Atreya Auyrveda Pratishtana ®
Spoorthi Ayurvedic Medical Collegeg & Dr S V Savadi Ayurvedic Hospital
Vidyanagar, Gangavathi – 583227

REPORT ON STUDENT-CENTRIC TEACHING–LEARNING METHODS

Department of Agada Tantra

The Department of Agada Tantra has implemented diverse student-centric teaching–learning methods in accordance with the NCISM curriculum to promote active participation, clinical reasoning, practical skills, critical thinking and application of theoretical knowledge.

A total of 98 hours of student-centric teaching–learning activities were conducted.

Sl. No.	Teaching–Learning Methods	Hours
1	Demonstration Learning	6
2	Demonstration in Laboratory	6
3	Role Play	8
4	Case-Based Learning (CBL) & Problem-Based Learning (PBL)	20
5	Lecture with PPT (L-PPT)	18
6	Lecture with Video Clips	13
7	Group Discussion	4
8	Activity-Based Learning	4
9	Student Presentation	9
10	Integrated Teaching	6
11	Continuous Formative Assessment	4
	Total Hours	**98**

4. Methodology

The department follows a blended approach in which students are encouraged to participate actively rather than being passive recipients of information.



Case-Based Learning and Problem-Based Learning are used to expose students to clinical situations involving poisoning, toxic manifestations and emergency management. Students analyse the case, identify problems, discuss possible diagnoses and formulate appropriate management strategies.

Demonstration and laboratory-based learning provide students with hands-on exposure to identification procedures, toxicological materials, specimens and relevant practical skills.







Role play is utilized particularly for medico-legal situations, communication skills, consent, examination procedures and court-related scenarios. This enables students to understand professional responsibilities in a realistic environment.

Video-assisted teaching is used to improve visual understanding of clinical manifestations, poisoning emergencies, snake bite management and forensic procedures.



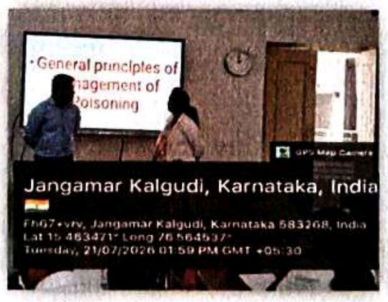
Group discussions, activity-based learning and student presentations encourage communication, teamwork, independent preparation and peer learning.





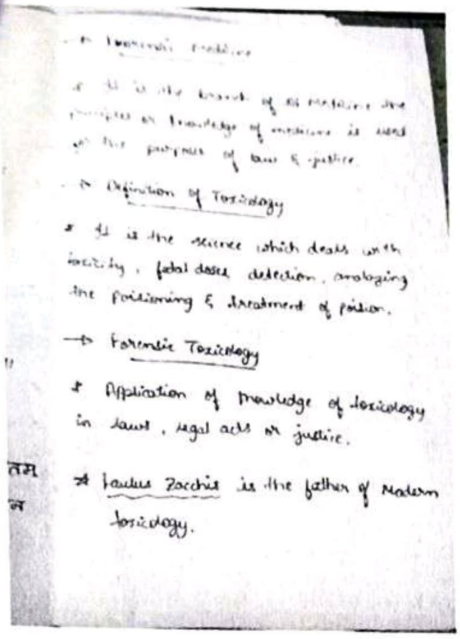
Integrated teaching helps students understand the relationship between Agada Tantra and other disciplines and promotes a holistic approach to patient care.



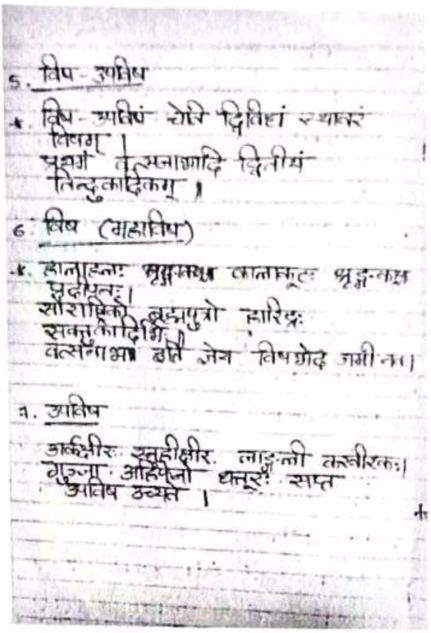




tinuous formative assessment is conducted through quizzes, viva voce, case-based questions, ssroom activities and feedback. The results are utilized to identify learning gaps and provide appropriate medial support.



- Forensic Toxicology
* Application of knowledge of toxicology in court, legal acts or justice.
* Fardus Zacchia is the father of Modern Toxicology.



5. विष - उपविष

* विष - अविषं चोक्तं द्वितीयं स्थावरं विषम् ।
पञ्चमं वत्सनाभादि द्वितीयं तिन्दुकादिकम् ।

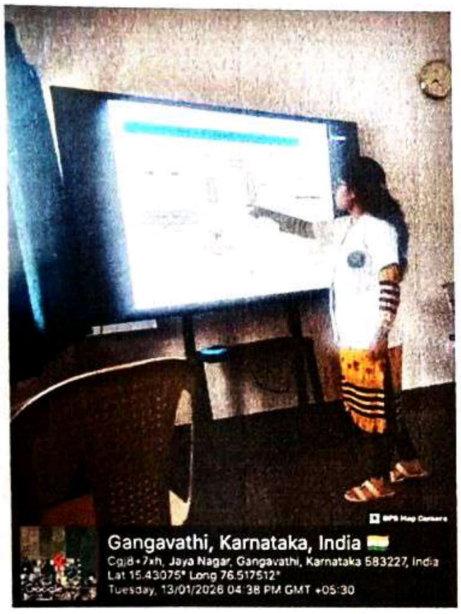
6. विष (महाविष)

* कालाग्नि: मृत्युसर्प कालकूट: भृङ्गनाश: प्रदीप्तक: ।
सौराष्ट्रिको ब्रह्मपुत्रो हारिद्र: सक्तुकादिभि: ।
वत्सनाभा ह्रीबेर जेन विषछोड़ गाछी ना ।

7. उपविष

कर्कोटक: शतपदीक्षीर: लाङ्गली तरुवीरक: ।
गुञ्जा अहिफेनो धत्तूर: सप्त उपविष उच्यते ।

Presentation:





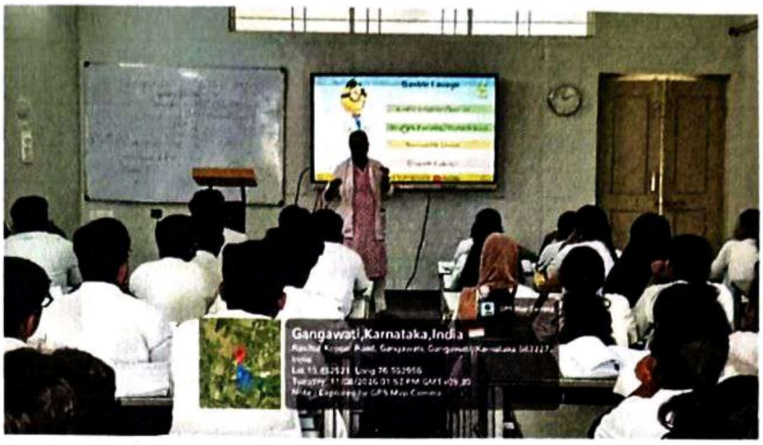
Self Directed Learning:





f Directed Learning:





5. Outcome of Student-Centric Learning

The implementation of these methods has contributed to:

1. Improved student participation and classroom engagement.
2. Better understanding and retention of toxicological concepts.
3. Development of clinical reasoning and problem-solving abilities.
4. Improved practical and observational skills.
5. Enhanced communication and presentation skills.
6. Development of teamwork and collaborative learning.
7. Improved ability to apply theoretical knowledge to clinical situations.
8. Increased student confidence in handling case-based and medico-legal situations.
9. Promotion of self-directed learning and research orientation.
10. Continuous monitoring of student progress through formative assessment.

6. Evidence/Documents Maintained

The department may maintain the following documents as supporting evidence for NAAC:

- Departmental teaching plan.
- Lesson plans indicating the teaching–learning method used.
- Attendance records.
- Photographs of demonstrations and activities.
- Photographs/videos of role play and group discussions.
- Student presentation/seminar records.
- CBL/PBL case records and worksheets.
- Integrated teaching schedules.
- Laboratory demonstration records.
- Formative assessment question papers and answer records.
- Student feedback and feedback analysis.
- Samples of student assignments/presentations.
- Academic activity reports.

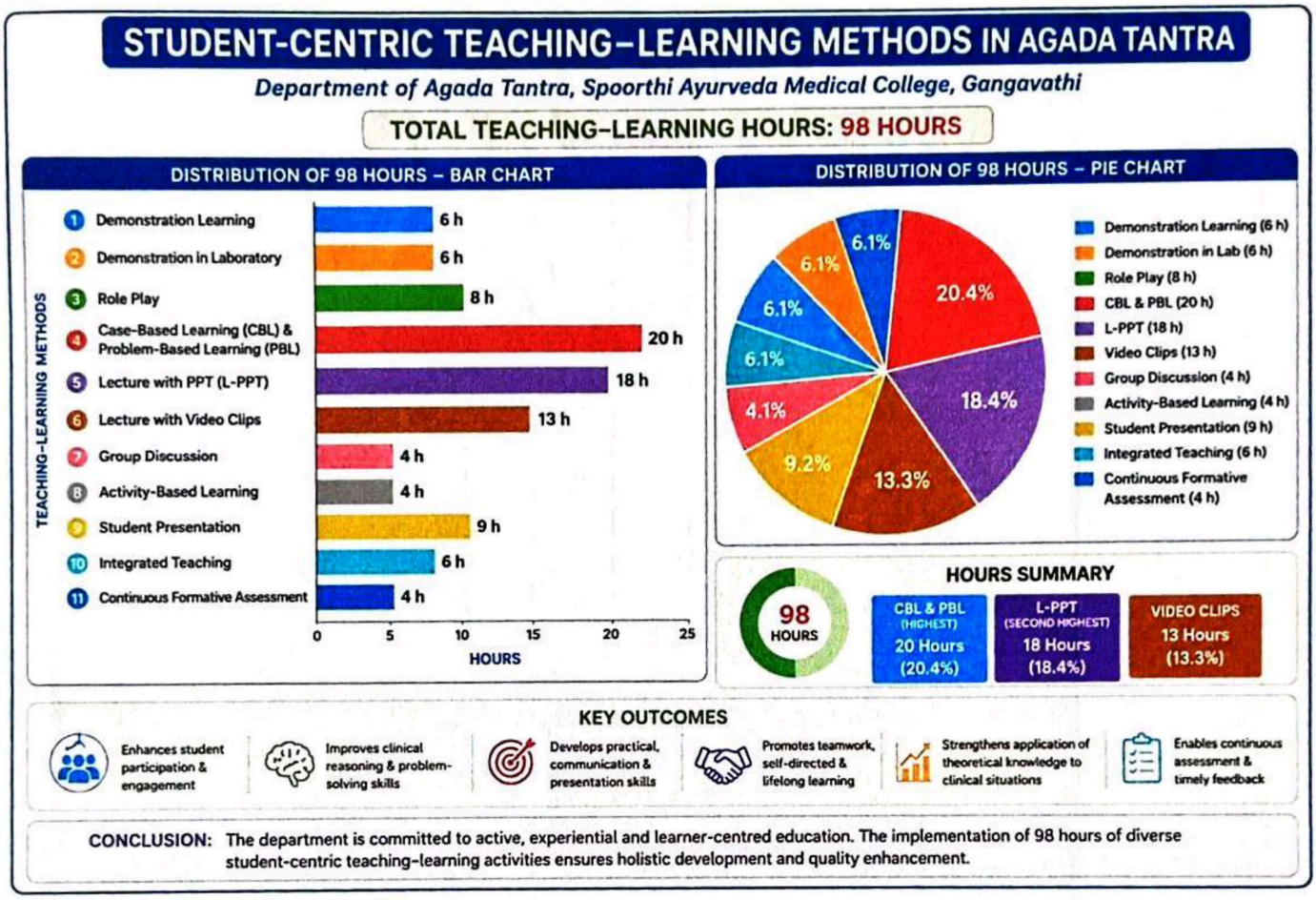
Conclusion

The Department of Agada Tantra is committed to active, experiential and learner-centred education. The implementation of 98 hours of diverse student-centric teaching–learning activities demonstrates the department's commitment to quality enhancement, skill development and holistic student learning.

partment of Agada Tantra

poorthi Ayurveda Medical College, Gangavathi Graphical presentation – 98 hours

This format should work well as a NAAC evidence report, especially when accompanied by photographs, attendance records, lesson plans and samples of CBL/PBL or formative assessment activities.



Atreya Ayurveda Pratistana (R)
Spoorthi Ayurvedic Medical College & Dr. S. V. Savadi Ayurvedic Hospital
Raichur Road, Vidyanagar, Gangavathi-583227

DEPARTMENT OF AYURVEDA SAMHITHA & ADHYAYANA

STUDENT CENTRIC TEACHING LEARNING METHODS

FACULTY NAME: Dr Vinod Kumar R H

COURSE: I BAMS – PADARTHA VIJNANAM (AyUG-PV)

Student Centric Teaching Learning Methods used are as follows:

Sl. No.	Method	Teaching-Learning Method	Hours Used
1	L&PPT	Lecture with Power Point Presentation	20 hrs
2	GD	Lecture & Group Discussion	6 hrs
3	Seminar	Student Seminar / Presentation	4 hrs
4	ABL	Activity Based Learning	5 hrs
5	PBL/CBL	Problem Based / Case Based Learning	5 hrs
6	FC	Flipped Classroom	3 hrs
7	SDL	Self-Directed	4 hrs

1. **L&PPT (Lecture with Power Point Presentation)-** The Lecture with Power Point Presentation method was used for about 20 hours. It was mainly used to introduce and systematically explain the core concepts subject containing definitions, classifications, comparative tables, diagrams and clinical examples helped students understand abstract concepts in a structured manner.

2. **Lecture & Group Discussion** The Lecture & Group Discussion method was used for about 6 hours. After the initial explanation, students were encouraged to discuss concepts such as Karana and Karya Dravya, different views on Panchamahabhuta, practical application of Gunas and the relationship between Karma and health. Group discussion promoted active participation, comparison of viewpoints and clarification of doubts. The approach is consistent with the NCISM learning objectives that prescribe lecture with group discussion for several Term II objectives.

3. **Seminar / Student Presentation :** The Seminar and Student Presentation method was used for about 4 to 5 hours. 20 Students were assigned selected topics from Siddhantha , Dravya, Ojas Students prepared the content, presented it before the class and answered questions. This activity strengthened communication skills, confidence, self-learning and conceptual understanding.

5. **Problem Case Based Learning :** Problem Based and Case Based Learning was used for about 5 hours. Students were given identification of characters of Hitayu and sukhaayu in healthy individuals They discussed the relevant principles, identified the appropriate concepts and justified their answers

6. **Flipped classroom :** The Flipped Classroom method was used for about 3 hours. Selected reading material and learning resources were provided before the class. Classroom time was then used for clarification, discussion, comparison and application. This approach was particularly useful for topics such as Atma Linga.

7. **Self-Directed Learning:**E-chart preparation on syallbus of a Padrtha vignana Students were individually assigned different concepts like pariksha ayurveda nirupana . They were encouraged to independently collect and study information regarding the assigned concepts. They then organized the information into an e-chart and presented their learning. This encouraged students to take responsibility for their own learning, develop information-searching skills and improve their understanding of Padartha vignana .

8. **Assessment and Student Participation** : Formative and summative assessment activities were integrated with the teaching-learning process through written tests, viva, quizzes, puzzles, open-book tests, presentations, discussions and recitation activities. The NCISM learning objectives for Term II explicitly include these assessment formats along with lecture, group discussion, activity-based learning, problem-based learning, case-based learning, flipped classroom and self-directed learning.

Conclusion:

The student-centric teaching-learning methods adopted for Padartha Vijnanam Paper I were planned to complement the NCISM curriculum and to move students beyond passive listening towards discussion, activity, application, presentation and self-directed learning. The methods were particularly aligned with the Term II learning objectives for Dravya Vijnaneeyam, Guna Vijnaneeyam and Karma Vijnaneeyam. The approach supported conceptual clarity, active participation and application-oriented understanding of Padartha Vijnanam.

