6	Design yoga sequences that are specifically tailored to address various therapeutic conditions	3	Practical Training 25.5	PSY-ORG	Shows-how	D,PAL,DIS
CO1,CO4,CO6	Apply practical therapeutic interventions of yoga effectively in a clinical setting	2	Practical Training 25.6	PSY-MEC	Shows-how	RP,CBL,D

CO1,CO4,CO6	Evaluate personal healing experiences to appreciate their emotional impact and significance in your journey	3	Experiential-Learning 25.5	AFT-SET	Does	PER,JC
CO1,CO4,CO6	Appraise the importance of mindful movement and breathwork practices tailored to individual needs for enhancing overall well-being	3	Experiential-Learning 25.6	AFT-VAL	Does	PL,CBL

M 25 Unit 4 Integrative approaches and ethics in yoga therapy

25.4.1. Integrating yoga therapy with other healing modalities 25.4.2. Ethical considerations and scope of practice in yoga therapy 25.4.3 .The role of a yoga physician

References: 126,135,136

3A	3B	3C	3D	3E	3F	3G
CO4,CO6,CO8	Evaluate ethical dilemmas that may arise in yoga therapy, assessing their implications for patient's well-being and professional integrity	1	Lecture	CE	Knows-how	L&PPT
CO4,CO6,CO8	Analyse how professional conduct impacts the therapeutic relationship, examining the ethical standards, patient care and communication techniques that a yoga physician must uphold	1	Lecture	CAN	Knows-how	L&PPT
CO4,CO6,CO8	Demonstrate the practical applications of yoga therapy techniques within modern healthcare settings, showing how they can complement traditional medical treatments	3	Practical Training 25.7	PSY-GUD	Shows-how	D,CBL
CO4,CO6,CO8	Demonstrate therapeutic interventions on mannequins with biofeedback devices	2	Practical Training 25.8	PSY-GUD	Shows-how	D-M,PAL
CO4,CO6,CO8	Apply ethical practices into daily actions and decision-making as a yoga physician	3	Experiential-Learning 25.7	AFT-SET	Does	PER,FV
CO4,CO6,CO8	Document experiences as a yoga physician through feedback	3	Experiential-	AFT-	Does	RLE,PER

			Learning 25. 8	VAL		
Practical Training Activity						
Practical Training 25.1 : Simple therapeutic yogasanas						
Total activity hours (3 hours) Preparation: Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures. Encourage students to wear comfortable clothing that allows for easy movement and breathing. Demonstration by the teacher: (30 minutes) Teachers should demonstrate to students' basic therapeutic yoga poses that promote relaxation, flexibility and overall well-being Peer Assisted Learning: (120 minutes) Divide students into 2 groups. Students in one group should demonstrate simple yoga poses to students in another group. Encourage students to discuss their approaches within their groups. Discussion: (30 minutes) The teacher shall summarize the key concepts of simple therapeutic yogasanas covered in the practical and student should follow the practical record note.						
Practical Training 25.2 : Posture and breath control						
Total activity hours (3 hours) Demonstration by the teacher: (30 minutes) The teacher explains the importance of proper posture and breath control for the specific activity. The teacher highlights how posture affects breath support, vocal projection, or physical alignment Peer Assisted Learning: (30 minutes) Students to focus on their breath, encouraging slow, deep inhales and exhales to promote relaxation and engagement. Break down the movement or pose step-by-step, illustrating how to align the body and maintain breath awareness throughout Hands-on adjustments: (30 minutes) With permission, use gentle hands-on adjustments to guide students into correct alignment. Self-adjustment and reflection: (30 minutes) Prompt students to become aware of subtle adjustments they can make independently.						

Practical Training 25.3 : Pranayamam, meditation and relaxation with biofeedback device

Total activity hours (3 hours)

Biofeedback yoga session:

Demonstration by the teacher: (30 minutes)

Brief overview of biofeedback and its benefits.

Explanation of the device being used (e.g., heart rate monitor for stress management, breath sensor for pranayama).

Setting an intention for the session (e.g., relaxation, focus).

Peer Assisted Learning / Simulation: (90 minutes)

Pranayama (breathwork): incorporate breathing exercises with real-time feedback from breath sensors.

Example: practice diaphragmatic breathing while observing breath patterns on the device.

Meditation: use Heart Rate Variability (HRV) feedback to guide relaxation and focus.

Reflection and discussion: (30 minutes)

Allow students to share their experiences and ask questions.

Teacher-led discussion: (30 minutes)

Facilitate an open discussion on the techniques' effects and how students felt.

Practical Training 25.4 : Deep belly breathing techniques

Total activity hours (2 hours)

Preparation:

Ensure a quiet, comfortable space for practice.

Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Demonstrate deep belly breathing covered in the session, highlighting their goals and effects on the body.

Guided practice with teacher cueing: (30 minutes)

Invite students to follow along with you, breathing at a pace that suits them.

Hands-on guidance and adjustments: (30 minutes)

Use hands-on adjustments to guide belly expansion or to reinforce awareness of shoulder and neck relaxation during breathwork.

Reflection and feedback: (30 minutes)

Conclude the session by having students reflect on their breathing experience, discussing any challenges or improvements they felt. Provide individual feedback and tips for each student to improve their technique further.

Practical Training 25.5 : Yoga sequences for specific conditions

Total activity hours (3 hours)

Preparation:

Ensure a quiet, comfortable space for practice.

Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Perform the entire sequence, emphasizing breathing techniques, alignment, and modifications.

Demonstrate creating a sequence tailored to one therapeutic condition.

Example. sequence for lower back pain. Begin with gentle stretching (e.g., cat-cow), core strengthening (e.g., bridge pose), followed by lengthening postures (e.g., sphinx pose).

Peer Assisted Learning: (90 minutes)

Allow students to practice the sequence with each other under supervision.

Correct common mistakes in posture to prevent injury and enhance the therapeutic effects.

Feedback and refinement: (30 minutes)

Provide feedback to each student on their sequence and adjustments.

Encourage students to refine their sequences based on feedback, considering patient needs.

Discussion: (30 minutes).

The teacher shall summarize the key concepts of yoga sequences covered in the practical and student should follow the practical record note.

Practical Training 25.6 : Therapeutic interventions of yoga

Total activity hours (2 hours)

Preparation:

Ensure a quiet, comfortable space for practice.

Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

The teacher will start by presenting a common therapeutic intervention relevant to the course content.

Case based learning / Role Play: (60 minutes)

Students will be given a case study that outlines a patient scenario requiring therapeutic intervention.

Students will be paired, with one taking on the role of the healthcare provider and the other as the patient. The "provider" will perform the intervention while the "patient"

responds realistically, providing feedback on comfort and satisfaction.

Evaluation and reflection: (30 minutes)

At the end of the unit, students will participate in a reflection session, discussing their progress, challenges encountered, and areas needing further improvement.

Practical Training 25.7 : Applications of yoga therapy with biofeedback device (posture tracker)

Total activity hours (3 hours)

Demonstration by the teacher: (30 minutes): the teacher will demonstrate key yoga therapy techniques, including breathing techniques (pranayama), gentle asanas (poses), guided relaxation and meditation.

Case-based application: (120 minutes):

Students will be given a patient with chronic back pain. Use biofeedback devices to simulate real-time feedback (e.g., posture tracker for alignment). Observe and record how the patient responds to the therapy.

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical.

Practical Training 25.8 : Therapeutic interventions on mannequins with biofeedback devices

Total activity hours (2 hours)

Demonstration by the teacher: (30 minutes)

The teacher demonstrates each intervention, breaking down the steps involved, emphasize key points, such as correct posture, pressure application, timing, and equipment use (if applicable) and point out frequent mistakes and best practices to avoid them.

Hands-on training: (60 minutes)

Students practice the demonstrated intervention on mannequins. Divide students into small groups and provide each group with a mannequin and biofeedback device.

Posture correction:

Adjust the mannequin's posture in mountain pose (tadasana) using a posture tracker. Place the posture tracker on the mannequin. Observe the feedback and identify misalignments (e.g., slouching, uneven shoulders).

Relaxation and breathing:

Simulate a relaxation intervention in savasana (corpse pose) using a breath sensor. Place the breath sensor on the mannequin's chest or abdomen. Guide the mannequin through diaphragmatic breathing. Use the feedback to ensure slow, deep breaths.

Core strengthening:

Practice core engagement in bridge pose (setu bandhasana) using a posture tracker. Position the mannequin in bridge pose. Use the posture tracker to monitor spinal alignment and core engagement. Adjust the pose to prevent strain on the lower back.

Peer observations: (30 minutes)

Allow students to observe each other's practice and offer constructive feedback based on what they learned from the demonstration.

Experiential learning Activity

Experiential-Learning 25.1 : Guided meditation for enhanced well-being

Total learning hours (3 hours)

Instruction: (30 minutes)

Encourage students to journal and reflect on their personal experiences related to practice of guided meditation for enhanced well-being.

Students' activity / real life experience: (120 minutes)

Divide students into groups to teach each other the concept of practice of guided meditation for enhanced well-being and provide feedback.

Class presentation: (30 minutes)

Student should write a short reflection and share it class.

Experiential-Learning 25.2 : Personal health and well-being experiences

Total learning hours (4 hours)

Instruction: (30 minutes)

Encourage students to journal and reflect on their personal experiences related to personal health and wellbeing.

Students' activity / real life experience: (180 minutes)

Divide students into groups to teach each other the concept of personal health and well-being and provide feedback.

Class presentation: (30 minutes)

Student should write a short reflection and share it class.

Experiential-Learning 25.3 : Self-practice and observation of yogic breathing techniques

Total learning hours (4 hours)

Instruction: (30 minutes)

Encourage students to choose a yogic breathing technique.

Select one yogic breathing technique, such as *ujjayi*, *kapalabhati*, or *bhastrika*.

Students' activity / real life experience: (180 minutes)

Student should reflect on why you want to practice this technique and what benefits they hope to achieve.

Write down their observations, insights, and any challenges you faced during the practice.

Class presentaion: (30 minutes)

Periodically reflect on your experiences, noting any changes or insights that have arisen from your practice and present in class.

Experiential-Learning 25.4 : Impact of yogic reflection on attitudes and behaviours

Total learning hours (3 hours)

Instruction: (30 minutes)

Encourage students to think about their recent experiences as a yoga physician-in-training, including successes, challenges, and areas for growth and identify key insights or takeaways from your experiences that they would like to share with the group.

Students' activity / real life experience: (120 minutes)

Student should share their prepared insights with the group, focusing on specific experiences, challenges, or successes.

Student should choose a yogic concept

Student should spend 30 minutes reflecting on the concept and writing down your thoughts and insights.

Student should notice how their attitudes and behaviours may change.

Class presentation: (30 minutes)

Student should write a short reflection and share it class.

Experiential-Learning 25.5 : Journaling on yoga therapy for common health conditions

Total learning hours (3 hours)

Instruction: (30 minutes)

Encourage students to select a common health condition, such as stress, anxiety, insomnia, or chronic pain.

Student should explore yoga therapy techniques and practices that can help alleviate symptoms of the chosen condition.

Students' activity: (120 minutes)

Student should write a reflective journal entry (2-3 pages) and describe the specific yoga therapy techniques and practices you would use to help the patient to manage their condition.

Class presentation: (30 minutes)

Student should write a short reflection and share it class.

Experiential-Learning 25.6 : Mindful movement and breathwork practices

Total learning hours (3 hours)

Teacher instruction: (30 minutes)

Introduce two short case scenarios representing patients with different wellness goals.

Students' activity / case based learning: (120 minutes)

Research and list 3–4 possible mindful movement and breathwork techniques for the case.

Match each technique to the patient's symptoms and goals.

Justify choices using traditional yoga texts and/or scientific rationale.

Peer Learning: (30 minutes)

Groups present their case solution to other teams.

Students reflect on their own needs, using insights from the case to design their personal mindful movement & breathwork routine.

Experiential-Learning 25.7 : Self-reflection on ethical practices

Total learning hours (3 hours)

Instruction: (30 minutes)

Observation and reflection on how yoga physician apply ethical principles in real-life practice and integrate them into daily actions and decision-making with patients.

Students' activity / field visit: (120 minutes)

The field visit is arranged to near by professional yoga therapy center to observe ethical practices in action.

Observe how the yoga physician communicates with patients—note any behaviors that reflect compassion, respect, or non-judgment.

Take note of how the yoga physician adapts sessions to individual needs without causing harm or stress.

Ask questions respectfully (if permitted) about how ethical decisions are made in challenging situations (e.g., dealing with resistant patients, maintaining boundaries).

Class presentation: (30 minutes)

Write a short report on how the yoga physician integrated ethical principles into their actions and decisions and present in class.

Experiential-Learning 25.8 : Experiences as a yoga physician

Total learning hours (3 hours)

Instruction: (30 minutes)

Encourage students to think about their recent experiences as a yoga physician-in-training, including successes, challenges, and areas for growth and identify key insights or takeaways from your experiences that they would like to share with the group.

Students' activity / real life experience: (120 minutes)

Encourage students to think about their recent experiences as a yoga physician-in-training, including successes, challenges, and areas for growth and identify key insights or takeaways from your experiences that they would like to share with the group, focusing on specific experiences, challenges, or successes.

Student should listen attentively to their peers' shares, providing supportive and non-judgmental feedback.

Student should consider what they learned from the group session, including new insights, perspectives, or areas for growth.

Based on the feedback and insights shared, identify specific action steps they can take to improve their skills and practice as a yoga therapist.

Class presentation: (30 minutes)

Student should write a short reflection and share it class

Modular Assessment

Assessment method	Hour
Instructions - conduct a structured modular assessment. Assessment will be 50 marks. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the modular grade point as per table 6 c. Case based assessment: Present a scenario where yogic concepts are applied to address a specific health condition in clinical models/ simulation - (25 marks) - 2 hours Description of the health condition and applies relevant yogic concepts- 5 marks. Developing of clear and effective therapeutic yoga plan addressing the health condition- 5 marks Critical thinking in analysing the health condition and selecting yogic concepts- 5 marks Presentations clarity- 5 marks Confidence and engagement during the presentation- 5 marks Mini-CEX (Clinical Evaluation Exercise) assessment for stress management (15 marks) - 1 hour Assessment criteria: Stress management plan (3 marks) Stress management techniques (5 marks) Communication and interpersonal skills (3 marks) Safety and professionalism (2 marks) Case presentation and documentation (2 marks) VIVA (Viva Voce) assessment for stress management: To assess the student's knowledge and understanding of stress management principles and techniques (10 marks) - 1 hour Assessment questions: Definition and concept of stress (2 marks) Stress management techniques (4 marks) Case study (2 marks) Stress management in real-world scenarios (2 marks) Or Any practical in converted form can be taken for assessment. (25 marks) And Any of the experiential as portfolio/ reflections / presentations can be taken as assessment. (25 marks)	4

Module 26 : Siddhar yoga maruthuvam for swasa mandala noigal (respiratory disorders), thamaraga noigal (cardiovascular disorders) and aruvai parigara noigal (surgical disorders)

Module Learning Objectives

(At the end of the module, the students should be able to)

- Analyse the specific siddhar yoga techniques and practices that have proven effective in managing *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders) and *aruvai parigara noigal* (surgical disorders)
- Perform the therapeutic applications of yoga techniques and practices for managing *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders) and *aruvai parigara noigal* (surgical disorders)
- Evaluate the evidence-based research supporting the use of therapeutic yoga for respiratory, cardiac and surgical disorders to understand the potential benefits and limitations of this approach
- Apply the dietary regimen to develop personalized treatment plans for individuals with *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders) and *aruvai parigara noigal* (surgical disorders), taking into account their specific needs and limitations

M 26 Unit 1 Introduction

26.1.1 Swasa mandala noigal (respiratory disorders) 26.1.1.1 Kuarl kammal 26.1.1.2 Mookadaippu noi 26.1.1.3 Irumal noi 26.1.1.4 Eraippu noi 26.1.1.5 Elaippu noi 26.1.1.6 Other respiratory disorders (mentioned in contemporary science relevant to yoga therapy) 26.1.2 Thamaraga noigal (cardiovascular disorders) 26.1.2.1 Thamaraga noi 26.1.2.2 Kuruthiazhal noi 26.1.2.3 Other cardiovascular disorders (mentioned in contemporary science relevant to yoga therapy) 26.1.3 Aruvai parigara noigal (surgical disorders) 26.1.3.1 Naala vipatham 26.1.3.2 Anda rogam 26.1.3.3 Kudal erakkam 26.1.3.4 Other surgical disorders (mentioned in contemporary science relevant to yoga therapy)

References: 137,138,143

3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Analyse <i>swasa mandala noigal</i> (respiratory disorders), <i>thamaraga noigal</i>	1	Lecture	CAN	Knows-	L&PPT

	(cardiovascular disorders), and <i>aruvai parigara noigal</i> (surgical disorders)				how	
CO2,CO4	Evaluate the differences and similarities between siddha and contemporary medical perspectives on <i>swasa mandala noigal</i> (respiratory disorders), <i>thamaraga noigal</i> (cardiovascular disorders), and <i>aruvai parigara noigal</i> (surgical disorders), synthesizing key concepts to enhance understanding of their approaches to diagnosis and treatment	1	Lecture	CE	Knows-how	L&PPT,DIS
CO2,CO4	Identify key symptoms and classifications of <i>swasa mandala noigal</i> (respiratory disorders), <i>thamaraga noigal</i> (cardiovascular disorders), and <i>aruvai parigara noigal</i> (surgical disorders) relevant to yoga therapy	3	Practical Training 26.1	PSY-SET	Shows-how	CBL,DIS,D
CO2,CO4	Appraise case studies and group discussions on <i>swasa mandala noigal</i> (respiratory disorders), <i>thamaraga noigal</i> (cardiovascular disorders), and <i>aruvai parigara noigal</i> (surgical disorders)	4	Experiential-Learning 26.1	AFT-VAL	Does	CBL,PER,DIS

M 26 Unit 2 Therapeutic siddhar yogam

26.2.1 Specific siddhar yogic practices 26.2.1.1 *Swasa mandala noigal* (respiratory disorders) 26.2.1.2 *Thamaraga noigal* (cardiovascular disorders) 26.2.1.3 *Aruvai parigara noigal* (surgical disorders)

References: 139,140,141,142,144

3A	3B	3C	3D	3E	3F	3G
CO3,CO6	Evaluate siddhar yogic principles for <i>swasa mandala noigal</i> (respiratory disorders), <i>thamaraga noigal</i> (cardiovascular disorders) and <i>aruvai parigara noigal</i> (surgical disorders)	1	Lecture	CE	Knows-how	DIS,L_VC
CO3,CO6	Analyse the siddhar yogic practices specific to <i>swasa mandala noigal</i> (respiratory disorders)	1	Lecture	CAN	Knows-how	L_VC
CO3,CO6	Analyse the siddhar yogic practices specific to <i>thamaraga noigal</i> (cardiovascular disorders)	1	Lecture	CAN	Knows-how	L_VC
CO3,CO6	Analyse the siddhar yogic practices specific to <i>aruvai parigara noigal</i> (surgical	1	Lecture	CAN	Knows-	L_VC

	disorders)				how	
CO3,CO6	Demonstrate therapeutic asanas, pranayama, and kriyas for <i>swasa mandala noigal</i> (respiratory disorders)	3	Practical Training 26.2	PSY-GUD	Shows-how	DIS,D-BED
CO3,CO6	Demonstrate therapeutic asanas, pranayama, and kriyas for <i>thamaraga noigal</i> (cardiovascular disorders)	3	Practical Training 26.3	PSY-GUD	Shows-how	D-BED,DIS
CO3,CO6	Demonstrate therapeutic asanas, pranayama, and kriyas for <i>aruvai parigara noigal</i> (surgical disorders)	2	Practical Training 26.4	PSY-GUD	Shows-how	D-BED,DIS
CO3,CO6	Demonstrate meditation and relaxation techniques to regulate <i>swasa mandala noigal</i> (respiratory disorders), <i>thamaraga noigal</i> (cardiovascular disorders), and <i>aruvai parigara noigal</i> (surgical disorders)	2	Practical Training 26.5	PSY-GUD	Shows-how	DIS,D-BED
CO3,CO6	Integrate personal practice and reflection on <i>swasa mandala noigal</i> (respiratory disorders), <i>thamaraga noigal</i> (cardiovascular disorders), and <i>aruvai parigara noigal</i> (surgical disorders) health care improvements through yoga	4	Experiential-Learning 26.2	AFT-SET	Does	PL,RLE
CO3,CO6	Appraise <i>swasa mandala noigal</i> (respiratory disorders), <i>thamaraga noigal</i> (cardiovascular disorders), and <i>aruvai parigara noigal</i> (surgical disorders) health care through journaling exercises	4	Experiential-Learning 26.3	AFT-VAL	Does	PAL,JC

M 26 Unit 3 Dietary regimen in siddha and contemporary nutrition

26.3.1 Siddha dietary principles (*pathiyam*) 26.3.2 The role of specific herbs, foods, and fasting in disease management 26.3.3 Siddha dietary formulations and concoctions for managing these conditions 26.3.4 Personal siddha dietary assessment and application of nutrition principle

References: 145,146,147

3A	3B	3C	3D	3E	3F	3G
CO1,CO4	Evaluate the dietary principles of siddha (<i>pathiyam</i>) for <i>swasa mandala noigal</i> (respiratory disorders), <i>thamaraga noigal</i> (cardiovascular disorders), and <i>aruvai parigara noigal</i> (surgical disorders)	1	Lecture	CE	Knows-how	LS,L&G D

CO1,CO4	Analyse the role of herbs, rasayanas, and detoxifying foods in supporting respiratory, cardiovascular and surgical health care	1	Lecture	CAN	Knows-how	LS,L&G D
CO1,CO4	Construct new siddha dietary formulations and concoctions for <i>swasa mandala noigal</i> (respiratory disorders), <i>thamaraga noigal</i> (cardiovascular disorders), and <i>aruvai parigara noigal</i> (surgical disorders)	2	Practical Training 26.6	PSY-ORG	Shows-how	PER,DIS, D
CO1,CO4	Integrate implementation of dietary changes for <i>swasa mandala noigal</i> (respiratory disorders), <i>thamaraga noigal</i> (cardiovascular disorders), and <i>aruvai parigara noigal</i> (surgical disorders) through group discussions	4	Experiential-Learning 26.4	AFT-SET	Does	TBL,PrB L
CO1,CO4	Apply dietary changes in meal planning for <i>swasa mandala noigal</i> (respiratory disorders), <i>thamaraga noigal</i> (cardiovascular disorders), and <i>aruvai parigara noigal</i> (surgical disorders)	2	Practical Training 26.7	PSY-MEC	Shows-how	CBL,DIS
CO1,CO4	Plan diet as per <i>swasa mandala noigal</i> (respiratory disorders), <i>thamaraga noigal</i> (cardiovascular disorders), and <i>aruvai parigara noigal</i> (surgical disorders)	3	Experiential-Learning 26.5	AFT-VAL	Does	PER,CBL

M 26 Unit 4 Integration of siddhar yoga with contemporary yogic practices

26.4.1 The role of yoga in treating respiratory, cardiac and surgical disorders 26.4.2 Clinical evidence for respiratory, cardiac and surgical disorders

References: 84,90,124,184,185,187,189

3A	3B	3C	3D	3E	3F	3G
CO4,CO5,CO6	Analyse the yogic management of contemporary respiratory, cardiovascular and surgical disorders	1	Lecture	CAN	Knows-how	L_VC
CO4,CO5,CO6	Discuss siddhar yoga maruthuvam for preventing and treating chronic respiratory, cardiovascular and surgical disorders	1	Lecture	CE	Knows-how	DIS,L_VC
CO4,CO5,CO6	Demonstrate practical integration of siddhar yogam techniques with contemporary therapeutic approaches for respiratory, cardiovascular and surgical disorders	3	Practical Training 26.8	PSY-GUD	Shows-how	DIS,D-BED

CO4,CO5,CO6	Integrate self-reflective practice and peer feedback on managing contemporary respiratory cardiovascular, and surgical disorders	4	Experiential-Learning 26.6	AFT-SET	Does	RLE,PL
CO4,CO5,CO6	Analyze and articulate personal insights from yoga therapy practices for contemporary respiratory, cardiovascular, and surgical disorders through reflective journaling and group discussions	3	Experiential-Learning 26.7	AFT-VAL	Does	DIS,JC,RLE

Practical Training Activity

Practical Training 26.1 : Diagnostic features of *swasa mandala noigal*, *thamaraga noigal* and *aruvai parigara noigal*

Total activity hours (3 hours)
 Demonstration by the teacher: (30 minutes)
 Provide a brief lecture on the basic concepts, key symptoms and classifications of *swasa mandala noigal*, *thamaraga noigal*, and *aruvai parigara noigal*.
 Case based learning: (90 minutes)
 Divide students into small groups and provide case studies with symptom descriptions of respiratory, cardiovascular, and surgical disorders.
 Have each group identify and classify symptoms based on their knowledge, encouraging them to apply siddha diagnostic principles.
 Group discussion and feedback: (30 minutes)
 Facilitate a discussion where each group shares their symptom identification and classification, encouraging peer learning.
 Discussion: (30 minutes)
 The teacher shall summarize the key concepts covered in the practical.

Practical Training 26.2 : Asanas, pranayama, and kriyas for *swasa mandala noigal*

Total activity hours (3 hours)
 Preparation:
 Ensure a quiet, comfortable space for practice.
 Arrange yoga mats or cushions for seated postures.
 Encourage students to wear comfortable clothing that allows for easy movement and breathing.
 Demonstration by the teacher: (30 minutes)
 Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *swasa mandala noigal* (respiratory disorders)
 Hands-on training and student practice: (120 minutes)
 Students should demonstrate asanas, pranayama, and kriyas to the patients with *swasa mandala noigal* (respiratory disorders) under teacher supervision and provide one-on-

one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with *swasa mandala noigal* (respiratory disorders)

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 26.3 : Asanas, pranayama, and kriyas for *thamaraga noigal*

Total activity hours (3 hours)

Preparation:

Ensure a quiet, comfortable space for practice.

Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *thamaraga noigal* (cardiovascular disorders)

Hands-on training and student practice: (120 minutes)

Students should demonstrate asanas, pranayama, and kriyas to the patients with *thamaraga noigal* (cardiovascular disorders) under teacher supervision and provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with *thamaraga noigal* (cardiovascular disorders)

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 26.4 : Asanas, pranayama, and kriyas for *aruvai parigara noigal*

Total activity hours (2 hours)

Preparation:

Ensure a quiet, comfortable space for practice.

Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *aruvai parigara noigal* (surgical disorders).

Hands-on training and student practice: (120 minutes)

Students should demonstrate asanas, pranayama, and kriyas to the patients with *aruvai parigara noigal* (surgical disorders) under teacher supervision and provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with *aruvai parigara noigal* (surgical disorders)

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 26.5 : Meditation and relaxation techniques to regulate *swasa mandala noigal*, *thamaraga noigal*, and *aruvai parigara noigal*

Total activity hours (2 hours)

Preparation:

Ensure a quiet, comfortable space for practice.

Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Provide to understand the role of meditation and relaxation techniques in managing *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders), and *aruvai parigara noigal* (surgical disorders).

Teacher demonstrates PMR by progressively tensing and relaxing muscle groups from head to toe, emphasizing the relaxation of chest and abdominal muscles for respiratory benefits.

Teacher demonstrates the technique, explaining the effects of alternate nostril breathing on respiratory and cardiovascular health.

Hands-on training for students: (60 minutes)

Students practice mindfulness meditation and pranayama techniques under teacher guidance, focusing on maintaining posture, rhythm, and relaxation. Student observe and correct patients posture and rhythm with teacher support.

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 26.6 : New siddha dietary formulations for *swasa mandala noigal*, *thamaraga noigal* and *aruvai parigara noigal*

Total activity hours (2 hours)

Demonstration by the teacher: (30 minutes)

Provide brief lecture on the principles of dietary formulations in siddha medicine, focusing on ingredients and their specific health benefits for the *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders), and *aruvai parigara noigal* (surgical disorders).

The teacher demonstrates the preparation of a selected siddha concoction for the *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders), and *aruvai parigara noigal* (surgical disorders).

Hands-on training: (60 minutes)

Divide students into small groups and assign each group a different formulation: one for respiratory, one for cardiovascular health, and one for post-surgical recovery.

Documentation and presentation: (15 minutes)

Instruct each group to document their formulation process and record any observations about ingredient interactions or preparation challenges.

Discussion and feedback: (15 minutes)

The teacher leads a group discussion, giving feedback on each group's formulation and answering questions.

Practical Training 26.7 : Meal plan for *swasa mandala noigal*, *thamaraga noigal* and *aruvai parigara noigal*

Total activity hours (2 hours)

Demonstration by the teacher: (30 minutes)

Provide brief lecture on dietary changes in meal planning for *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders), and *aruvai parigara noigal* (surgical disorders)

Student's activity / case based learning: (60 minutes)

Divide into small groups and discuss the case study, focusing on the patient's nutritional needs and dietary recommendations.

Share and compare the meal plans developed by each group, discussing the similarities and differences.

Documentation and presentation: (15 minutes)

Each group presents their class study to the class, explaining the health benefits of meal planning

Discussion and feedback: (15 minutes)

The teacher leads a group discussion, giving feedback on each group's case study and answering questions

Practical Training 26.8 : Advanced asana and pranayama practices relevant to respiratory, cardiovascular and surgical disorders

Total activity hours (3 hours)

Demonstration by the teacher: (30 minutes).

Discuss the benefits of integrating siddhar yoga techniques with contemporary therapies that make them effective.

The teacher should demonstrate the core techniques, such as specific breathing exercises (pranayama), yogic postures (asanas) and meditation practices for respiratory disorders, cardiovascular health and post-surgical recovery

Hands-on training: (120 minutes)

Guide students to perform each technique, providing individual assistance as needed to the patients

Students should correct postures and breathing techniques to ensure patients are practicing safely and effectively.

Discuss and demonstrate how each siddhar yogam practice complements conventional therapeutic approaches used in respiratory, cardiovascular and surgical disorders.

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Experiential learning Activity**Experiential-Learning 26.1** : Clinical exploration of *swasa mandala noigal*, *thamaraga noigal* and *aruvai parigara noigal*

Total learning hours (4 hours)

Case study: (120 minutes)

Student read the provided case studies on *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders), and *aruvai parigara noigal* (surgical disorders).

Students analyse the symptoms presented in each case study and relate them to the corresponding disorder.

Group discussion: (90 minutes)

Form groups of 1-2 students.

Students discuss the case studies and share your findings with the group.

Students relate the disorders and the siddhar yoga treatment options for each disorder

Class presentation: (30 minutes)

Student should write a short reflection and share it class.

Experiential-Learning 26.2 : Reflective exploration of siddhar yoga in *swasa mandala noigal*, *thamaraga noigal*, and *aruvai parigara noigal*

Total learning hours (4 hours)

Instruction: (30 minutes)

Student shall focus on specific siddhar yoga practices that target on *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders), and *aruvai parigara noigal* (surgical disorders)

Students' activity / real life experience: (180 minutes)

Students write a final reflective essay on real life experience (4-5 pages) that synthesizes students understanding of yoga-based healthcare improvements for *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders), and *aruvai parigara noigal* (surgical disorders).

Peer learning: (30 minutes)

Students pair up with a peer to share and discuss yoga techniques and experiences related to on *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders), and *aruvai parigara noigal* (surgical disorders)

Experiential-Learning 26.3 : Siddhar yoga realization of *swasa mandala noigal*, *thamaraga noigal*, and *aruvai parigara noigal*

Total learning hours (4 hours)

Instruction: (30 minutes)

Encourage students to journal and reflect on their personal experiences related to yoga therapy for *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders), and *aruvai parigara noigal* (surgical disorders).

Students' activity: (180 minutes)

Students write a reflective journal entry for each prompt, exploring your thoughts, feelings, and insights.

Students complete the journaling exercises within the allotted time frame.

Peer assisted learning: (30 minutes)

Students pair up with a peer to share and discuss yoga techniques
Students provide feedback and support to each other.

Experiential-Learning 26.4 : Dietary changes for *swasa mandala noigal*, *thamaraga noigal* and *aruvai parigara noigal*

Total learning hours (4 hours)
Project work: (120 minutes)
Students write a project work that synthesizes your understanding of the dietary changes for *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders), and *aruvai parigara noigal* (surgical disorders).
Team based learning: (90 minutes)
Students team up with a peer to share and discuss dietary changes and experiences related to *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders), and *aruvai parigara noigal* (surgical disorders).
Feedback session: (30 minutes)
Students provide feedback and support to each other.

Experiential-Learning 26.5 : Diet plan as per *swasa mandala noigal*, *thamaraga noigal* and *aruvai parigara noigal*

Total learning hours: (3 hours)
Instruction: (30 minutes)
Students read and analyse case studies on diet plan for *swasa mandala noigal* (respiratory disorders), *thamaraga noigal* (cardiovascular disorders), and *aruvai parigara noigal* (surgical disorders).
Case based learning: (120 minutes)
Students write a case study report (2-3 pages) that explores the effectiveness of diet plan for a specific health condition.
Students plan a 7-day diet that incorporates the dietary recommendations for the chosen disorder.
Students consider the nutritional requirements of the individual, including any dietary restrictions or allergies.
Class presentation: (30 minutes)
Students present case study report in class.

Experiential-Learning 26.6 : Reflective practice on yoga therapy in contemporary respiratory, cardiovascular and surgical disorders

Total learning hours (4 hours)
Real life experience: (120 minutes)
Observe or recall any real-life experience (personal, family, or community) related to respiratory, cardiovascular and surgical disorders.
Reflect on how it was managed using Siddhar yoga, and write a short report (2–3 pages) describing the symptoms, care given, and your insights.

Focus on the effectiveness, challenges, and possible improvements in managing such conditions.

Peer feedback: (120 minutes)

Students pair up with a peer to share and discuss case studies and experiences related to managing respiratory, cardiovascular and surgical disorders

Students provide feedback and support to each other.

Experiential-Learning 26.7 : Experience in yoga therapy for contemporary respiratory, cardiovascular and surgical disorders

Total learning hours (3 hours)

Journaling: (60 minutes)

Students maintain a reflective journal throughout the activity, recording personal experiences, insights, and observations.

Group discussions / real life experience: (120 minutes)

Students participate in group discussions, sharing real life personal experiences and insights related to yoga therapy for contemporary respiratory, cardiovascular and surgical disorders

Students explore applications of yoga therapy for contemporary respiratory, cardiovascular and surgical disorders, including any relevant research or case studies.

Students discuss the potential for integrating yoga therapy with conventional healthcare approaches for contemporary respiratory, cardiovascular and surgical disorders.

Modular Assessment

Assessment method

Hour

Instructions - Conduct a structured modular assessment. Assessment will be for 50 marks. 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.

1.Direct Observation of Procedural Skills (DOPS) to assess students' ability to demonstrate and teach pranayama techniques for *swasa mandala noigal* (Respiratory disorders) (25 marks) - 2 hours

Assessment criteria's (25 marks)

- Preparation and introduction (5 marks)
- Technique demonstration (5 marks)
- Teaching methodology (5 marks)
- Safety and contraindications (5 marks)
- Pranayama technique skill (5 marks)

Assessment rubric criteria

4

Levels of performance

- Excellent (21-25 marks)
- Very good (16-20 marks)
- Good (11-15 marks)
- Fair (6-10 marks)
- Poor (1-5 marks)

Total score: _____/25

Interpretation:

Assessment rubrics –

Excellent (21-25 marks): understanding of the topic with minimal errors.

Very good (16-20 marks): has good grasp but has some minor mistakes.

Good (11-15 marks)

Fair (6-10 marks): understanding is limited, with several errors.

Poor (1-5 marks): major misunderstandings.

2.Presentation of published research papers (25 marks)

Selection of the article (5 marks)

Critical analysis of the research (5 marks)

Clarity and organization (5 marks)

Communication skills (5 marks)

Discussion and engagement (5 marks)

Or

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

And

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

Semester No : 4

Module 27 : Siddhar yoga maruthuvam for seerana mandala noigal (gastrointestinal disorders), sala uruppu noigal (genitourinary disorders) and thol noigal (dermatological disorders)

Module Learning Objectives

(At the end of the module, the students should be able to)

Analyse the specific siddhar yoga techniques and practices that have been shown to be effective in managing *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders)

Perform the therapeutic applications of yoga techniques and practices for managing *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders)

Evaluate the evidence-based research supporting the use of therapeutic yoga for gastrointestinal, genitourinary and dermatological disorders to understand the potential benefits and limitations of this approach

Apply the dietary regimen to develop personalized treatment plans for individuals with *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders), taking into account their specific needs and limitations

M 27 Unit 1 Introduction

27.1.1 *Seerana mandala noigal* (gastrointestinal disorders) 27.1.1.1 *Suvaiinmai noi* 27.1.1.2 *Neervetkainoi* 27.1.1.3 *Seriyamai* 27.1.1.4 *Vikkalnoi* 27.1.1.5 *Vandhi* 27.1.1.6 *Maandha noi* 27.1.1.7 *Gunman* 27.1.1.8 *Perunkazhichal* 27.1.1.9 *Nina kazhichal* 27.1.1.10 *Kaduppu kazhichal* 27.1.1.11 *Kalleeral noi* 27.1.1.12 *Maneeral noi* 27.1.1.13 *Manjal noi* 27.1.1.14 *Peruvayiru* 27.1.1.15 *Kudarpidippu noi* 27.1.1.16 *Sulai noi* 27.1.1.17 *Eruvai mulai noi* 27.1.1.18 *Pouthiram* 27.1.1.19 Other gastrointestinal disorders (mentioned in contemporary science relevant to yoga therapy) 27.1.2 *Sala uruppu noigal* (genitourinary disorders) 27.1.2.1 *Kalladaippu* 27.1.2.2 *Neerchurukku* 27.1.2.3 *Neerkattu* 27.1.2.4 *Sottuneer* 27.1.2.5 *Vellai* 27.1.2.6 *Neerizhivu* 27.1.2.7 *Veneer* 27.1.2.8 *Theli neer* 27.1.2.9 *Neeradaippu* 27.1.2.10 Other genitourinary disorders (mentioned in contemporary science relevant to yoga therapy) 27.1.3 *Thol noigal* (dermatological disorders) 27.1.3.1 *Kuttam* 27.1.3.2 *Karappan* 27.1.3.3 *Puzhu vettu* 27.1.3.4 *Mayir udhirthal* 27.1.3.5 *Kalanjaga padai* 27.1.3.6 Other dermatological disorders (mentioned in contemporary science relevant to yoga therapy)

References: 74,137,195,196

3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Analyse <i>seerana mandala noigal</i> (gastrointestinal disorders), <i>sala uruppu noigal</i> (genitourinary disorders) and <i>thol noigal</i> (dermatological disorders)	1	Lecture	CAN	Knows-how	L&PPT
CO2,CO4	Evaluate the differences and similarities between siddha and contemporary science	1	Lecture	CE	Knows-	DIS,L&P

	perspectives on <i>seerana mandala noigal</i> (gastrointestinal disorders), <i>sala uruppu noigal</i> (genitourinary disorders) and <i>thol noigal</i> (dermatological disorders), synthesizing key concepts to enhance understanding of their approaches to diagnosis and treatment				how	PT
CO2,CO4	Identify key symptoms and classifications of <i>seerana mandala noigal</i> (gastrointestinal disorders), <i>sala uruppu noigal</i> (genitourinary disorders) and <i>thol noigal</i> (dermatological disorders) relevant to yoga therapy	3	Practical Training 27.1	PSY-SET	Shows-how	DIS,CBL, D
CO2,CO4	Appraise case studies and group discussions on <i>seerana mandala noigal</i> (gastrointestinal disorders), <i>sala uruppu noigal</i> (genitourinary disorders) and <i>thol noigal</i> (dermatological disorders)	4	Experiential-Learning 27.1	AFT-VAL	Does	PER,DIS, CBL

M 27 Unit 2 Therapeutic siddhar yogam

27.2.1 Specific siddhar yogic practices 27.2.1.1 *Seerana mandala noigal* (gastrointestinal disorders) 27.2.1.2 *Sala uruppu noigal* (genitourinary disorders)
27.2.1.3 *Thol noigal* (dermatological disorders)

References: 199,201,204

3A	3B	3C	3D	3E	3F	3G
CO3,CO6	Evaluate siddhar yogic principles for <i>seerana mandala noigal</i> (gastrointestinal disorders), <i>sala uruppu noigal</i> (genitourinary disorders) and <i>thol noigal</i> (dermatological disorders)	1	Lecture	CE	Knows-how	L_VC,DIS
CO3,CO6	Analyse siddhar yogic practices specific to <i>seerana mandala noigal</i> (gastrointestinal disorders)	1	Lecture	CAN	Knows-how	L_VC
CO3,CO6	Analyse siddhar yogic practices specific to <i>sala uruppu noigal</i> (genitourinary disorders)	1	Lecture	CAN	Knows-how	L_VC
CO3,CO6	Analyse siddhar yogic practices specific to <i>thol noigal</i> (dermatological disorders)	1	Lecture	CAN	Knows-how	L&PPT
CO3,CO6	Demonstrate practice of asanas, pranayama, and kriyas for <i>seerana mandala noigal</i>	3	Practical	PSY-	Shows-	D-

	(gastrointestinal disorders)		Training 27.2	GUD	how	BED,DIS
CO3,CO6	Demonstrate practice of asanas, pranayama, and kriyas for <i>sala uruppu noigal</i> (genitourinary disorders)	2	Practical Training 27.3	PSY-GUD	Shows-how	DIS,D-BED
CO3,CO6	Demonstrate practice of asanas, pranayama, and kriyas for <i>thol noigal</i> (dermatological disorders)	3	Practical Training 27.4	PSY-GUD	Shows-how	DIS,D-BED
CO3,CO6	Demonstrate meditation and relaxation techniques to regulate <i>seerana mandala noigal</i> (gastrointestinal disorders), <i>sala uruppu noigal</i> (genitourinary disorders) and <i>thol noigal</i> (dermatological disorders)	2	Practical Training 27.5	PSY-GUD	Shows-how	D-BED,DIS
CO3,CO6	Integrate personal practice and reflection on <i>seerana mandala noigal</i> (gastrointestinal disorders), <i>sala uruppu noigal</i> (genitourinary disorders) and <i>thol noigal</i> (dermatological disorders) health care improvements through yoga	4	Experiential-Learning 27.2	AFT-SET	Does	PL,RLE
CO3,CO6	Appraise <i>seerana mandala noigal</i> (gastrointestinal disorders), <i>sala uruppu noigal</i> (genitourinary disorders) and <i>thol noigal</i> (dermatological disorders) health care through siddhar yoga	4	Experiential-Learning 27.3	AFT-VAL	Does	RLE,JC,PAL

M 27 Unit 3 Dietary regimen in siddha and contemporary nutrition

27.3.1 Siddha dietary principles (*pathiyam*) 27.3.2 The role of specific herbs, foods, and fasting in disease management 27.3.3 Siddha dietary formulations and concoctions for managing these conditions 27.3.4 Personal siddha dietary assessment and application of nutrition principle

References: 206,208,209

3A	3B	3C	3D	3E	3F	3G
CO1,CO4	Evaluate siddha dietary principles (<i>pathiyam</i>) for <i>seerana mandala noigal</i> , <i>sala uruppu noigal</i> , and <i>thol noigal</i>	1	Lecture	CE	Knows-how	LS,L&GD
CO1,CO4	Analyse the role of herbs, rasayanas, and detoxifying foods in supporting gastrointestinal, genitourinary and dermatological health care	1	Lecture	CAN	Knows-how	LS,L&GD

CO1,CO4	Construct new siddha dietary formulations and concoctions for <i>seerana mandala noigal</i> (gastrointestinal disorders), <i>sala uruppu noigal</i> (genitourinary disorders) and <i>thol noigal</i> (dermatological disorders)	2	Practical Training 27.6	PSY-GUD	Shows-how	PER,D,DIS
CO1,CO4	Integrate implementation of dietary changes for <i>seerana mandala noigal</i> (gastrointestinal disorders), <i>sala uruppu noigal</i> (genitourinary disorders) and <i>thol noigal</i> (dermatological disorders) through group discussions	4	Experiential-Learning 27.4	AFT-SET	Does	PrBL,TBL
CO1,CO4	Apply dietary changes in meal planning for <i>seerana mandala noigal</i> (gastrointestinal disorders), <i>sala uruppu noigal</i> (genitourinary disorders) and <i>thol noigal</i> (dermatological disorders)	2	Practical Training 27.7	PSY-GUD	Shows-how	CBL,DIS
CO1,CO4	Plan diet as per <i>seerana mandala noigal</i> (gastrointestinal disorders), <i>sala uruppu noigal</i> (genitourinary disorders) and <i>thol noigal</i> (dermatological disorders)	3	Experiential-Learning 27.5	AFT-VAL	Does	PER,CBL

M 27 Unit 4 Integration of siddhar yoga with contemporary yogic practices

27.4.1 The role of yoga in treating gastrointestinal, genitourinary and dermatological disorders 27.4.2 Clinical evidence for gastrointestinal, genitourinary and dermatological disorders

References: 84,90,124,198,200,202,205,207

3A	3B	3C	3D	3E	3F	3G
CO4,CO5,CO6	Evaluate yoga in treating contemporary gastrointestinal, genitourinary and dermatological disorders	1	Lecture	CE	Knows-how	L_VC,DIS
CO4,CO5,CO6	Evaluate the clinical evidence supporting yoga therapy in contemporary gastrointestinal, genitourinary and dermatological disorders	1	Lecture	CE	Knows-how	L_VC,DIS
CO4,CO5,CO6	Demonstrate practical integration of siddhar yogam techniques with contemporary therapeutic approaches for gastrointestinal, genitourinary and dermatological disorders	3	Practical Training 27.8	PSY-GUD	Shows-how	D-BED,DIS
CO4,CO5,CO6	Integrate self-reflective practice and peer feedback on managing contemporary	4	Experiential-	AFT-SET	Does	RLE,PL

	gastrointestinal, genitourinary and dermatological disorders		Learning 27.6			
CO4,CO5,CO6	Analyze and articulate personal insights from yoga therapy practices for contemporary gastrointestinal, genitourinary and dermatological disorders through journaling and group discussions	3	Experiential-Learning 27.7	AFT-VAL	Does	RLE,JC,DIS

Practical Training Activity

Practical Training 27.1 : Diagnostic features of *seerana mandala noigal*, *sala uruppu noigal* and *thol noigal*

Total activity hours (3 hours)
 Demonstration by the teacher: (30 minutes)
 Provide a brief lecture on the basic concepts, key symptoms and classifications of *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders)
 Case based learning: (90 minutes)
 Divide students into small groups and provide case studies or clinical simulations with symptom descriptions of *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders).
 Have each group identify and classify symptoms based on their knowledge, encouraging them to apply siddha diagnostic principles.
 Group discussion and feedback: (30 minutes)
 Facilitate a discussion where each group shares their symptom identification and classification, encouraging peer learning.
 Discussion: (30 minutes)
 The teacher shall summarize the key concepts covered in the practical.

Practical Training 27.2 : Asanas, pranayama, and kriyas for *seerana mandala noigal*

Total activity hours (3 hours)
 Preparation:
 Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures.
 Encourage students to wear comfortable clothing that allows for easy movement and breathing.
 Demonstration by the teacher: (30 minutes)
 Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *seerana mandala noigal* (gastrointestinal disorders)
 Hands-on training and student practice: (120 minutes)
 Guided practice: students should demonstrate asanas, pranayama, and kriyas to the patients with *seerana mandala noigal* (gastrointestinal disorders) under teacher

supervision.

Individual assistance: provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with *seerana mandala noigal* (gastrointestinal disorders)

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 27.3 : Asanas, pranayama, and kriyas for *sala uruppu noigal*

Total activity hours (2 hours)

Preparation:

Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *sala uruppu noigal* (genitourinary disorders)

Hands-on training and student practice: (60 minutes)

Guided practice: students should demonstrate asanas, pranayama, and kriyas to the patients with *sala uruppu noigal* (genitourinary disorders) under teacher supervision.

Individual assistance: provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with *sala uruppu noigal* (genitourinary disorders)

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 27.4 : Asanas, pranayama, and kriyas for *thol noigal*

Total activity hours (3 hours)

Preparation:

Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *thol noigal* (dermatological disorders).

Hands-on training and student practice: (120 minutes)

Guided practice: students should demonstrate asanas, pranayama, and kriyas to the patients with *thol noigal* (dermatological disorders) under teacher supervision.

Individual assistance: provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with *thol noigal* (dermatological disorders)

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 27.5 : Meditation and relaxation techniques to regulate *seerana mandala noigal*, *sala uruppu noigal* and *thol noigal*

Total activity hours (2 hours)

Preparation:

Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Provide to understand the role of meditation and relaxation techniques in managing *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders)

Hands-on training for students: (60 minutes)

Students practice mindfulness meditation and pranayama techniques under teacher guidance, focusing on maintaining posture, rhythm, and relaxation. Student observe and correct patients posture and rhythm with teacher support.

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 27.6 : New siddha dietary formulations for *seerana mandala noigal*, *sala uruppu noigal* and *thol noigal*

Total activity hours (2 hours)

Demonstration by the teacher: (30 minutes)

Provide brief lecture on the principles of dietary formulations in siddha medicine, focusing on ingredients and their specific health benefits for the *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders).

The teacher demonstrates the preparation of a selected siddha concoction for the *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders).

Hands-on training: (60 minutes)

Divide students into small groups and assign each group a different formulation: one for gastrointestinal, one for genitourinary health, and one for dermatological.

Documentation and presentation: (15 minutes)

Instruct each group to document their formulation process and record any observations about ingredient interactions or preparation challenges.

Discussion and feedback: (15 minutes)

The teacher leads a group discussion, giving feedback on each group's formulation and answering questions.

Practical Training 27.7 : Meal plan for *seerana mandala noigal*, *sala uruppu noigal* and *thol noigal*

Total activity hours (2 hours)
 Demonstration by the teacher: (30 minutes)
 Provide brief lecture on meal plan for *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders)
 Student's activity / case based learning: (60 minutes)
 Divide into small groups and discuss the case study, focusing on the patient's nutritional needs and dietary recommendations.
 Share and compare the meal plans developed by each group, discussing the similarities and differences.
 Documentation and presentation: (15 minutes)
 Each group presents their class studies to the class, explaining the health benefits of meal planning
 Discussion and feedback: (15 minutes)
 The teacher leads a group discussion, giving feedback on each group's case study and answering questions

Practical Training 27.8 : Advanced asana and pranayama practices relevant to contemporary gastrointestinal, genitourinary and dermatological disorders

Total activity hours (3 hours)
 Demonstration by the teacher: (30 minutes)
 Discuss the benefits of integrating siddhar yoga techniques with contemporary therapies that make them effective.
 The teacher should demonstrate the core techniques, such as specific breathing exercises (pranayama), yogic postures (asanas), and meditation practices for gastrointestinal, genitourinary and dermatological health
 Hands-on training: (120 minutes)
 Guide students to perform each technique, providing individual assistance as needed to the patients
 Students should correct postures and breathing techniques to ensure patients are practicing safely and effectively.
 Discuss and demonstrate how each siddhar yogam practice complements conventional therapeutic approaches used in gastrointestinal, genitourinary and dermatological disorders.
 Discussion: (30 minutes)
 The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Experiential learning Activity

Experiential-Learning 27.1 : Clinical exploration of *seerana mandala noigal*, *sala uruppu noigal* and *thol noigal*

Total learning hours (4 hours)
 Case study: (120 minutes)

Student read the provided case studies on *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders).

Students analyse the symptoms presented in each case study and relate them to the corresponding disorder.

Group discussion: (90 minutes)

Form groups of 1-2 students.

Students discuss the case studies and share your findings with the group.

Students relate the disorders and the siddhar yoga treatment options for each disorder

Class presentation: (30 minutes)

Student should write a short reflection and share it class.

Experiential-Learning 27.2 : Reflective exploration of siddhar yoga in *seerana mandala noigal*, *sala uruppu noigal* and *thol noigal*

Total learning hours (4 hours)

Instruction: (30 minutes)

Student shall focus on specific siddhar yoga practices that target for *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders)

Students' activity / real life experience: (180 minutes)

Students write a final reflective essay on real life experience (4-5 pages) that synthesizes students understanding of yoga-based healthcare improvements for *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders).