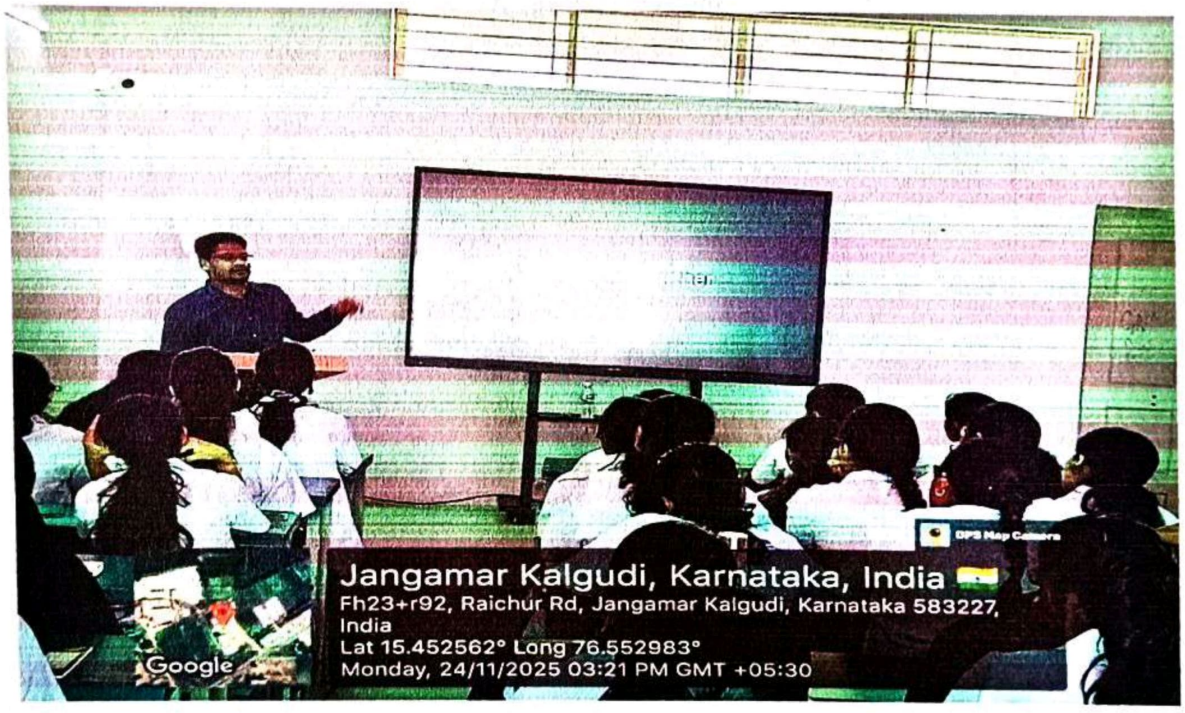
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HOD

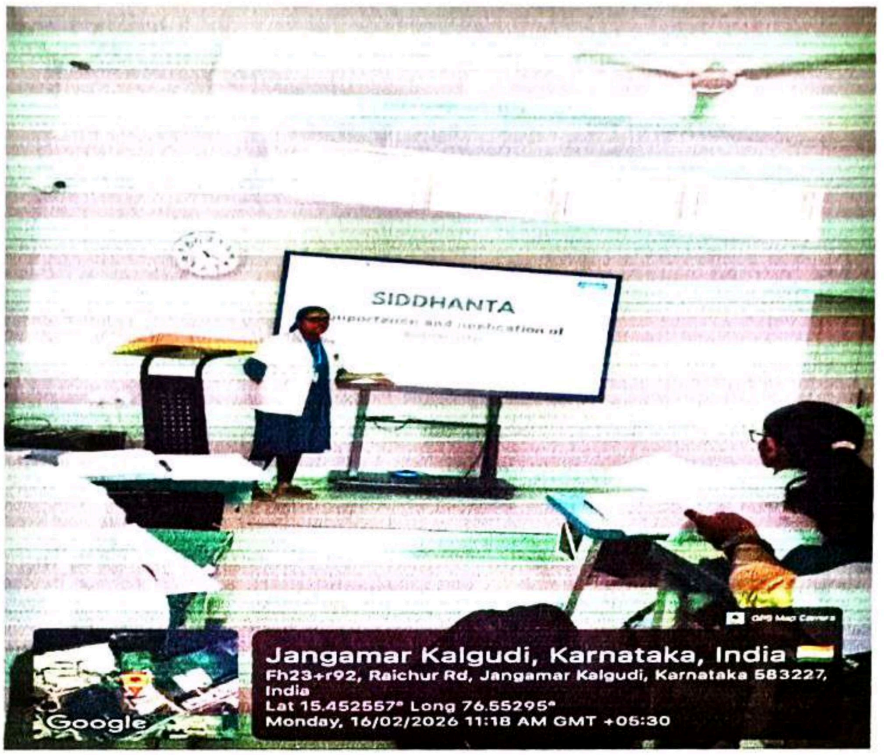
Subject Expert

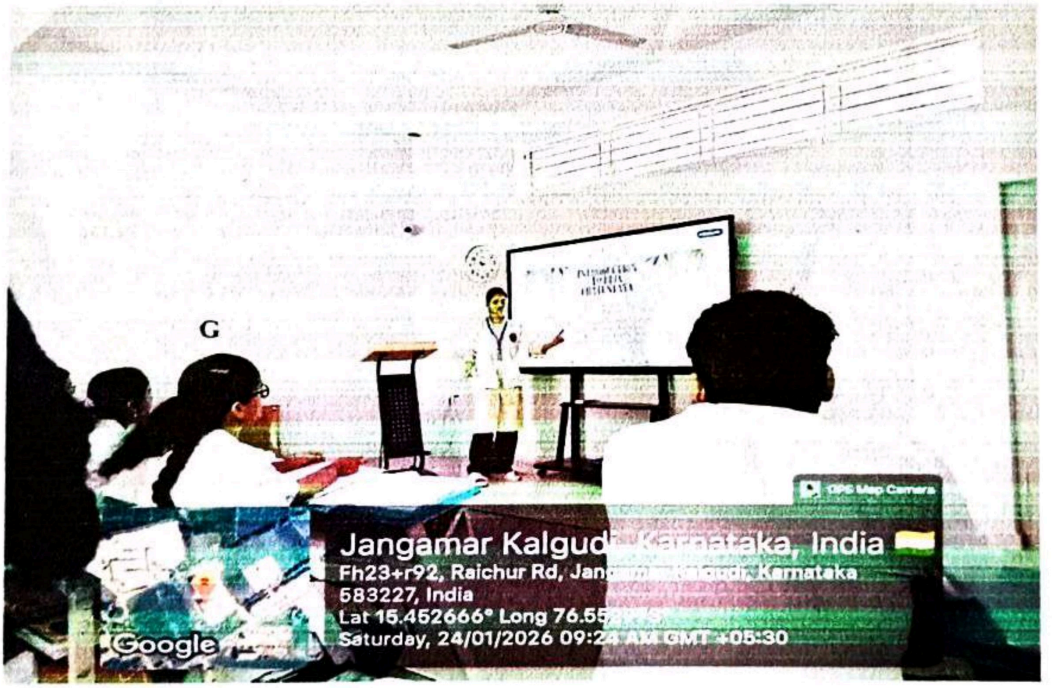
L&PPT (Lecture with Power Point Presentation) Lecture & Group Discussion





Seminar / Student Presentation



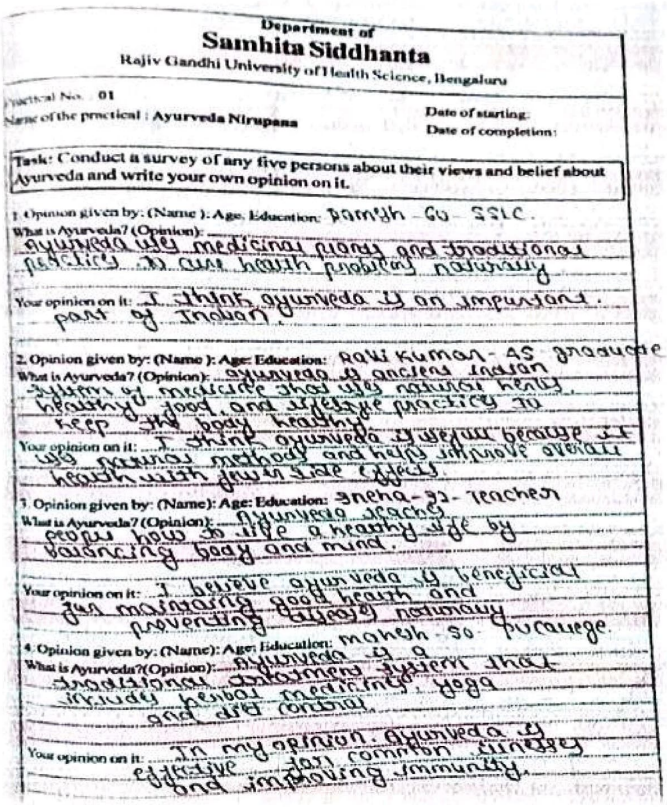


Activity Based Learning :





Problem Case Based Learning



Department of
Samhita Siddhanta
Rajiv Gandhi University of Health Science, Bengaluru

Practical No.: 01
Name of the practical : **Ayurveda Nirupana**

Date of starting:
Date of completion:

Task: Conduct a survey of any five persons about their views and belief about Ayurveda and write your own opinion on it.

1. Opinion given by: (Name): Age: Education: Pavith - 60 - SSLC.
What is Ayurveda? (Opinion):
Ayurveda way medicinal plants and traditional practices in our health promoting nature.

Your opinion on it: I think ayurveda is an important part of India.

2. Opinion given by: (Name): Age: Education: Ravi kumar - 45 graduate
What is Ayurveda? (Opinion): ayurveda is ancient Indian system of medicine that uses natural herbs, healthy food and lifestyle practices to keep the body healthy

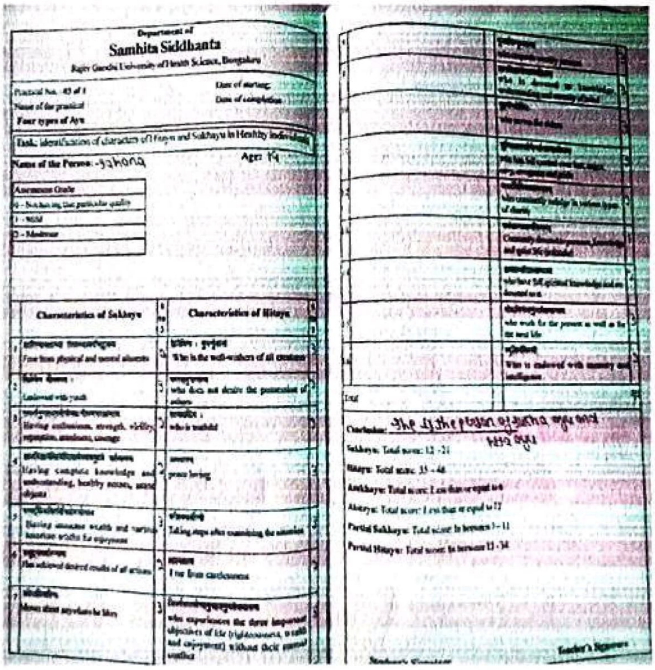
Your opinion on it: I think ayurveda is better because it uses natural methods and helps improve overall health with few side effects.

3. Opinion given by: (Name): Age: Education: Sneha - 22 - Teacher
What is Ayurveda? (Opinion): Ayurveda teaches people how to live a healthy life by balancing body and mind.

Your opinion on it: I believe ayurveda is beneficial for maintaining good health and preventing illness naturally

4. Opinion given by: (Name): Age: Education: Mahesh - 50 - Purcollege.
What is Ayurveda?(Opinion): Ayurveda is a traditional system that involves herbal medicine, yoga and diet control.

Your opinion on it: In my opinion, Ayurveda is effective for common illness and improving immunity.



Department of
Samhita Siddhanta
Rajiv Gandhi University of Health Science, Bengaluru

Practical No. 03 of 1
Name of the practical
Four types of Ayu

Date of starting:
Date of completion:

Task: identification of characters of Hitayu and Sukhayu in Healthy Individuals

Name of the Person: Yashoda Age: 19

Assessment Grade
0 - Not having that particular quality
1 - Mild
2 - Moderate

	Characteristics of Sukhayu		Characteristics of Hitayu	
1	अविकलेन्द्रियत्वम् Free from physical and mental ailments	1	हितेषु : सुहृदः Who is the well-wishers of all creatures	1
2	युवा वयः : Endowed with youth	2	अनसूयकः who does not desire the possession of others	2
3	आढ्यः सुखेधितः वित्तवान् Having enthusiasm, strength, ability, reputation, attendants, courage	3	समदर्शी : who is truthful	3
4	शास्त्रज्ञो विज्ञानवान् शीलवान् Having complete knowledge and understanding, healthy senses, senses objects	4	अमत्सरः person having	4
5	स्थिरसौहृदश्च Having immense wealth and various luxurious works for enjoyment	5	क्षमावान् Taking steps after examining the situation	5
6	कृतज्ञश्च Has achieved desired results of all actions	6	अहिंसकः Free from carelessness	6
7	अनीर्षुः Moves about anywhere he likes	7	अनभ्यसूयकः who experiences the three important objectives of life (righteousness, wealth and enjoyment) without their mental conflict	7

1	Healthy person	
2	Has the ability to perform daily activities	
3	Has the ability to perform their duties	
4	Has the ability to perform their duties	
5	Has the ability to perform their duties	
6	Has the ability to perform their duties	
7	Has the ability to perform their duties	
Total		35

Conclusion: She is the person of sukha ayu and hita ayu

Sukhayu: Total score: 12 - 21
Hitayu: Total score: 33 - 46
Asukhayu: Total score: Less than or equal to 6
Ahitayu: Total score: Less than or equal to 12
Partial Sukhayu: Total score: In between 7 - 11
Partial Hitayu: Total score: In between 13 - 32

Teacher's Signature

Flipped classroom





Self-Directed Learning



Guided by: Vinod Kumar

Presented by: Kamala Nayani

Atreya Ayurveda Pratishtana's
Spoorthi Ayurveda Medical College &
Dr S V Savadi Ayurvedic Hospital Gangavati

DEPARTMENT OF SAMHITA AND SIDDHANTA

padartha vijnana

CHATURVIDHA PARIKSHA

द्विविधमेव खलु सर्वं सच्चासच्च; तस्य चतुर्विधा परीक्षा आप्तोपदेशः, प्रत्यक्षम्, अनुमानं, युक्तिश्चेति ॥ (C.Su.11/17)

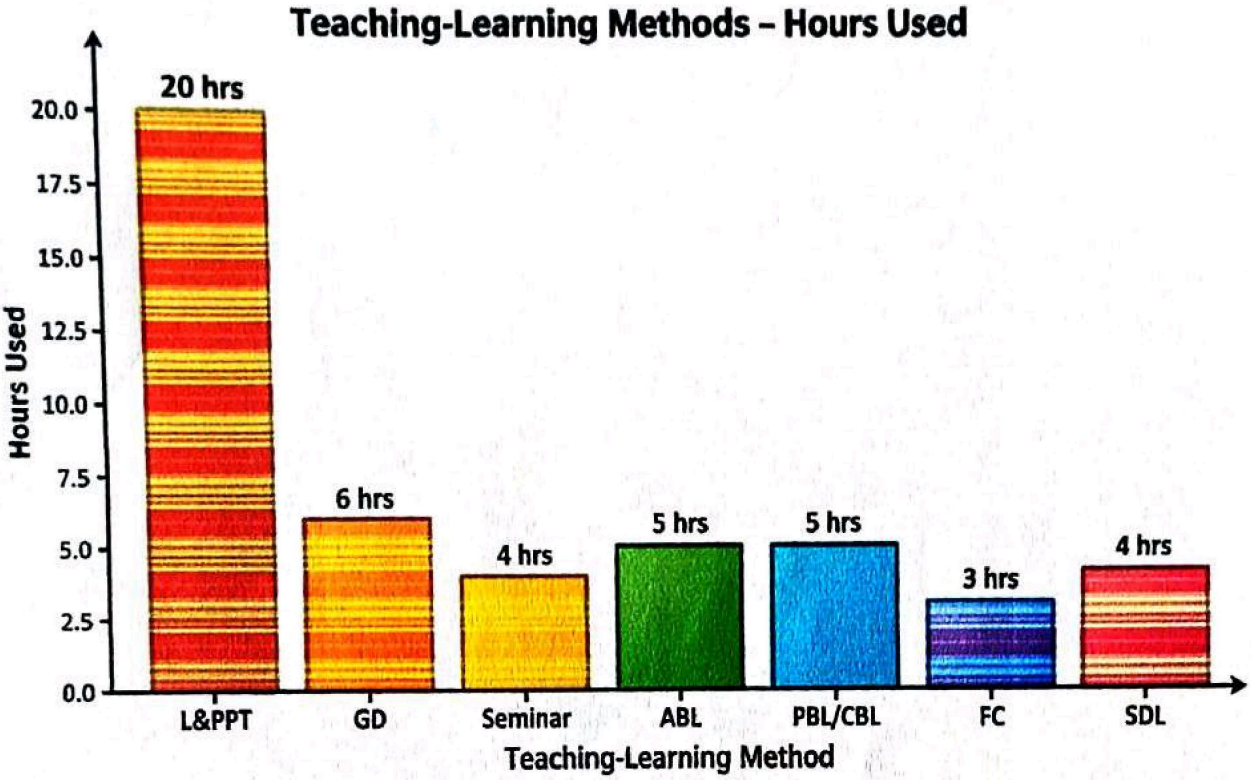
- Everything in the universe is strictly of two kinds:
  1.Sat (real/ existent)
  2.Asat (unreal/ non-existent)
- Four types of examinations are:
  1.Aptopadesha
  2.Pratyaksha
  3.Anumana
  4.Yukti



Guided by - Dr.Vinod Kumar R.H

Presented by - Anumara

Graph


Teaching-Learning Methods – Hours Used
Hours Used
20.0
17.5
15.0
12.5
10.0
7.5
5.0
2.5
0.0
20 hrs
6 hrs
4 hrs
5 hrs
5 hrs
3 hrs
4 hrs
L&PPT
GD
Seminar
ABL
PBL/CBL
FC
SDL
Teaching-Learning Method

Atreya Ayurveda Pratistana (R)
Spoorthi Ayurvedic Medical College & Dr. S. V. Savadi Ayurvedic Hospital
Raichur Road, Vidyanagar, Gangavathi-583227

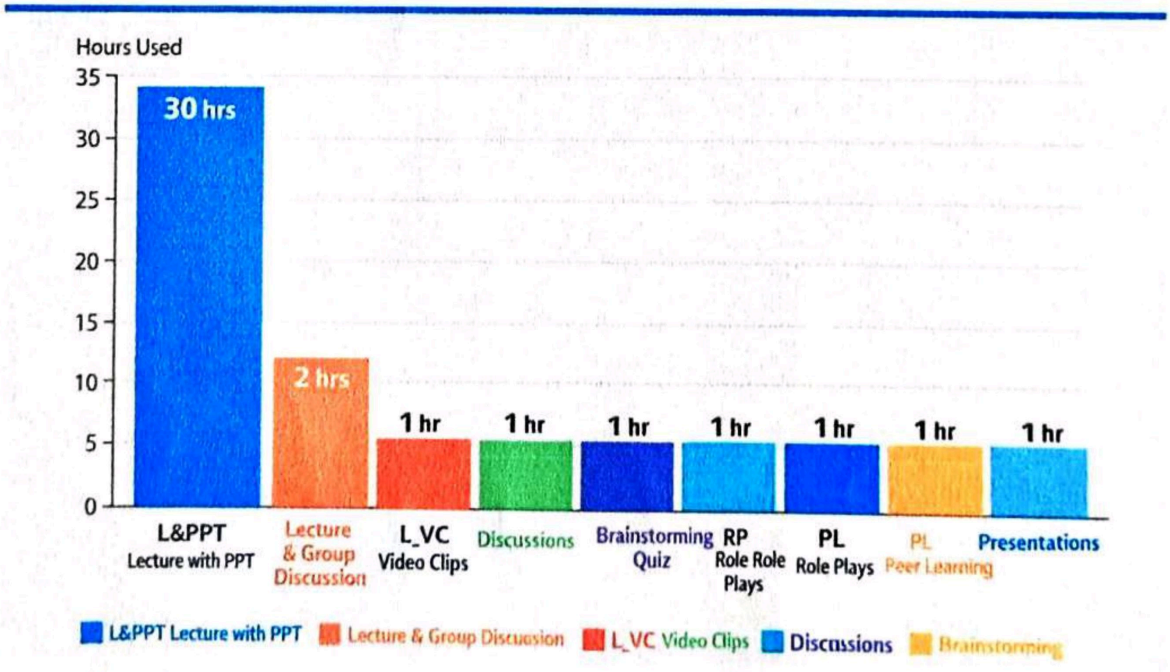
DEPARTMENT OF DRAVYAGUNA VIJNANA

STUDENT CENTRIC TEACHING LEARNING METHODS

FACULTY NAME: Dr.H.R.Pradeep

Student Centric Teaching Learning Methods used are as follows:

Sl no	Methods	Hrs used
1	L&PPT Lecture with Power point presentation	30 hrs
2	Lecture & Group Discussion	2 hrs
3	L_VC Lecture with Video clips	1hr
4	Discussions	1hr
5	Brainstorming	1hr
6	RP Role plays	1hr
7	PL Peer learning	1hr
8	Presentations	1hr



STUDENT CENTRIC TEACHING LEARNING METHODS

1.L&PPT (Lecture with Power point presentation)

The Lecture with PowerPoint Presentation (L&PPT) method was used for about 30 hours. It helped in teaching topics clearly and systematically. Using slides made the lessons more interesting and easy to understand. Pictures, charts, and key points on slides supported the explanation and helped students take better notes. This method was useful for covering more content in less time and keeping the class focused.





2. Lecture & Group Discussion

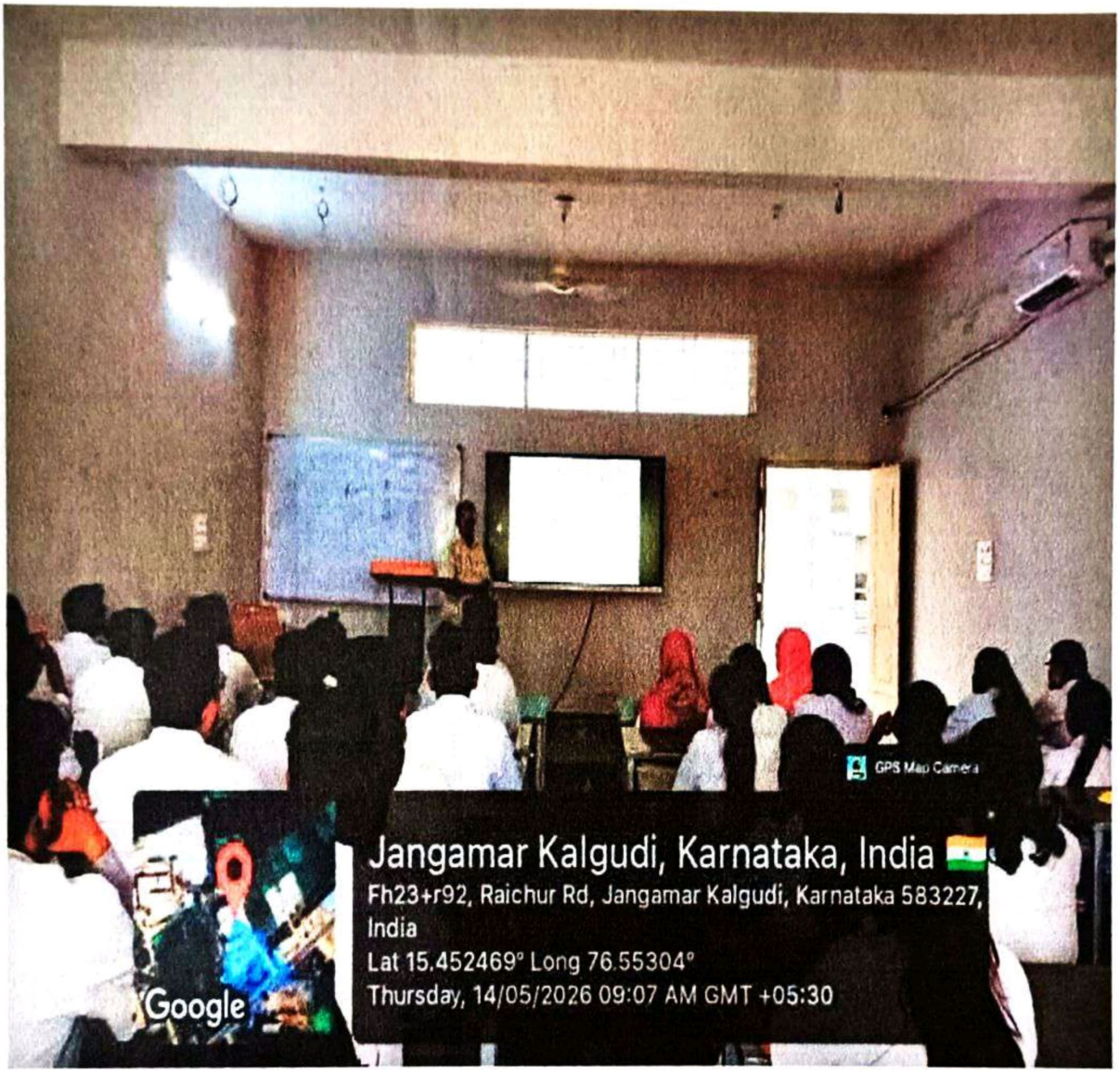
The Lecture & Group Discussion method was used for about 2 hours. In this approach, the teacher explained the topic first and then encouraged students to share their ideas and questions. Group discussion helped students to think actively, exchange opinions, and learn from each other. It made the class more interactive and improved understanding of the subject by combining lecture input with student participation.





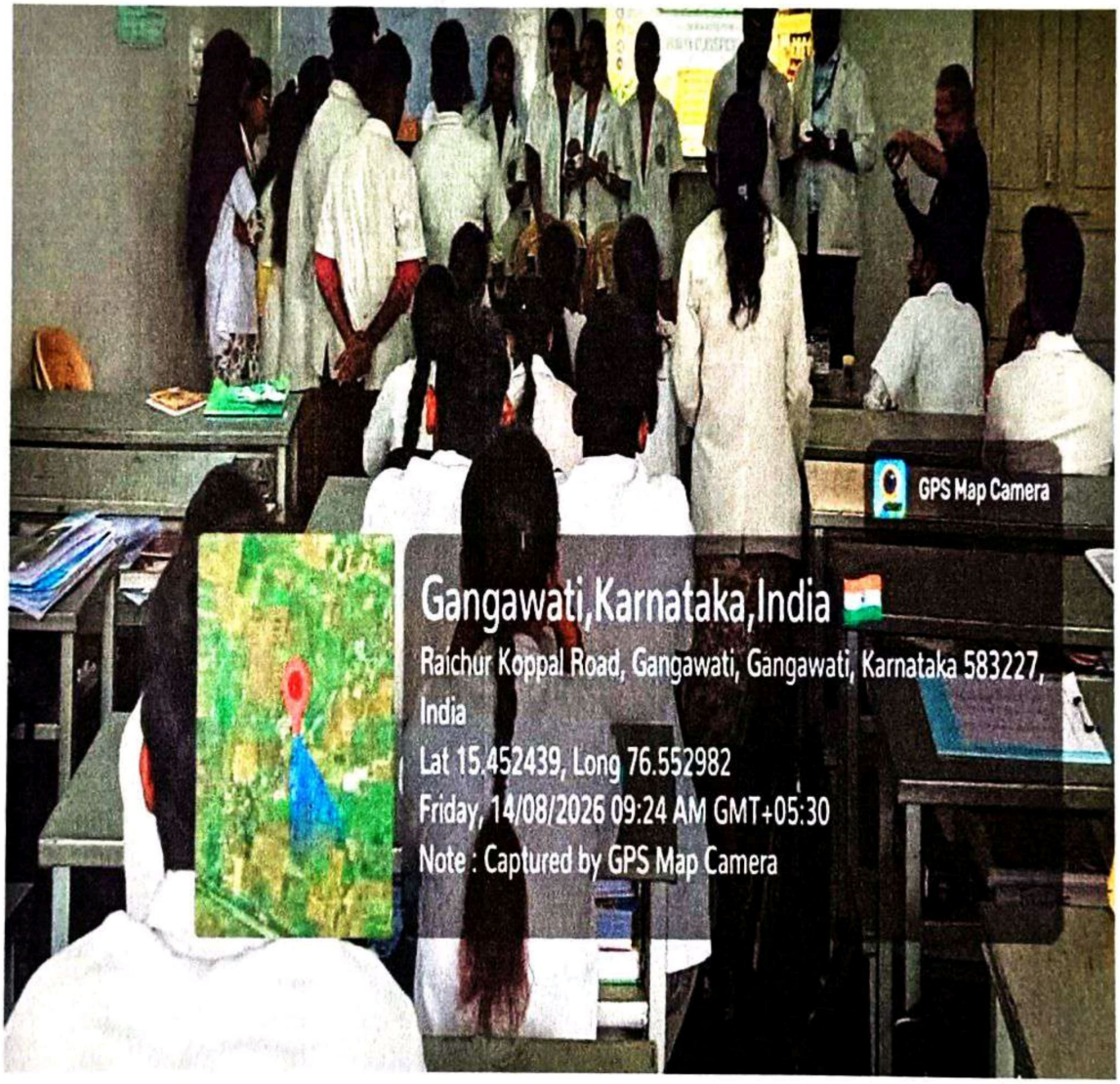
3. L_VC (Lecture with Video clips)

The Lecture with Video Clips (L_VC) method was used for about 1 hour. In this approach, short video clips were shown along with the lecture to make the topic more engaging and easier to understand. The videos helped students visualize concepts, connect theory with practical examples, and maintain interest during the session. This method added variety to teaching and supported better retention of knowledge.



4. Discussions

The Discussions method was used for about 1 hour. In this approach, the teacher and students exchanged ideas freely on the topic. It encouraged active participation, critical thinking, and sharing of different viewpoints. This method helped students clarify doubts, deepen their understanding, and learn through interaction rather than just listening. It made the class more engaging and collaborative.



5. Brainstorming

The Brainstorming method was used for about 1 hour, during which a quiz was conducted. In this approach, students were encouraged to think freely and share different ideas related to the topic. The quiz added an interactive element, helping students recall concepts quickly and apply their knowledge in a creative way. This method promoted active participation, improved problem-solving skills, and made learning more engaging by combining open discussion with assessment.





1. Team Formation
There will be 4 teams
Each team should select a Team Leader

2. Quiz Structure The quiz consists of 5 rounds
- Round 1 – Rapid Fire
- Round 2 – Who Am I ?
- Round 3 – Dosha Rasa Battle
- Round 4 – Yes /No
- Round 5 – Decode the Mahabhoota

3. Time Limit
Each question must be answered within 20 seconds.
Rapid Fire questions must be answered within 15 seconds.

4. Scoring
Correct answer - 10 marks
Passed question answered correctly: +5 marks

5. Passing Rule
If a team fails to answer within the given time, the question will be passed to the next team.
Only one pass is allowed per question.

6. Discussion Rule
Team members may discuss quietly before answering.
The Team Leader must give the final answer.

7. Tie-Breaker
In case of a tie, a Sudden Victory Round will be conducted.
One question at a time.
First team to answer correctly wins.

8. Fair Play
No prompting, signaling, or helping other teams.

Rules
- Total **12 questions** Each team gets **3 questions**
- 15 seconds per question
- No passing.
- Correct = **5 marks**
- Wrong = **0**

ROUND 1- RAPID FIRE



Q1. According to Charaka, how many classifications are there based on source/Yoni?

Three – Jangama, Audbhida and Parthiva.

Q2. According to Sushruta, what are the two types of Dravya based on source?

Sthavara and Jangama.

Q3. Haritaki and Amalaki belong to which source of classification?

6. Role Plays (RP)

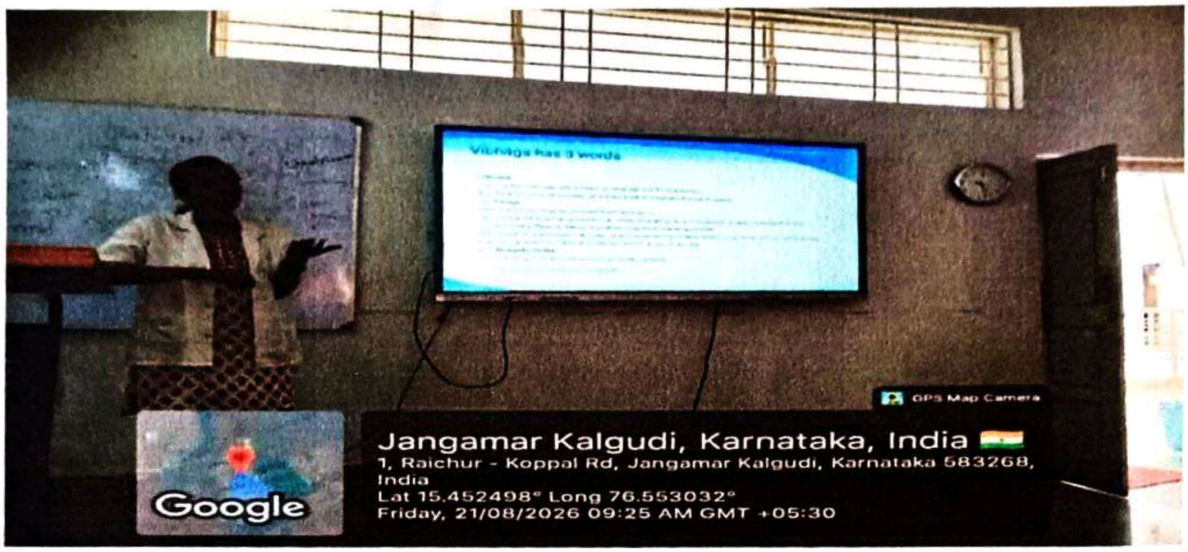
The Role Plays (RP) method was used for about 1 hour. In this approach, students acted out real-life situations related to the topic. Role play made the class lively and practical, helping students to understand concepts through experience rather than just theory. It encouraged creativity, improved communication skills, and gave students confidence in applying knowledge to real scenarios. This method added variety to teaching and made learning more interactive.

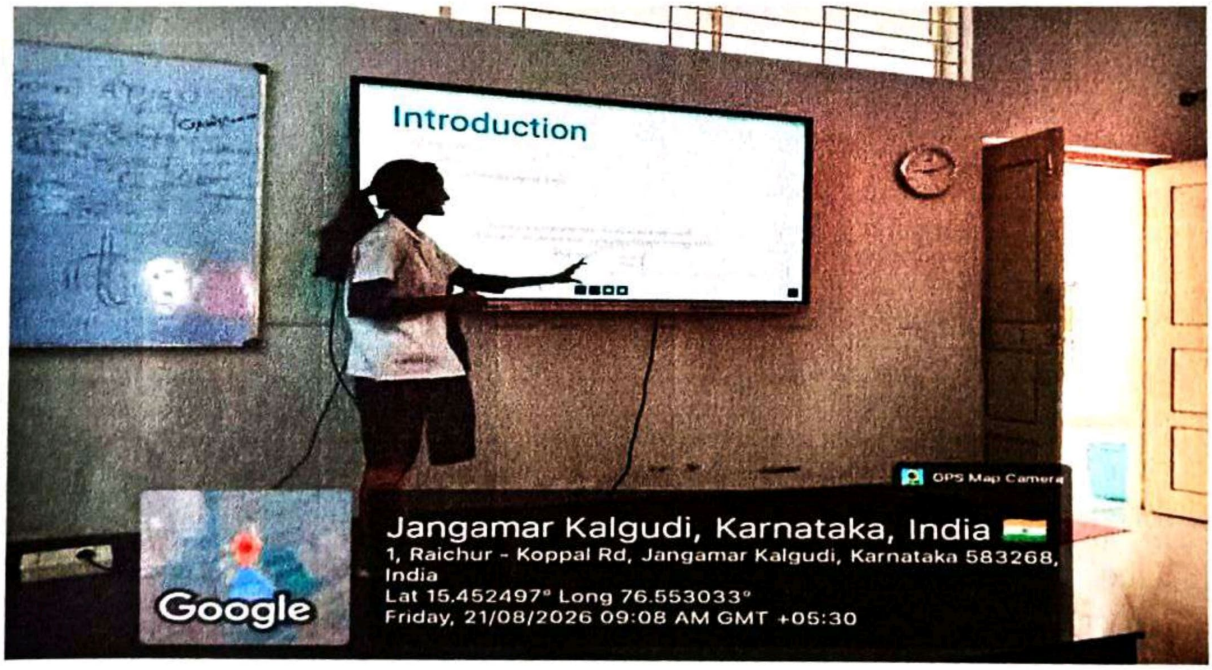




7. PL Peer learning

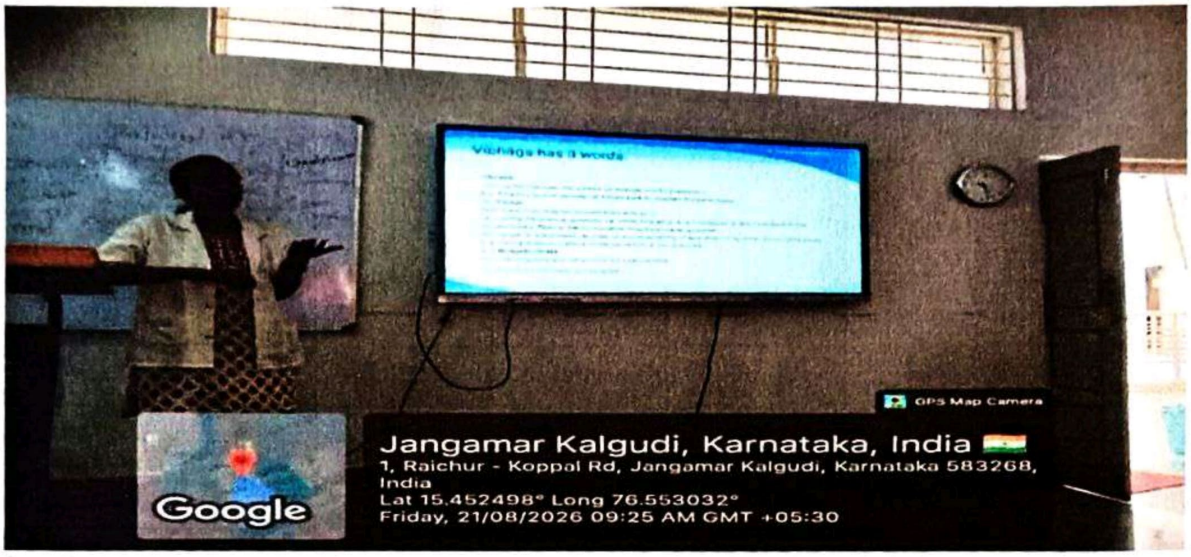
The Peer Learning (PL) method was used for about 1 hour. In this approach, students learned by teaching and helping each other. They discussed topics in small groups, shared knowledge, and clarified doubts together. This method encouraged teamwork, improved communication, and made students more confident in understanding the subject. It created a supportive environment where learning happened through collaboration and active participation.