Peer learning: (30 minutes)

Students pair up with a peer to share and discuss yoga techniques and experiences related to *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders).

Students provide feedback and support to each other.

Experiential-Learning 27.3 : Siddhar yoga realization of *seerana mandala noigal*, *sala uruppu noigal* and *thol noigal*

Total learning hours (4 hours)

Instruction: (30 minutes)

Encourage students to journal and reflect on their personal experiences related to yoga therapy *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders).

Students' activity: (180 minutes)

Students write a reflective journal entry for each prompt, exploring your thoughts, feelings, and insights.

Students complete the journaling exercises within the allotted time frame.

Peer assisted learning: (30 minutes)

Students pair up with a peer to share and discuss yoga techniques

Students provide feedback and support to each other.

Experiential-Learning 27.4 : Dietary changes for *seerana mandala noigal*, *sala uruppu noigal* and *thol noigal*

Total learning hours (4 hours)

Project work: (120 minutes)

Students write a project work that synthesizes your understanding of the dietary changes for *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders).

Team based learning: (90 minutes)

Students team up with a peer to share and discuss dietary changes and experiences related to *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders).

Feedback session: (30 minutes)

Students provide feedback and support to each other.

Experiential-Learning 27.5 : Diet plan as per *seerana mandala noigal*, *sala uruppu noigal* and *thol noigal*

Total learning hours (3 hours)

Case based learning: (1hour)

Students read and analyse case studies on diet plan for *seerana mandala noigal* (gastrointestinal disorders), *sala uruppu noigal* (genitourinary disorders) and *thol noigal* (dermatological disorders).

Students' activity: (1 hour 30 minutes)

Students write a case study report (2-3 pages) that explores the effectiveness of diet plan for a specific health condition.

Students plan a 7-day diet that incorporates the dietary recommendations for the chosen disorder.

Students consider the nutritional requirements of the individual, including any dietary restrictions or allergies.

Class presentation: (30 minutes)

Students present case study report in class.

Experiential-Learning 27.6 : Reflective practice on yoga therapy in contemporary gastrointestinal, genitourinary and dermatological disorders

Total learning hours (4 hours)

Real life experience: (120 minutes)

Observe or recall any real-life experience (personal, family, or community) related to gastrointestinal, genitourinary and dermatological disorders.

Reflect on how it was managed using Siddhar yoga, and write a short report (2–3 pages) describing the symptoms, care given, and your insights. Focus on the effectiveness, challenges, and possible improvements in managing such conditions

Peer learning: (120 minutes)

Students pair up with a peer to share and discuss case studies and experiences related to gastrointestinal, genitourinary and dermatological disorders. Students provide feedback and support to each other.

Experiential-Learning 27.7 : Experiences in yoga therapy for contemporary gastrointestinal, genitourinary and dermatological disorders

Total learning hours (3 hours)

Journaling: (60 minutes)

Students maintain a reflective journal throughout the activity, recording personal experiences, insights, and observations.

Group discussions / real life experience: (120 minutes)

Students participate in group discussions, sharing real life personal experiences and insights related to yoga therapy for contemporary gastrointestinal, genitourinary and dermatological disorders.

Students explore applications of yoga therapy for contemporary gastrointestinal, genitourinary and dermatological disorders, including any relevant research or case studies.

Students discuss the potential for integrating yoga therapy with conventional healthcare approaches for contemporary gastrointestinal, genitourinary and dermatological disorders.

Modular Assessment

Assessment method	Hour
Instructions - Conduct a structured modular assessment. Assessment will be for 50 marks. 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. A. Simulated Patient Assessment (SPA): To evaluate student's ability to apply siddha principles and dietary formulation skills in a real-world clinical scenario for <i>seerana mandala noigal</i> (gastrointestinal disorders) - (20 marks) - 1½ hours Section 1: Patient interview (5 marks) Section 2: Siddha dietary formulation (5 marks) Section 3: Clinical decision-making (5 marks) Section 4: Patient education (5 marks) B. Quiz assessment: (5 marks) - ½ hour C. Class presentation (25 marks) 2 hours Conceptual understanding (5 marks) Application of knowledge (5 marks)	4

Clarity and precision (5 marks)

Depth of knowledge (5 marks)

Interactive discussion (5 marks)

Or

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

And

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

Module 28 : Siddhar yoga maruthuvam for *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders)

Module Learning Objectives

(At the end of the module, the students should be able to)

Analyse the specific siddhar yoga techniques and practices that have been shown to be effective in managing *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders)

Perform the therapeutic applications of yoga techniques and practices for managing *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders)

Evaluate the evidence-based research supporting the use of therapeutic yoga for psychiatric nervous, endocrine and metabolic disorders to understand the potential benefits and limitations of this approach

Apply the dietary regimen to develop personalized treatment plans for individuals with *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders), taking into account their specific needs and limitations

M 28 Unit 1 Introduction

28.1.1 *Narambu mandala noigal* (neurological disorders) 28.1.1.1 *Valippu noi* 28.1.1.2 *Moolainoigal* 28.1.1.3 *Pakkavayu* 28.1.1.4 *Nadukkuvatham* 28.1.1.5 *Kudiverinoi* 28.1.1.6 Other neurological disorders (mentioned in contemporary science relevant to yoga therapy) 28.1.2 *Mana noigal* (psychiatric disorders) 28.1.2.1 *Kirigai* 28.1.2.2 *Brammai* 28.1.2.3 *Moorchai* 28.1.2.4 *Soothika vaatham* 28.1.2.5 Other psychiatric disorders (mentioned in contemporary science relevant to yoga

therapy) 28.1.3 *Naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders) 28.1.3.1 *Kanaya chathu kolarugal* 28.1.3.2 *Veedhana kolarugal* 28.1.3.3 *Suvali chathu kolarugal* 28.1.3.4 *Pirukobari chathu kolarugal* 28.1.3.5 *Udal paruman noi* (obesity) 28.1.3.6 Other endocrinological and metabolic disorders (mentioned in contemporary science relevant to yoga therapy)

References: 74,137,194,197

3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Analyse siddha perspectives on <i>narambu mandala noigal</i> (neurological disorders), <i>mana noigal</i> (psychiatric disorders) and <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders)	1	Lecture	CAN	Knows-how	L&PPT
CO2,CO4	Describe the differences and similarities between siddha and contemporary science perspectives on <i>narambu mandala noigal</i> (neurological disorders), <i>mana noigal</i> (psychiatric disorders) and <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders), synthesizing key concepts to enhance understanding of their approaches to diagnosis and treatment	1	Lecture	CE	Knows-how	L&PPT,DIS
CO2,CO4	Identify key symptoms and classifications of <i>narambu mandala noigal</i> (neurological disorders), <i>mana noigal</i> (psychiatric disorders) and <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders) relevant to yoga therapy	3	Practical Training 28.1	PSY-SET	Shows-how	DIS,D,CBL
CO2,CO4	Appraise case studies and group discussions on <i>narambu mandala noigal</i> (neurological disorders), <i>mana noigal</i> (psychiatric disorders) and <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders)	4	Experiential-Learning 28.1	AFT-VAL	Does	PER,CBL,DIS

M 28 Unit 2 Therapeutic siddhar yogam

28.2.1. Specific siddhar yogic practices 28.2.1.1 *Narambu mandala noigal* (neurological disorders) 28.2.1.2 *Mana noigal* (psychiatric disorders) 28.2.1.3 *Naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders)

References: 129,186,188,190,192,193

3A	3B	3C	3D	3E	3F	3G
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CO3,CO6	Discuss siddhar yogic principles for <i>narambu mandala noigal</i> (neurological disorders), <i>mana noigal</i> (psychiatric disorders) and <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders)	1	Lecture	CE	Knows-how	PBL,L_V C,DIS
CO3,CO6	Analyse siddhar yogic practices specific to <i>narambu mandala noigal</i> (neurological disorders)	1	Lecture	CAN	Knows-how	L_VC
CO3,CO6	Analyse siddhar yogic practices specific to <i>mana noigal</i> (psychiatric disorders)	1	Lecture	CAN	Knows-how	L_VC
CO3,CO6	Analyse siddhar yogic practices specific to <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders)	1	Lecture	CAN	Knows-how	L_VC
CO3,CO6	Demonstrate practice of asanas, pranayama, and kriyas for <i>narambu mandala noigal</i> (neurological disorders)	3	Practical Training 28.2	PSY-GUD	Shows-how	DIS,D-BED
CO3,CO6	Demonstrate practice of asanas, pranayama, and kriyas for <i>mana noigal</i> (psychiatric disorders)	2	Practical Training 28.3	PSY-GUD	Shows-how	D-BED,DIS
CO3,CO6	Demonstrate practice of asanas, pranayama, and kriyas for <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders)	3	Practical Training 28.4	PSY-GUD	Shows-how	D-BED,DIS
CO3,CO6	Demonstrate meditation and relaxation techniques to regulate <i>narambu mandala noigal</i> (neurological disorders), <i>mana noigal</i> (psychiatric disorders) and <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders)	2	Practical Training 28.5	PSY-GUD	Shows-how	DIS,D-BED
CO3,CO6	Integrate personal practice and reflection on <i>narambu mandala noigal</i> (neurological disorders), <i>mana noigal</i> (psychiatric disorders) and <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders) health care improvement through yoga	4	Experiential-Learning 28.2	AFT-SET	Does	PL,RP,RL E
CO3,CO6	Appraise experiences related to <i>narambu mandala noigal</i> (neurological disorders), <i>mana noigal</i> (psychiatric disorders) and <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders) through journaling exercises	4	Experiential-Learning 28.3	AFT-VAL	Does	PAL,JC

M 28 Unit 3 Dietary regimen in siddha and contemporary nutrition

28.3.1 Siddha dietary principles (*pathiyam*) 28.3.2 The role of specific herbs, foods, and fasting in disease management 28.3.3 Siddha dietary formulations and concoctions for managing these conditions 28.3.4 Personal siddha dietary assessment and application of nutrition principle

References: 182,183

3A	3B	3C	3D	3E	3F	3G
CO1,CO4	Describe the siddha dietary principles (<i>pathiyam</i>) for <i>narambu mandala noigal</i> (neurological disorders), <i>mana noigal</i> (psychiatric disorders) and <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders)	1	Lecture	CE	Knows-how	L&GD,LS
CO1,CO4	Analyse the role of herbs, rasayanas, and detoxifying foods in supporting nervous, psychiatric, and endocrine health care	1	Lecture	CAN	Knows-how	L&GD,LS
CO1,CO4	Construct new siddha dietary formulations and concoctions for <i>narambu mandala noigal</i> (neurological disorders), <i>mana noigal</i> (psychiatric disorders) and <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders)	2	Practical Training 28.6	PSY-SET	Shows-how	D,PER,DIS
CO1,CO4	Apply dietary changes in meal planning for <i>narambu mandala noigal</i> (neurological disorders), <i>mana noigal</i> (psychiatric disorders) and <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders)	2	Practical Training 28.7	PSY-GUD	Shows-how	CBL,DIS
CO1,CO4	Integrate implementation of dietary changes for <i>narambu mandala noigal</i> (neurological disorders), <i>mana noigal</i> (psychiatric disorders) and <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders) through group discussions	4	Experiential-Learning 28.4	AFT-SET	Does	PrBL,TBL
CO1,CO4	Plan diet as per <i>narambu mandala noigal</i> (neurological disorders), <i>mana noigal</i> (psychiatric disorders) and <i>naalamilla surappi & valarchithai maatra kolarugal</i> (endocrine and metabolic disorders)	3	Experiential-Learning 28.5	AFT-VAL	Does	CBL,PER

M 28 Unit 4 Integration of siddhar yoga with contemporary yogic practices

28.4.1 The role of yoga in treating neurological, psychiatry and endocrine and metabolic disorders 28.4.2 Clinical evidence for neurological, psychiatry and endocrine and metabolic disorders

References: 84,90,124,178,179,180,181

3A	3B	3C	3D	3E	3F	3G
CO4,CO5,CO6	Discuss the role of yoga in treating contemporary nervous, psychiatric, and endocrine and metabolic disorders	1	Lecture	CE	Knows-how	L_VC,DIS
CO4,CO5,CO6	Describe the clinical evidence supporting yoga therapy in contemporary nervous, psychiatric, and endocrine and metabolic disorders	1	Lecture	CE	Knows-how	DIS,L_VC
CO4,CO5,CO6	Demonstrate practical integration of siddhar yogam techniques with contemporary therapeutic approaches for nervous, psychiatric, and endocrine and metabolic disorders	3	Practical Training 28.8	PSY-GUD	Shows-how	D-BED,DIS
CO4,CO5,CO6	Integrate self-reflective practice and peer feedback on managing contemporary nervous, psychiatric, and endocrine and metabolic disorders	4	Experiential-Learning 28.6	AFT-SET	Does	RLE,PL
CO4,CO5,CO6	Analyze and articulate personal insights from yoga therapy practices for contemporary nervous, psychiatric, and endocrine and metabolic disorders through journaling and group discussions	3	Experiential-Learning 28.7	AFT-VAL	Does	DIS,RLE,JC

Practical Training Activity

Practical Training 28.1 : Diagnostic features of *narambu mandala noigal*, *mana noigal* and *naalamilla surappi & valarchithai maatra kolarugal*

Total activity hours (3 hours)

Demonstration by the teacher: (30 minutes)

Provide a brief lecture on the basic concepts, classifications and identification of key symptoms of *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders).

Hands-on symptom identification practice / case based learning: (90 minutes)

Divide students into small groups and provide case studies with symptom descriptions of *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders).

Have each group identify and classify symptoms based on their knowledge, encouraging them to apply siddha diagnostic principles.

Group discussion and feedback: (30 minutes)

Facilitate a discussion where each group shares their symptom identification and classification, encouraging peer learning.

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical.

Practical Training 28.2 : Asanas, pranayama, and kriyas for *narambu mandala noigal*

Total activity hours (3 hours)

Preparation:

Ensure a quiet, comfortable space for practice.

Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *narambu mandala noigal* (neurological disorders)

Hands-on training and student practice: (120 minutes)

Guided practice: Students should demonstrate asanas, pranayama, and kriyas to the patients with *narambu mandala noigal* (neurological disorders) under teacher supervision.

Individual assistance: Provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with *narambu mandala noigal* (neurological disorders).

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 28.3 : Asanas, pranayam and kriyas for *mana noigal*

Total activity hours (2 hours)

Preparation:

Ensure a quiet, comfortable space for practice.

Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *mana noigal* (psychiatric disorders)

Hands-on training and student practice: (60 minutes)

Guided practice: Students should demonstrate asanas, pranayama, and kriyas to the patients with *mana noigal* (psychiatric disorders) under teacher supervision.
 Individual assistance: Provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with *mana noigal* (psychiatric disorders).
 Discussion: (30 minutes)
 The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 28.4 : Asanas, pranayama, and kriyas for *naalamilla surappi & valarchithai maatra kolarugal*

Total activity hours (3 hours)
 Preparation:
 Ensure a quiet, comfortable space for practice.
 Arrange yoga mats or cushions for seated postures.
 Encourage students to wear comfortable clothing that allows for easy movement and breathing.
 Demonstration by the teacher: (30 minutes)
 Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders).
 Hands-on training and student practice: (120 minutes)
 Guided practice: Students should demonstrate asanas, pranayama, and kriyas to the patients with *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders) under teacher supervision.
 Individual assistance: Provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders).
 Discussion: (30 minutes)
 The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 28.5 : Meditation and relaxation techniques to regulate *narambu mandala noigal, mana noigal and naalamilla surappi & valarchithai maatra kolarugal*

Total activity hours (2 hours)
 Preparation:
 Ensure a quiet, comfortable space for practice.
 Arrange yoga mats or cushions for seated postures.
 Encourage students to wear comfortable clothing that allows for easy movement and breathing.
 Demonstration by the teacher: (30 minutes)
 Provide to understand the role of meditation and relaxation techniques in managing *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders).

Hands-on training for students: (60 minutes)

Students practice mindfulness meditation and pranayama techniques under teacher guidance, focusing on maintaining posture, rhythm, and relaxation. Student observe and correct patients posture and rhythm with teacher support.

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 28.6 : New siddha dietary formulations for *narambu mandala noigal*, *mana noigal* and *naalamilla surappi & valarchithai maatra kolarugal*

Total activity hours (2 hours)

Demonstration by the teacher: (30 minutes)

Provide brief lecture on the principles of dietary formulations in siddha medicine, focusing on ingredients and their specific health benefits for the *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders).

The teacher demonstrates the preparation of a selected siddha concoction for the *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders).

Hands-on training

Hands-on training: (60 minutes)

Divide students into small groups and assign each group a different formulation: one for nervous system, one for psychiatric health, and one for endocrine and metabolic.

Documentation and presentation: (15 minutes)

Instruct each group to document their formulation process and record any observations about ingredient interactions or preparation challenges.

Discussion and feedback: (15 minutes)

The teacher leads a group discussion, giving feedback on each group's formulation and answering questions.

Practical Training 28.7 : Meal plan for *narambu mandala noigal*, *mana noigal* and *naalamilla surappi & valarchithai maatra kolarugal*

Total activity hours (2 hours)

Demonstration by the teacher: (30 minutes)

Provide brief lecture on dietary changes in meal planning for *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders)

Student's activity / case based leaning: (60 minutes)

Divide into small groups and discuss the case study, focusing on the patient's nutritional needs and dietary recommendations.

Share and compare the meal plans developed by each group, discussing the similarities and differences.

Documentation and presentation: (15 minutes)

Each group presents their class studies to the class, explaining the health benefits of meal planning

Discussion and feedback: (15 minutes)

The teacher leads a group discussion, giving feedback on each group's case study and answering questions

Practical Training 28.8 : Advanced asana and pranayama practices relevant to contemporary nervous, psychiatric, and endocrine and metabolic disorders

Total activity hours (3 hours)

Demonstration by the teacher: (30 minutes)

Discuss the benefits of integrating siddhar yoga techniques with contemporary therapies that make them effective.

The teacher should demonstrate the core techniques, such as specific breathing exercises (pranayama), yogic postures (asanas), and meditation practices for nervous system, psychiatric, and endocrine and metabolic

Hands-on training: (120 minutes)

Guide students to perform each technique, providing individual assistance as needed to patients.

Correct postures and breathing techniques to ensure patients are practicing safely and effectively.

Discuss and demonstrate how each siddhar yogam practice complements conventional therapeutic approaches used in nervous, psychiatric, and endocrine and metabolic disorders.

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Experiential learning Activity

Experiential-Learning 28.1 : Clinical exploration of *narambu mandala noigal*, *mana noigal* and *naalamilla surappi & valarchithai maatra kolarugal*

Total learning hours (4 hours)

Case study: (120 minutes)

Student read the provided case studies on *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders).

Students analyse the symptoms presented in each case study and relate them to the corresponding disorder.

Group discussion: (90 minutes)

Form groups of 1-2 students.

Students discuss the case studies and share your findings with the group.

Students relate the disorders and the siddhar yoga treatment options for each disorder

Class presentation: (30 minutes)

Student should write a short reflection and share it class.

Experiential-Learning 28.2 : Reflective exploration of siddhar yoga in *narambu mandala noigal*, *mana noigal* and *naalamilla surappi & valarchithai maatra kolarugal*

Total learning hours (4 hours)

Instruction: (30 minutes)

Student shall focus on specific siddhar yoga practices that target for *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders)

Students' activity / real life experience: (180 minutes)

Students write a final reflective essay on real life experience (4-5 pages) that synthesizes students understanding of yoga-based healthcare improvements for *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders)

Peer learning: (30 minutes)

Students provide feedback and support to each other.

Experiential-Learning 28.3 : Siddhar yoga realization of *narambu mandala noigal*, *mana noigal* and *naalamilla surappi & valarchithai maatra kolarugal*

Total learning hours (4 hours)

Instruction: (30 minutes)

Encourage students to journal and reflect on their personal experiences related to yoga therapy for *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders).

Students' activity: (180 minutes)

Students write a reflective journal entry for each prompt, exploring your thoughts, feelings, and insights.

Students complete the journaling exercises within the allotted time frame.

Peer assisted learning: (30 minutes)

Students pair up with a peer to share and discuss yoga techniques

Students provide feedback and support to each other.

Experiential-Learning 28.4 : Dietary changes for *narambu mandala noigal*, *mana noigal* and *naalamilla surappi & valarchithai maatra kolarugal*

Total learning hours (4 hours)

Project work: (120 minutes)

Students write a project work that synthesizes your understanding of the dietary changes for *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders).

Team based learning: (90 minutes)

Students team up with a peer to share and discuss dietary changes and experiences related to *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric

disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders).

Feedback session: (30 minutes)

Students provide feedback and support to each other.

Experiential-Learning 28.5 : Diet plan as per *narambu mandala noigal* , *mana noigal* and *naalamilla surappi & valarchithai maatra kolarugal*

Total learning hours (3 hours)

Instruction: (30 minutes)

Students read and analyse case studies on diet plan for *narambu mandala noigal* (neurological disorders), *mana noigal* (psychiatric disorders) and *naalamilla surappi & valarchithai maatra kolarugal* (endocrine and metabolic disorders).

Case based learning: (120 minutes)

Students write a case study report (2-3 pages) that explores the effectiveness of diet plan for a specific health condition.

Students plan a 7-day diet that incorporates the dietary recommendations for the chosen disorder.

Students consider the nutritional requirements of the individual, including any dietary restrictions or allergies.

Class presentation: (30 minutes)

Students present case study report in class.

Experiential-Learning 28.6 : Reflective practice on yoga therapy in contemporary nervous, psychiatric, and endocrine and metabolic disorders

Total learning hours (3 hours)

Real life experience: (120 minutes)

Observe or recall any real-life experience (personal, family, or community) related to nervous, psychiatric, and endocrine and metabolic disorders.

Reflect on how it was managed using Siddhar yoga, and write a short report (2–3 pages) describing the symptoms, care given, and your insights.

Focus on the effectiveness, challenges, and possible improvements in managing such conditions

Peer learning: (120 minutes)

Students pair up with a peer to share and discuss case studies and experiences related to nervous, psychiatric, and endocrine and metabolic disorders

Students provide feedback and support to each other.

Experiential-Learning 28.7 : Experiences in yoga therapy for contemporary nervous, psychiatric, and endocrine and metabolic disorders

Total learning hours (3 hours)

Journaling: (1 hour)

Students maintain a reflective journal throughout the activity, recording personal experiences, insights, and observations.

Group discussions / real life experience: (2 hours)

Students participate in group discussions, sharing personal experiences and insights related to yoga therapy for contemporary nervous, psychiatric, and endocrine and metabolic disorders.

Students explore applications of yoga therapy for contemporary nervous, psychiatric, and endocrine and metabolic disorders.

Students discuss the potential for integrating yoga therapy with conventional healthcare approaches for contemporary nervous, psychiatric, and endocrine and metabolic disorders.

Modular Assessment

Assessment method

Hour

Instructions - Conduct a structured modular assessment. Assessment will be for 50 marks. 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.