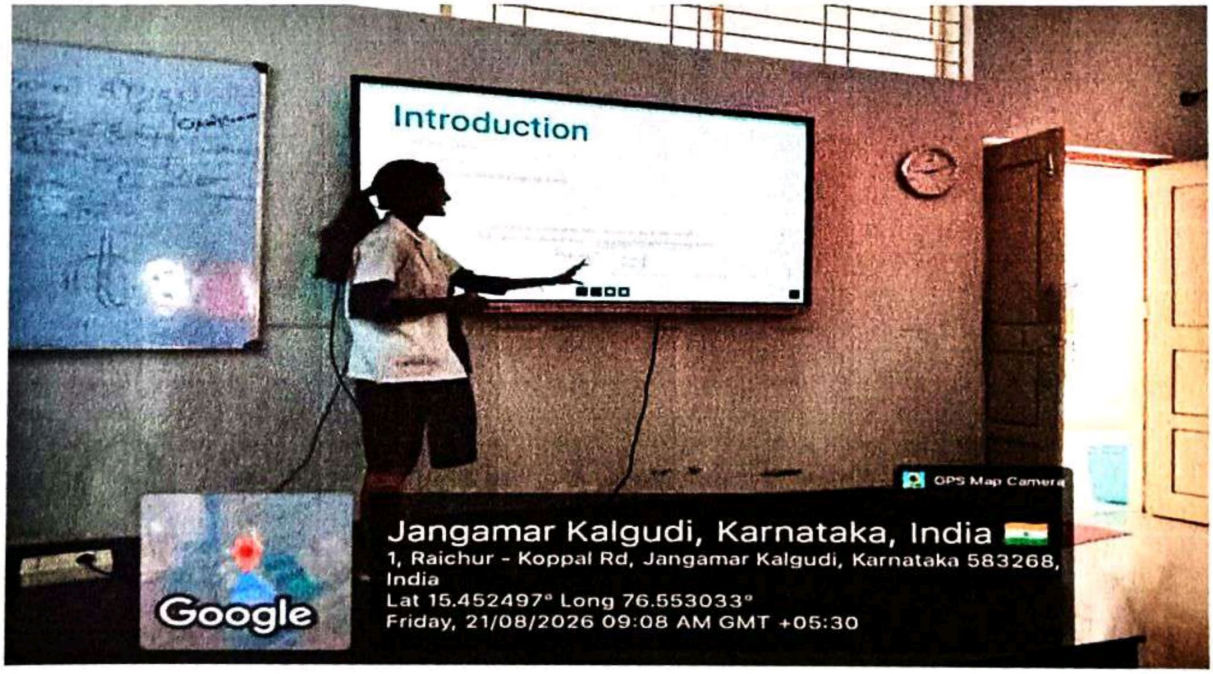




7. PL Peer learning

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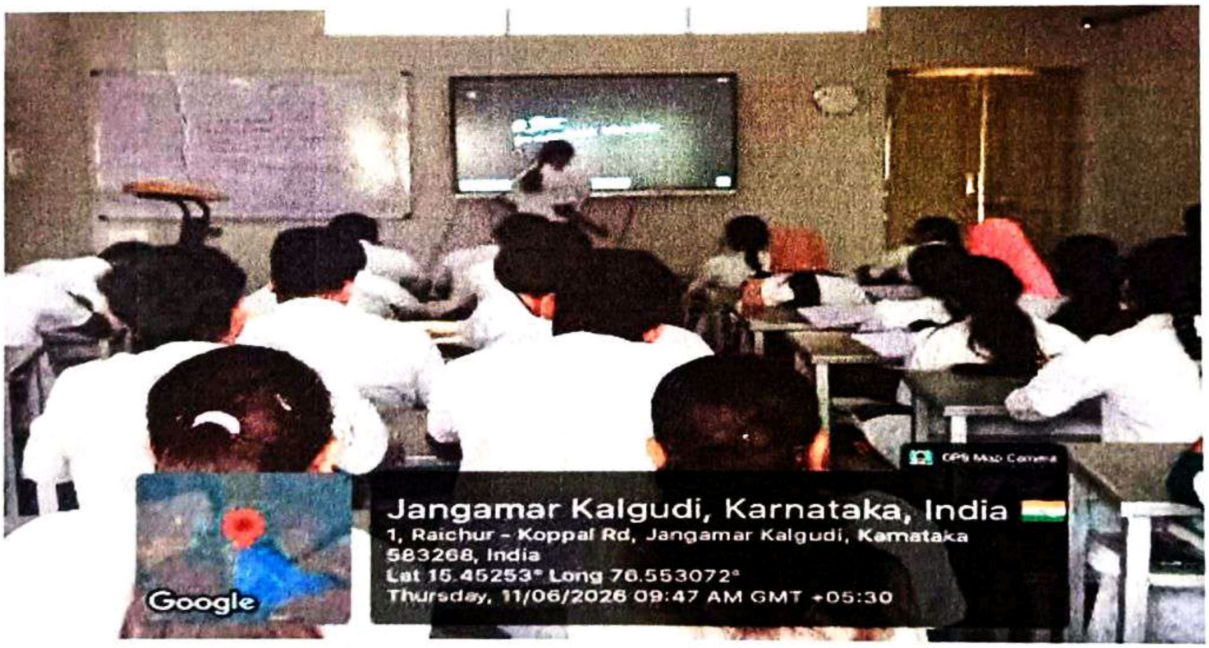




8.Presentations

The Presentations method was used for about 1 hour. In this approach, students prepared and presented topics to the class. It gave them an opportunity to explain concepts in their own words, improve communication skills, and build confidence. Presentations also encouraged active participation, teamwork, and deeper understanding of the subject, as students had to research and organize the content before presenting. This method made learning more student-centered and interactive.





Atreya Ayurveda Pratistana (R)
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Raichur Road, Vidyanagar, Gangavathi-583227

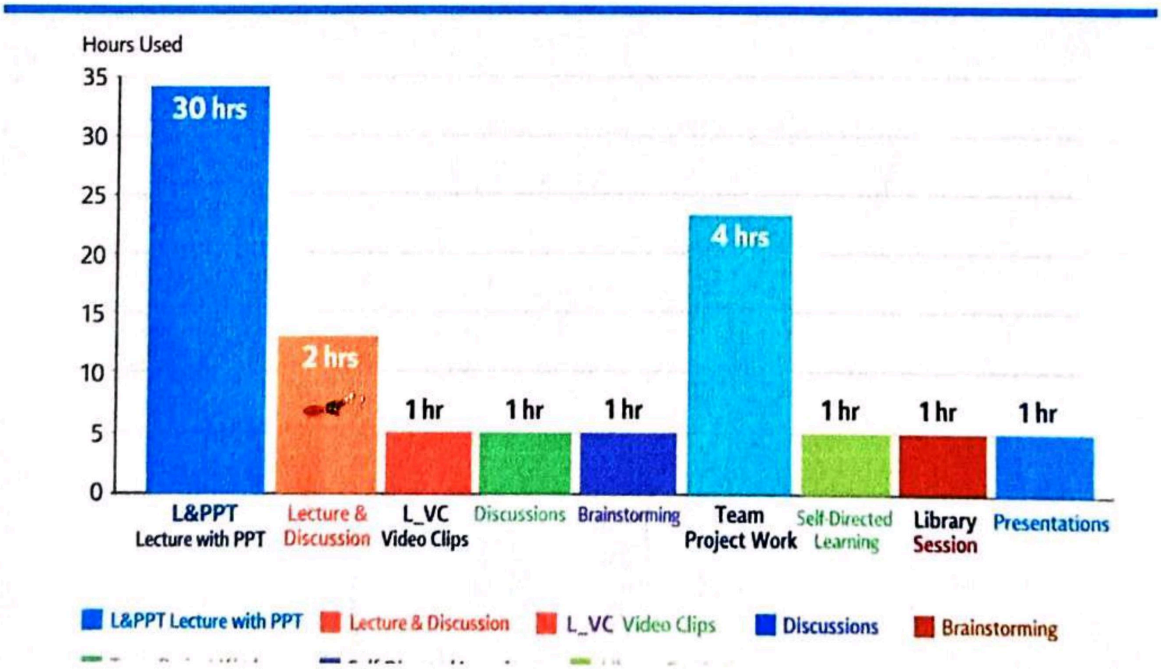
DEPARTMENT OF DRAVYAGUNA VIJNANA

STUDENT CENTRIC TEACHING LEARNING METHODS

FACULTY NAME: Dr.Seema K M

Student Centric Teaching Learning Methods used are as follows:

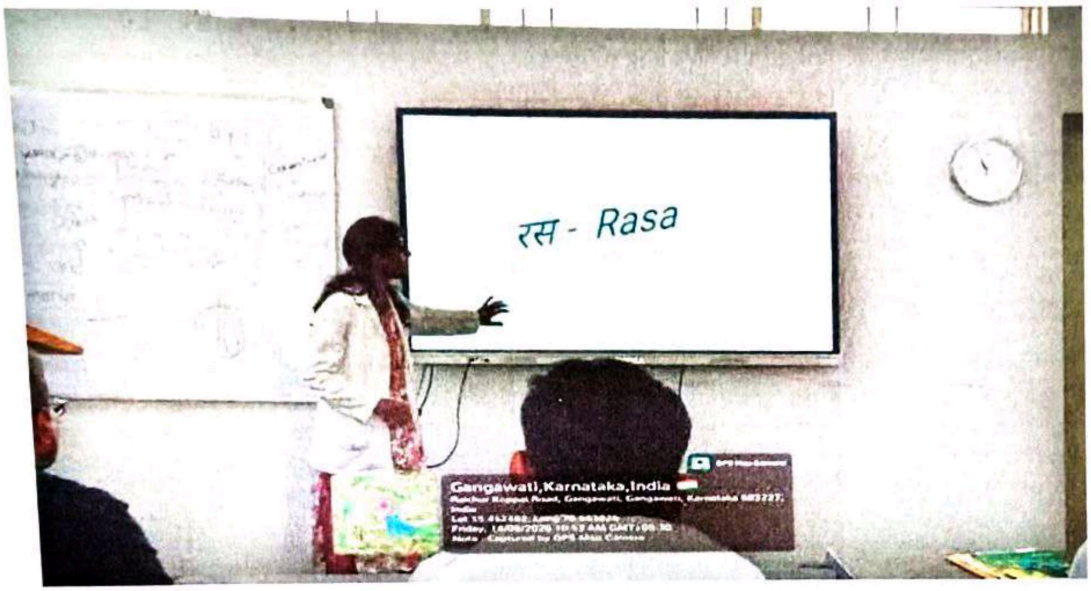
Sl no	Methods	Hrs used
1	L&PPT Lecture with Power point presentation	30 hrs
2	Lecture & Group Discussion	2 hrs
3	L_VC Lecture with Video clips	1hr
4	Discussions	1hr
5	Brainstorming	1hr
6	Team project work	4hr
7	Self-directed learning	1hr
8	Library Session	1hr



STUDENT CENTRIC TEACHING LEARNING METHODS

1.L&PPT (Lecture with Power point presentation)

The Lecture with PowerPoint Presentation (L&PPT) method was used for about 30 hours. It helped in teaching topics clearly and systematically. Using slides made the lessons more interesting and easy to understand. Pictures, charts, and key points on slides supported the explanation and helped students take better notes. This method was useful for covering more content in less time and keeping the class focused.





2. Lecture & Group Discussion

The Lecture & Group Discussion method was used for about 2 hours. In this approach, the teacher explained the topic first and then encouraged students to share their ideas and questions. Group discussion helped students to think actively, exchange opinions, and learn from each other. It made the class more interactive and improved understanding of the subject by combining lecture input with student participation.







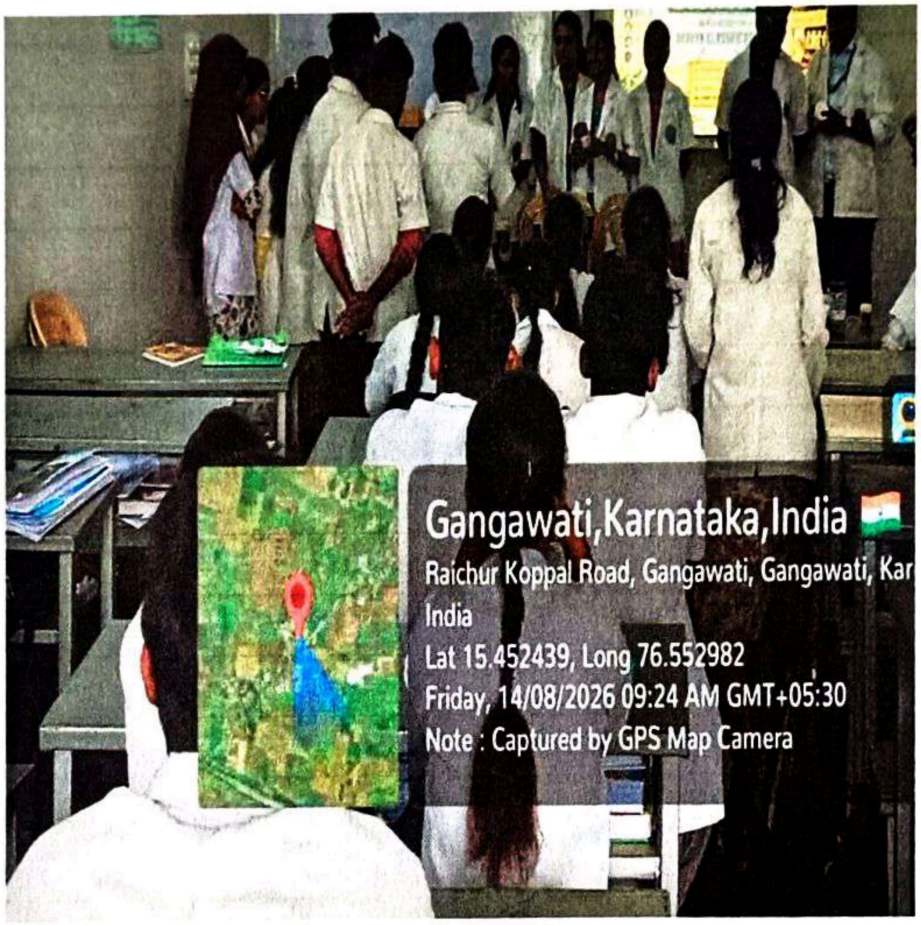
3. L_VC (Lecture with Video clips)

The Lecture with Video Clips (L_VC) method was used for about 1 hour. In this approach, short video clips were shown along with the lecture to make the topic more engaging and easier to understand. The videos helped students visualize concepts, connect theory with practical examples, and maintain interest during the session. This method added variety to teaching and supported better retention of knowledge.



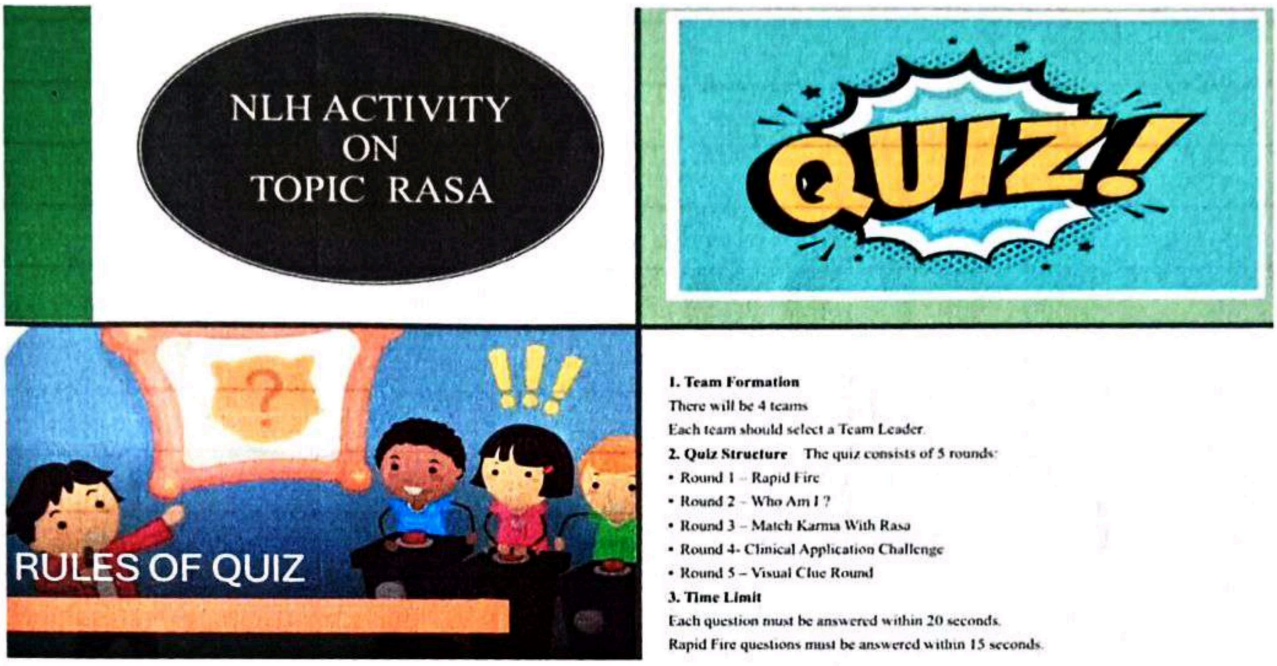
4. Discussions

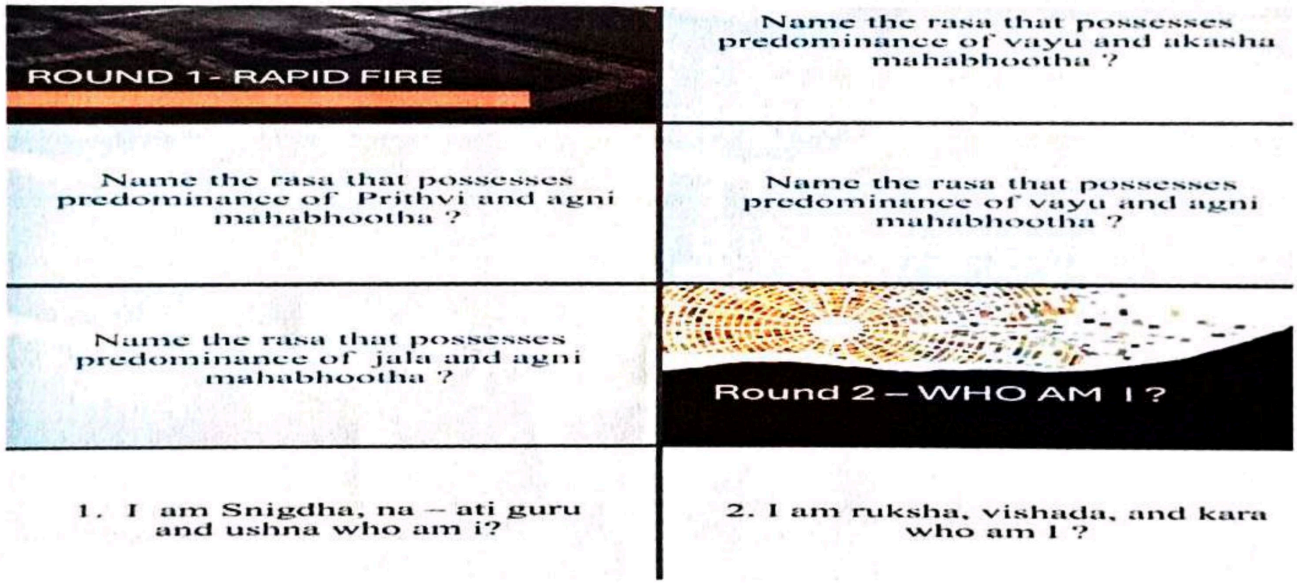
The Discussions method was used for about 1 hour. In this approach, the teacher and students exchanged ideas freely on the topic. It encouraged active participation, critical thinking, and sharing of different viewpoints. This method helped students clarify doubts, deepen their understanding, and learn through interaction rather than just listening. It made the class more engaging and collaborative.