Portfolio assessment: for any *mana noigal* (psychiatric disorders) or *mathumega noi* (diabetes mellitus) (50 marks) - 4 hours

Section A: Reflective journal (20 marks)

- Depth of reflection on *mana noigal* (psychiatric disorder) or *mathumega noi* (diabetes mellitus) (8 marks)
- Connection to learning objectives (6 marks)
- Quality of writing (6 marks)

Section B: Case studies (20 marks)

- Depth of analysis (6 marks)
- Application of therapeutic interventions (8 marks)
- Quality of recommendations (6 marks)

Section C: Skill development (10 marks)

- Assessment and diagnosis (3 marks)
- Treatment planning (4 marks)
- Medication management (3 marks)

Or

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

And

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

4

Semester No : 5

Module 29 : Siddhar yoga maruthuvam for udal vanmai and enbu poruthiyal (immunological and rheumatological disorders) and kan, kadhu and thondai noigal (eyes, ear and throat disorders)

Module Learning Objectives

(At the end of the module, the students should be able to)

Analyse the specific siddhar yoga techniques and practices that have been shown to be effective in managing *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders)

Perform the therapeutic applications of yoga techniques and practices for managing *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders)

Evaluate the evidence-based research supporting the use of therapeutic yoga for *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders) to understand the potential benefits and limitations of this approach

Apply the dietary regimen to develop personalized treatment plans for individuals with *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders) taking into account their specific needs and limitations

M 29 Unit 1 Introduction

29.1.1 *Udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) 29.1.1.1 *keelvayu* 29.1.1.2 *Valinoigal* 29.1.1.3 *Sahanavatham* (cervical spondylosis) 29.1.1.4 *Thandaga vatham* (lumbar spondylosis) 29.1.1.5 Other immunological and rheumatological disorders (mentioned in contemporary science relevant to yoga therapy) 29.1.2 *kan, kadhu and thondai noigal* (eyes, ear and throat disorder) 29.1.2.1 *kannoigal* 29.1.2.2 *Sevinoigal* 29.1.2.3 *Mookkunoigal* 29.1.2.4 *Naakkunoigal* 29.1.2.5 Other eyes, ear and throat disorders (mentioned in contemporary science relevant to yoga therapy)

References: 74,137,138,175,176,177

3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Describe the <i>udal vanmai and enbu poruthiyal</i> (immunological and rheumatological disorders) and <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders)	1	Lecture	CE	Knows-how	DIS,L&P PT

CO2,CO4	Describe the differences and similarities between siddha and contemporary science perspectives on <i>udal vanmai and enbu poruthiyai</i> (immunological and rheumatological disorders) and <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders), synthesizing key concepts to enhance understanding of their approaches to diagnosis and treatment	1	Lecture	CE	Knows-how	DIS,L&P PT
CO2,CO4	Identify key symptoms and classifications of <i>udal vanmai and enbu poruthiyai</i> (immunological and rheumatological disorders) and <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders) relevant to yoga therapy	3	Practical Training 29.1	PSY-SET	Shows-how	CBL,DIS, D
CO2,CO4	Appraise case studies and group discussions on <i>udal vanmai and enbu poruthiyai</i> (immunological and rheumatological disorders) and <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders)	4	Experiential-Learning 29.1	AFT-VAL	Does	PER,DIS, CBL

M 29 Unit 2 Therapeutic siddhar yogam

29.2.1 Specific siddhar yogic practices 29.2.1.1 *Udal vanmai and enbu poruthiyai* (immunological and rheumatological disorders) 29.2.1.2 *Kan, kadhu and thondai noigal* (eyes, ear and throat disorders)

References: 164,171,172,173

3A	3B	3C	3D	3E	3F	3G
CO3,CO6	Discuss the siddhar yogic principles for <i>udal vanmai and enbu poruthiyai</i> (immunological and rheumatological disorders)	1	Lecture	CE	Knows-how	DIS,L_V C
CO3,CO6	Describe the specific siddhar yogic principles for <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders)	1	Lecture	CE	Knows-how	DIS,L_V C
CO3,CO6	Analyse siddhar yogic practices specific to <i>udal vanmai and enbu poruthiyai</i> (immunological and rheumatological disorders)	1	Lecture	CAN	Knows-how	L_VC
CO3,CO6	Analyse siddhar yogic practices specific to <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders)	1	Lecture	CAN	Knows-how	L_VC

CO3,CO6	Demonstrate practice of asanas, pranayama, and kriyas for <i>udal vanmai and enbu poruthiyal</i> (immunological and rheumatological disorders)	4	Practical Training 29.2	PSY-GUD	Shows-how	DIS,D-BED
CO3,CO6	Demonstrate practice of asanas, pranayama, and kriyas for <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders)	4	Practical Training 29.3	PSY-GUD	Shows-how	DIS,D-BED
CO3,CO6	Demonstrate meditation and relaxation techniques to regulate <i>udal vanmai and enbu poruthiyal</i> (immunological and rheumatological disorders) and <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders)	2	Practical Training 29.4	PSY-GUD	Shows-how	DIS,D-BED
CO3,CO6	Appraise <i>udal vanmai and enbu poruthiyal</i> (immunological and rheumatological disorders) and <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders) through journaling exercises	4	Experiential-Learning 29.2	AFT-VAL	Does	PAL,JC
CO3,CO6	Integrate personal practice and reflection on <i>udal vanmai and enbu poruthiyal</i> (immunological and rheumatological disorders) and <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders) health care improvement through yoga	4	Experiential-Learning 29.3	AFT-SET	Does	PL,RLE

M 29 Unit 3 Dietary regimen in siddha and contemporary nutrition

29.3.1 Siddha dietary principles (*pathiyam*) 29.3.2 The role of specific herbs, foods, and fasting in disease management 27.3.3 Siddha dietary formulations and concoctions for managing these conditions 27.3.4 Personal siddha dietary assessment and application of nutrition principle

References: 167,168,169,170

3A	3B	3C	3D	3E	3F	3G
CO1,CO4	Describe the siddha dietary principles (<i>pathiyam</i>) for <i>udal vanmai and enbu poruthiyal</i> (immunological and rheumatological disorders) and <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders)	1	Lecture	CE	Knows-how	LS,L&GD
CO1,CO4	Analysis the role of herbs, rasayanas, and detoxifying foods in supporting immune system, rheumatology, and eyes, ear and throat health care	1	Lecture	CAN	Knows-how	L&GD,LS

CO1,CO4	Construct new siddha dietary formulations and concoctions for <i>udal vanmai and enbu poruthiyal</i> (immunological and rheumatological disorders) and <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders)	2	Practical Training 29.5	PSY-ORG	Shows-how	DIS,PER,D
CO1,CO4	Apply dietary changes in meal planning for <i>udal vanmai and enbu poruthiyal</i> (immunological and rheumatological disorders) and <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders)	2	Practical Training 29.6	PSY-GUD	Shows-how	DIS,CBL
CO1,CO4	Integrate implementation of dietary changes for <i>udal vanmai and enbu poruthiyal</i> (immunological and rheumatological disorders) and <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders) through group discussions	4	Experiential-Learning 29.4	AFT-SET	Does	PrBL,TB L
CO1,CO4	Plan diet as per <i>udal vanmai and enbu poruthiyal</i> (immunological and rheumatological disorders) and <i>kan, kadhu and thondai noigal</i> (eyes, ear and throat disorders)	3	Experiential-Learning 29.5	AFT-VAL	Does	CBL,PBL

M 29 Unit 4 Integration of siddhar yoga with contemporary yogic practices

29.4.1 The role of yoga in treating disorders of immunological and rheumatological disorders, and eyes, ear and throat disorders 29.4.2 Clinical evidence for immunological and rheumatological disorders, and eyes, ear and throat disorders

References: 84,90,124,163,164,165,166

3A	3B	3C	3D	3E	3F	3G
CO4,CO5,CO6	Analyse the role of yoga in treating contemporary immunological and rheumatological, and eyes, ear and throat disorders	1	Lecture	CAN	Knows-how	L_VC
CO4,CO5,CO6	Discuss the clinical evidence supporting yoga therapy in contemporary immunological and rheumatological, and eyes, ear and throat disorders	1	Lecture	CE	Knows-how	DIS,L_VC
CO4,CO5,CO6	Demonstrate practical integration of siddhar yogam techniques with contemporary therapeutic approaches for immunological and rheumatological, and eyes, ear and throat disorders	3	Practical Training 29.7	PSY-GUD	Shows-how	DIS,D-BED

CO4,CO5,CO6	Integrate self-reflective practice and peer feedback on managing contemporary immunological and rheumatological, and eyes, ear and throat disorders	4	Experiential-Learning 29.6	AFT-SET	Does	RLE,PL
CO4,CO5,CO6	Analyze and articulate personal insights from yoga therapy practices for immunological and rheumatological, and eyes, ear and throat disorders through journaling and group discussions	3	Experiential-Learning 29.7	AFT-VAL	Does	RLE,DIS,JC

Practical Training Activity

Practical Training 29.1 : Diagnostic features of *udal vanmai and enbu poruthiyal* and *kan, kadhu and thondai noigal*

Total activity hours (3 hours)
 Demonstration by the teacher: (30 minutes)
 Provide a brief lecture on the basic concepts, classifications and identification of key symptoms of *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders).
 Hands-on symptom identification practice / case based learning: (90 minutes)
 Divide students into small groups and provide case studies with symptom descriptions of *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders).
 Group discussion and feedback: (30 minutes)
 Facilitate a discussion where each group shares their symptom identification and classification, encouraging peer learning.
 Discussion: (30 minutes)
 The teacher shall summarize the key concepts covered in the practical.

Practical Training 29.2 : Asanas, pranayama, and kriyas for *udal vanmai and enbu poruthiyal*

Total activity hours (4 hours)
 Preparation:
 Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures.
 Encourage students to wear comfortable clothing that allows for easy movement and breathing.
 Demonstration by the teacher: (30 minutes)
 Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders)
 Hands-on training and student practice: (180 minutes)
 Guided practice: students should demonstrate asanas, pranayama, and kriyas to the patients with *udal vanmai and enbu poruthiyal* (immunological and rheumatological

disorders) under teacher supervision.

Individual assistance: provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders)

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 29.3 : Asanas, pranayama, and kriyas for *kan, kadhu and thondai noigal*

Total activity hours (4 hours)

Preparation:

Ensure a quiet, comfortable space for practice. Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *kan, kadhu and thondai noigal* (eyes, ear and throat disorders)

Hands-on training and student practice: (180 minutes)

Guided practice: Students should demonstrate asanas, pranayama, and kriyas to the patients with *kan, kadhu and thondai noigal* ((eyes, ear and throat disorders) under teacher supervision.

Individual assistance: Provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with *kan, kadhu and thondai noigal* (eyes, ear and throat disorders)

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 29.4 : Meditation and relaxation techniques to regulate *udal vanmai and enbu poruthiyal and kan, kadhu and thondai noigal*

Total activity hours (2 hours)

Preparation:

Ensure a quiet, comfortable space for practice.

Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Provide to understand the role of meditation and relaxation techniques in managing *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders).

Hands-on training for students: (60 minutes)

Students practice mindfulness meditation and pranayama techniques under teacher guidance, focusing on maintaining posture, rhythm, and relaxation. Student observe and correct patients posture and rhythm with teacher support.

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 29.5 : New siddha dietary formulations for *udal vanmai and enbu poruthiyal* and *kan, kadhu and thondai noigal*

Total activity hours (2 hours)

Demonstration by the teacher: (30 minutes)

Provide brief lecture on the principles of dietary formulations in siddha medicine, focusing on ingredients and their specific health benefits for the *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders).

The teacher demonstrates the preparation of a selected siddha concoction for the *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders).

Hands-on training: (60 minutes)

Divide students into small groups and assign each group a different formulation: one for *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and one for *kan, kadhu and thondai noigal* (eyes, ear and throat disorders).

Documentation and presentation: (15 minutes)

Instruct each group to document their formulation process and record any observations about ingredient interactions or preparation challenges.

Discussion and feedback: (15 minutes)

The teacher leads a group discussion, giving feedback on each group's formulation and answering questions.

Practical Training 29.6 : Meal plan for *udal vanmai and enbu poruthiyal* and *kan, kadhu and thondai noigal*

Total activity hours (2 hours)

Demonstration by the teacher: (30 minutes)

Provide brief lecture on dietary changes in meal planning for *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders)

Student's activity / case based learning: (60 minutes)

Divide into small groups and discuss the case study, focusing on the patient's nutritional needs and dietary recommendations.

Share and compare the meal plans developed by each group, discussing the similarities and differences.

Documentation and presentation: (15 minutes)

Each group presents their class studies to the class, explaining the health benefits of meal planning

Discussion and feedback: (15 minutes)

The teacher leads a group discussion, giving feedback on each group's case study and answering questions

Practical Training 29.7 : Advanced asana and pranayama practices relevant to contemporary immunological and rheumatological, and eyes, ear and throat disorders

Total activity hours (3 hours)

Demonstration by the teacher: (30 minutes)

Discuss the benefits of integrating siddhar yoga techniques with contemporary therapies that make them effective.

The teacher should demonstrate the core techniques, such as specific breathing exercises (pranayama), yogic postures (asanas), and meditation practices for immunological and rheumatological, and eyes, ear and throat disorders

Hands-on training: (120 minutes)

Guide students to perform each technique, providing individual assistance as needed to the patients

Students should correct postures and breathing techniques to ensure patients are practicing safely and effectively.

Discuss and demonstrate how each siddhar yogam practice complements conventional therapeutic approaches used in immunological and rheumatological, and eyes, ear and throat disorders

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Experiential learning Activity

Experiential-Learning 29.1 : Clinical exploration of *udal vanmai and enbu poruthiyal* and *kan, kadhu and thondai noigal*

Total learning hours (4 hours)

Case study: (120 minutes)

Student read the provided case studies on *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders).

Students analyse the symptoms presented in each case study and relate them to the corresponding disorder.

Group discussion: (90 minutes)

Form groups of 1- 2 students.

Students discuss the case studies and share your findings with the group.

Students relate the disorders and the siddhar yoga treatment options for each disorder

Class presentation: (30 minutes)

Student should write a short reflection and share it class.

Experiential-Learning 29.2 : Siddhar yoga realization of *udal vanmai and enbu poruthiyal* and *kan, kadhu and thondai noigal*

Total learning hours (4 hours)

Instruction: (30 minutes)

Encourage students to journal and reflect on their personal experiences related to yoga therapy for *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders).

Students' activity: (180 minutes)

Students write a reflective journal entry for each prompt, exploring your thoughts, feelings, and insights.

Students complete the journaling exercises within the allotted time frame.

Peer assisted learning: (30 minutes)

Students pair up with a peer to share and discuss yoga techniques

Students provide feedback and support to each other.

Experiential-Learning 29.3 : Reflective exploration of siddhar yoga in *udal vanmai and enbu, poruthiyal, kan, kadhu, and thondai noigal*

Total learning hours (4 hours)

Instruction: (30 minutes)

Student shall focus on specific siddhar yoga practices that target on *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders)

Students' activity / real life experience: (180 minutes)

Students write a final reflective essay on real life experience (4-5 pages) that synthesizes students understanding of yoga-based healthcare improvements for *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders).

Peer learning: (30 minutes)

Students pair up with a peer to share and discuss yoga techniques and experiences related to *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders)

Experiential-Learning 29.4 : Dietary changes for *udal vanmai and enbu poruthiyal and kan, kadhu and thondai noigal*

Total learning hours (4 hours)

Project work: (120 minutes)

Students write a project work that synthesizes your understanding of the dietary changes for *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders).

Team based learning: (90 minutes)

Students team up with a peer to share and discuss dietary changes and experiences related to *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders).

Feedback session: (30 minutes)

Students provide feedback and support to each other.

Experiential-Learning 29.5 : Diet plan as per *udal vanmai and enbu poruthiyal* and *kan, kadhu and thondai noigal*

Total learning hours (3 hours)

Instruction: (30 minutes)

Students read and analyse case studies on diet plan for *udal vanmai and enbu poruthiyal* (immunological and rheumatological disorders) and *kan, kadhu and thondai noigal* (eyes, ear and throat disorders).

Case based learning: (120 minutes)

Students write a case study report (2-3 pages) that explores the effectiveness of diet plan for a specific health condition.

Students plan a 7-day diet that incorporates the dietary recommendations for the chosen disorder.

Students consider the nutritional requirements of the individual, including any dietary restrictions or allergies.

Class presentation: (30 minutes)

Students present case study report in class.

Experiential-Learning 29.6 : Reflective practice on yoga therapy in contemporary immunological and rheumatological, and eyes, ear and throat disorders

Total learning hours (4 hours)

Real life experience: (120 minutes)

Observe or recall any real-life experience (personal, family, or community) related to immunological, rheumatological, eyes, ear and throat disorders.

Reflect on how it was managed using Siddhar yoga, and write a short report (2–3 pages) describing the symptoms, care given, and your insights.

Focus on the effectiveness, challenges, and possible improvements in managing such conditions

Peer learning: (120 minutes)

Students pair up with a peer to share and discuss case studies and experiences related to immunological, rheumatology and eyes, ear and throat disorders

Students provide feedback and support to each other.

Experiential-Learning 29.7 : Experiences in yoga therapy for contemporary immunological, rheumatology and eyes, ear and throat disorders

Total learning hours (3 hours)

Journaling: (60 minutes)

Students maintain a reflective journal throughout the activity, recording personal experiences, insights, and observations.

Group discussions / real life experience: (120 minutes)

Students participate in group discussions, sharing personal experiences and insights related to yoga therapy for contemporary immunological, rheumatology and eyes, ear

and throat disorders

Students explore applications of yoga therapy for contemporary immunological, rheumatology and eyes, ear and throat disorders

Students discuss the potential for integrating yoga therapy with conventional healthcare approaches for contemporary immunological, rheumatology and eyes, ear and throat disorders

Modular Assessment

Assessment method

Hour

Instructions - Conduct a structured modular assessment. Assessment will be for 50 marks. 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.

A. OSPE (Objective Structured Practical Examination) assessment for *sahanavatham* (cervical spondylosis)- (25 marks) - 2 hours

Station 1: Case history taking: accurately identifies symptoms of *sahanavatham* (cervical spondylosis) (4 marks)

Station 2: Physical examination: performs thorough cervical spine examination (4 marks)

Station 3: Siddha diagnostic techniques: applies siddha diagnostic principles (4 marks)

Station 4: Treatment planning: develops comprehensive treatment plan incorporating siddha medicine, siddhar yoga, and lifestyle modification (7 marks)

Station 5: Patient counselling: counsel a patient on lifestyle modifications and self-management strategies (6 marks)

B. OSPE (Objective Structured Practical Examination) assessment for *thandaga vatham* (lumbar spondylosis) - (25 marks) - 2 hours

Station 1: Case history taking: accurately identifies symptoms of *thandaga vatham* (lumbar spondylosis) (4 marks)

Station 2: Physical examination: performs thorough lumbar spine examination (4 marks)

Station 3: Siddha diagnostic techniques: applies siddha diagnostic principles (4 marks)

Station 4: Treatment planning: develops comprehensive treatment plan incorporating siddha medicine, siddhar yoga, and lifestyle modification (7 marks)

Station 5: Patient counselling: counsel a patient on lifestyle modifications and self-management strategies (6 marks)

Or

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

And

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

4

Module 30 : Siddhar yoga maruthuvam for pirappuruppu noigal (reproductive disorders), pregnancy & post-natal and vanmeegam (oncological disorders)

Module Learning Objectives

(At the end of the module, the students should be able to)

Analyse the specific siddhar yoga techniques and practices that have been shown to be effective in managing *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders)

Perform the therapeutic applications of yoga techniques and practices for managing *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders)

Evaluate the evidence-based research supporting the use of therapeutic yoga for *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders) to understand the potential benefits and limitations of this approach

Apply the dietary regimen to develop personalized treatment plans for individuals with *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders) to taking into account their specific needs and limitations

M 30 Unit 1 Introduction

30.1.1 *Pirappuruppu noigal* (reproductive disorders) 30.1.1.1 *Pooppu kolarugal* 30.1.1.2 *Maladu* 30.1.1.3 *Vankazhalaigal* 30.1.1.4 *Maravai kattigal* 30.1.1.5 *Aan kuri noigal* 30.1.1.6 *Pen kuri noigal* 30.1.1.7 *Anda rogam* 30.1.1.8 *Adi thallal* 30.1.1.9 Other male and female reproductive disorders (mentioned in contemporary science relevant to yoga therapy) 30.1.2 Pregnancy & post-natal 30.1.2.1 *Soolsugaranam* 30.1.2.2 *Soolkugaranam* 30.1.3 *Vanmeegam* (oncological disorders)

References: 160,161,162,210

3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Describe the <i>pirappuruppu noigal</i> (reproductive disorders), pregnancy & post-natal and <i>vanmeegam</i> (oncological disorders)	1	Lecture	CE	Knows-how	DIS,L&P PT
CO2,CO4	Discuss the differences and similarities between siddha and contemporary science perspectives on <i>pirappuruppu noigal</i> (reproductive disorders), pregnancy & post-natal and <i>vanmeegam</i> (oncological disorders), synthesizing key concepts to enhance understanding of their approaches to diagnosis and treatment	1	Lecture	CE	Knows-how	DIS,L&P PT
CO2,CO4	Identify key symptoms and classifications of <i>pirappuruppu noigal</i> (reproductive	3	Practical	PSY-SET	Shows-	CBL,DIS,

	disorders), pregnancy & post-natal and <i>vanmeegam</i> (oncological disorders) relevant to yoga therapy		Training 30.1		how	D
CO2,CO4	Appraise case studies and group discussions on <i>pirappuruppu noigal</i> (reproductive disorders), pregnancy & post-natal and <i>vanmeegam</i> (oncological disorders)	4	Experiential-Learning 30.1	AFT-VAL	Does	DIS,CBL,PER
M 30 Unit 2 Therapeutic siddhar yogam 30.2.1 Specific siddhar yogic practices 30.2.1.1 <i>Pirappuruppu noigal</i> (reproductive disorders) 30.2.1.2 Pregnancy & post-natal 30.2.1.3 <i>Vanmeegam</i> (oncological disorders) References: 156,157,158,161						
3A	3B	3C	3D	3E	3F	3G
CO3,CO6	Describe the siddhar yogic principles for <i>pirappuruppu noigal</i> (reproductive disorders), pregnancy & post-natal and <i>vanmeegam</i> (oncological disorders)	1	Lecture	CE	Knows-how	L_VC,DIS
CO3,CO6	Analyse siddhar yogic practices specific to <i>pirappuruppu noigal</i> (reproductive disorders)	1	Lecture	CAN	Knows-how	L_VC
CO3,CO6	Analyse siddhar yogic practices specific to pregnancy & post-natal	1	Lecture	CAN	Knows-how	L_VC
CO3,CO6	Analyse siddhar yogic practices specific to <i>vanmeegam</i> (oncological disorders)	1	Lecture	CAN	Knows-how	L&GD
CO3,CO6	Demonstrate the practice of asanas, pranayama, and kriyas for <i>pirappuruppu noigal</i> (reproductive disorders)	3	Practical Training 30.2	PSY-GUD	Shows-how	DIS,D-BED
CO3,CO6	Demonstrate the practice of asanas, pranayama, and kriyas for pregnancy & post-natal	3	Practical Training 30.3	PSY-GUD	Shows-how	D-BED,DIS
CO3,CO6	Demonstrate the practice of asanas, pranayama, and kriyas for <i>vanmeegam</i> (oncological	2	Practical	PSY-	Shows-	DIS,D-

	disorders)		Training 30.4	GUD	how	BED
CO3,CO6	Demonstrate meditation and relaxation techniques to regulate <i>pirappuruppu noigal</i> (reproductive disorders), pregnancy & post-natal and <i>vanmeegam</i> (oncological disorders)	2	Practical Training 30.5	PSY-GUD	Shows-how	DIS,D-BED
CO3,CO6	Integrate personal practice and reflection on <i>pirappuruppu noigal</i> (reproductive disorders), pregnancy & post-natal and <i>vanmeegam</i> (oncological disorders)	4	Experiential-Learning 30.2	AFT-SET	Does	PL,RLE
CO3,CO6	Appraise <i>pirappuruppu noigal</i> (reproductive disorders), pregnancy & post-natal and <i>vanmeegam</i> (oncological disorders) health care through journaling exercises	4	Experiential-Learning 30.3	AFT-VAL	Does	JC,PAL

M 30 Unit 3 Dietary regimen in siddha and contemporary nutrition

30.3.1 Siddha dietary principles (*pathiyam*) 30.3.2 The role of specific herbs, foods, and fasting in disease management 30.3.3 Siddha dietary formulations and concoctions for managing these conditions 30.3.4 Personal siddha dietary assessment and application of nutrition principle

References: 153,154,155

3A	3B	3C	3D	3E	3F	3G
CO1,CO4	Apply siddha dietary principles (<i>pathiyam</i>) for <i>pirappuruppu noigal</i> (reproductive disorders), pregnancy & post-natal and <i>vanmeegam</i> (oncological disorders)	1	Lecture	CAP	Knows-how	L&GD,LS
CO1,CO4	Analysis the role of herbs, rasayanas, and detoxifying foods in supporting reproductive, pregnancy & post-natal and oncological health care	1	Lecture	CAN	Knows-how	LS,L&GD
CO1,CO4	Construct new siddha dietary formulations and concoctions for <i>pirappuruppu noigal</i> (reproductive disorders), pregnancy & post-natal and <i>vanmeegam</i> (oncological disorders)	2	Practical Training 30.6	PSY-ORG	Shows-how	PER,D,DIS
CO1,CO4	Apply dietary changes in meal planning for <i>pirappuruppu noigal</i> (reproductive disorders), pregnancy & post-natal and <i>vanmeegam</i> (oncological disorders)	2	Practical Training 30.7	PSY-GUD	Shows-how	CBL,DIS
CO1,CO4	Integrate implementation of dietary changes for <i>pirappuruppu noigal</i> (reproductive	4	Experiential-	AFT-SET	Does	PrBL,TB

	disorders), pregnancy & post-natal and <i>vanmeegam</i> (oncological disorders) through group discussions		Learning 30.4			L
CO1,CO4	Plan diet as per <i>pirappuruppu noigal</i> (reproductive disorders), pregnancy & post-natal and <i>vanmeegam</i> (oncological disorders)	3	Experiential-Learning 30.5	AFT-VAL	Does	PBL,CBL

M 30 Unit 4 Integration of siddhar yoga with contemporary yogic practices

30.4.1 The role of yoga in treating reproductive disorders, pregnancy & post-natal and oncology disorders 30.4.2 Clinical evidence for reproductive disorders, pregnancy & post-natal and oncology disorders

References: 84,90,124,149,150,151,152

3A	3B	3C	3D	3E	3F	3G
CO4,CO5,CO6	Analyse the role of yoga in treating contemporary science for reproductive disorders, pregnancy & post-natal and oncological disorders	1	Lecture	CAN	Knows-how	L&PPT
CO4,CO5,CO6	Discuss the clinical evidence supporting yoga therapy in reproductive disorders, pregnancy & post-natal and oncological disorders	1	Lecture	CE	Knows-how	DIS,L_V C
CO5	Demonstrate practical integration of siddhar yogam techniques with contemporary therapeutic approaches for reproductive disorders, pregnancy & post-natal and oncological disorders	3	Practical Training 30.8	PSY-GUD	Shows-how	DIS,D-BED
CO4,CO5,CO6	Integrate self-reflective practice and peer feedback on managing contemporary science for disorders of reproductive system oncological disorders and pregnancy & post-natal	4	Experiential-Learning 30.6	AFT-SET	Does	PL,RLE
CO5	Analyze and articulate personal insights from yoga therapy practices for contemporary reproductive disorders, pregnancy & post-natal and oncological disorders through journaling and group discussions	3	Experiential-Learning 30.7	AFT-VAL	Does	RLE,JC,DIS

Practical Training Activity

Practical Training 30.1 : Diagnostic features of *pirappu uruppu noigal*, pregnancy & post-natal and *vanmeegam*

Total activity hours (3 hours)

Demonstration by the teacher: (30 minutes)

Provide a brief lecture on the basic concepts, classifications and identification of key symptoms of *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders).

Hands-on symptom identification practice / case based learning: (90 minutes)

Divide students into small groups and provide case studies or clinical simulations with symptom descriptions of *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders)

Have each group identify and classify symptoms based on their knowledge, encouraging them to apply siddha diagnostic principles.

Group discussion and feedback: (30 minutes)

Facilitate a discussion where each group shares their symptom identification and classification, encouraging peer learning.

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical.

Practical Training 30.2 : Asanas, pranayama, and kriyas for *pirappuruppu noigal*

Total activity hours (3 hours)

Preparation:

Ensure a quiet, comfortable space for practice.

Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *pirappuruppu noigal* (reproductive disorders)

Hands-on training and student practice: (120 minutes)

Guided practice: students should demonstrate asanas, pranayama, and kriyas to the patients with *pirappuruppu noigal* (reproductive disorders) under teacher supervision.

Individual assistance: provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with *pirappuruppu noigal* (reproductive disorders)

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 30.3 : Asanas, pranayama, and kriyas for pregnancy & post-natal

Total activity hours (3 hours)

Preparation:

Ensure a quiet, comfortable space for practice.

Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for pregnancy & post-natal

Hands-on training and student practice: (120 minutes)

Guided practice: students should demonstrate asanas, pranayama, and kriyas to the patients with pregnancy & post-natal under teacher supervision.

Individual assistance: provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patient's

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 30.4 : Asanas, pranayama, and kriyas for *vanmeegam*

Total activity hours (2 hours)

Preparation:

Ensure a quiet, comfortable space for practice.

Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *vanmeegam* (oncological disorders).

Hands-on training and student practice: (60 minutes)

Guided practice: students should demonstrate asanas, pranayama, and kriyas to the patients with *vanmeegam* (oncological disorders) under teacher supervision.

Individual assistance: provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with *vanmeegam* (oncological disorders).

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 30.5 : Meditation and relaxation techniques to regulate *pirappuruppu noigal*, pregnancy & post-natal and *vanmeegam*

Total activity hours (2 hours)

Preparation:

Ensure a quiet, comfortable space for practice.
 Arrange yoga mats or cushions for seated postures.
 Encourage students to wear comfortable clothing that allows for easy movement and breathing.
 Demonstration by the teacher: (30 minutes)
 Provide to understand the role of meditation and relaxation techniques in managing *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders).
 Hands-on training for students: (60 minutes)
 Students practice mindfulness meditation and pranayama techniques under teacher guidance, focusing on maintaining posture, rhythm, and relaxation. Student observe and correct patients posture and rhythm with teacher support.
 Discussion: (30 minutes)
 The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 30.6 : New siddha dietary formulations for *pirappu uruppu noigal*, pregnancy & post-natal and *vanmeegam*

Total activity hours (2 hours)
 Demonstration by the teacher: (30 minutes)
 Provide brief lecture on the principles of dietary formulations in siddha medicine, focusing on ingredients and their specific health benefits for the *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders).
 The teacher demonstrates the preparation of a selected siddha concoction for the *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders).
 Hands-on training: (60 minutes)
 Divide students into small groups and assign each group a different formulation: one for *pirappuruppu noigal* (reproductive disorders), one for pregnancy & post-natal, and one for oncology.
 Documentation and presentation: (15 minutes)
 Instruct each group to document their formulation process and record any observations about ingredient interactions or preparation challenges.
 Discussion and feedback: (15 minutes)
 The teacher leads a group discussion, giving feedback on each group's formulation and answering questions.

Practical Training 30.7 : Meal plan for *pirappuruppu noigal*, pregnancy & post-natal and *vanmeegam*

Total activity hours (2 hours)
 Demonstration by the teacher:(30 minutes)
 Provide brief lecture on dietary changes in meal planning for *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders)

Student's activity / case based learning: (60 minutes)

Divide into small groups and discuss the case study, focusing on the patient's nutritional needs and dietary recommendations.

Share and compare the meal plans developed by each group, discussing the similarities and differences.

Documentation and presentation: (15 minutes)

Each group presents their class studies to the class, explaining the health benefits of meal planning

Discussion and feedback: (15 minutes)

The teacher leads a group discussion, giving feedback on each group's case study and answering questions

Practical Training 30.8 : Advanced asana and pranayama practices relevant to reproductive disorders, pregnancy & post-natal and oncological disorders

Total activity hours (3 hours)

Demonstration by the teacher: (30 minutes)

Discuss the benefits of integrating siddhar yoga techniques with contemporary therapies that make them effective.

The teacher should demonstrate the core techniques, such as specific breathing exercises (pranayama), yogic postures (asanas), and meditation practices for reproductive disorders, pregnancy & post-natal and oncological disorders

Hands-on training: (120 minutes)

Guide students to perform each technique, providing individual assistance as needed to the patients

Students should correct postures and breathing techniques to ensure patients are practicing safely and effectively.

Discuss and demonstrate how each siddhar yogam practice complements conventional therapeutic approaches used in reproductive disorders, pregnancy & post-natal and oncological disorders.

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Experiential learning Activity

Experiential-Learning 30.1 : Clinical exploration of *pirappu uruppu noigal*, pregnancy & post-natal and *vanmeegam*

Total learning hours (4 hours)

Case study: (120 minutes)

Student read the provided case studies on *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders).

Students analyse the symptoms presented in each case study and relate them to the corresponding disorder.

Group discussion: (90 minutes)

Form groups of 1-2 students.

Students discuss the case studies and share your findings with the group.

Students relate the disorders and the siddhar yoga treatment options for each disorder

Class presentation: (30 minutes)

Student should write a short reflection and share it class.

Experiential-Learning 30.2 : Reflective exploration of siddhar yoga in *pirappuruppu noigal*, pregnancy & post-natal and *vanmeegam*

Total learning hours (4 hours)

Instruction: (30 minutes)

Student shall focus on specific siddhar yoga practices that target on *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders)

Students' activity / real life experience: (180 minutes)

Students write a final reflective essay on real life experience (4-5 pages) that synthesizes students understanding of yoga-based healthcare improvements for *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders).

Peer learning: (30 minutes)

Students provide feedback and support to each other.

Experiential-Learning 30.3 : Siddhar yoga realization of *pirappuruppu noigal*, pregnancy & post-natal and *vanmeegam* through siddhar yoga

Total learning hours (4 hours)

Instruction: (30 minutes)

Encourage students to journal and reflect on their personal experiences related to yoga therapy for *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders).

Students' activity: (180 minutes)

Students write a reflective journal entry for each prompt, exploring your thoughts, feelings, and insights.

Students complete the journaling exercises within the allotted time frame.

Peer assisted learning: (30 minutes)

Students pair up with a peer to share and discuss yoga techniques

Students provide feedback and support to each other.

Experiential-Learning 30.4 : Dietary changes for *pirappuruppu noigal*, pregnancy & post-natal and *vanmeegam*

Total learning hours (4 hours)

Project work: (120 minutes)

Students write a project work that synthesizes your understanding of the dietary changes for *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and

vanmeegam (oncological disorders).

Team based learning: (90 minutes)

Students team up with a peer to share and discuss dietary changes and experiences related to *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders).

Feedback session: (30 minutes)

Students provide feedback and support to each other.

Experiential-Learning 30.5 : Diet plan as per *pirappuruppu noigal*, pregnancy & post-natal and *vanmeegam*

Total learning hours (3 hours)

Instruction: (30 minutes)

Students read and analyse case studies on diet plan for *pirappuruppu noigal* (reproductive disorders), pregnancy & post-natal and *vanmeegam* (oncological disorders).

Case based learning: (120 minutes)

Students write a case study report (2-3 pages) that explores the effectiveness of diet plan for a specific health condition.

Students plan a 7-day diet that incorporates the dietary recommendations for the chosen disorder.

Students consider the nutritional requirements of the individual, including any dietary restrictions or allergies.

Class presentation: (30 minutes)

Students present case study report in class.

Experiential-Learning 30.6 : Reflective practice on yoga therapy in contemporary reproductive disorders, pregnancy & post-natal and oncological disorders

Total learning hours (4 hours)

Real life experience: (120 minutes)

Observe or recall any real-life experience (personal, family, or community) related to reproductive disorders, pregnancy & post-natal and oncological disorders.

Reflect on how it was managed using Siddhar yoga, and write a short report (2–3 pages) describing the symptoms, care given, and your insights.

Focus on the effectiveness, challenges, and possible improvements in managing such conditions

Peer learning: (120 minutes)

Students pair up with a peer to share and discuss case studies and experiences related to managing reproductive disorders, pregnancy & post-natal and oncological disorders

Students provide feedback and support to each other.

Experiential-Learning 30.7 : Experiences in yoga therapy for contemporary reproductive disorders, pregnancy & post-natal and oncological disorders

Total learning hours (3 hours)

Journaling: (60 minutes)

Students maintain a reflective journal throughout the activity, recording personal experiences, insights, and observations.

Group discussions / real life experience: (120 minutes)

Students participate in group discussions, sharing personal experiences and insights related to yoga therapy for contemporary reproductive disorders, pregnancy & post-natal and oncological disorders

Students explore applications of yoga therapy for contemporary reproductive disorders, pregnancy & post-natal and oncological disorders

Students discuss the potential for integrating yoga therapy with conventional healthcare approaches for contemporary reproductive disorders, pregnancy & post-natal and oncological disorders.

Modular Assessment

Assessment method	Hour
Instructions - Conduct a structured modular assessment. Assessment will be for 50 marks. 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. Structured Practical Exam: Apply yoga techniques for pregnancy / post-natal well-being - (50 marks) 4 hours Section A: Practical Demonstration for pregnancy - (20 marks) - 1 hour 30 minutes • Introduction (2 marks) • Warm-up exercises (3 marks) • Asanas for pregnancy (8 marks) • Pranayama and relaxation (4 marks) • Conclusion (3 marks) Section B: Practical Viva for pregnancy - (5 marks) -1/2 hour • Défense of yoga sequence selection for pregnancy (3 marks) • Discussion of potential complications and modifications (2 marks) Section C: Practical Demonstration for post-natal well-being - (20 marks) - 1 hour 30 mintues • Introduction (2 marks) • Warm-up exercises (3 marks) • Asanas for post-natal well-being (8 marks) • Pranayama and relaxation (4 marks) • Conclusion (3 marks)	4

Section D: Practical Viva for post-natal well-being- (5 marks) -1/2 hour

- Défense of yoga sequence selection for post-natal well-being (3 marks)
- Discussion of potential complications and modifications (2 marks)

Or

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

And

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

Semester No : 6

Module 31 : Siddhar yoga maruthuvam for mudhumai noigal (geriatric disorders), balar noigal (paediatric disorders) and general wellbeing

Module Learning Objectives

(At the end of the module, the students should be able to)

- Analyse the specific siddhar yoga techniques and practices that have been shown to be effective in managing *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing
- Perform the therapeutic applications of yoga techniques and practices for managing *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing
- Evaluate the evidence-based research supporting the use of therapeutic yoga for *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing to understand the potential benefits and limitations of this approach
- Apply the dietary regimen to develop personalized treatment plans for *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing to taking into account their specific needs and limitations

M 31 Unit 1 Introduction

31.1.1 *Mudhumai noigal* (geriatric disorders) 31.1.2 *Balar noigal* (paediatric disorders) 31.1.2.1 *Karappan* 31.1.2.2 *Valippu Noigal* 31.1.2.3 *Veluppu* 31.1.2.4 *Kamalai* 31.1.2.5 Down syndrome 31.1.2.6 Cerebral palsy 31.1.2.7 Autism Spectrum Disorder (ASD) 31.1.2.8 Learning disabilities 31.1.2.9 Attention Deficit

Hyperactivity Disorder (ADHD) 31.1.2.10 Other paediatric disorders (mentioned in contemporary science relevant to yoga therapy) 31.1.3 General wellbeing

References: 69,137,210

3A	3B	3C	3D	3E	3F	3G
CO2,CO4	Describe the <i>mudhumai noigal</i> (geriatric disorders), <i>balar noigal</i> (paediatric disorders) and importance of yoga in daily life	1	Lecture	CE	Knows-how	L&PPT,DIS
CO2,CO4	Discuss the differences and similarities between siddha and contemporary science perspectives on <i>mudhumai noigal</i> (geriatric disorders) and <i>balar noigal</i> (paediatric disorders), synthesizing key concepts to enhance understanding of their approaches to diagnosis and treatment	1	Lecture	CE	Knows-how	L&PPT,DIS
CO2,CO4	Identify key symptoms and classifications of <i>mudhumai noigal</i> (geriatric disorders) and <i>balar noigal</i> (paediatric disorders) relevant to yoga therapy	3	Practical Training 31.1	PSY-SET	Knows-how	DIS,CBL,D
CO2,CO4	Appraise case study and group discussions on <i>mudhumai noigal</i> (geriatric disorders), <i>balar noigal</i> (paediatric disorders) and general wellbeing	4	Experiential-Learning 31.1	AFT-VAL	Does	DIS,CBL,PER

M 31 Unit 2 Therapeutic siddhar yogam

31.2.1 Specific siddhar yogic principles 31.2.1.1 *Mudhumai noigal* (geriatric disorders) 31.2.1.2 *Balar noigal* (paediatric disorders) 31.2.1.3 General wellbeing

References: 67,74

3A	3B	3C	3D	3E	3F	3G
CO3,CO6	Describe the siddhar yogic principles for <i>mudhumai noigal</i> (geriatric disorders), <i>balar noigal</i> (paediatric disorders) and general wellbeing	1	Lecture	CE	Knows-how	DIS,L&PPT
CO3,CO6	Analyse the siddhar yogic practices specific to <i>mudhumai noigal</i> (geriatric disorders)	1	Lecture	CAN	Knows-how	L_VC

CO3,CO6	Analyse the siddhar yogic practices specific to <i>balar noigal</i> (paediatric disorders)	1	Lecture	CAN	Knows-how	DIS,L_V C
CO3,CO6	Analyse the siddhar yogic practices specific to general wellbeing	1	Lecture	CAN	Knows-how	DIS,L_V C
CO3,CO6	Demonstrate practice of asanas, pranayama, and kriyas for <i>mudhumai noigal</i> (geriatric disorders)	3	Practical Training 31.2	PSY-GUD	Shows-how	DIS,D-BED
CO3,CO6	Demonstrate practice of asanas, pranayama, and kriyas for <i>balar noigal</i> (paediatric disorders)	2	Practical Training 31.3	PSY-GUD	Shows-how	DIS,D-BED
CO3,CO6	Demonstrate practice of asanas, pranayama, and kriyas for general wellbeing	3	Practical Training 31.4	PSY-GUD	Shows-how	DIS,D-BED
CO3,CO6	Demonstrate meditation and relaxation techniques to regulate <i>mudhumai noigal</i> (geriatric disorders), <i>balar noigal</i> (paediatric disorders) and general wellbeing	2	Practical Training 31.5	PSY-GUD	Shows-how	D-BED,DIS
CO3,CO6	Integrate personal practice and reflection on <i>mudhumai noigal</i> (geriatric disorders), <i>balar noigal</i> (paediatric disorders) and general wellbeing health care improvement through yoga	4	Experiential-Learning 31.2	AFT-SET	Does	PL,SDL, RLE
CO3,CO6	Appraise <i>mudhumai noigal</i> (geriatric disorders), <i>balar noigal</i> (paediatric disorders) and general wellbeing through journaling exercises	4	Experiential-Learning 31.3	AFT-VAL	Does	PAL,JC

M 31 Unit 3 Dietary regimen in siddha and contemporary nutrition

31.3.1 Siddha dietary principles (*pathiyam*) 31.3.2 The role of specific herbs, foods, and fasting in disease management 31.3.3 Siddha dietary formulations and concoctions for managing these conditions 31.3.4 Personal siddha dietary assessment and application of nutrition principle

References: 61,64,65

3A	3B	3C	3D	3E	3F	3G
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CO1,CO4	Analyse siddha dietary principles (<i>pathiyam</i>) for <i>mudhumai noigal</i> (geriatric disorders), <i>balar noigal</i> (paediatric disorders) and general wellbeing	1	Lecture	CAN	Knows-how	LS,L&GD
CO1,CO4	Discuss the role of herbs, rasayanas, and detoxifying foods in supporting geriatric, paediatric and general wellbeing health care	1	Lecture	CE	Knows-how	L&GD,LS
CO1,CO4	Construct new siddha dietary formulations and concoctions for <i>mudhumai noigal</i> (geriatric disorders), <i>balar noigal</i> (paediatric disorders) and general wellbeing	2	Practical Training 31.6	PSY-ORG	Shows-how	D,DIS,PER
CO1,CO4	Apply dietary changes in meal planning for <i>mudhumai noigal</i> (geriatric disorders), <i>balar noigal</i> (paediatric disorders) and general wellbeing and general wellbeing health	2	Practical Training 31.7	PSY-GUD	Shows-how	CBL,DIS
CO1,CO4	Integrate implementation of dietary changes for <i>mudhumai noigal</i> (geriatric disorders), <i>balar noigal</i> (paediatric disorders) and general wellbeing through group discussions	4	Experiential-Learning 31.4	AFT-SET	Does	TBL,PrBL
CO1,CO4	Plan diet as per <i>mudhumai noigal</i> (geriatric disorders), <i>balar noigal</i> (paediatric disorders) and general wellbeing	3	Experiential-Learning 31.5	AFT-VAL	Does	PBL,CBL

M 31 Unit 4 Integration of siddhar yoga with contemporary yogic practices

31.4.1 The role of yoga in treating geriatric, paediatric disorders and general wellbeing 31.4.2 Clinical evidence for geriatric, paediatric disorders and general wellbeing

References: 54,55,56,57,60,84,90,124

3A	3B	3C	3D	3E	3F	3G
CO4,CO5,CO6	Analyse the role of yoga in treating contemporary science for geriatric, paediatric disorders and general wellbeing	1	Lecture	CAN	Knows-how	L_VC
CO4,CO5,CO6	Describe the clinical evidence supporting yoga therapy in contemporary science for geriatric, paediatric disorders and general wellbeing	1	Lecture	CE	Knows-how	L_VC,DIS

CO4,CO5,CO6	Demonstrate practical integration of siddhar yogam techniques with contemporary therapeutic approaches for geriatric, paediatric disorders and general wellbeing	3	Practical Training 31.8	PSY-GUD	Shows-how	D-BED,DIS
CO4,CO5,CO6	Integrate self-reflective practice and peer feedback on managing contemporary science for geriatric, paediatric disorders and general wellbeing	4	Experiential-Learning 31.6	AFT-SET	Does	RLE,SDL,RP
CO4,CO5,CO6	Analyze and articulate personal insights from yoga therapy practices for contemporary geriatric, paediatric disorders and general wellbeing through journaling and group discussions	3	Experiential-Learning 31.7	AFT-VAL	Does	DIS,JC,RLE

Practical Training Activity

Practical Training 31.1 : Diagnostic features of *mudhumai noigal* and *balar noigal*

Total activity hours (3 hours)
 Demonstration by the teacher: (30 minutes)
 Provide a brief lecture on the basic concepts, key symptoms and classifications of *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing.
 Hands-on symptom identification practice /case based learning: (90 minutes)
 Divide students into small groups and provide case studies with symptom descriptions of *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing.
 Have each group identify and classify symptoms based on their knowledge, encouraging them to apply siddha diagnostic principles.
 Group discussion and feedback: (30 minutes)
 Facilitate a discussion where each group shares their symptom identification and classification, encouraging peer learning.
 Discussion: (30 minutes)
 The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 31.2 : Asanas, pranayama, and kriyas for *mudhumai noigal*

Total activity hours (3 hours)
 Preparation:
 Ensure a quiet, comfortable space for practice.

Arrange yoga mats or cushions for seated postures.
 Encourage students to wear comfortable clothing that allows for easy movement and breathing.
 Demonstration by the teacher: (30 minutes)
 Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *mudhumai noigal* (geriatric disorders)
 Hands-on training and student practice: (120 minutes)
 Guided practice: students should demonstrate asanas, pranayama, and kriyas to the patients with *mudhumai noigal* (geriatric disorders) under teacher supervision.
 Individual assistance: provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients with *mudhumai noigal* (geriatric disorders).
 Discussion: (30 minutes)
 The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 31.3 : Asanas, pranayama, and kriyas for *balar noigal*

Total activity hours (2 hours)
 Preparation:
 Ensure a quiet, comfortable space for practice.
 Arrange yoga mats or cushions for seated postures.
 Encourage students to wear comfortable clothing that allows for easy movement and breathing.
 Demonstration by the teacher: (30 minutes)
 Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for *balar noigal* (paediatric disorders)
 Hands-on training and student practice: (60 minutes)
 Guided practice: Students should demonstrate asanas, pranayama, and kriyas to the paediatric patients under teacher supervision.
 Individual assistance: Provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the paediatric patients.
 Discussion: (30 minutes)
 The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 31.4 : Asanas, pranayama, and kriyas for general wellbeing

Total activity hours (3 hours)
 Preparation:
 Ensure a quiet, comfortable space for practice.
 Arrange yoga mats or cushions for seated postures.
 Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Explain the therapeutic impacts of asanas, pranayama techniques and kriyas for general wellbeing.

Hands-on training and student practice: (120 minutes)

Guided practice: students should demonstrate asanas, pranayama, and kriyas to the patients under teacher supervision.

Individual assistance: provide one-on-one adjustments and tips to ensure proper alignment, posture, and breathing techniques to the patients.

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 31.5 : Meditation and relaxation techniques to regulate *mudhumai noigal*, *balar noigal* and general wellbeing

Total activity hours (2 hours)

Preparation:

Ensure a quiet, comfortable space for practice.

Arrange yoga mats or cushions for seated postures.

Encourage students to wear comfortable clothing that allows for easy movement and breathing.

Demonstration by the teacher: (30 minutes)

Provide to understand the role of meditation and relaxation techniques in managing *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing.

Hands-on training for students: (60 minutes)

Students practice mindfulness meditation and pranayama techniques under teacher guidance, focusing on maintaining posture, rhythm, and relaxation. Student observe and correct patients posture and rhythm with teacher support.

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Practical Training 31.6 : New siddha dietary formulations for *mudhumai noigal*, *balar noigal* and general wellbeing

Total activity hours (2 hours)

Demonstration by the teacher: (30 minutes)

Provide brief lecture on the principles of dietary formulations in siddha medicine, focusing on ingredients and their specific health benefits for the *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing.

The teacher demonstrates the preparation of a selected siddha concoction for the *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing.

Hands-on training: (60 minutes)

Divide students into small groups and assign each group a different formulation: one for *mudhumai noigal* (geriatric disorders), one for *balar noigal* (paediatric disorders), and one for general wellbeing.

Documentation and presentation: (15 minutes)

Instruct each group to document their formulation process and record any observations about ingredient interactions or preparation challenges.

Discussion and feedback: (15 minutes)

The teacher leads a group discussion, giving feedback on each group's formulation and answering questions.

Practical Training 31.7 : Meal plan for *mudhumai noigal*, *balar noigal* and general wellbeing health

Total activity hours (2 hours)

Demonstration by the teacher:(30 minutes)

Provide brief lecture on dietary changes in meal planning for *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing

Student's activity / case based learning: (60 minutes)

Divide into small groups and discuss the case study, focusing on the patient's nutritional needs and dietary recommendations.

Share and compare the meal plans developed by each group, discussing the similarities and differences.

Documentation and presentation: (15 minutes)

Each group presents their class studies to the class, explaining the health benefits of meal planning

Discussion and feedback: (15 minutes)

The teacher leads a group discussion, giving feedback on each group's case study and answering questions

Practical Training 31.8 : Advanced asana and pranayama practices relevant to geriatric, paediatric disorders and general wellbeing

Total activity hours (3 hours)

Demonstration by the teacher: (30 minutes)

Discuss the benefits of integrating these techniques with contemporary therapies and the physiological mechanisms that make them effective.

The teacher should demonstrate the core techniques, such as specific breathing exercises (pranayama), yogic postures (asanas), and meditation practices for geriatric, paediatric disorders and general wellbeing

Hands-on training (2 hours)

Guide students to perform each technique, providing individual assistance as needed to the patients

Students should correct postures and breathing techniques to ensure patients are practicing safely and effectively.

Discuss and demonstrate how each siddhar yogam practice complements conventional therapeutic approaches used in geriatric, paediatric disorders and general wellbeing.

Discussion: (30 minutes)

The teacher shall summarize the key concepts covered in the practical and student should follow the practical record note.

Experiential learning Activity

Experiential-Learning 31.1 : Clinical exploration of *mudhumai noigal* and *balar noigal* and general wellbeing

Total learning hours (4 hours)
Case study: (120 minutes)
Student read the provided case studies on *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing.
Students identify the specific disorder presented in each case study.
Students analyse the symptoms presented in each case study and relate them to the corresponding disorder.
Group discussion: (90 minutes)
Form groups of 1-2 students.
Students discuss the case studies and share your findings with the group.
Students relate the disorders and the siddhar yoga treatment options for each disorder
Class presentation: (30 minutes)
Student should write a short reflection and share it class.

Experiential-Learning 31.2 : Reflective exploration of *mudhumai noigal*, *balar noigal* and general wellbeing through siddhar yoga

Total learning hours (4 hours)
Instruction: (30 minutes)
Student shall focus on specific siddhar yoga practices that target on *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing.
Students' activity / real life experience: (180 minutes)
Students write a final reflective essay on real life experience (4-5 pages) that synthesizes students understanding of yoga-based healthcare improvements for *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing.
Peer learning: (30 minutes)
Students pair up with a peer to share and discuss yoga techniques and experiences related to on *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing.

Experiential-Learning 31.3 : Siddhar yoga realization of *mudhumai noigal*, *balar noigal* and general wellbeing

Total learning hours (4 hours)
Instruction: (30 minutes)
Encourage students to journal and reflect on their personal experiences related to yoga therapy for on *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing.

Students' activity: (180 minutes)

Students write a reflective journal entry for each prompt, exploring your thoughts, feelings, and insights.

Students complete the journaling exercises within the allotted time frame.

Peer assisted learning: (30 minutes)

Students pair up with a peer to share and discuss yoga techniques

Students provide feedback and support to each other.

Experiential-Learning 31.4 : Dietary changes for *mudhumai noigal*, *balar noigal* and general wellbeing

Total learning hours (4 hours)

Project work: (120 minutes)

Students write a project work that synthesizes your understanding of the dietary changes for *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing.

Team based learning: (90 minutes)

Students team up with a peer to share and discuss dietary changes and experiences related to *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing.

Feedback session: (30 minutes)

Students provide feedback and support to each other.

Experiential-Learning 31.5 : Diet plan as per *mudhumai noigal*, *balar noigal* and general wellbeing

Total learning hours (3 hours)

Instruction: (30 minutes)

Students read and analyse case studies on diet plan for *mudhumai noigal* (geriatric disorders), *balar noigal* (paediatric disorders) and general wellbeing.

Case based learning: (120 minutes)

Students write a case study report (2-3 pages) that explores the effectiveness of diet plan for a specific health condition.

Students plan a 7-day diet that incorporates the dietary recommendations for the chosen disorder.

Students consider the nutritional requirements of the individual, including any dietary restrictions or allergies.

Class presentation: (30 minutes)

Students present case study report in class.