5. Brainstorming

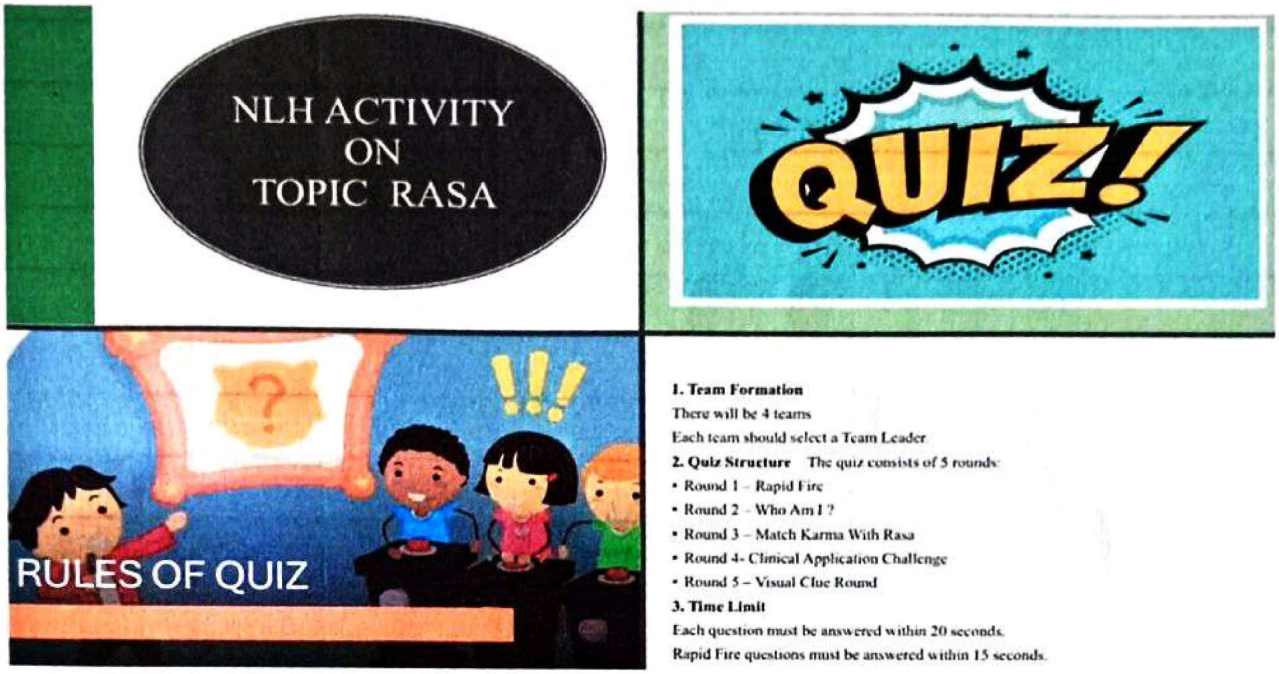
The Brainstorming method was used for about 1 hour, during which a quiz was conducted. In this approach, students were encouraged to think freely and share different ideas related to the topic. The quiz added an interactive element, helping students recall concepts quickly and apply their knowledge in a creative way. This method promoted active participation, improved problem-solving skills, and made learning more engaging by combining open discussion with assessment.

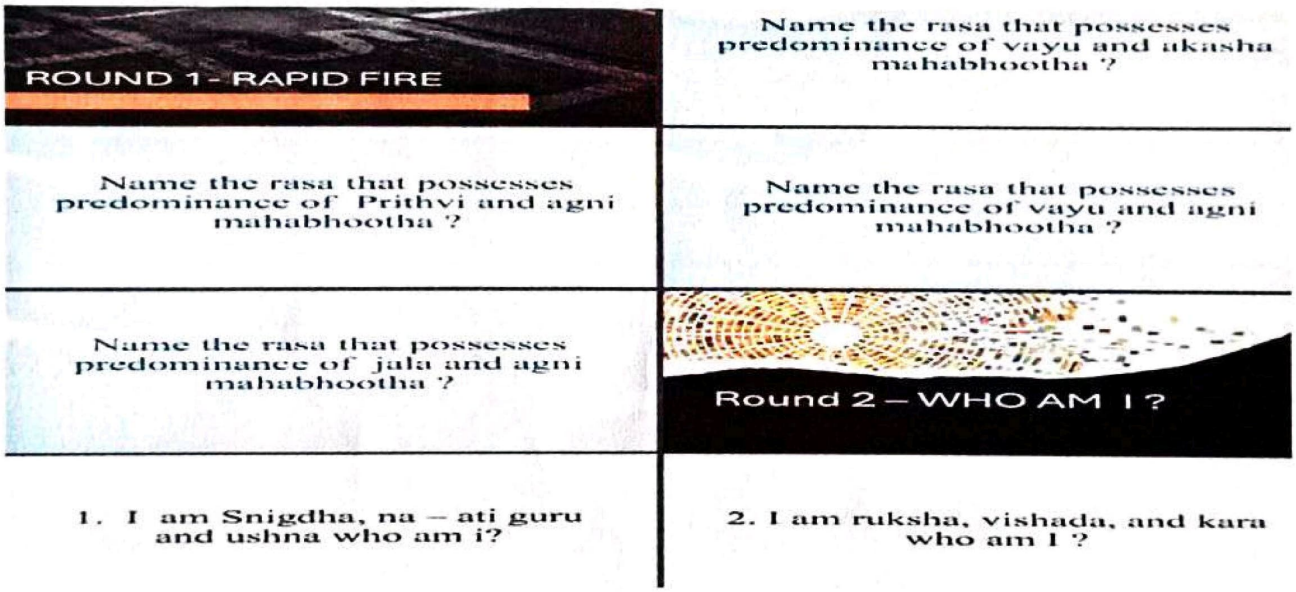




5. Brainstorming

The Brainstorming method was used for about 1 hour, during which a quiz was conducted. In this approach, students were encouraged to think freely and share different ideas related to the topic. The quiz added an interactive element, helping students recall concepts quickly and apply their knowledge in a creative way. This method promoted active participation, improved problem-solving skills, and made learning more engaging by combining open discussion with assessment.





6. Team project work

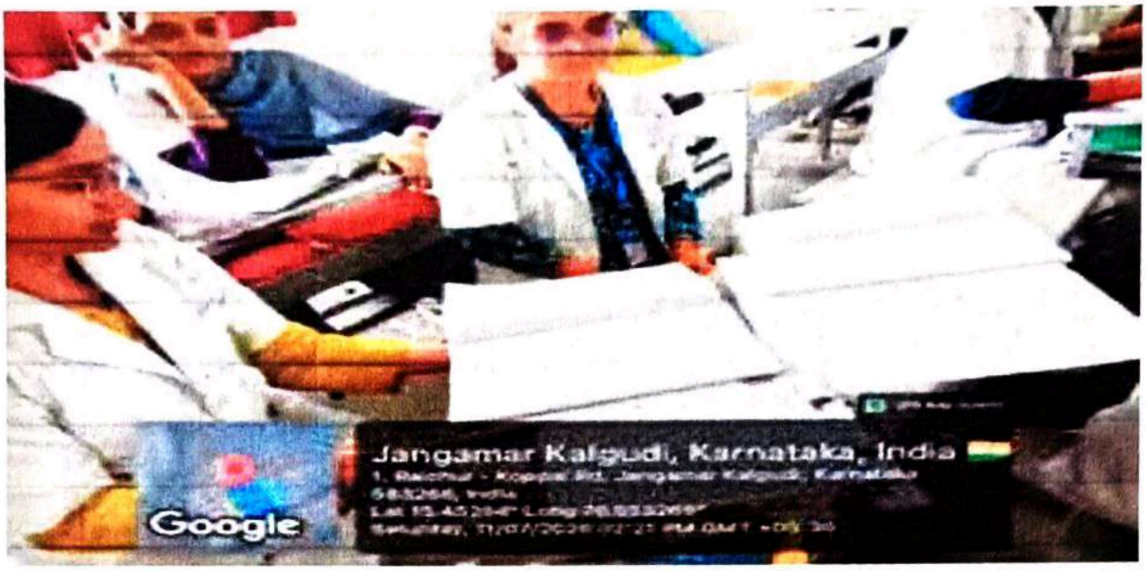
The Team Project Work method was used for about 4 hours. In this approach, students worked together in groups to complete assigned projects related to the subject. It encouraged teamwork, planning, and application of theoretical knowledge to practical tasks. Through collaboration, students learned to share responsibilities, communicate effectively, and solve problems collectively. This method helped develop leadership and cooperative learning skills while making the learning process more engaging and hands-on.





7. Self-directed learning

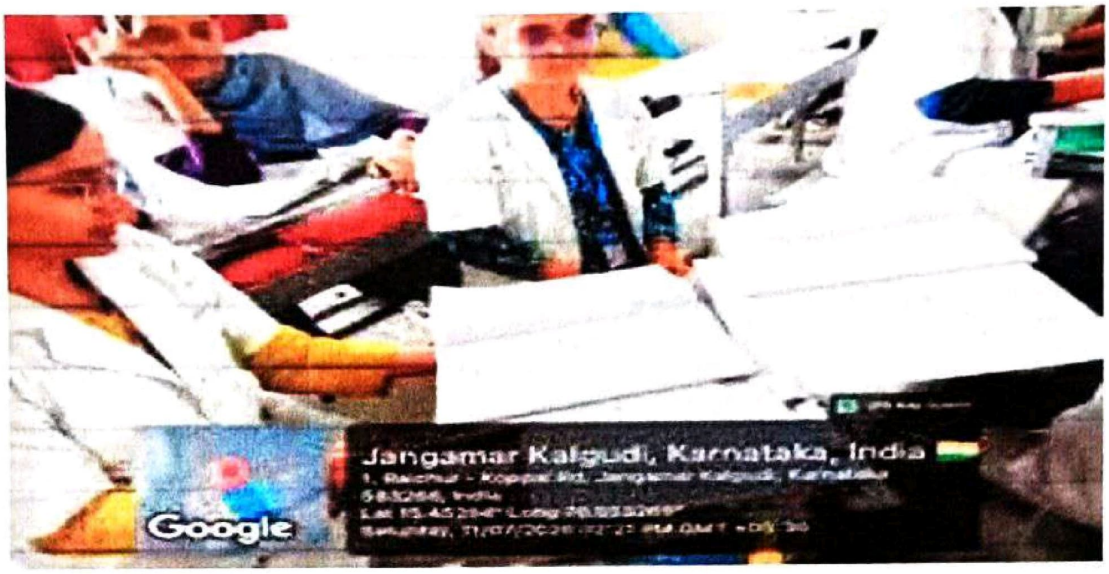
The Self-Directed Learning method was used for about 1 hour. In this approach, students took responsibility for their own learning by exploring topics independently. They referred to textbooks, online resources, and notes to understand concepts in depth. This method encouraged curiosity, discipline, and self-motivation. It helped students develop research skills and confidence in studying without direct guidance, making them more active and responsible learners.





7. Self-directed learning

The Self-Directed Learning method was used for about 1 hour. In this approach, students took responsibility for their own learning by exploring topics independently. They referred to textbooks, online resources, and notes to understand concepts in depth. This method encouraged curiosity, discipline, and self-motivation. It helped students develop research skills and confidence in studying without direct guidance, making them more active and responsible learners.





8. Library Session

The Library Session method was used for about 1 hour. In this approach, students spent time in the library to explore books, journals, and reference materials related to the subject. It encouraged independent study, improved reading habits, and helped students find additional information beyond classroom teaching. This method supported deeper understanding, research skills, and self-learning, while also creating a quiet environment for focused study.





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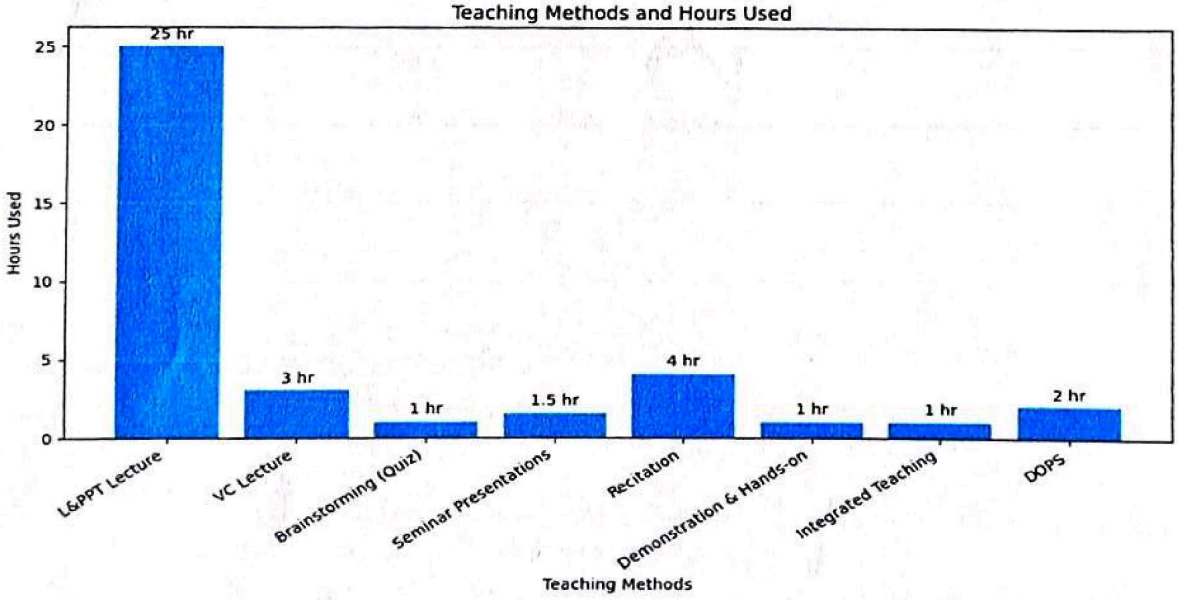
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STUDENT-CENTRIC TEACHING–LEARNING METHODS

Various Student-CentricTeaching–Learning Methods Used are as follows:

Sl no	Methods	Hrs used
1	L&PPT Lecture with Power point presentation	25hrs
2	VC Lecture with Video clips	3 hr
3	Brainstorming (Quiz)	1hr
4	Seminar Presentations	1.5 hr
5	Recitation	4 hr
6	Demonstration and hands on training (Experiential learning)	1 hr
7	Integrated teaching	1hr
8	Dops	2 hr



Faculty Signature: Dr. AJAY KUMAR. A

Department: KRIYA SHAREERA

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ACTIVITY REPORT

1	**Names of the Programs/Camps**	Pitta Dosha and its pathological aspects-IDS
2	**Department / Associations involved**	Department Of Kriya Shareera Associated with Dept of Roga Nidana evam vikriti vijyana
3	**Venue**	Spoorthi Ayurvedic Medical College, Gangavathi
4	**Conducted on**	07/08/2026
5	**Objective of the Programs / Camps**	• To enhance students' understanding of Pitta Dosha by integrating its physiological and pathological aspects. • To promote interdisciplinary learning by correlating concepts of Kriya Sharira with Roga Nidana.
6	**Activities carried out during the program**	The Kriya Sharira faculty explained the normal physiology, functions, and characteristics of Pitta Dosha. The Roga Nidana faculty discussed the pathological changes, disorders, and clinical significance of Pitta Dosha, followed by an interactive discussion with students.
7	**Outcome of program**	Students developed a comprehensive understanding of Pitta Dosha by correlating its normal physiological functions with disease conditions. The integrated session improved students' clinical reasoning and appreciation of interdisciplinary learning in Ayurveda.
8	**Photographs**	







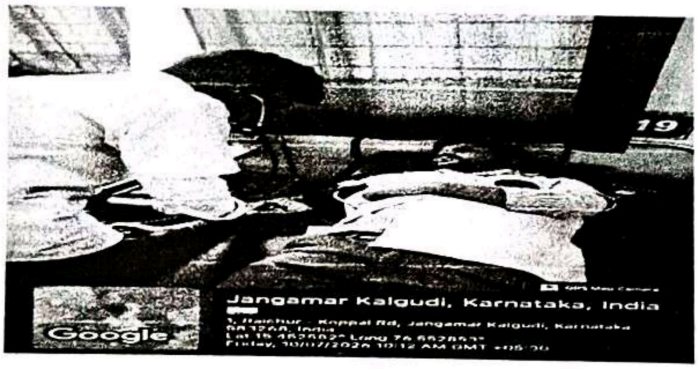
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ACTIVITY REPORT

1	**Names of the Programs/Camps**	MEASUREMENT OF BLOOD PRESSURE-DOPS (Formative Assessment)
2	**Department / Associations involved**	Department Of Kriya Shareera
3	**Venue**	Spoorthi Ayurvedic Medical College, Gangavathi
4	**Conducted on**	10/07/2026& 11/07/2026
5	**Objective of the Programs / Camps**	• To assess students' competency in accurately measuring blood pressure using the standard clinical procedure. • To develop students' practical skills, confidence, and adherence to the correct sequence of blood pressure measurement.
6	**Activities carried out during the program**	Students individually performed blood pressure measurement using a standardized DOPS checklist under faculty observation.Each procedural step was assessed using predefined criteria, and marks were awarded based on the accuracy and completeness of the performance.
7	**Outcome of program**	Students demonstrated improved proficiency in the correct technique of blood pressure measurement and appropriate use of clinical instruments related to BP measurement

8	**Photographs**	  

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ACTIVITY REPORT

1	**Names of the Programs/Camps**	SHLOKA RECITATION (Formative Assessment)
2	**Department / Associations involved**	Department Of Kriya Shareera
3	**Venue**	Spoorthi Ayurvedic Medical College, Gangavathi
4	**Conducted on**	Ongoing
5	**Objective of the Programs / Camps**	• To encourage students to memorize and accurately recite prescribed Kriya Shareera-related shlokas within the stipulated time. • To enhance students' understanding, pronunciation, confidence, and appreciation of classical Ayurvedic literature
6	**Activities carried out during the program**	Prescribed shlokas were assigned to students in advance for memorization and preparation.Students individually recited the allotted shlokas before the faculty, and their performance was assessed based on accuracy, pronunciation, fluency, and timely recitation.
7	**Outcome of program**	Students demonstrated improved memorization skills, correct pronunciation, and confidence in reciting Ayurvedic shlokas.The activity strengthened students' familiarity with classical texts and promoted disciplined learning through regular practice.