Experiential-Learning 31.6 : Reflective practice on yoga therapy in contemporary geriatric, paediatric disorders and general wellbeing

Total learning hours (4 hours)

Real life experience: (120 minutes) Observe or recall any real-life experience (personal, family, or community) related to geriatric, paediatric disorders and general wellbeing. Reflect on how it was managed using Siddhar yoga, and write a short report (2–3 pages) describing the symptoms, care given, and your insights. Focus on the effectiveness, challenges, and possible improvements in managing such conditions. Peer learning: (120 minutes) Students pair up with a peer to share and discuss case studies and experiences related to managing geriatric, paediatric disorders and general wellbeing Students provide feedback and support to each other.	
Experiential-Learning 31.7 : Experiences in yoga therapy for contemporary geriatric, paediatric disorders and general wellbeing	
Total learning hours (3 hours) Journaling: (60 minutes) Students maintain a reflective journal throughout the activity, recording personal experiences, insights, and observations. Group discussions / real life experience: (120 minutes) Students participate in group discussions, sharing personal experiences and insights related to yoga therapy for contemporary geriatric, paediatric disorders and general wellbeing Students explore applications of yoga therapy for contemporary geriatric, paediatric disorders and general wellbeing Students discuss the potential for integrating yoga therapy with conventional healthcare approaches for contemporary geriatric, paediatric disorders and general wellbeing.	
Modular Assessment	
Assessment method	Hour
Instructions – Conduct a structured modular assessment. Assessment will be for 50 marks. 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. Demonstration Observation Assistant Performance (DOAP) Assessment: Siddhar yoga therapy for geriatric care / Autism Spectrum Disorder (ASD) (50 marks) - 4 hours 1. Siddhar yoga therapy for geriatric care (25 marks) - 2 hours Section A: Demonstration (8 marks) Demonstrate 3-5 yoga postures (asanas) adapted for geriatric care Showcase breathing techniques (pranayama) for relaxation Section B: Observation (6 marks)	4

Observe patient practicing yoga techniques

Assess balance, flexibility, and strength

Document patient's progress

Section C: Assistance (6 marks)

Assist patient with modifications for chronic conditions

Guide breathing techniques for anxiety and stress

Encourage mindful movement

Section D: Performance (5 marks)

Patient's ability to practice yoga independently

Accuracy of yoga technique execution

2. Siddhar yoga therapy for Autism Spectrum Disorder (ASD) (25 marks) - 2 hours

Section A: Demonstration (8 marks)

Demonstrate 3-5 yoga postures (asanas) adapted for autism spectrum disorder (asd)

Showcase breathing techniques (pranayama) for relaxation

Section B: Observation (6 marks)

Observe patient practicing yoga techniques

Assess balance, flexibility, and strength

Document patient's progress

Section C: Assistance (6 marks)

Assist patient with modifications for chronic conditions

Guide breathing techniques for anxiety and stress

Encourage mindful movement

Section D: Performance (5 marks)

Patient's ability to practice yoga independently

Accuracy of yoga technique execution

Or

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

And

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

Module 32 : Nutrition and dietetics, diet and siddha system of medicine

Module Learning Objectives

(At the end of the module, the students should be able to)

- Analyse the concept of dietetics in siddha medicine and evaluate its significance in health and disease management
- Formulate how siddha dietary principles promote health and prevent diseases
- Analyse the relationship between diet, lifestyle and disease in the context of siddha system of medicine
- Apply siddha dietary principles to design personalized diets for individuals with specific health conditions

M 32 Unit 1 Nutrition and dietetics

32.1.1 Basic principles of nutrition and its importance for health 32.1.2 Macronutrients and micronutrients, their sources and roles in human health 32.1.3 Balanced diets and nutritional requirements across different age groups 32.1.4 Daily nutritional requirements: children, adults, elderly and special populations

References: 51,53,145

3A	3B	3C	3D	3E	3F	3G
CO1,CO4	Analyse the overview of basic principles of nutrition, sources and its importance of balanced diets, nutritional requirements across different age groups for health	2	Lecture	CAN	Knows-how	L&PPT
CO1,CO4	Demonstrate calculating caloric requirements and daily diets based Recommended Dietary Allowance (RDA) using tools like BMI calculators	3	Practical Training 32.1	PSY-GUD	Shows-how	SIM,PER
CO1,CO4	Integrate dietary habits in different cultures	4	Experiential-Learning 32.1	AFT-SET	Does	PER,SDL

M 32 Unit 2 Siddha system of medicine and its approach to diet

32.2.1 Siddha system of medicine and its holistic approach to diet 32.2.2 The role of diet in siddha treatment plans 32.2.3 Concept of *tridosha* and its influence on health and diet 32.2.4 Foods that balance each *dosha* and maintain health

References: 48,49

3A	3B	3C	3D	3E	3F	3G
CO1,CO4	Analyse the role of diet in siddha system of medicine based on the concept of <i>tridosha</i> and its influence on health and diet	2	Lecture	CAN	Knows-how	L&PPT
CO1,CO4	Identify foods corresponding to different <i>doshas</i>	3	Practical Training 32.2	PSY-SET	Shows-how	CBL,PER
CO1,CO4	Identify simple <i>dosha</i> -balancing meals using siddha principles	2	Practical Training 32.3	PSY-SET	Shows-how	CBL,PER
CO1,CO4	Engage a visit to a siddha practitioner and observe how diet is integrated into treatment	4	Experiential-Learning 32.2	AFT-SET	Does	FV,PER
CO1,CO4	Describe the journal of personal diet and reflecting on it using siddha guidelines	4	Experiential-Learning 32.3	AFT-VAL	Does	JC,PER

M 32 Unit 3 Therapeutic diets in siddha medicine and contemporary nutrition

32.3.1 Compare therapeutic diets in siddha medicine and contemporary nutrition 32.3.2 The role of food as medicine in both systems 32.3.3 Dietary interventions for chronic diseases in siddha vs contemporary nutrition 32.3.4 Specific therapeutic diets: for diabetes, obesity, cardiovascular disease 32.3.5 Importance of seasonal and regional diets in siddha

References: 42,45,209

3A	3B	3C	3D	3E	3F	3G
CO1,CO4	Analyse dietary interventions and specific therapeutic diets for chronic diseases in	2	Lecture	CAN	Knows-	L&PPT

	siddha vs. contemporary nutrition				how	
CO1,CO4	Discuss the importance of seasonal, regional diets and role of herbs and medicinal plants in diet therapy in siddha	2	Lecture	CE	Knows-how	L&PPT,DIS
CO1,CO4	Rearrange dietary plan for a chronic disease using both siddha and contemporary nutrition perspectives	3	Practical Training 32.4	PSY-ADT	Shows-how	PrBL,DIS
CO1,CO4	Design food composition tables to assess nutrient intake	3	Practical Training 32.5	PSY-SET	Shows-how	PrBL,DIS
CO1,CO4	Integrate insights from patient history with therapeutic goals to prioritize intervention strategies that address emotional and behavioural needs	4	Experiential-Learning 32.4	AFT-SET	Does	CBL,PER
CO1,CO4	Demonstrate a commitment to interdisciplinary collaboration by valuing and integrating the insights of dietitians and Siddha practitioners to enhance the understanding and application of diverse health practices	3	Experiential-Learning 32.5	AFT-CHR	Does	CBL,FV,PER

M 32 Unit 4 Integration of siddha and contemporary nutrition in everyday practice

32.4.1 Integrating siddha dietary principles with contemporary nutrition practices 32.4.2 Holistic meal plans combining the strengths of both systems 32.4.3 Food habits, lifestyle changes and preventive healthcare 32.4.4 Preventive healthcare through diet in siddha and contemporary perspectives 32.4.5 Addressing modern lifestyle diseases with a holistic approach

References: 39,155

3A	3B	3C	3D	3E	3F	3G
CO1,CO4	Analyse the harmonizing siddha dietary principles and meal planning for balanced nutrition using both siddha and contemporary nutritional guidelines	1	Lecture	CAN	Knows-how	L&PPT
CO1,CO4	Discuss the preventive healthcare through diet in siddha and contemporary perspectives	1	Lecture	CE	Knows-how	DIS,L&PPT

CO1,CO4	Design skilfully and adapt a meal plan that accurately integrates siddha dietary principles with contemporay nutritional guidelines, ensuring balanced meals that promote health and align with natural elements	3	Practical Training 32.6	PSY-GUD	Shows-how	PER,CBL
CO1,CO4	Design and articulate balanced meal compositions by integrating Siddha herbs with contemporary nutrition principles to promote health and well-being	3	Practical Training 32.7	PSY-MEC	Shows-how	PrBL,DIS
CO1,CO4	Synthesize insights from workshops with health and wellness experts to align personal and professional practices with integrative dietary approaches	4	Experiential-Learning 32.6	AFT-SET	Does	W,PL
CO1,CO4	Develop a structured dietary plan based on new insights to align with improved health goals and enhanced nutritional understanding	3	Experiential-Learning 32.7	AFT-SET	Does	PER,CBL

Practical Training Activity

Practical Training 32.1 : Calculation of caloric requirements and Recommended Dietary Allowances (RDA)

Total activity hours (3 hours)

Teacher instruction: (30 minutes)

Teacher should create a simulated scenario where students have to calculate caloric requirements and plan a diet for a hypothetical patient.

Provide students with a hypothetical patient profile, including information such as age, weight, height, and activity level.

Teacher should instruct to calculate the patient's daily caloric requirements and plan a balanced diet using online tools such as BMI calculators and RDA charts.

Student's activity: (120 minutes)

Calculate the patient's BMI using the online BMI calculator.

Determine the patient's daily caloric requirements based on their age, sex, weight, height, and activity level.

Use the RDA chart to determine the patient's daily requirements for carbohydrates, proteins, and fats.

Plan a balanced diet that meets the patient's daily caloric and macronutrient requirements.

Class presentation: (30 minutes)

Present the patient's daily diet plan, including the recommended foods, portion sizes, and meal frequency in class presentation.

Practical Training 32.2 : Foods corresponding to different *doshas*

Total activity hours (3 hours) Teacher instruction: (30 minutes) Teacher should instruct to identify and categorize foods according to their corresponding <i>doshas</i> (<i>vatha</i>, <i>pitha</i>, <i>kapha</i>) using siddha principles. Student's activity / case based learning: (120 minutes) Student should study the given patient case, identify the imbalanced <i>dosha</i> based on symptoms, and suggest suitable foods to restore balance using siddha principles Understand the concept of doshas, identify their characteristics, analyse the effects of foods on <i>doshas</i>, and create a list of foods for each <i>dosha</i> to balance the body. Class presentation: (30 minutes) Present list of foods for each <i>dosha</i> and explain how they can be used to balance the body in class presentation.
Practical Training 32.3 : Simple <i>dosha</i>-balancing meals using siddha principles
Total activity hours (2 hours) Teacher instruction: (30 minutes) Teacher should instruct to identify the patient's dominant <i>dosha</i> (<i>vatha</i>, <i>pitha</i>, <i>kapha</i>) and consider the patient's physical and mental characteristics. Student's activity / case based learning: (60 minutes) Understand the concept of <i>dosha</i>-balancing foods. Identify dosha-balancing foods and create simple meal plans. Class presentation: (30 minutes) Explain the siddha principles used to create the meal plans in class presentation.
Practical Training 32.4 : Diet plan for a chronic disease using both siddha and contemporary nutrition perspectives
Total activity hours (3 hours) Teacher instruction: (30 minutes) Teacher should instruct to provide concepts of dietary plan for a chronic disease using both siddha and contemporary nutrition perspectives. Student's activity / project base learning: (120 minutes) Assess the patient's condition and determine their dosha. Create a dietary plan using siddha principles and contemporary nutrition perspectives. Develop a personalized dietary plan to manage the chronic disease. Discussion and feedback: (30 minutes) The teacher leads a group discussion, giving feedback on each group's project and answering questions
Practical Training 32.5 : Food composition tables to assess nutrient intake

Total activity hours (3 hours)
 Teacher instruction: (30 minutes)
 Teacher should instruct to create a food composition table to assess the nutrient intake of a specific health condition (e.g. Diabetes, hypertension)
 Student's activity / project based learning: (120 minutes)
 Design a food composition table for a patient with specific nutritional needs.
 Research and record the nutrient content of various foods.
 Calculate the total nutrient intake from the foods listed.
 Adjust the table to ensure the patient's nutritional needs are met.
 Discussion and feedback: (30 minutes)
 The teacher leads a group discussion, giving feedback on each group's project and answering questions

Practical Training 32.6 : Siddha and contemporary nutrition meal plan

Total activity hours (3 hours)
 Teacher instruction: (30 minutes)
 Teacher should instruct to create a comprehensive nutrition plan for a patient with a specific health condition (e.g. Diabetes, hypertension)
 Student's activity: (120 minutes)
 Assess the patient's *dosha (vatha, pitha, kapha)* using siddha principles.
 Set specific, measurable, achievable, relevant, and time-bound (SMART) nutrition goals.
 Develop a personalized nutrition plan that incorporates principles from both siddha and contemporary nutrition.
 Include recommendations for diet, lifestyle, and supplements (if necessary).
 Class presentation: (30 minutes)
 Present the plan in a clear and concise format in class presentation

Practical Training 32.7 : Balanced meals using siddha herbs and contemporary nutritional principles

Total activity hours (3 hours)
 Teacher instruction: (30 minutes)
 Teacher should instruct to present a balanced meal that incorporates siddha herbs and contemporary nutritional principles.
 Student's activity / Project based learning: (1 hour 30 minutes)
 Choose a siddha herb (e.g. Turmeric, ginger, cumin) and research its nutritional and medicinal properties.
 Plan a balanced meal that incorporates the chosen herb and meets the nutritional needs of a specific population (e.g. Children, adults, elderly).
 Provide a written description of the meal, including the ingredients, cooking methods, and nutritional analysis.

Discussion and feedback: (30 minutes)

The teacher leads a group discussion, giving feedback on each group's project and answering questions

Discussion and feedback: (30 minutes)

The teacher leads a group discussion, giving feedback on each group's project and answering questions

Experiential learning Activity

Experiential-Learning 32.1 : Dietary habits in different cultures

Total learning hours (4 hours)

Teacher instruction: (30 minutes)

Teacher should assign students of cultures to research and explore their dietary habits.

Student's activity: (180 minutes)

Student should research and prepare a traditional dish from their assigned culture.

Class presentation: (30 minutes)

Ask students to reflect on what they learned about different cultures and their dietary habits in class.

Experiential-Learning 32.2 : Integration of diet into treatment by siddha practioner

Total learning hours (4 hours)

Teacher instruction: (30 minutes)

Encourage students to field visit to a local siddha practitioner or clinic.

Student's activity: (180 minutes)

Field Visit:

Student should observe how the practitioner interacts with patients, takes their history, and prescribes treatment. Pay attention to how diet is discussed and integrated into the treatment plan.

After the visit, student should reflect how diet is integrated into treatment and how this approach differs from or complements other healthcare systems.

Class presentation: (30 minutes)

Student should write a field report and share it class.

Experiential-Learning 32.3 : Personal diet using siddha guidelines

Total learning hours (4 hours)

Teacher instruction: (30 minutes)

Teacher should introduce the concept of siddha guidelines for healthy eating and explain its importance.

Student's activity: (120 minutes)

Ask students to maintain a journal or notebook to record patients' daily food intake for a week.

Journal entry: (60 minutes)

Students should review their journal entries with siddha guidelines for healthy eating and ask them to evaluate their diet based on these principles.

Ask students to reflect on their experience in the class. (30 minutes)

Experiential-Learning 32.4 : Analysis of patient history in therapeutic context

Total learning hours (4 hours)

Teacher instruction: (30 minutes)

Ask students to work in pairs or small groups to analyse the patient histories.

Student's activity: (180 minutes)

Ask students to develop a therapeutic plan for each patient based on their analysis.

Class presentation: (30 minutes)

Encourage students to present their therapeutic plans to the class.

Teacher should assess student understanding of therapeutic principles and their application to patient histories.

Experiential-Learning 32.5 : Integrative health practices of dietitians and siddha practitioners

Total learning hours (3 hours)

Teacher instruction: (30 minutes)

Teacher should introduce the concept of integrative health practices and the roles of dietitians and siddha practitioners.

Field Visit:(60 minutes)

Visit a local Siddha clinic or hospital and, if possible, consult with a registered dietitian. Observe how traditional and modern diets are integrated in patient care

Case study:(60 minutes)

Ask students to work in pairs or small groups to analyse the case studies from both dietary and siddha perspectives.

Ask students to develop an integrative health plan for each case study.

Class presentation: (30 minutes)

Encourage students to present their integrative health plans to the class.

Experiential-Learning 32.6 : Health and wellness workshop

Total learning hours (4 hours) Teacher instruction: (30 minutes) Teacher should introduce the concept of conducting workshops with health and wellness experts. Student's activity: (180 minutes) Encourage students to take notes, ask questions, and engage with the expert. Reflection: (30 minutes) After the workshop, facilitate a class reflection on the experience.	
Experiential-Learning 32.7 : Dietary practices based on new insights	
Total learning hours (3 hours) Teacher instruction: (30 minutes) Teacher should provide students with nutrition and wellness resources, such as books, articles, or online materials. Case based learning Instruction:(120 minutes) Student should work in pairs or small groups. Read the given case studies and use the latest nutritional insights to develop a personalized dietary plan for each case. Consider factors like age, lifestyle, health condition, and traditional food values. Class presentation:(30 minutes) Ask students to reflect on their experience in the class.	
Modular Assessment	
Assessment method	Hour
Instructions - Conduct a structured modular assessment. Assessment will be for 50 marks. 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. 1.Class Presentation Assessment for therapeutic diets in siddha - (15 marks) - 1½ hours Section A: Introduction (2 marks) Section B: Principles of siddha dietetics (4 marks) Section C: Therapeutic diets for common conditions (6 marks) Section D: Conclusion (3 marks) 2.Structured Long Answer Question (SLAQ) from second or third or fourth unit of the module - (10 marks) - ½ hour 3.Theory Case Study Assessment for preventive healthcare through diet in siddha (25 marks) - 2 hours Section A: Digestive characteristics (5 marks)	4

Section B: Dietary recommendations (5 marks)
 Section C: Pathiyam (5 marks)
 Section D Preventive healthcare (5 marks)
 Section E: Critical thinking (5 marks)
 Or
 Any practical in converted form can be taken for assessment. (25 marks)
 And
 Any of the experiential as portfolio/ reflections / presentations can be taken as assessment. (25 marks)

Table 4 : Practical Training Activity

(*Refer table 3 of similar activity number)		
Practical No*	Practical name	Hours
1.1	Pranayamam and other yogic methods in controlling the mind	5
1.2	Application of self-realization tools in a clinical setting	5
1.3	Yoga and breathing techniques to enhance the mind-body connection	5
1.4	Concentration and relaxation-based mind-body therapies	5
2.1	Yoga for stress related diseases.	5
2.2	Yoga technique for emotional regulation	5
2.3	Yoga for cancer-associated emotional changes	5
2.4	Mind body connection in respiratory disorders	5

3.1	Yoga for post traumatic stress disorder	5
3.2	Cranial nerve examination for neurological disorders and associated systemic diseases	5
3.3	Thyroid hormones,immunity improving yoga techniques.	10
4.1	Asanam and pranayama practices relevant to mindfulness technique	5
4.2	Yoga therapy for conventional psychotherapy and stress	5
4.3	Pranayamam and asanam for physical, mental, emotional and spritual well-being	5
4.4	Yoga for the management of anxiety, depression, and stress-related conditions	5
5.1	Creation of dietary plans for Kayakarpam practices.	4
5.2	Relationships between kayakarpam medicines and antioxidants	4
5.3	Preparation of mooligai karpam medicines and development of case reports.	8
5.4	Pharmacological actions of kayakarpam herbs and their clinical significance	4
6.1	Preparation of Thathu karpam medicines and their clinical application.	8
6.2	Identify and document Jeeva karpam medicines along with their specific clinical applications	6
6.3	Develop a comprehensive, disease-specific protocol utilizing thani and kootukarpam medicines	6
7.1	Practical training in the preparation of Pothu karpa medicines.	6
7.2	Practical experience in preparing Sirappu karpa medicines.	8
7.3	Hands on training in Muppu preparations and related case studies.	6
8.1	Design a yoga-based protocol for anti-aging	4
8.2	Practical demonstrations of Seeranamandala and Suvasamandala purification techniques.	8
8.3	Demonstrations of Uluruppu balapaduthuthal techniques . Demonstrate the Kann sudthi types. Demonstrate the Moolai sudthi purification methods.	8

9.1	Demonstration of Thirumoolar Aasanam	6
9.2	Demonstration of Thirumoolar Pranayamam	4
9.3	Demonstration of Agasthiyar aasanam and Pranayamam	4
9.4	Demonstration of Bogar and Gonganavar- Aasanam and pranayamam	6
10.1	Demonstration of Loosening, Surya/Chandra Namaskaram, & Relaxation	4
10.2	Demonstration of Standing Asanam & Sirsasanam (Headstand)	6
10.3	Demonstration of Forward and backward bend pose in Standing Aasanam	6
10.4	Demonstration of Side bending pose in Standing Aasanam	4
11.1	Demonstration of Sitting Aasanam	10
11.2	Demonstration of Prone pose - Lying Aasanam	4
11.3	Demonstration of Supine pose- Lying Aasanam	6
12.1	Demonstration of Bandha	6
12.2	Demonstration of Yogic Gestures - Mudras(Part -I)	8
12.3	Demonstration of Yogic Gestures - Mudras(Part -II)	6
13.1	Demonstration of Nostril breathing	8
13.2	Demonstration of inner focus and concentration pranayamam	4
13.3	Demonstration of Dharanai	8
14.1	Demonstration of Preparative Procedures: Performed Various Yoga Mudras	2
14.2	Demonstration of Mudras (Prithivi and Varuna Mudras)	8
14.3	Demonstration of Mudras (Agni, Vayi and Akash mudras)	10

15.1	Demonstration for the standing, inverted and unique pose sequence in vinyasa krama yoga	4
15.2	Demonstration for seated and lying pose sequence in vinyasa krama yoga	4
15.3	Class room setup and yoga hall setup	4
15.4	Teaching methods of aasanam, pranayamam and Meditation	4
15.5	Teaching techniques of aasanam, Pranayamam and meditation.	4
16.1	Demonstration of the general strengthening yoga	4
16.2	Demonstration of the specific yoga poses and techniques designed to address common sports injuries	4
16.3	Demonstration of the specific yoga to be practised during sports activity	4
16.4	Practical cleaning techniques	4
16.5	Practical for external applications	4
17.1	Nutrient analysis of common foods.	4
17.2	Clinical dignosis and assessment of metabolic disorders.	4
17.3	Clinical skills and laboratory investigations on bone disorders.	6
17.4	Clinical skills and laboratory investigations of endocrine disorders.	6
18.1	Physical examination of Cardiovascular system.	4
18.2	Cardiac rhythm disorders with lab findings.	4
18.3	Heart sounds and abnormalities.	6
18.4	Peripheral pulses, blood pressure and vascular signs.	6
19.1	Identify, assess and diagnose respiratory conditions.	4
19.2	Respiratory exam, PFTs, X-ray interpretation.	8

19.3	Ear,Nose,Throat disorders.	8
20.1	Oncology Laboratory Techniques Overview.	4
20.2	Case studies on systemic neoplasms	6
20.3	Blood smear, marrow biopsy, cytometry.	10
21.1	Antigen antibody complex, types of immunity, structures of immune system.	7
21.2	Educate on the procedure for diagnosing the immunodeficiency diseases	7
21.3	Educate on diagnosis and investigations related to musculo skeletal disorders	6
22.1	Clinical examination for the patients with kidney and urinary tract disorders.	6
22.2	Clinical examination for the patients with alimentary tract diseases.	8
22.3	Clinical examination for the patients with liver and biliary tract disease	6
23.1	Neurological disorders.	6
23.2	Neurological examination.	8
23.3	Dermatological disorder	6
24.1	Psychiatric examinations .	5
24.2	Various assesments methods for psychiatric diseases.	5
24.3	Psychoanalysis and psychoanalytic psychotherapy.	5
24.4	Techniques for Acute Mountain Sickness(AMS) and Hypothermia	5
25.1	Simple therapeutic yogasanas	3
25.2	Posture and breath control	2
25.3	Pranayamam, meditation and relaxation with biofeedback device	3

25.4	Deep belly breathing techniques	2
25.5	Yoga sequences for specific conditions	3
25.6	Therapeutic interventions of yoga	2
25.7	Applications of yoga therapy with biofeedback device (posture tracker)	3
25.8	Therapeutic interventions on mannequins with biofeedback devices	2
26.1	Diagnostic features of swasa mandala noigal, thamaraga noigal and aruvai parigara noigal	3
26.2	Asanas, pranayama, and kriyas for swasa mandala noigal	3
26.3	Asanas, pranayama, and kriyas for thamaraga noigal	3
26.4	Asanas, pranayama, and kriyas for aruvai parigara noigal	2
26.5	Meditation and relaxation techniques to regulate swasa mandala noigal, thamaraga noigal, and aruvai parigara noigal	2
26.6	New siddha dietary formulations for swasa mandala noigal, thamaraga noigal and aruvai parigara noigal	2
26.7	Meal plan for swasa mandala noigal, thamaraga noigal and aruvai parigara noigal	2
26.8	Advanced asana and pranayama practices relevant to respiratory, cardiovascular and surgical disorders	3
27.1	Diagnostic features of seerana mandala noigal, sala uruppu noigal and thol noigal	3
27.2	Asanas, pranayama, and kriyas for seerana mandala noigal	3
27.3	Asanas, pranayama, and kriyas for sala uruppu noigal	2
27.4	Asanas, pranayama, and kriyas for thol noigal	3
27.5	Meditation and relaxation techniques to regulate seerana mandala noigal, sala uruppu noigal and thol noigal	2
27.6	New siddha dietary formulations for seerana mandala noigal, sala uruppu noigal and thol noigal	2
27.7	Meal plan for seerana mandala noigal, sala uruppu noigal and thol noigal	2