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1ST PROFESSIONAL BAMS CHARAKA BATCH 2025-2026

SHLOKA RECITATION TERM-2

SI NO	NAME	21/2/2026							
1.	PRATIKSHA ASHOK BILUR								
2.	KHAVALE PRATHAMESH PRADIP								
3.	CHOUGALE AMRUT VIJAY								
4.	D KAMALA NAYANI								
5.	KHASAKI PARTH KIRANKUMAR								
6.	BEERALING								
7.	LAXMI								
8.	KHARMATE SUYASH SHARAD								
9.	JANGAM GARGEE GANESH								
10.	MOTE SUPRIYA MANIK								
11.	SUPRITA								
12.	YASMIN K B								
13.	ANUMARA								
14.	BONGANE PRATIK ADIK								
15.	CHAITRA								
16.	SRUSTI								
17.	RIYA VIKAS SHELAR								
18.	SHWETA								
19.	AFRIN HORAPETE								
20.	NANAWARE MAITREYEE DASHRATH								
21.	TANUSHREE N								
22.	GEETIKA PRASHANT SUTAR								
23.	SALUNKHE TRUPTI ANKUSH								
24.	MALUSARE PRATHAMA PRAVIN								
25.	SPOORTHI M								
26.	KAVANA H S								
27.	SWATHI G KOTTURSHETTAR								
28.	SARASWATI HOSPET								
29.	MAMTHA RAJ								
30.	CHAITHANYA								
31.	SAMEERA BANU B								
32.	SARALA SATYAPPA KERI								
33.	VIJAYALAKSHMI								
34.	PALLAVI								
35.	N R ANU								

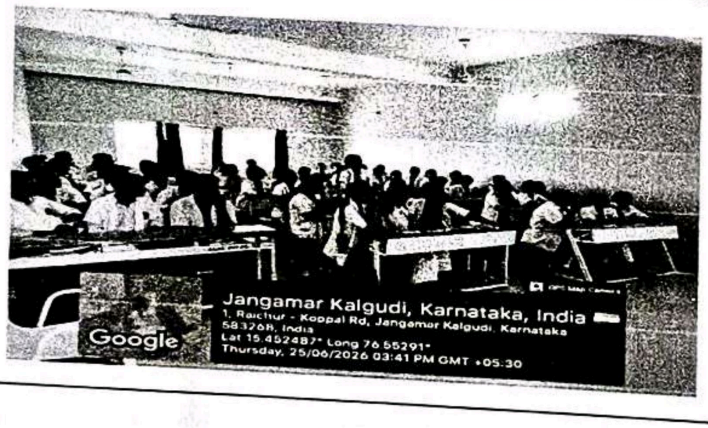
36.	PRACHI PRADIP KUMBHAR								
37.	VARSHA KUMARI								
38.	VARSHA SIDDANAGOUDA BIRADAR								
39.	ASHWINI NINGAPPA BORATTI								
40.	SIDDALINGESH								
41.	VIVEK ALUR GOUDA								
42.	PRASHANT NIRONI								
43.	VINAYAKA								
44.	MEGHANA A C								
45.	B M MAHESH KUMAR								
46.	SANDKATLAWAR PRAMOD								
47.	PACHARNE OM BABASAHEB								
48.	WAKALE SHAURYA PAVANKUMAR								
49.	DHANE ROHIT RAVINDRA								
50.	AMARESH H								
51.	ASAVARI BASAYYA MALIMATH								
52.	BEDADE RUTUJA BHAGAWAT								
53.	JAMBHALE MAHESH SAMBHAJI								
54.	SPOORTI S								
55.	AKSHAY KUMAR								
56.	JAYESH AGALVE KALPESH								
57.	MANAVI K LINGA								
58.	GAGANA JAGADEESH DODMANI								
59.	R HARSHITHA NAIDU								
60.	SAMEERA BANU								

Vaishnavi Vaishnavi

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ACTIVITY REPORT

1	**Names of the Programs/Camps**	PHYSIOLOGY QUIZ BOWL- FORMATIVE ASSESSMENT
2	**Department / Associations involved**	Department Of Kriya Shareera
3	**Venue**	Spoorthi Ayurvedic Medical College, Gangavathi
4	**Conducted on**	25/06/2026
5	**Objective of the Programs / Camps**	• To assess and reinforce students' understanding of the functional anatomy and physiology of the cardiovascular system. • To enhance knowledge of the regulation of heart rate, blood pressure, and the cardiac cycle through an interactive learning approach. • To promote critical thinking, recall, and application of physiological concepts in a competitive academic environment.
6	**Activities carried out during the program**	A quiz competition was conducted for first-year BAMS students covering topics including functional anatomy of the cardiovascular system, regulation of heart rate and blood pressure, and the cardiac cycle. Students actively participated by answering concept-based questions individually/in teams, encouraging interactive learning and healthy competition.
7	**Outcome of program**	The quiz improved students' conceptual understanding and retention of key cardiovascular physiology topics. It also enhanced their confidence, analytical thinking, and motivation for self-directed learning.

8	**Photographs**	  

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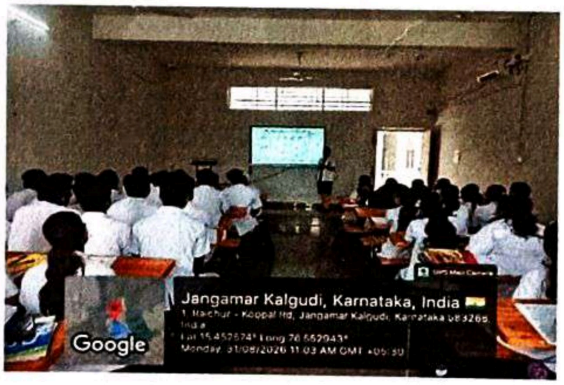
Student-Centric Teaching Activity – Seminar

A student seminar was conducted as part of the **NLH theory activity** on the topic **"Protein, Carbohydrate and Lipid Metabolism."** Students were encouraged to present the concepts, explain metabolic pathways, and participate in discussions and interactions. The activity promoted active learning, subject understanding, communication skills, and student participation

Photographs:







31/8/26.

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Student centric teaching methods: (Experential Learning)

Mannequin-based practical teachingwas conducted for first-year students to demonstrate the inspection and auscultation of the cardiovascular system, including identification of normal heart sounds and their auscultation at different cardiac areas. Students were given hands-on opportunities to perform the examination on mannequins under faculty guidance, thereby improving theirclinical skills, confidence, and understanding of cardiac examination techniques.

Photographs:





30/8/24

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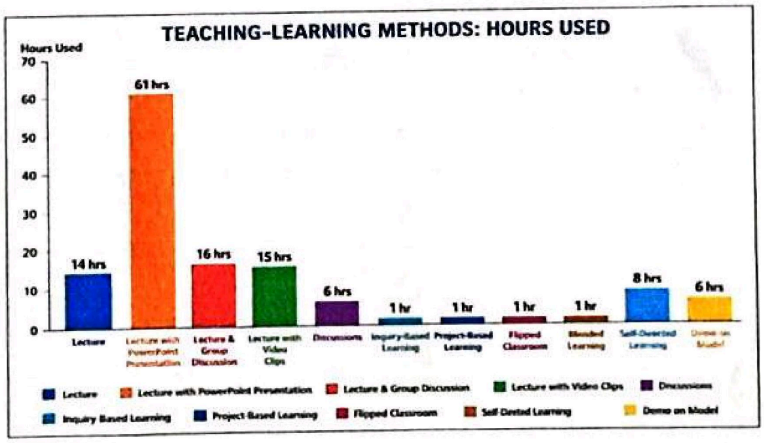
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SWASTHAVRITTA AND YOGA DEPARTMENT (NAAC 2 CRITERIA)

STUDENT CENTRIC LEARNING

FACULTY MEMBERS : DR SRUJANA

Sr No	Teaching learning methods in the course	No of Activities
1	Lecture	14
2	Lecture with Power point presentation	61
3	Lecture & Group Discussion	16
4	Lecture with Video clips	15
5	Discussions	6
6	Inquiry-Based Learning	1
7	Project-Based Learning	1
8	Flipped classroom	1
9	Blended Learning	1
10	Self-directed learning	8
11	Demo on Model	6



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SWASTHAVRITTA AND YOGA DEPARTMENT (NAAC 2 CRITERIA)

SELF-DIRECTED LEARNING - STUDENT SEMINAR

NAME OF STUDENT – ARPIT (AGNIVESHA BATCH)

TOPIC – CONCEPT OF NIDRA IN AYURVEDA

Types of Nidrā — Textual Śloka

तमोभवा श्लेष्मसमुद्भवा च मनःशरीरश्रमसम्भवा च ।
आगन्तुकी व्याध्यनुवर्तिनी च रात्रिस्वभावप्रभवा च निद्रा ॥५८॥

Charaka describes six types, based on their causes:

1. Tamobhava – caused by increased Tamas.
2. Śleṣma-samutthāna – caused by aggravated Kapha.
3. Manaḥ-śarīra-śrama-sambhava – caused by mental and physical exhaustion
4. Āgantukī – considered a sign of bad prognosis or impending death.
5. Vyādhyanuvartinī – occurs due to disease.
6. Rātri-svabhāva-prabhāva – natural sleep caused by the effect of night.

3. Benefits of Nidrā

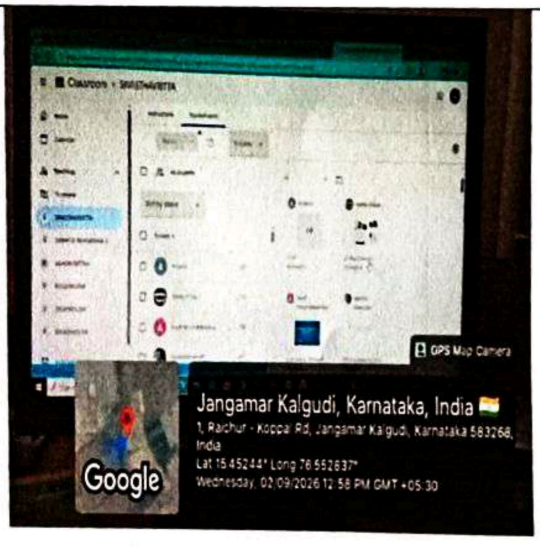
निद्रायत्तं सुखं दुःखं पुष्टिः कार्श्यं बलाबलम् ।
वृषता क्लीवता ज्ञानमज्ञानं जीवितं न च ॥३६॥

Happiness and sorrow,
nourishment and emaciation, strength and weakness, virility and impotence, knowledge and ignorance, and even life and its opposite are dependent upon sleep.

Divāsvapna — Indications

गीताध्ययनमद्यस्त्रीकर्मभाराध्वकर्शिताः ।
अजीर्णिनः क्षताः क्षीणा वृद्धा बालास्तथाऽबलाः ॥३९॥
तृष्णातीसारशूलार्ताः श्वासिनो हिक्किनः कृशाः ।
पतिताभिहतोन्मत्ताः क्षतान्ता यानप्रजागरैः ॥४०॥

Ayurveda allows daytime sleep for anyone who is physically exhausted, emotionally drained, very young, very old, or suffering from wasting diseases, injuries, or severe pain. For these specific categories of people, sleeping during the day does not cause harmful bio-humoral imbalances; instead, it restores their vital energy (Ojas), balances their depleted tissues (Dhatus), and builds strength.



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SWASTHAVRITTA AND YOGA DEPARTMENT (NAAC 2 CRITERIA)

SELF-DIRECTED LEARNING - STUDENT SEMINAR

NAME OF STUDENT – ANKITA V (AGNIVESHA BATCH)

TOPIC NAME – ANJANA POSTER PRESENTATION



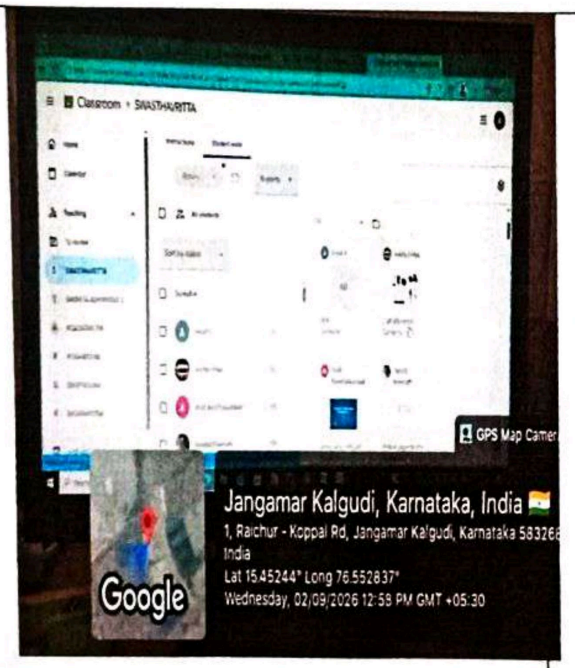
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SWASTHAVRITTA AND YOGA DEPARTMENT (NAAC 2 CRITERIA)

NLH ACTIVITY DOCUMENT

NAME OF STUDENT – PRADEEP KUMAR (AGNIVESHA BATCH)

TOPIC NAME –DINACHARYA POSTER PRESENTATION





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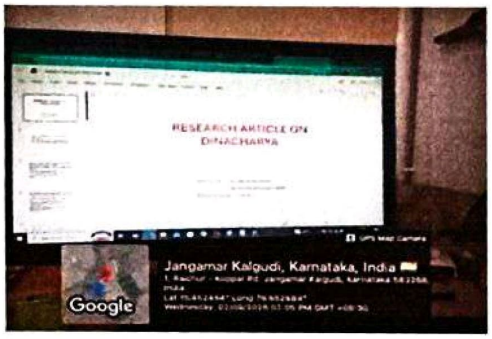
SWASTHAVRITTA AND YOGA DEPARTMENT (NAAC 2 CRITERIA)

NLH ACTIVITY DOCUMENT

NAME OF STUDENT – ANJALI (AGNIVESHA BATCH)

TOPIC NAME – ARTICLE REVIEW









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SWASTHAVRITTA AND YOGA DEPARTMENT (NAAC 2 CRITERIA

NLH ACTIVITY DOCUMENT – DINACHARYA PRACTICALS(NLH-P) 25HRS

NAME OF PRACTICALS – ANJANA PROCEDURE

IDS SWASTHA WITH SHALAKYA TANTRA



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SWASTHAVRITTA AND YOGA DEPARTMENT (NAAC 2 CRITERIA

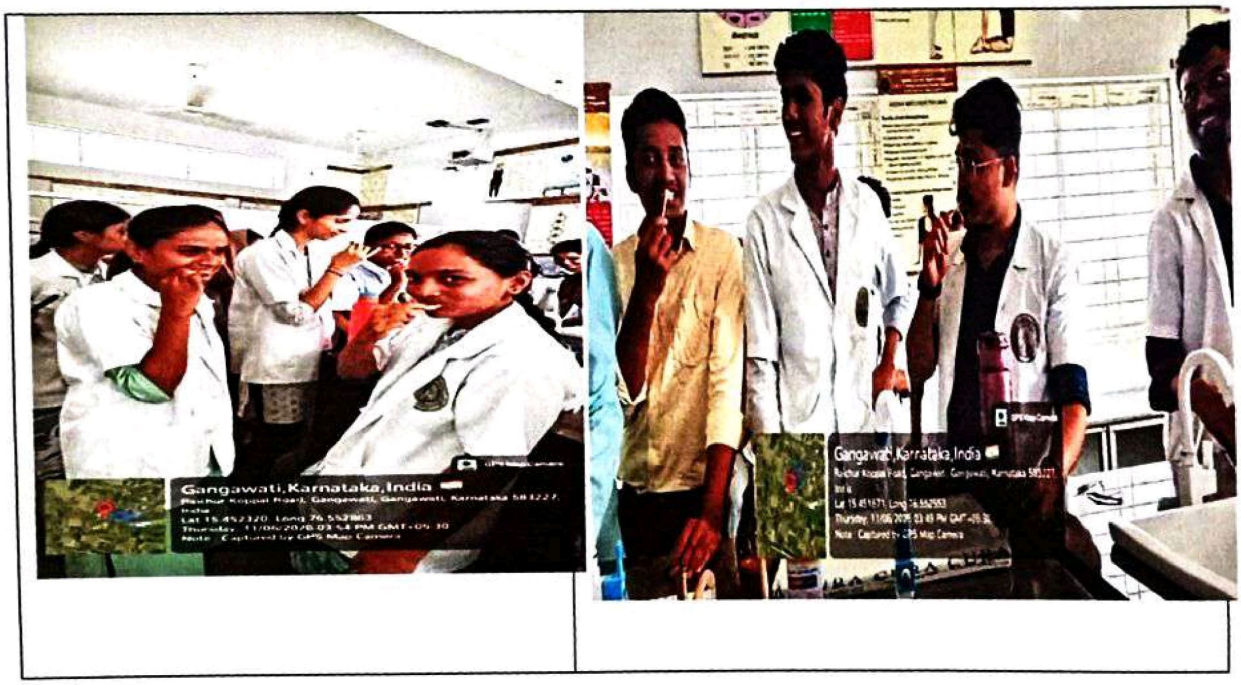
NLH ACTIVITY DOCUMENT – DINACHARYA PRACTICALS (NLH-P)- 25HRS

DANTADHAVANA PROCEDURE WITH NIMBA KASTA

Purva karma - Wake up in the morning and attend the natural urges. Select a suitable **dantakāṣṭha** traditionally fresh, straight, soft, and approximately **12 aṅgula** long. Commonly mentioned plants include **Nimba, Khadira, Karavīra, Arka, and Madhuka**, depending on the indication and classical reference. The stick should be free from insects, disease, excessive dryness, and unpleasant odor.

2. Pradhāna karm - Wash the mouth and the selected stick. Chew one end of the stick until it becomes soft and brush-like. Gently clean the teeth, moving the stick appropriately over the **teeth and gums**. Avoid excessive force that could injure the gums. Clean the tongue and oral cavity as appropriate. Spit out the chewed material and rinse the mouth thoroughly with water.

3. Paścāt karma Rinse the mouth properly. Examine the mouth for cleanliness or any irritation. The used dantakāṣṭha is discarded.



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SWASTHAVRITTA AND YOGA DEPARTMENT (NAAC 2 CRITERIA

NLH ACTIVITY DOCUMENT – AHARA PRACTICALS (NLH-P) 30HRS

PATHYA KALPANA DEMOSTRATION AND HANDS ON TRAINING

Manda (मण्ड) Ingredients: Rice – 1 part **Water** – 14 parts

Preparation: Wash the rice properly. Add water and cook until the rice is completely cooked. Strain the preparation. **The clear, thin liquid obtained is called Manda.** It contains very little or no solid rice portion. **Dose:** According to digestive capacity and clinical indication.**Properties:** Very light, easily digestible, and useful when *Agni* is weak.\

Peya (पेया) Ingredients: Rice – 1 part Water – 14 parts **Preparation** Wash the rice. Cook it with sufficient water until soft. Unlike Manda, **the liquid is not completely strained off.** The resulting thin gruel, containing a small amount of cooked rice, is called **Peya. Properties:** Light and easily digestible, but more nourishing than Manda.



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SWASTHAVRITTA AND YOGA DEPARTMENT (NAAC 2 CRITERIA

NLH ACTIVITY DOCUMENT – DINACHARYA PRACTICALS (NLH-P)- 25HRS

DHUMAPANA PROCEDURE WITH THERAPEUTIC DHUMAVARTHI

Purva karma - The patient is assessed for suitability. Traditionally, mild **snehana (oleation)** and/or **swedana (sudation)** may be done when indicated. The patient sits comfortably in an upright position. Dhumavarti (medicated smoking wick) is prepared using the prescribed herbs.