27.8	Advanced asana and pranayama practices relevant to contemporary gastrointestinal, genitourinary and dermatological disorders	3
28.1	Diagnostic features of narambu mandala noigal, mana noigal and naalamilla surappi & valarchithai maatra kolarugal	3
28.2	Asanas, pranayama, and kriyas for narambu mandala noigal	3
28.3	Asanas, pranayama and kriyas for mana noigal	2
28.4	Asanas, pranayama, and kriyas for naalamilla surappi & valarchithai maatra kolarugal	3
28.5	Meditation and relaxation techniques to regulate narambu mandala noigal, mana noigal and naalamilla surappi & valarchithai maatra kolarugal	2
28.6	New siddha dietary formulations for narambu mandala noigal, mana noigal and naalamilla surappi & valarchithai maatra kolarugal	2
28.7	Meal plan for narambu mandala noigal, mana noigal and naalamilla surappi & valarchithai maatra kolarugal	2
28.8	Advanced asana and pranayama practices relevant to contemporary nervous, psychiatric, and endocrine and metabolic disorders	3
29.1	Diagnostic features of udal vanmai and enbu poruthiyal and kan, kadhu and thondai noigal	3
29.2	Asanas, pranayama, and kriyas for udal vanmai and enbu poruthiyal	4
29.3	Asanas, pranayama, and kriyas for kan, kadhu and thondai noigal	4
29.4	Meditation and relaxation techniques to regulate udal vanmai and enbu poruthiyal and kan, kadhu and thondai noigal	2
29.5	New siddha dietary formulations for udal vanmai and enbu poruthiyal and kan, kadhu and thondai noigal	2
29.6	Meal plan for udal vanmai and enbu poruthiyal and kan, kadhu and thondai noigal	2
29.7	Advanced asana and pranayama practices relevant to contemporary immunological and rheumatological, and eyes, ear and throat disorders	3
30.1	Diagnostic features of pirappu uruppu noigal, pregnancy & post-natal and vanmeegam	3
30.2	Asanas, pranayama, and kriyas for pirappuruppu noigal	3
30.3	Asanas, pranayama, and kriyas for pregnancy & post-natal	3
30.4	Asanas, pranayama, and kriyas for vanmeegam	2

30.5	Meditation and relaxation techniques to regulate pirappuruppu noigal, pregnancy & post-natal and vanmeegam	2
30.6	New siddha dietary formulations for pirappu uruppu noigal, pregnancy & post-natal and vanmeegam	2
30.7	Meal plan for pirappuruppu noigal, pregnancy & post-natal and vanmeegam	2
30.8	Advanced asana and pranayama practices relevant to reproductive disorders, pregnancy & post-natal and oncological disorders	3
31.1	Diagnostic features of mudhumai noigal and balar noigal	3
31.2	Asanas, pranayama, and kriyas for mudhumai noigal	3
31.3	Asanas, pranayama, and kriyas for balar noigal	2
31.4	Asanas, pranayama, and kriyas for general wellbeing	3
31.5	Meditation and relaxation techniques to regulate mudhumai noigal, balar noigal and general wellbeing	2
31.6	New siddha dietary formulations for mudhumai noigal, balar noigal and general wellbeing	2
31.7	Meal plan for mudhumai noigal, balar noigal and general wellbeing health	2
31.8	Advanced asana and pranayama practices relevant to geriatric, paediatric disorders and general wellbeing	3
32.1	Calculation of caloric requirements and Recommended Dietary Allowances (RDA)	3
32.2	Foods corresponding to different doshas	3
32.3	Simple dosha-balancing meals using siddha principles	2
32.4	Diet plan for a chronic disease using both siddha and contemporary nutrition perspectives	3
32.5	Food composition tables to assess nutrient intake	3
32.6	Siddha and contemporary nutrition meal plan	3
32.7	Balanced meals using siddha herbs and contemporary nutritional principles	3

Table 5 : Experiential learning Activity

(*Refer table 3 of similar activity number)		
Experiential learning No*	Experiential name	Hours
1.1	Observing and exploring psychological concepts using research tools.	6
1.2	Case reporting on self-realization (Arivu) through various assesment tools	7
1.3	Mind-body relationship with modern perspectives	6
1.4	Movement-based mind-body medicine or yoga therapies.	7
2.1	Stress assessment tools and biomarker evaluation	6
2.2	Emotional wellbeing through yoga techniques	7
2.3	Management of chronic pain through yoga therapy	7
2.4	Enhancing fertility and managing menstrual disorders through yoga	6
3.1	Case study and group discussion for posttraumatic stress disorder	6
3.2	Case study and group discussion on environmental influence and their mental emotional state	7
3.3	Yoga for autoimmune disease management	7
3.4	Impact of stress on cortisol level consequences.	6
4.1	Implement Art therapy and exercises in clinical cases.	6
4.2	Case Study and Group discussion on awareness, Stress management and self-care among patients.	7
4.3	Yoga counselling and spiritual needs of individuals.	6
4.4	Cognitive-Behavioural Therapy (CBT) techniques in reducing stress	7
5.1	Utilization of kayakarpam techniques in patient care.	5

5.2	Scientific validation of kayakarpam therapies with case studies	5
5.3	Case studies on mooligai karpam medicines and their traditional applications..	9
5.4	Categorizing pharmacological actions linked to specific diseases	7
6.1	Incorporation of Thathu karpam into clinical practices.	10
6.2	Incorporation of Jeeva karpam medicines into kayakarpam practices.	8
6.3	Case studies on thani and Kootu karpa medicines.	8
7.1	Developing and analyzing case studies focused on Pothu karpa medicines.	8
7.2	Principles of Sirappu karpa medicines and their connection to modern scientific practices..	10
7.3	Scientific relationships between different types of muppu and their applications.	8
8.1	Aging prevention approaches through biomarkers and yoga.	6
8.2	Adapt the purification techniques for Sirana, Kalivuneer, and Suvasamandal using clinical models	10
8.3	Purification methods for Uluruppu Balapaduthuthal, Kann Sudthi, and Moolai Sudthi in clinical models.	10
9.1	The eight limbs of yogam except samathi in natural settings inspired by the Thirumoolar.	9
9.2	Aasanam and pranayamam - hands on training	4
9.3	Eight limbs of yogam except samathi in natural settings inspired by the Agasthiyar	5
9.4	Eight limbs of yogam except samathi in natural settings inspired by the Bogar and Gonganavar.	8
10.1	Loosening exercises, Surya Namaskaram, Chandra Namaskaram, and Relaxation techniques	5
10.2	Standing and Head stand pose in Standing Aasanam	8
10.3	Forward and backward bend pose in Standing Aasanam	8

10.4	Side bending pose in Standing Aasanam	5
11.1	Sitting Aasanam	9
11.2	The Art and Science of Asana: Integrating Theory, Practice, and Mindful Adjustment	4
11.3	Prone pose - Lying Aasanam	5
11.4	Supine pose of Lying Aasanam	8
12.1	The Subtle Art of Bandhas for Energy & Stability	8
12.2	Practice Mudras(Yogic Gesture)- Part I	10
12.3	Practice of Mudras(Yogic Gesture)- Part II	8
13.1	Analyze the clinical application of nostril breathing	8
13.2	Worshop for Pranayamam	3
13.3	Analyze the clinical application of inner focus and concentration pranayamam	5
13.4	Analyze the clinical application of Dharanai	10
14.1	Unlocking Inner Resonance: The Sacred Language of Yoga Mudras	2
14.2	The physiological and psychological effects of each Prithivi and Varuna mudra.	9
14.3	Yoga Muthiraigal for the patients	2
14.4	The physiological and psychological effects of each Agni, Vayu and Akash mudra.	9
14.5	Yoga Muthiraigal techniques - hands on training	4
15.1	Benefits of vinyasa yoga (standing, inverted and unique pose)	5
15.2	Therapeutic benefits of vinyasa krama yoga(seated and lying sequence).	5
15.3	Impact of classroom setup	5

15.4	Report the experiences of practice	5
15.5	Impact on class flow and student experience.	6
16.1	Yoga practice for athletes	5
16.2	Effectiveness of yoga in common sports injuries.	5
16.3	Yoga practices for during matches	5
16.4	Cleaning Practices in yogam	5
16.5	Experiential practical for external applications	6
17.1	Nutrition education and community outreach.	5
17.2	Risk factors and knowledge gaps.	5
17.3	Pathophysiology of bone disorders.	8
17.4	Patient education and community outreach activities for endocrine disorders.	8
18.1	Clinical findings of cardio vascular disorders.	5
18.2	Interpretation of case reports with sample ECG strips.	5
18.3	Organisation of the lab case reports related to cardiac disorders.	8
18.4	Coronary and peripheral vascular disorders.	8
19.1	Respiratory disease management.	7
19.2	Observe and engage respiratory disorder patients.	10
19.3	Ear,Nose,Throat Assessment: Diagnostic Skills and Compassionate Care	9
20.1	Empathetic Cancer Communication Skills	6

20.2	Documentation of the recent advances in oncology	10
20.3	Anemia Screening and Awareness Camp	10
21.1	Disease related to immune system	8
21.2	Allergies & Systemic Mastocytosis	9
21.3	Assessment tools for musculoskeletal disorders	9
22.1	kidney and urinary tract related disorders	8
22.2	Document case studies related to alimentary tract.	10
22.3	Document case studies related to liver and biliary tract.	8
23.1	Neurological disorder.	8
23.2	Neurological disorders.	10
23.3	Dermatological disorder.	8
24.1	Integrated approach with psychiatry .	6
24.2	Conduct case studies and document recent advances in various psychiatric diseases	6
24.3	Behavioural therapy.	7
24.4	Soroche,Hypobaropathy,AMS.	7
25.1	Guided meditation for enhanced well-being	3
25.2	Personal health and well-being experiences	4
25.3	Self-practice and observation of yogic breathing techniques	4
25.4	Impact of yogic reflection on attitudes and behaviours	3
25.5	Journaling on yoga therapy for common health conditions	3

25.6	Mindful movement and breathwork practices	3
25.7	Self-reflection on ethical practices	3
25.8	Experiences as a yoga physician	3
26.1	Clinical exploration of swasa mandala noigal, thamaraga noigal and aruvai parigara noigal	4
26.2	Reflective exploration of siddhar yoga in swasa mandala noigal, thamaraga noigal, and aruvai parigara noigal	4
26.3	Siddhar yoga realization of swasa mandala noigal, thamaraga noigal, and aruvai parigara noigal	4
26.4	Dietary changes for swasa mandala noigal, thamaraga noigal and aruvai parigara noigal	4
26.5	Diet plan as per swasa mandala noigal, thamaraga noigal and aruvai parigara noigal	3
26.6	Reflective practice on yoga therapy in contemporary respiratory, cardiovascular and surgical disorders	4
26.7	Experience in yoga therapy for contemporary respiratory, cardiovascular and surgical disorders	3
27.1	Clinical exploration of seerana mandala noigal, sala uruppu noigal and thol noigal	4
27.2	Reflective exploration of siddhar yoga in seerana mandala noigal, sala uruppu noigal and thol noigal	4
27.3	Siddhar yoga realization of seerana mandala noigal, sala uruppu noigal and thol noigal	4
27.4	Dietary changes for seerana mandala noigal, sala uruppu noigal and thol noigal	4
27.5	Diet plan as per seerana mandala noigal, sala uruppu noigal and thol noigal	3
27.6	Reflective practice on yoga therapy in contemporary gastrointestinal, genitourinary and dermatological disorders	4
27.7	Experiences in yoga therapy for contemporary gastrointestinal, genitourinary and dermatological disorders	3
28.1	Clinical exploration of narambu mandala noigal, mana noigal and naalamilla surappi & valarchithai maatra kolarugal	4
28.2	Reflective exploration of siddhar yoga in narambu mandala noigal, mana noigal and naalamilla surappi & valarchithai maatra kolarugal	4

28.3	Siddhar yoga realization of narambu mandala noigal, mana noigal and naalamilla surappi & valarchithai maatra kolarugal	4
28.4	Dietary changes for narambu mandala noigal, mana noigal and naalamilla surappi & valarchithai maatra kolarugal	4
28.5	Diet plan as per narambu mandala noigal , mana noigal and naalamilla surappi & valarchithai maatra kolarugal	3
28.6	Reflective practice on yoga therapy in contemporary nervous, psychiatric, and endocrine and metabolic disorders	4
28.7	Experiences in yoga therapy for contemporary nervous, psychiatric, and endocrine and metabolic disorders	3
29.1	Clinical exploration of udal vanmai and enbu poruthiyai and kan, kadhu and thondai noigal	4
29.2	Siddhar yoga realization of udal vanmai and enbu poruthiyai and kan, kadhu and thondai noigal	4
29.3	Reflective exploration of siddhar yoga in udal vanmai and enbu, poruthiyai, kan, kadhu, and thondai noigal	4
29.4	Dietary changes for udal vanmai and enbu poruthiyai and kan, kadhu and thondai noigal	4
29.5	Diet plan as per udal vanmai and enbu poruthiyai and kan, kadhu and thondai noigal	3
29.6	Reflective practice on yoga therapy in contemporary immunological and rheumatological, and eyes, ear and throat disorders	4
29.7	Experiences in yoga therapy for contemporary immunological, rheumatology and eyes, ear and throat disorders	3
30.1	Clinical exploration of pirappu uruppu noigal, pregnancy & post-natal and vanmeegam	4
30.2	Reflective exploration of siddhar yoga in pirappuruppu noigal, pregnancy & post-natal and vanmeegam	4
30.3	Siddhar yoga realization of pirappuruppu noigal, pregnancy & post-natal and vanmeegam through siddhar yoga	4
30.4	Dietary changes for pirappu uruppu noigal, pregnancy & post-natal and vanmeegam	4
30.5	Diet plan as per pirappuruppu noigal, pregnancy & post-natal and venmeegam	3
30.6	Reflective practice on yoga therapy in contemporary reproductive disorders, pregnancy & post-natal and oncological disorders	4
30.7	Experiences in yoga therapy for contemporary reproductive disorders, pregnancy & post-natal and oncological disorders	3
31.1	Clinical exploration of mudhumai noigal and balar noigal and general wellbeing	4

31.2	Reflective exploration of mudhumai noigal, balar noigal and general wellbeing through siddhar yoga	4
31.3	Siddhar yoga realization of mudhumai noigal, balar noigal and general wellbeing	4
31.4	Dietary changes for mudhumai noigal, balar noigal and general wellbeing	4
31.5	Diet plan as per mudhumai noigal, balar noigal and general wellbeing	3
31.6	Reflective practice on yoga therapy in contemporary geriatric, paediatric disorders and general wellbeing	4
31.7	Experiences in yoga therapy for contemporary geriatric, paediatric disorders and general wellbeing	3
32.1	Dietary habits in different cultures	4
32.2	Integration of diet into treatment by siddha practioner	4
32.3	Personal diet using siddha guidelines	4
32.4	Analysis of patient history in therapeutic context	4
32.5	Integrative health practices of dietitians and siddha practitioners	3
32.6	Health and wellness workshop	4
32.7	Dietary practices based on new insights	3

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
SIDPG-SYM	4	100 x 4 Papers = 400	400	800

6 B : Scheme of Assessment (Formative and Summative Assessment)**Credit frame work**

SIDPG-SYM consists of 32 modules totaling 64 credits, which correspond to 1920 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 VI.

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

Module Number & Name (a)	Credits (b)	Actual No. of Notional Learning Hours (c)	Attended Number of notional Learning hours (d)	Maximu m Marks of assessmen t of modules (e)	Obtained Marks per module (f)	MGP =d* f/c*e*100
Semester No : 3						
Paper No : 1 (PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) & PRINCIPLES AND PRACTICES OF KAAYA KARPAM (REJUVENATION THERAPY))						
M1 Concept of mind, body and soul and basics of mind body medicine	2	60		50		
M2 Stress and emotions & mind's role in illness–Understanding connection	2	60		50		
Paper No : 2 (PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM)						
M9 Focused on astanga yogam	2	60		50		
M10 Preliminary exercises and exploring standing asanam	2	60		50		
Paper No : 3 (RECENT ADVANCES IN CONTEMPORARY MEDICINE)						
M17 Nutrition, Metabolism and Endocrinology	2	60		50		

M18 Disorders of the cardiovascular system	2	60		50		
Paper No : 4 (THERAPEUTIC SIDDHAR YOGAM)						
M25 Fundamental principles and methods of yoga therapy	2	60		50		
M26 Siddhar yoga maruthuvam for swasa mandala noigal (respiratory disorders), thamaraga noigal (cardiovascular disorders) and aruvai parigara noigal (surgical disorders)	2	60		50		
	16	480		400		
Semester No : 4						
Paper No : 1 (PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) & PRINCIPLES AND PRACTICES OF KAAAYA KARPAM (REJUVENATION THERAPY))						
M3 Psychoneuroimmunology (PNI) & Psycho-neuro-endocrinology (PNEI)	2	60		50		
M4 Mind body medicine techniques	2	60		50		
Paper No : 2 (PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM)						
M11 Exploring Sitting asanam and lying asanam	2	60		50		
M12 Exploring bandhas and mudras (gestures and locks)	2	60		50		
Paper No : 3 (RECENT ADVANCES IN CONTEMPORARY MEDICINE)						
M19 Disorders of the respiratory system & Disorders of eyes, ear, nose and throat	2	60		50		
M20 Oncology and Hematology	2	60		50		
Paper No : 4 (THERAPEUTIC SIDDHAR YOGAM)						
M27 Siddhar yoga maruthuvam for seerana mandala noigal (gastrointestinal disorders), sala uruppu noigal (genitourinary disorders) and thol noigal (dermatological disorders)	2	60		50		
M28 Siddhar yoga maruthuvam for narambu mandala noigal (neurological disorders), mana noigal (psychiatric disorders) and naalamilla surappi & valarchithai maatra kolarugal (endocrine and metabolic disorders)	2	60		50		
	16	480		400		
Semester No : 5						
Paper No : 1 (PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) & PRINCIPLES AND PRACTICES OF KAAAYA KARPAM (REJUVENATION THERAPY))						

M5 Fundamental concepts and uses of kayakarpam and mooligai karpamarunthukal	2	60		50		
M6 Concepts and applications of thathu, jeeva, thani, and kootukarpamarunthugal	2	60		50		
Paper No : 2 (PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM)						
M13 Foundations of pranayamam (mastering the breath) and dharanai (concentration techniques)	2	60		50		
M14 Dhyana mudras (meditation mudras)	2	60		50		
Paper No : 3 (RECENT ADVANCES IN CONTEMPORARY MEDICINE)						
M21 Immune-mediated, Inflammatory and rheumatologic disorders	2	60		50		
M22 Disorders of the kidney , urinary tract & gastrointestinal system.	2	60		50		
Paper No : 4 (THERAPEUTIC SIDDHAR YOGAM)						
M29 Siddhar yoga maruthuvam for udal vanmai and enbu poruthiyai (immunological and rheumatological disorders) and kan, kadhu and thondai noigal (eyes, ear and throat disorders)	2	60		50		
M30 Siddhar yoga maruthuvam for pirappuruppu noigal (reproductive disorders), pregnancy & post-natal and vanmeegam (oncological disorders)	2	60		50		
	16	480		400		
Semester No : 6						
Paper No : 1 (PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) & PRINCIPLES AND PRACTICES OF KAAAYA KARPAM (REJUVENATION THERAPY))						
M7 Principles and practices of pothu and sirappu karpa remedies, muppu, and their clinical applications	2	60		50		
M8 Concepts of aging, gene expressions in yoga therapy, and practices of kaya sudhi techniques	2	60		50		
Paper No : 2 (PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM)						
M15 Fundamentals of vinyasa yoga and yoga pedagogy	2	60		50		
M16 Sports yoga & siddha purification techniques and external applications.	2	60		50		

Paper No : 3 (RECENT ADVANCES IN CONTEMPORARY MEDICINE)						
M23 Neurological and Dermatological Disorder	2	60		50		
M24 Psychiatry Disorders, Psychotherapies & Disorders Associated with Environmental Exposures	2	60		50		
Paper No : 4 (THERAPEUTIC SIDDHAR YOGAM)						
M31 Siddhar yoga maruthuvam for mudhumai noigal (geriatric disorders), balar noigal (paediatric disorders) and general wellbeing	2	60		50		
M32 Nutrition and dietetics, diet and siddha system of medicine	2	60		50		
	16	480		400		
MGP = ((Number of Notional learning hours attended in a module) X (Marks obtained in the modular assessment) / (Total number of Notional learning hours in the module) X (Maximum marks of the module)) X 100						

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

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

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

Semester No : 3		
Paper No : 1 PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) & PRINCIPLES AND PRACTICES OF KAAYA KARPAM (REJUVENATION THERAPY)		
A S.No	B Module number and Name	C MGP
1	M1.Concept of mind, body and soul and basics of mind body medicine	C1
2	M2.Stress and emotions & mind's role in illness–Understanding connection	C2
Paper No : 2 PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM		
A S.No	B Module number and Name	C MGP
3	M9. Focused on astanga yogam	C3
4	M10.Preliminary exercises and exploring standing asanam	C4
Paper No : 3 RECENT ADVANCES IN CONTEMPORARY MEDICINE		
A S.No	B Module number and Name	C MGP
5	M17.Nutrition, Metabolism and Endocrinology	C5
6	M18.Disorders of the cardiovascular system	C6
Paper No : 4 THERAPEUTIC SIDDHAR YOGAM		
A S.No	B Module number and Name	C MGP
7	M25.Fundamental principles and methods of yoga therapy	C7
8	M26.Siddhar yoga maruthuvam for swasa mandala noigal (respiratory disorders), thamaraga noigal (cardiovascular disorders) and aruvai parigara noigal (surgical disorders)	C8
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8) / Number of modules(8)
Semester No : 4		
Paper No : 1 PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) &		

PRINCIPLES AND PRACTICES OF KAAYA KARPAM (REJUVENATION THERAPY)		
A S.N o	B Module number and Name	C MGP
1	M3.Psychoneuroimmunology (PNI) & Psycho-neuro-endocrinology (PNEI)	C1
2	M4.Mind body medicine techniques	C2
Paper No : 2 PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM		
A S.N o	B Module number and Name	C MGP
3	M11. Exploring Sitting aasanam and lying aasanam	C3
4	M12.Exploring bandhas and mudras (gestures and locks)	C4
Paper No : 3 RECENT ADVANCES IN CONTEMPORARY MEDICINE		
A S.N o	B Module number and Name	C MGP
5	M19.Disorders of the respiratory system & Disorders of eyes, ear, nose and throat	C5
6	M20. Oncology and Hematology	C6
Paper No : 4 THERAPEUTIC SIDDHAR YOGAM		
A S.N o	B Module number and Name	C MGP
7	M27.Siddhar yoga maruthuvam for seerana mandala noigal (gastrointestinal disorders), sala uruppu noigal (genitourinary disorders) and thol noigal (dermatological disorders)	C7
8	M28.Siddhar yoga maruthuvam for narambu mandala noigal (neurological disorders), mana noigal (psychiatric disorders) and naalamilla surappi & valarchithai maatra kolarugal (endocrine and metabolic disorders)	C8
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8) / Number of modules(8)
Semester No : 5		
Paper No : 1 PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) & PRINCIPLES AND PRACTICES OF KAAYA KARPAM (REJUVENATION THERAPY)		
A S.N o	B Module number and Name	C MGP
1	M5. Fundamental concepts and uses of kayakarpam and mooligai karpamarunthukal	C1
2	M6.Concepts and applications of thathu, jeeva, thani, and kootukarpamarunthugal	C2

Paper No : 2 PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM		
A S.No	B Module number and Name	C MGP
3	M13. Foundations of pranayamam (mastering the breath) and dharanai (concentration techniques)	C3
4	M14. Dhyana mudras (meditation mudras)	C4
Paper No : 3 RECENT ADVANCES IN CONTEMPORARY MEDICINE		
A S.No	B Module number and Name	C MGP
5	M21. Immune-mediated, Inflammatory and rheumatologic disorders	C5
6	M22. Disorders of the kidney , urinary tract & gastrointestinal system.	C6
Paper No : 4 THERAPEUTIC SIDDHAR YOGAM		
A S.No	B Module number and Name	C MGP
7	M29. Siddhar yoga maruthuvam for udal vanmai and enbu poruthiyai (immunological and rheumatological disorders) and kan, kadhu and thondai noigal (eyes, ear and throat disorders)	C7
8	M30. Siddhar yoga maruthuvam for pirappuruppu noigal (reproductive disorders), pregnancy & post-natal and vanmeegam (oncological disorders)	C8
	Semester Grade point Average (SGPA)	$(C1+C2+C3+C4+C5+C6+C7+C8) / \text{Number of modules}(8)$
Semester No : 6		
Paper No : 1 PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) & PRINCIPLES AND PRACTICES OF KAAYA KARPAM (REJUVENATION THERAPY)		
A S.No	B Module number and Name	C MGP
1	M7. Principles and practices of pothu and sirappu karpa remedies, muppu, and their clinical applications	C1
2	M8. Concepts of aging, gene expressions in yoga therapy, and practices of kaya sudhi techniques	C2
Paper No : 2 PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM		
A S.No	B Module number and Name	C MGP

3	M15. Fundamentals of vinyasa yoga and yoga pedagogy	C3
4	M16.Sports yoga & siddha purification techniques and external applications.	C4
Paper No : 3 RECENT ADVANCES IN CONTEMPORARY MEDICINE		
A S.N o	B Module number and Name	C MGP
5	M23.Neurological and Dermatological Disorder	C5
6	M24.Psychiatry Disorders, Psychotherapies & Disorders Associated with Environmental Exposures	C6
Paper No : 4 THERAPEUTIC SIDDHAR YOGAM		
A S.N o	B Module number and Name	C MGP
7	M31.Siddhar yoga maruthuvam for mudhumai noigal (geriatric disorders), balar noigal (paediatric disorders) and general wellbeing	C7
8	M32.Nutrition and dietetics, diet and siddha system of medicine	C8
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8) / Number of modules(8)