Pradhana karma (main procedure) - The Dhumavarti is ignited and the smoke is produced. Traditionally, the smoke is inhaled through the **mouth or nose depending on the type and indication**, and then exhaled through the appropriate route. Inhalation is done gently and in a controlled manner rather than taking deep lungful. The number of inhalations depends on the **type of Dhumapana and the patient's condition.**

Paschat karma (aftercare) - the patient rests and avoids exposure to cold air, dust, excessive talking, etc. The mouth may be rinsed afterward. The patient is observed for symptoms such as dizziness, headache, nausea, coughing, or breathing difficulty.

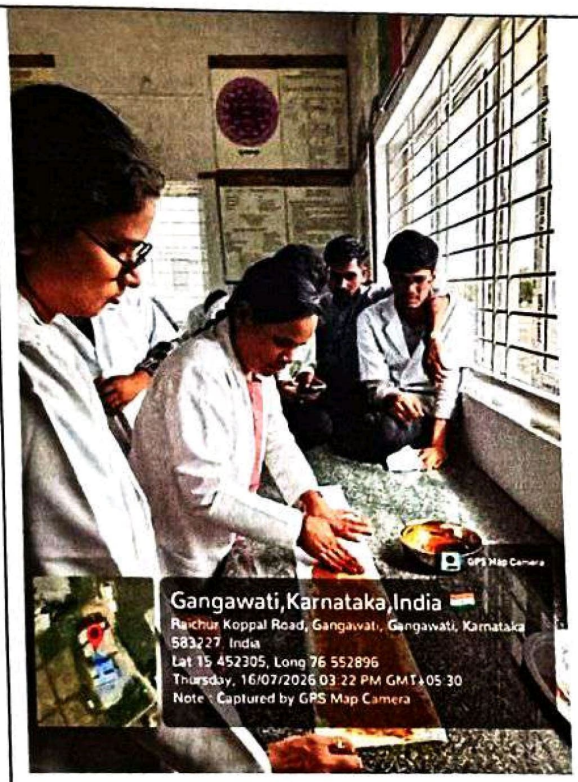




DHUMAVARTHI PREPARATION (HANDS ON TRAINING)









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SWASTHAVRITTA AND YOGA DEPARTMENT (NAAC 2 CRITERIA

NLH ACTIVITY DOCUMENT – LECTURE HOUR WITH VIDEO CLIPS

TOPICS – TYPES OF SLEEP DISORDERS

Insomnia Disorders - Chronic insomnia disorder - Short-term insomnia disorder - Other insomnia disorder **Sleep-Related Breathing Disorders** - Obstructive sleep apnea - Central sleep apnea - Sleep-related hypoventilation - Sleep-related hypoxemia	**Central Disorders of Hypersomnolence** - Narcolepsy (Type 1 and Type 2) - Idiopathic hypersomnia - Kleine-Levin syndrome - Insufficient sleep syndrome **Sleep-Related Movement Disorders** - Restless legs syndrome - Periodic limb movement disorder - Sleep-related leg cramps - Sleep-related bruxism - Sleep-related rhythmic movement disorder - Benign sleep myoclonus of infancy - Propriospinal myoclonus at sleep onset



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SWASTHAVRITTA AND YOGA DEPARTMENT (NAAC 2 CRITERIA)

DINACHARYA PROCEDURE – PADA ABHYANGA DEMONSTRATION







SKILL LAB ACTIVITY REPORT

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Department of Agada Tantra

Activity: Skill Lab Demonstration – Gastric Lavage and CPR
Resource Person: Dr. Saraswati, Professor, Department of Agada Tantra
Venue: Skill Laboratory

Objective

The skill lab session was conducted to provide students with hands-on exposure and practical understanding of **gastric lavage and cardiopulmonary resuscitation (CPR)** as essential emergency procedures in poisoning and life-threatening situations.

Activities Conducted

1. **Gastric Lavage Demonstration**
   - The indications, contraindications, precautions, and procedure of gastric lavage were explained.
   - Students were introduced to the required instruments and equipment.
   - The correct positioning of the patient and stepwise procedure were demonstrated using the skill-lab mannequin.
   - Emphasis was given to airway protection, prevention of aspiration, and appropriate post-procedure care.
   - Students were given an opportunity to observe and practise the procedure under supervision.
2. **CPR Demonstration**
   - Dr. Saraswati demonstrated the basic steps of CPR using a CPR mannequin.
   - Students were taught recognition of cardiac arrest, activation of emergency response, chest compressions, rescue breathing, and use of an AED where available.
   - Correct hand placement, compression depth, rate, and coordination during CPR were demonstrated.
   - Students subsequently practised CPR skills individually under supervision.

1	JEEVAKA BATCH	4 HRS
2	AGNIVESHA BATCH	4 HRS
3	CHARAKA BATCH	2 HRS
4	PHARMACY STUDENTS	2 HRS

Learning Outcomes

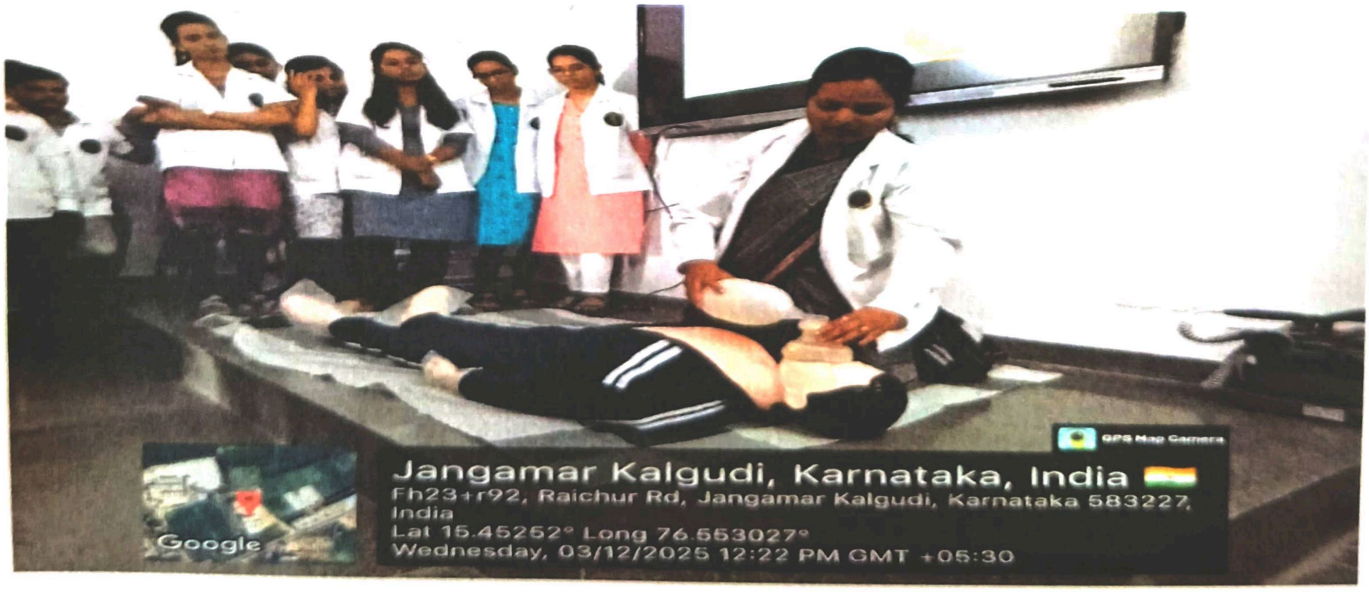
At the end of the session, students were able to:

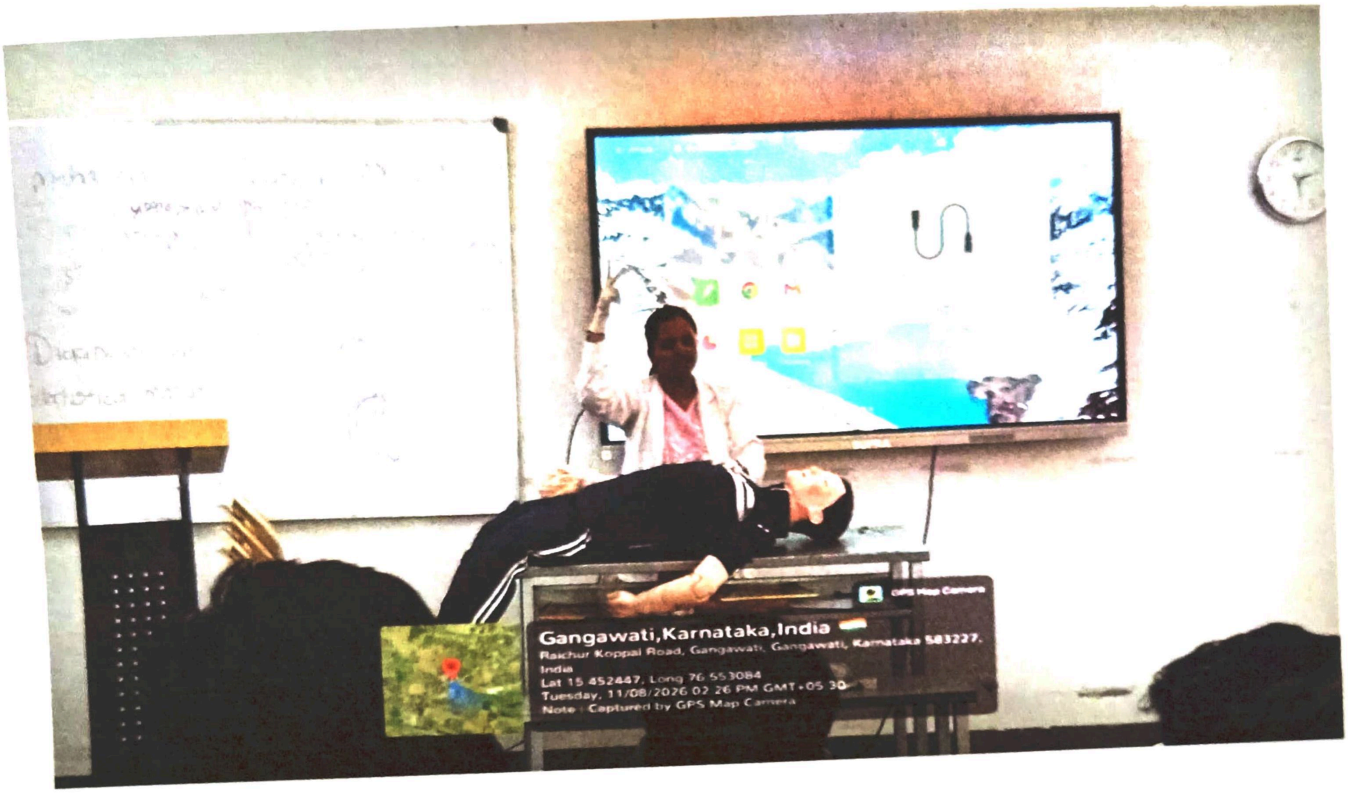
- Explain the principles and indications of gastric lavage.
- Identify and handle basic equipment used for gastric lavage.
- Demonstrate the basic steps of gastric lavage on a mannequin.
- Recognize a person requiring CPR.
- Demonstrate effective chest compressions and basic CPR technique.
- Understand the importance of timely emergency intervention in poisoning and cardiac emergencies.

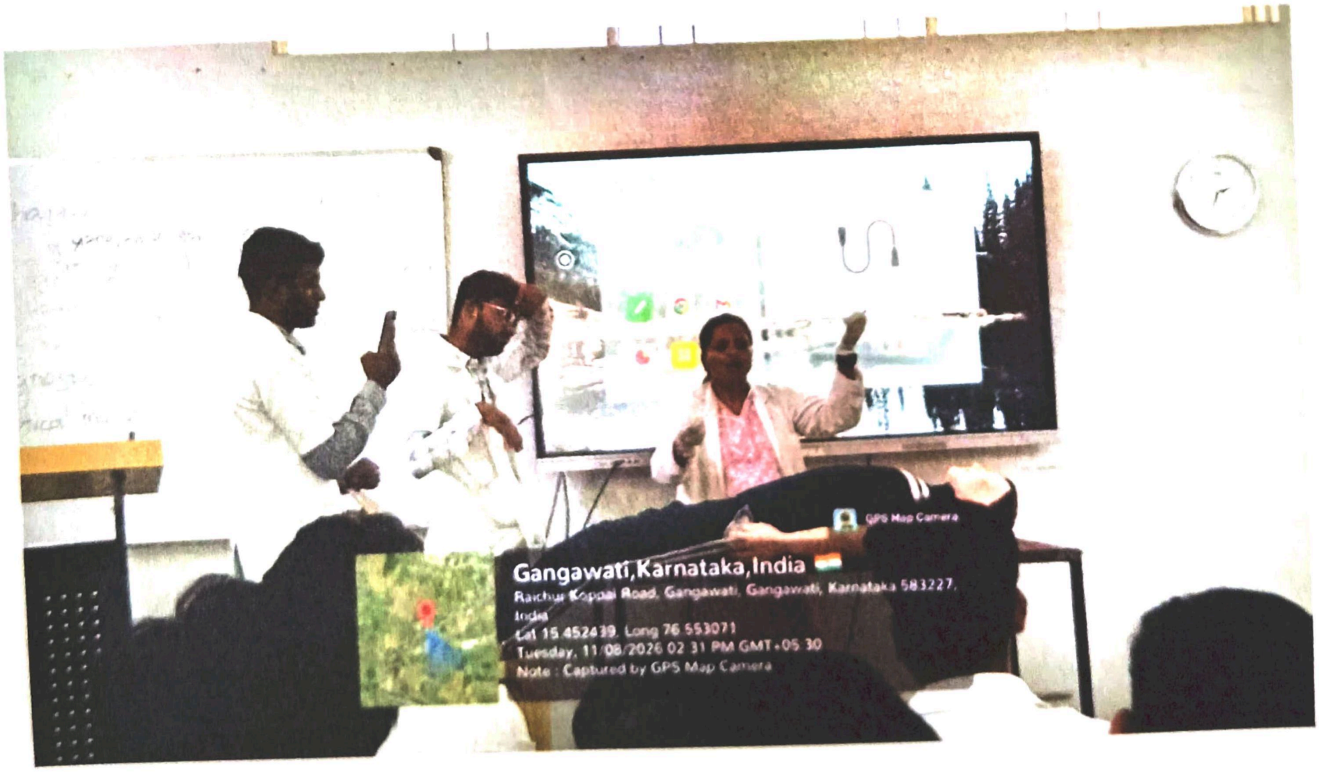
Conclusion

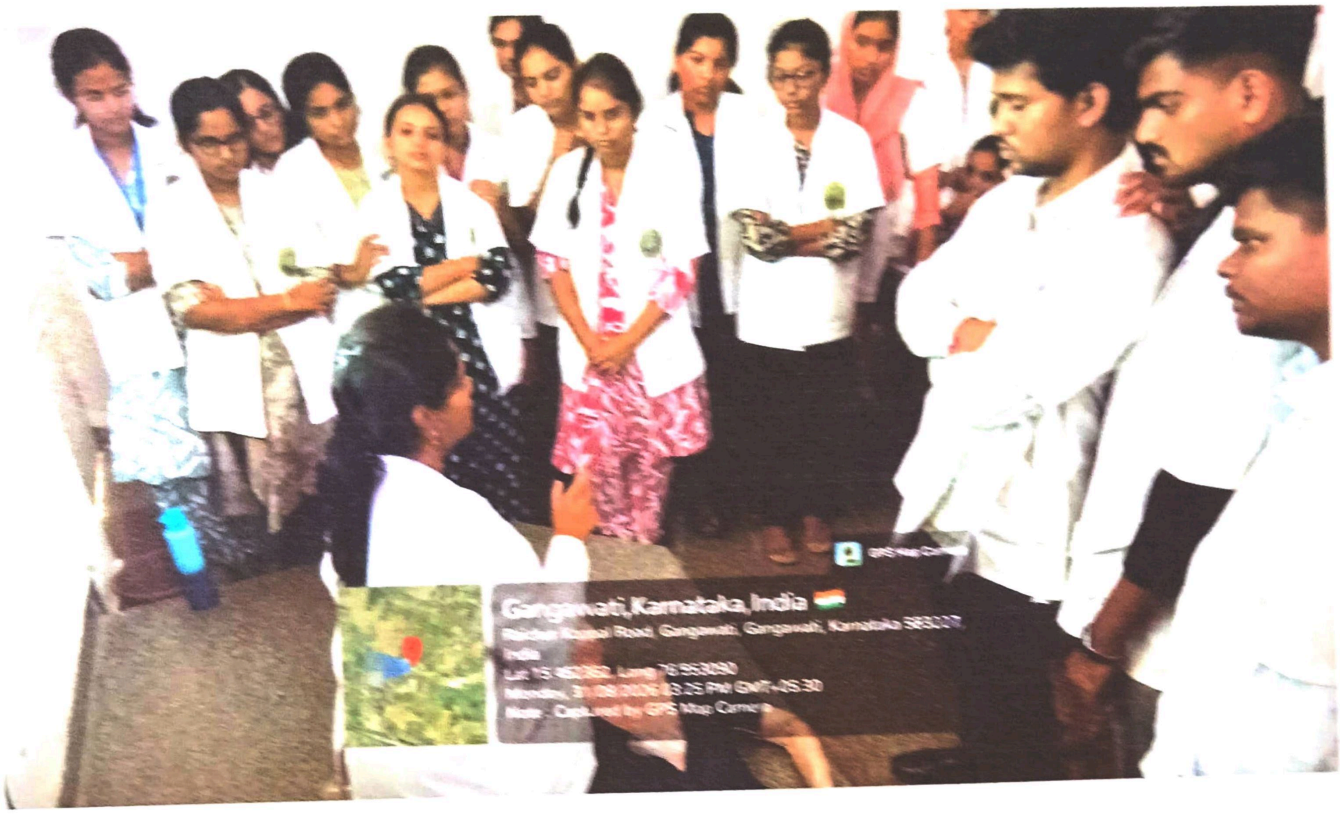
The skill lab session provided an effective **student-centred, hands-on learning experience,** enabling students to bridge the gap between theoretical knowledge and practical application. The demonstrations of gastric lavage and CPR enhanced students' confidence and competency in managing emergency situations relevant to **Agada Tantra and emergency care.**


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Gangawati,Karnataka,India




GPS Map Camera
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DEPARTMENT OF ROGANIDANA EVAM VIKRUTI VIGYANA