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

6 E : Question Paper Pattern

MD/MS SIDDHA Examination SIDPG-SYM Sem VI

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
Paper No : 1 (PHILOSOPHY OF ULA UDAL ANMA THATHUVAM (MIND BODY SOUL) & PRINCIPLES AND PRACTICES OF KAAVA KARPAM (REJUVENATION THERAPY))				
(M-1)Concept of mind, body and soul and basics of mind body medicine (Marks: Range 5-20)				
1	(U-1) State of Consciousness and Psychological Concepts and Siddha Understanding of the Mind and Intellect	Yes	Yes	Yes
2	(U-2) Spiritual Concepts in Siddha Philosophy	No	Yes	Yes
3	(U-3) Mind-Body Medicine and modern perspectives	Yes	No	Yes
4	(U-4) Classification of Mind-Body Techniques	No	Yes	Yes
(M-2)Stress and emotions & mind's role in illness–Understanding connection (Marks: Range 5-20)				
1	(U-1) Stress and Its Impact	Yes	Yes	Yes
2	(U-2) Yoga: Emotional Understanding and Social Intelligence	Yes	Yes	Yes
3	(U-3) Mind's Role in Illness	Yes	Yes	No
4	(U-4) Psychosomatic and Nervous System Disorders	Yes	No	Yes
(M-3)Psychoneuroimmunology (PNI) & Psycho-neuro-endoimmunology (PNEI) (Marks: Range 5-20)				
1	(U-1) Psychoneuroimmunology and Communication Systems	No	Yes	Yes
2	(U-2) Nervous System and Mind-Body Interaction	Yes	No	Yes
3	(U-3) Endocrine and Immune System Functions	Yes	Yes	Yes
(M-4)Mind body medicine techniques (Marks: Range 5-20)				
1	(U-1) Mind body medicine techniques	Yes	Yes	Yes
2	(U-2) Psychological and Social Support in Mind-Body medicine	No	Yes	Yes
3	(U-3) Yogic counselling and Spirituality for mind-body medicine	Yes	Yes	No
4	(U-4) Applied Psychology and Stress Management through Yoga Psychology	No	Yes	Yes
(M-5) Fundamental concepts and uses of kayakarpam and mooligai karpamarunthukal (Marks: Range 5-20)				
1	(U-1) Principles and Applications of Kayakarpa Therapy	Yes	Yes	Yes
2	(U-2) Scientific Approaches to Kayakarpa Therapies & Principles and Practical Applications of Antioxidants	Yes	Yes	Yes
3	(U-3) Mooligai Karpa Marunthugal and Their Clinical Applications	Yes	Yes	Yes
4	(U-4) Physical and Chemical Properties, along with Pharmacological Actions of Mooligai Karpa Marunthugal	No	Yes	No
(M-6)Concepts and applications of thathu, jeeva, thani, and kootukarpamarunthugal (Marks: Range 5-20)				

1	(U-1) Thathu Karpa Marunthugal and Their Clinical Applications	Yes	Yes	Yes
2	(U-2) Jeeva Karpa Marunthugal and Their Clinical Applications	No	Yes	No
3	(U-3) Thani Karpam and Kootukarpa Marunthugal and Their Applications	No	Yes	No

(M-7)Principles and practices of pothu and sirappu karpa remedies, muppu, and their clinical applications (Marks: Range 5-20)

1	(U-1) Principles and Practices of Pothu karpa Marunthugal	Yes	Yes	Yes
2	(U-2) Principles and Practices of Sirapu karpa Marunthugal	Yes	Yes	Yes
3	(U-3) Concepts of Muppu and Its Clinical Applications	Yes	Yes	Yes

(M-8)Concepts of aging, gene expressions in yoga therapy, and practices of kaya sudhi techniques (Marks: Range 5-20)

1	(U-1) Concepts of Aging, Gene Expression, and Yoga	No	Yes	Yes
2	(U-2) Types of Kaya sudthimuraigal and its applications(Cleansing techniques- Kriyas	Yes	Yes	Yes
3	(U-3) Types of Kaya sudthimuraigal and its applications(Cleansing techniques- Kriyas)	Yes	Yes	Yes

S.No	List of Module/Unit	ABQ	SAQ	LAQ
Paper No : 2 (PRINCIPLES AND PRACTICE OF SIDDHARS YOGAM)				
(M-9) Focused on astanga yogam (Marks: Range 5-20)				
1	(U-1) Thirumoolar's astanga yogam	Yes	Yes	Yes
2	(U-2) Agasthiyar's astanga yogam	No	Yes	Yes
3	(U-3) Astanga yogam by bogar and gonganavar and Kundalini Yogam	No	Yes	Yes
(M-10) Preliminary exercises and exploring standing asanam (Marks: Range 5-20)				
1	(U-1) Loosening exercise for specific body regions, suryanamaskaram, chandra namaskaram & relaxation techniques	Yes	Yes	Yes
2	(U-2) Standing and head stand position in standing asanam	No	Yes	Yes
3	(U-3) Forward and backward bending pose in standing asanam	No	Yes	Yes
4	(U-4) Side bending pose in standing asanam	No	Yes	Yes
(M-11) Exploring Sitting asanam and lying asanam (Marks: Range 5-15)				
1	(U-1) Sitting asanam	No	Yes	Yes
2	(U-2) Lying asanam - prone position	No	Yes	Yes
3	(U-3) Lying asanam- supine position	No	Yes	Yes
(M-12) Exploring bandhas and mudras (gestures and locks) (Marks: Range 5-20)				
1	(U-1) Foundational locks: mastering the bandhas	Yes	Yes	Yes
2	(U-2) Yogic gestures - Exploring mudras part -I	Yes	Yes	Yes
3	(U-3) Yogic gestures - Exploring mudras part -II	No	Yes	No
(M-13) Foundations of pranayamam (mastering the breath) and dharanai (concentration techniques) (Marks: Range 5-20)				
1	(U-1) Pranayamam - The art of nostril breathing	Yes	Yes	Yes
2	(U-2) Pranayamam for inner focus and concentration	No	Yes	Yes
3	(U-3) Concentration techniques: Exploring dharanai	No	Yes	Yes
(M-14) Dhyana mudras (meditation mudras) (Marks: Range 5-15)				
1	(U-1) Meditation mudras	No	Yes	No
2	(U-2) Prithivi mudras and varuna mudras	No	Yes	Yes
3	(U-3) Agni mudras, vayu mudras and akasha mudras	No	Yes	Yes
(M-15) Fundamentals of vinyasa yoga and yoga pedagogy (Marks: Range 5-15)				

1	(U-1) Fundamentals of vinyasa krama yoga and various sequence	No	Yes	Yes
2	(U-2) Seated and lying sequence	No	Yes	Yes
3	(U-3) Teaching yoga - Created a sacred space for yoga	No	Yes	No
4	(U-4) Teaching aasanam, pranayamam and meditation	No	Yes	No
5	(U-5) Yoga teacher training	No	Yes	No
(M-16)Sports yoga & siddha purification techniques and external applications. (Marks: Range 5-20)				
1	(U-1) Optimizing your body: A yogic approach to athletic performance	Yes	Yes	Yes
2	(U-2) Common complaints and its yoga practice for sports and health problem	No	Yes	No
3	(U-3) Yoga for athletes - Match day	No	Yes	No
4	(U-4) Cleaning practice in traditional medicine	Yes	Yes	Yes
5	(U-5) External applications	Yes	Yes	Yes

S.No	List of Module/Unit	ABQ	SAQ	LAQ
Paper No : 3 (RECENT ADVANCES IN CONTEMPORARY MEDICINE)				
(M-17)Nutrition, Metabolism and Endocrinology (Marks: Range 5-20)				
1	(U-1) Micro and Macronutrients	Yes	Yes	Yes
2	(U-2) Obesity, Diabetes Mellitus and Metabolic Syndrome	No	Yes	Yes
3	(U-3) Disorders of bone and Intermediary Metabolism	No	Yes	Yes
4	(U-4) Endocrine Disorders	Yes	No	Yes
(M-18)Disorders of the cardiovascular system (Marks: Range 5-20)				
1	(U-1) Introduction & Diagnosis of Cardiovascular System	No	Yes	Yes
2	(U-2) Disorders of rhythm	No	Yes	Yes
3	(U-3) Disorders of the heart	Yes	Yes	No
4	(U-4) Coronary and Peripheral vascular disease	Yes	Yes	Yes
(M-19)Disorders of the respiratory system & Disorders of eyes, ear, nose and throat (Marks: Range 5-20)				
1	(U-1) Diagnosis of respiratory disorders	No	Yes	Yes
2	(U-2) Disease of the respiratory system	Yes	Yes	Yes
3	(U-3) Disorders of eyes, ear, nose and throat	No	Yes	Yes
(M-20) Oncology and Hematology (Marks: Range 5-20)				
1	(U-1) Introduction on neoplasm	No	Yes	Yes
2	(U-2) Systemic Neoplasms	Yes	Yes	Yes
3	(U-3) Hematopoietic disorder	Yes	Yes	No
(M-21)Immune-mediated, Inflammatory and rheumatologic disorders (Marks: Range 5-10)				
1	(U-1) The immune system in health and disease	Yes	Yes	No
2	(U-2) Disorders of immune-mediated injury	No	Yes	Yes
3	(U-3) Disorders of the joint	Yes	Yes	No
(M-22)Disorders of the kidney , urinary tract & gastrointestinal system. (Marks: Range 5-20)				
1	(U-1) Kidney and urinary tract diseases	Yes	Yes	No
2	(U-2) Disorders of the alimentary tract	Yes	Yes	No
3	(U-3) Liver and biliary tract disease	No	Yes	Yes
(M-23)Neurological and Dermatological Disorder (Marks: Range 5-20)				

1	(U-1) Disease of the central nervous system	Yes	Yes	No
2	(U-2) Diagnosis of Neurologic disorder	No	Yes	No
3	(U-3) Dermatological disorder	Yes	Yes	No

**(M-24)Psychiatry Disorders, Psychotherapies & Disorders Associated with Environmental Exposures
(Marks: Range 5-20)**

1	(U-1) Psychiatric Disorders	Yes	Yes	Yes
2	(U-2) Classification of psychiatric diseases	Yes	Yes	Yes
3	(U-3) Psychotherapy	Yes	Yes	No
4	(U-4) Disorders Associated with Environmental Exposures	No	Yes	Yes

S.No	List of Module/Unit	ABQ	SAQ	LAQ
Paper No : 4 (THERAPEUTIC SIDDHAR YOGAM)				
(M-25)Fundamental principles and methods of yoga therapy (Marks: Range 5-20)				
1	(U-1) Yoga therapy and its philosophical foundations	No	Yes	No
2	(U-2) Yogic concepts and their therapeutic relevance	No	Yes	Yes
3	(U-3) Yoga therapy for common health conditions	Yes	Yes	No
4	(U-4) Integrative approaches and ethics in yoga therapy	Yes	No	Yes
(M-26)Siddhar yoga maruthuvam for swasa mandala noigal (respiratory disorders), thamaraga noigal (cardiovascular disorders) and aruvai parigara noigal (surgical disorders) (Marks: Range 5-20)				
1	(U-1) Introduction	No	Yes	No
2	(U-2) Therapeutic siddhar yogam	Yes	Yes	Yes
3	(U-3) Dietary regimen in siddha and contemporary nutrition	No	Yes	Yes
4	(U-4) Integration of siddhar yoga with contemporary yogic practices	Yes	No	Yes
(M-27)Siddhar yoga maruthuvam for seerana mandala noigal (gastrointestinal disorders), sala uruppu noigal (genitourinary disorders) and thol noigal (dermatological disorders) (Marks: Range 5-20)				
1	(U-1) Introduction	No	Yes	No
2	(U-2) Therapeutic siddhar yogam	Yes	Yes	Yes
3	(U-3) Dietary regimen in siddha and contemporary nutrition	No	Yes	Yes
4	(U-4) Integration of siddhar yoga with contemporary yogic practices	Yes	Yes	Yes
(M-28)Siddhar yoga maruthuvam for narambu mandala noigal (neurological disorders), mana noigal (psychiatric disorders) and naalamilla surappi & valarchithai maatra kolarugal (endocrine and metabolic disorders) (Marks: Range 5-20)				
1	(U-1) Introduction	No	Yes	No
2	(U-2) Therapeutic siddhar yogam	Yes	Yes	Yes
3	(U-3) Dietary regimen in siddha and contemporary nutrition	No	Yes	Yes
4	(U-4) Integration of siddhar yoga with contemporary yogic practices	Yes	No	Yes
(M-29)Siddhar yoga maruthuvam for udal vanmai and enbu poruthiyai (immunological and rheumatological disorders) and kan, kadhu and thondai noigal (eyes, ear and throat disorders) (Marks: Range 5-20)				
1	(U-1) Introduction	No	Yes	No

2	(U-2) Therapeutic siddhar yogam	Yes	Yes	Yes
3	(U-3) Dietary regimen in siddha and contemporary nutrition	No	Yes	Yes
4	(U-4) Integration of siddhar yoga with contemporary yogic practices	Yes	Yes	Yes

(M-30)Siddhar yoga maruthuvam for pirappuruppu noigal (reproductive disorders), pregnancy & post-natal and vanmeegam (oncological disorders) (Marks: Range 5-20)

1	(U-1) Introduction	No	Yes	No
2	(U-2) Therapeutic siddhar yogam	Yes	Yes	Yes
3	(U-3) Dietary regimen in siddha and contemporary nutrition	No	No	Yes
4	(U-4) Integration of siddhar yoga with contemporary yogic practices	Yes	Yes	Yes

(M-31)Siddhar yoga maruthuvam for mudhumai noigal (geriatric disorders), balar noigal (paediatric disorders) and general wellbeing (Marks: Range 5-20)

1	(U-1) Introduction	No	Yes	No
2	(U-2) Therapeutic siddhar yogam	Yes	Yes	Yes
3	(U-3) Dietary regimen in siddha and contemporary nutrition	No	Yes	No
4	(U-4) Integration of siddhar yoga with contemporary yogic practices	Yes	Yes	Yes

(M-32)Nutrition and dietetics, diet and siddha system of medicine (Marks: Range 5-20)

1	(U-1) Nutrition and dietetics	No	Yes	No
2	(U-2) Siddha system of medicine and its approach to diet	No	Yes	Yes
3	(U-3) Therapeutic diets in siddha medicine and contemporary nutrition	Yes	Yes	Yes
4	(U-4) Integration of siddha and contemporary nutrition in everyday practice	Yes	Yes	Yes

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

Instructions for the paper setting.

1. University examination shall have 4 papers of 100 marks.

Each 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. Create Blueprint based on instructions 1 to 7

6 H : Distribution of Practical Exam (University Examination)

S.No	Heads	Marks
1	Long case or procedure/ Major practical as applicable (1 number, Total Duration 1.5 hours, 100 Marks) The distribution of marks will be based on various aspects of students understanding, application and presentation of the case. 1. Patient History & Assessment (20 Marks) • Complaints & Duration (Chief complaints, history of illness, duration) – 5 Marks • Medical & Family History (Past illnesses, medications, hereditary conditions) – 5 Marks • Lifestyle & Diet (Sleep, physical activity, dietary habits, addictions) – 5 Marks • Psychological & Emotional State (Stress levels, emotional disturbances, mental health history) – 5 Marks 2. Clinical Examination (15 Marks) • General Examination (Built, posture, gait, pallor, oedema) – 5 Marks • Vital Signs (BP, pulse, respiratory rate, SpO₂, BMI) – 5 Marks • Siddha Diagnostic Methods (Envagai Thervu) (Naadi, Sparisam, Niram, Mozhi, etc.) – 5 Marks 3. Yogic & Functional Assessment (20 Marks) • Physical Assessment (Flexibility, strength, posture analysis, ROM, pain assessment) – 5 Marks • Breath Assessment (Pranic pattern, breathing rate, kapalbhati/sukha pranayama tolerance) – 5 Marks • Psycho-Emotional Assessment (Stress, anxiety, depression scales – DASS, WHO-QOL) – 5 Marks • Pain & Quality of Life Assessment (VAS scale, SF-36 if applicable) – 5 Marks 4. Investigations & Diagnosis (10 Marks) • Relevant Lab/Imaging Reports (If available – CBC, X-ray, MRI, etc.) – 5 Marks • Differential Diagnosis & Final Diagnosis (Based on symptoms & assessments) – 5 Marks 5. Yoga Intervention & Treatment Plan (15 Marks)	100

- **Personalized Yoga Protocol** (Asanas, pranayama, meditation, relaxation techniques) – 5 Marks
- **Scientific Justification** (Evidence-based reasoning for selected practices) – 5 Marks
- **Diet & Lifestyle Modifications** – 5 Marks

6. Implementation & Adaptation (10 Marks)

- **Session Plan** (Duration, frequency, progression plan – e.g., 3 sessions/week, 45 mins each) – 5 Marks
- **Modifications & Safety** (Adaptations for pain, limited mobility, or other conditions) – 5 Marks

7. Outcomes & Evaluation (5 Marks)

- **Expected Outcomes** (Short-term & long-term goals – pain relief, flexibility, stress reduction) – 3 Marks
- **Monitoring Progress** (Re-assessment timelines, tools used for tracking) – 2 Marks

8. Case Discussion & Conclusion (5 Marks)

- **Key Takeaways** (Summary of findings & prognosis) – 3 Marks
- **Reflection & Learning** (Challenges faced, insights gained) – 2 Marks

Sample assessment format for long case with minimum criteries for understanding

Category	Example Cases	Siddha Diagnosis (Tridosha/Envagai Thervu Correlation)	Yogic & Functional Assessment	Investigations & Diagnosis	Personalized Yoga & Siddha Therapy Plan	Outcome & Monitoring
Musculoskeletal Disorders	Chronic Low Back Pain, Osteoarthritis, Cervical Spondylosis	Vata aggravation, Mulkutram imbalance, Nadi disturbances	Posture analysis, ROM, Flexibility, Breath pattern	MRI, X-ray, Envagai Thervu, Pain VAS Scale	Bhujangasana, Ardha Matsyendrasana, Abhyanga, Varmam therapy, Rasnadi Kashayam	Pain relief, Improved flexibility, Progress tracking every 4 weeks

Neurological Disorders	Sciatica, Stroke Rehabilitation, Migraine, Insomnia	Vata-Pitta disturbance, Nerve blockages	Neurological reflex tests, Sleep pattern analysis, Stress level assessment	Nerve conduction tests, Sleep study, Siddha pulse reading	Shavasana, Bhramari, Sukha pranayama, Paadhakal Varmam, Ksheerabala Thailam	Improved nerve function, reduced pain, sleep pattern tracking
Respiratory Disorders	Chronic Asthma, Allergic Rhinitis, COPD	Kapha-Vata imbalance, Pranavahasthrothas dysfunction	Lung function tests, Breath-holding capacity, Pranvic energy levels	PFT, X-ray, Siddha Naadi Analysis	Ujjayi, Nadi Shuddhi, Nasya therapy, Herbal steam inhalation	Improved lung capacity, monitored over 3 months
Metabolic & Lifestyle Disorders	Obesity, Diabetes Mellitus, PCOS, Hypothyroidism	Pitta-Kapha imbalance, Agni dysfunction	Body composition, BMI, Endocrine response to stress	HbA1c, Lipid profile, Thyroid panel	Surya Namaskar, Agnisarkriya, Herbal detox, Dietary modifications	Weight control, Blood sugar balance, Monitored over 6 months
Psychosomatic Disorders	Anxiety, Depression, Hypertension, PTSD	Vata-Pitta imbalance, Mental Gunas disturbances	DASS score, WHO-QOL, HRV analysis	Blood pressure monitoring, Cortisol levels, Envagai Thervu	Shavasana, Nadi Shuddhi, Yoni Mudra, Siddha herbal adaptogens	Reduced stress markers, sleep improvement
Gastrointestinal Disorders	GERD, IBS, Chronic Constipation	Pitta-Vata imbalance, Digestive Agni dysfunction	Gut motility tests, Stress Gut Axis assessment	Endoscopy, Stool analysis, Abdominal palpation	Vajrasana, Pavanamuktasana, Herbal purgation therapy	Improved digestion, gut microbiota balance
Autoimmune & Skin Disorders	Psoriasis, Rheumatoid Arthritis, Eczema	Pitta-Kapha imbalance, Rakta	Inflammation markers, Stress	CRP, ESR, Siddha pulse	Sheetali Pranayama, Neem-based	Reduced inflammation, re-evaluated

		Dushti	correlation with flare-ups	analysis	therapies, Herbal detox	every 3 months
Women's Health	Menstrual Disorders, Perimenopausal Syndrome	Pitta-Vata imbalance, Endocrine disruptions	Hormonal assessment, Stress response evaluation	FSH, LH, Estrogen levels, Ultrasound if needed	Baddha Konasana, Yoga Nidra, Thokkanam therapy	Regulated menstrual cycle, stress reduction
Reproductive Health	Male & Female Infertility, Low Libido	Vata-Pitta disturbance, Mooladhara energy block	Reproductive health screening, Emotional state analysis	Semen analysis, Hormonal panels, Naadi Pariksha	Ashwini Mudra, Moola Bandha, Siddha Rasayana therapy	Improved reproductive function, tracked over 6 months
Post-COVID & Chronic Fatigue Cases	Long COVID, Chronic Fatigue Syndrome	Vata-Kapha imbalance, Immune depletion	Energy levels, Breath retention, Sleep quality	CBC, CRP, Sleep study, Envagai Thervu	Sukhasana, Pranayama, Varmam reactivation therapy	Improved energy, better sleep, monitored months

2

Short Case

Short case or procedure/ Minor practical as applicable (1 number, Total Duration -1/2 hour, 50 Marks)

Short cases should be selected to assess a student's ability to integrate Siddha principles, Yogic interventions, and clinical reasoning in managing disorders. These cases should be common yet significant conditions that can be treated with a Siddha-Yogic therapeutic approach.

1. Patient History: 5 marks
2. Clinical Examination: 5 marks
3. Investigation and Diagnosis including Envagai thervu: 10 marks
4. Management and Treatment Plan: 15 marks
5. Differential Diagnosis: 5 marks
6. Case discussion & presentation: 5marks
7. Conclusion: 5 marks

Sample assessment format for short case with minimum criteries for understanding

Category	Example Cases	Siddha Diagnosis	Yogic & Functional	Investigati	Personaliz	Outcome & Monitor
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50

		Tridosha/ Envagai Thervu Correlation)	Assessments	Diagnosis	Yoga & Siddha Therapy Plan	Outcomes
Musculoskeletal Disorders	Chronic Low Back Pain, Osteoarthritis, Cervical Spondylosis	Vata aggravation, Mulkutram imbalance, Nadi disturbances	Posture analysis, ROM, Flexibility, Breath pattern	MRI, X-ray, Envagai Thervu, Pain VAS Scale	Bhujangasana, Ardha Matsyendrasana, Abhyanga, Varmam therapy, Rasnadi Kashayam	Pain relief, Improved flexibility, Progress tracking every 4 weeks
Neurological Disorders	Sciatica, Stroke Rehabilitation, Migraine, Insomnia	Vata-Pitta disturbance, Nerve blockages	Neurological reflex tests, Sleep pattern analysis, Stress level assessment	Nerve conduction tests, Sleep study, Siddha pulse reading	Shavasana, Bhramari, Sukha pranayama, Paadhakal Varmam, Ksheerabala Thailam	Improved nerve function, reduced pain, sleep pattern tracking
Respiratory Disorders	Chronic Asthma, Allergic Rhinitis, COPD	Kapha-Vata imbalance, Pranavahasthas dysfunction	Lung function tests, Breath-holding capacity, Pranayama energy levels	PFT, X-ray, Siddha Naadi Analysis	Ujjayi, Nadi Shuddhi, Nasya therapy, Herbal steam inhalation	Improved lung capacity, monitored over 3 months
Metabolic & Lifestyle Disorders	Obesity, Diabetes Mellitus, PCOS, Hypothyroidism	Pitta-Kapha imbalance, Agni dysfunction	Body composition, BMI, Endocrine response to stress	HbA1c, Lipid profile, Thyroid panel	Surya Namaskar, Agnisarkriya, Herbal detox, Dietary modifications	Weight control, Blood sugar balance, Monitored over 6 months
Psychosomatic Disorders	Anxiety, Depression, Hypertension, PTSD	Vata-Pitta imbalance, Mental Gunas disturbances	DASS score, WHO-QOL, HRV analysis	Blood pressure monitoring, Cortisol levels, Envagai	Shavasana, Nadi Shuddhi, Yoni Mudra,	Reduced stress markers, sleep improvement

				Thervu	Siddha herbal adaptogens		
	Gastrointestinal Disorders	GERD, IBS, Chronic Constipation	Pitta-Vata imbalance, Digestive Agni dysfunction	Gut motility tests, Stress Gut Axis assessment	Endoscopy, Stool analysis, Abdominal palpation	Vajrasana, Pawanmuktasana, Herbal purgation therapy	Improved digestion, gut microbiota balance
	Autoimmune & Skin Disorders	Psoriasis, Rheumatoid Arthritis, Eczema	Pitta-Kapha imbalance, Rakta Dushti	Inflammation markers, Stress correlation with flare-ups	CRP, ESR, Siddha pulse analysis	Sheetali Pranayama, Neem-based therapies, Herbal detox	Reduced inflammation, re-evaluated every 3 months
	Women's Health	Menstrual Disorders, Perimenopausal Syndrome	Pitta-Vata imbalance, Endocrine disruptions	Hormonal assessment, Stress response evaluation	FSH, LH, Estrogen levels, Ultrasound if needed	Baddha Konasana, Yoga Nidra, Thotakkanam therapy	Regulated menstrual cycle, stress reduction
	Reproductive Health	Male & Female Infertility, Low Libido	Vata-Pitta disturbance, Mooladhar energy block	Reproductive health screening, Emotional state analysis	Semen analysis, Hormonal panels, Naadi Pariksha	Ashwini Mudra, Moola Bandha, Siddha Rasayana therapy	Improved reproductive function, tracked over 6 months
	Post-COVID & Chronic Fatigue Cases	Long COVID, Chronic Fatigue Syndrome	Vata-Kapha imbalance, Immune depletion	Energy levels, Breath retention, Sleep quality	CBC, CRP, Sleep study, Envagai Thervu	Sukhasana, Pranayama, Varmam resactivation therapy	Improved energy, better sleep, monitored months
3	Yoga Therapy Clinical Spotter (50 Marks) Duration: 30 minutes (10 mins/clinical spotter) Movement Pattern Analysis (15 Marks) Task: Assess a basic standing posture						50

	Breath Pattern Assessment (20 Marks) Task: Evaluate natural breathing rhythm Therapeutic Application (15 Marks) Task: Design a sensory-focused practice	
4	Assessing teaching ability (25 marks) Duration: 10 minutes	25
5	Assessing presentation skills (25 Marks) Duration:10 minutes	25
6	Viva Examination Total Marks: 100 (4 Examiners × 25 marks each)#	100
7	Logbook (Activity record)	25
8	Practical/Clinical Record (25marks)	25
Total Marks		400

#No separate marks for dissertation viva.

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Abbreviations

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

		LRI	Lab Report Interpretation		
		DA	Drug Analysis		
		D	Demonstration		
		D-BED	Demonstration Bedside		
		DL	Demonstration Lab		
		DG	Demonstration Garden		
		FV	Field Visit		
		JC	Journal Club		
		Mnt	Mentoring		
		PAL	Peer Assisted Learning		
		C_L	Co Learning		
		DSN	Dissection		
		PSN	Prosection		