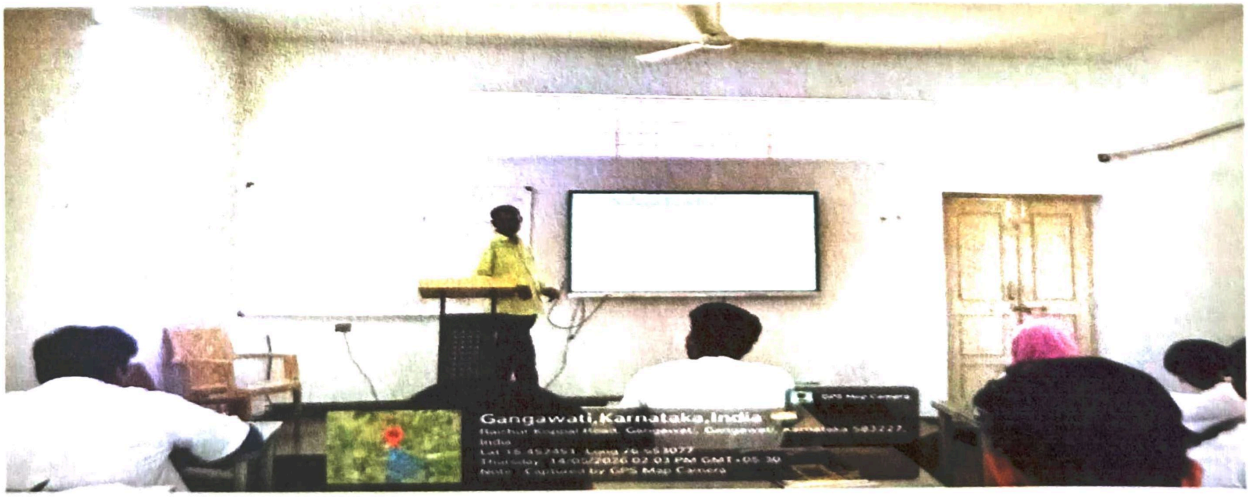
STUDENT CENTRIC TEACHING LEARNING METHODS

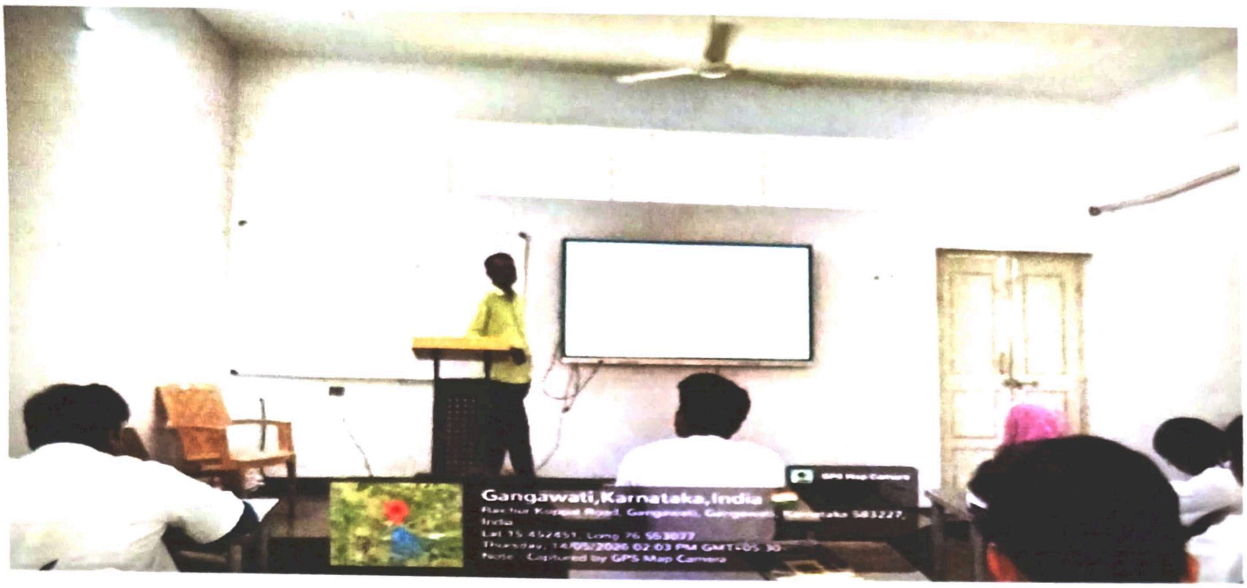
FACULTY NAME: Dr. Chandrashekar R

Student Centric Teaching Learning Methods used are as follows:

Sl no	Methods	Hrs used
1.	L&PPT Lecture with Power point presentation	30 hrs
2.	Discussions	1hr
3.	Presentations	6hr
4.	Demonstration bedside	4hrs
5.	Lab demonstration	1
6.	Xray demonstration	1

L&PPT Lecture with Power point presentation





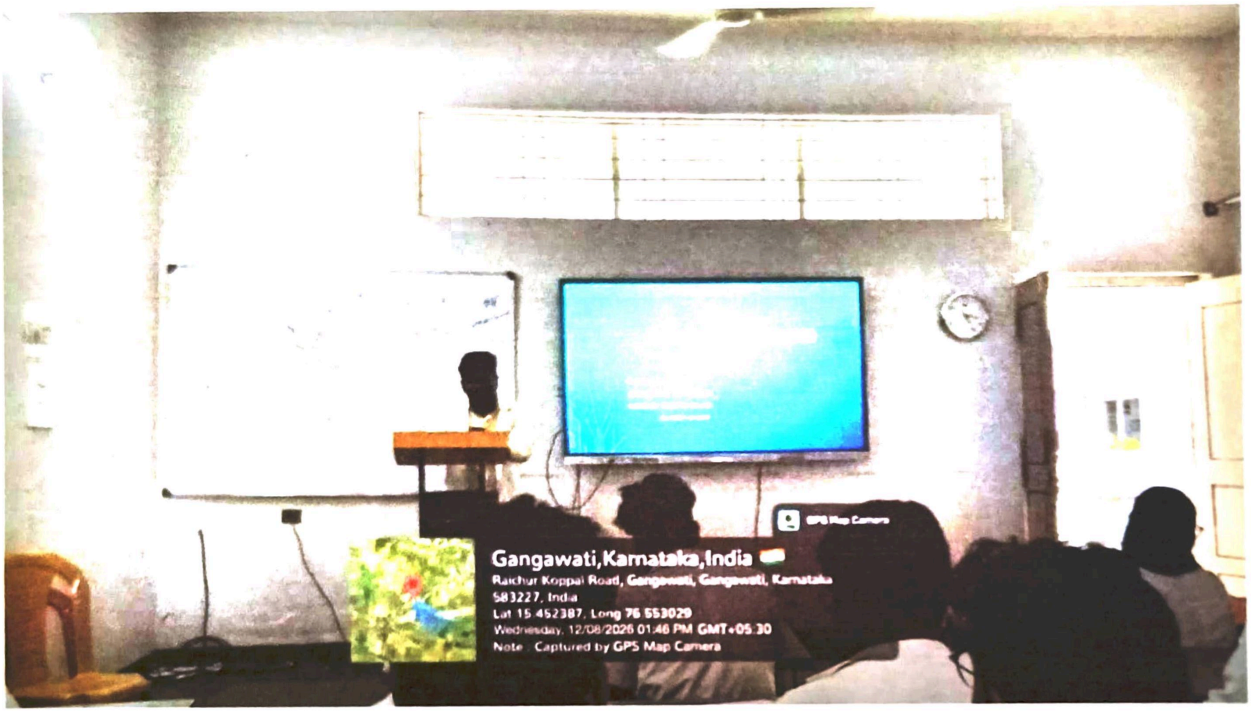
Lectures were conducted on the prescribed Roga Nidana syllabus, covering Nidana (Vyadhi Janaka Hetu), Sapeksha Nidana and Vyavacchedaka Nidana, Upashaya and Anupashaya, Doshagati and Rogamarga, JanapadodhwamsaVikara, Concept and Assessment of Ama, SthanaSamshraya and Poorvaroopa, Samprapti and its Bheda, Rupa, Dosha Dushti, Dosha Vriddhi and Kshaya, Avarana, Ashayapakarsha, Samsargaja and Sannipataja conditions, Dosha Swabhava, Ashtanindita, NidanarthakaraVyadhi and Vyadhisankara. The topics were taught using PowerPoint presentations and classroom discussions, with relevant Ayurvedic concepts and clinical correlations. Photographic evidence of the lectures and presentations is attached below.

Discussions



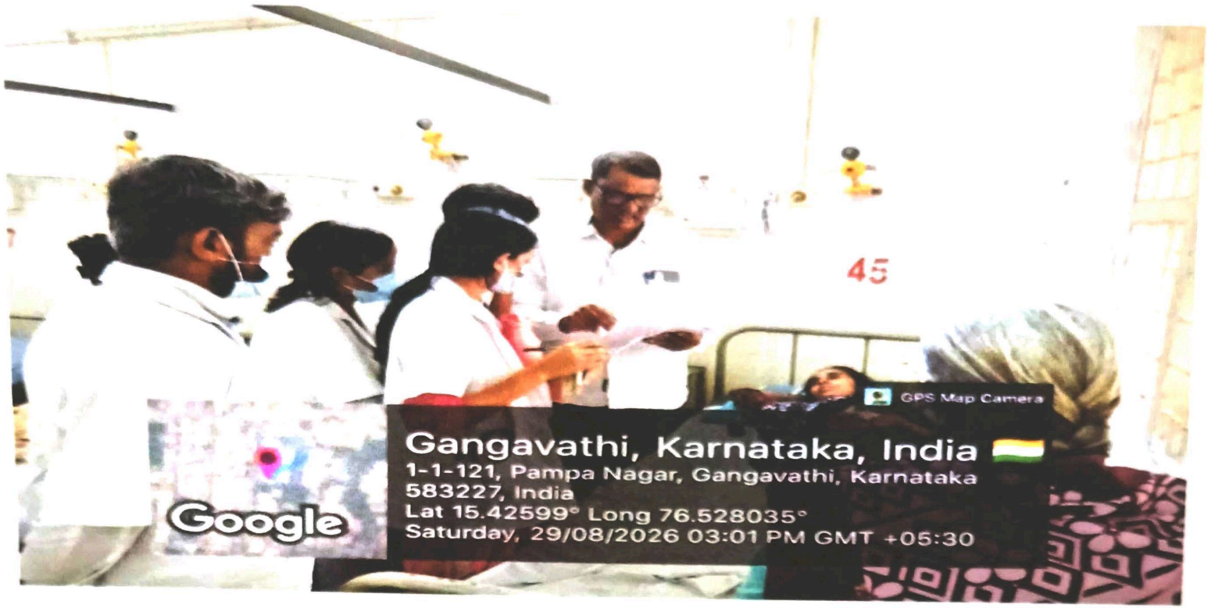
The Discussions method was used for about 1 hour. In this approach, the teacher and students exchanged ideas freely on the topic. It encouraged active participation, critical thinking, and sharing of different viewpoints. This method helped students clarify doubts, deepen their understanding, and learn through interaction rather than just listening. It made the class more engaging and collaborative.

Presentation



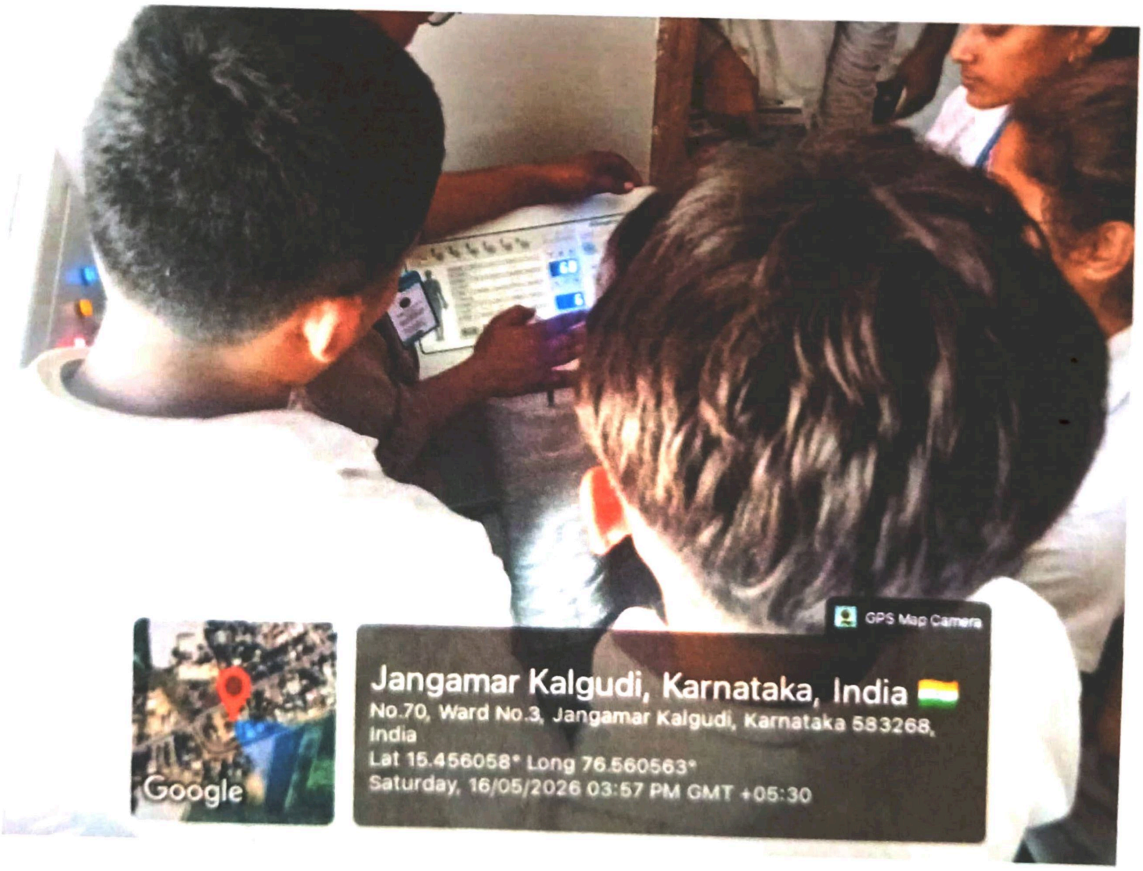
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Demonstration - Demonstration bedside – lab interpretation:



Bedside demonstrations were conducted for History taking system-wise clinical examination of the Cardiovascular System (CVS), Respiratory System (RS), Musculoskeletal System (MSS), Integumentary System, and Gastrointestinal System (GIT). Students were guided through the examination procedures and clinical findings to improve their practical and clinical examination skills.

Xray demonstration-





A demonstration of **different X-ray views** was conducted in the X-ray unit. Students were introduced to the various radiographic views and their clinical relevance, helping them understand the positioning and interpretation of X-ray image

Demonstration Lab



A laboratory demonstration was conducted on **blood sample collection**, including proper patient preparation, sample collection techniques, identification and use of different **blood collection vials**, and appropriate handling of samples. The demonstration helped students understand the practical aspects of blood sample collection and laboratory procedures.

Atreya Ayurveda Pratistana (R)

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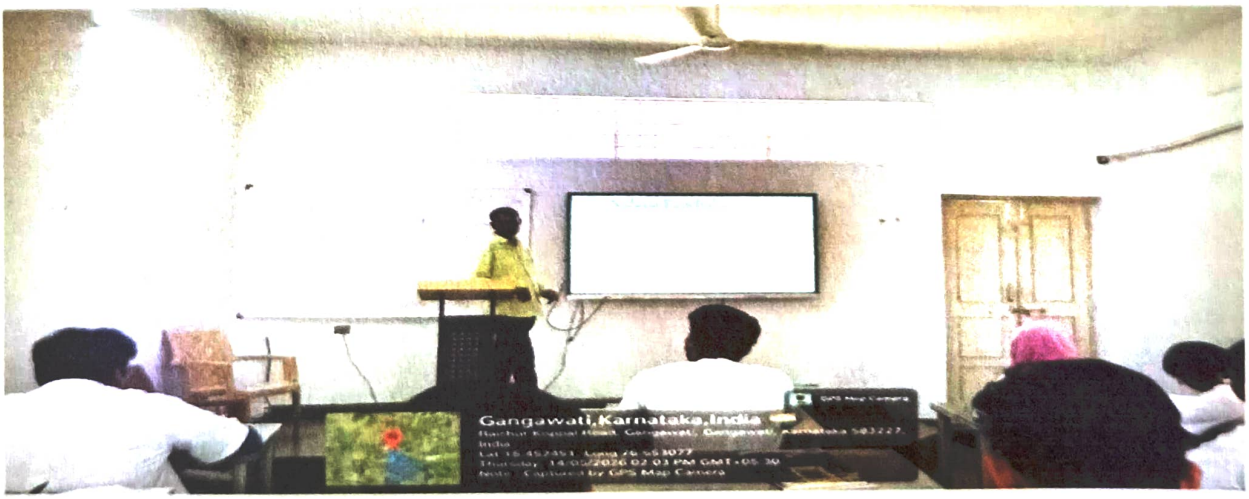
STUDENT CENTRIC TEACHING LEARNING METHODS

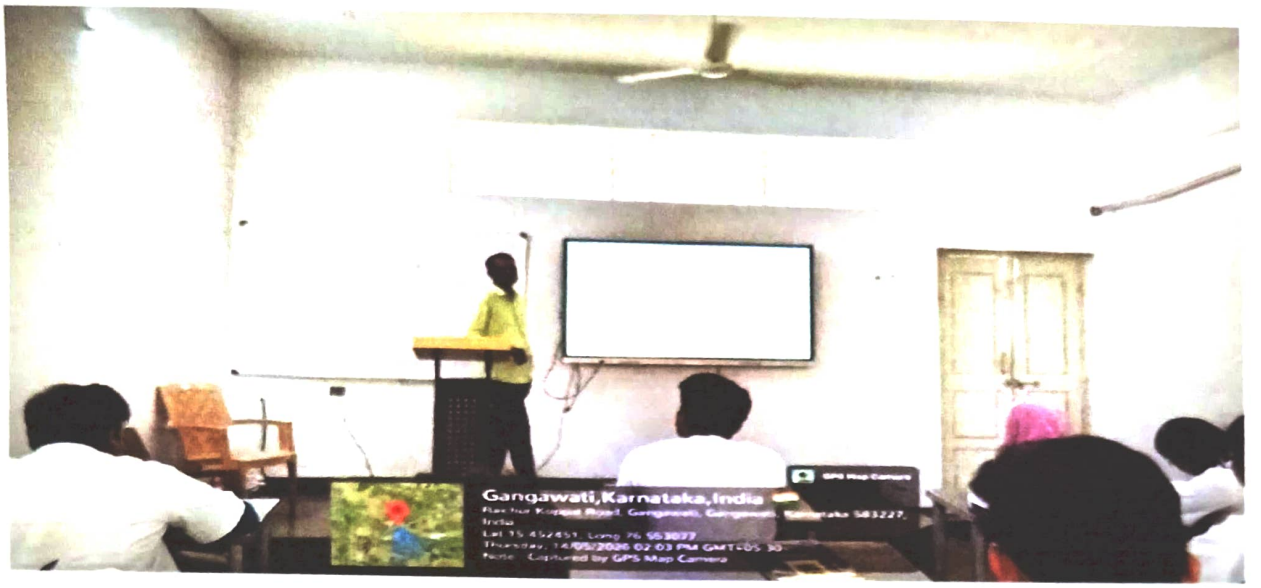
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L&PPT Lecture with Power point presentation





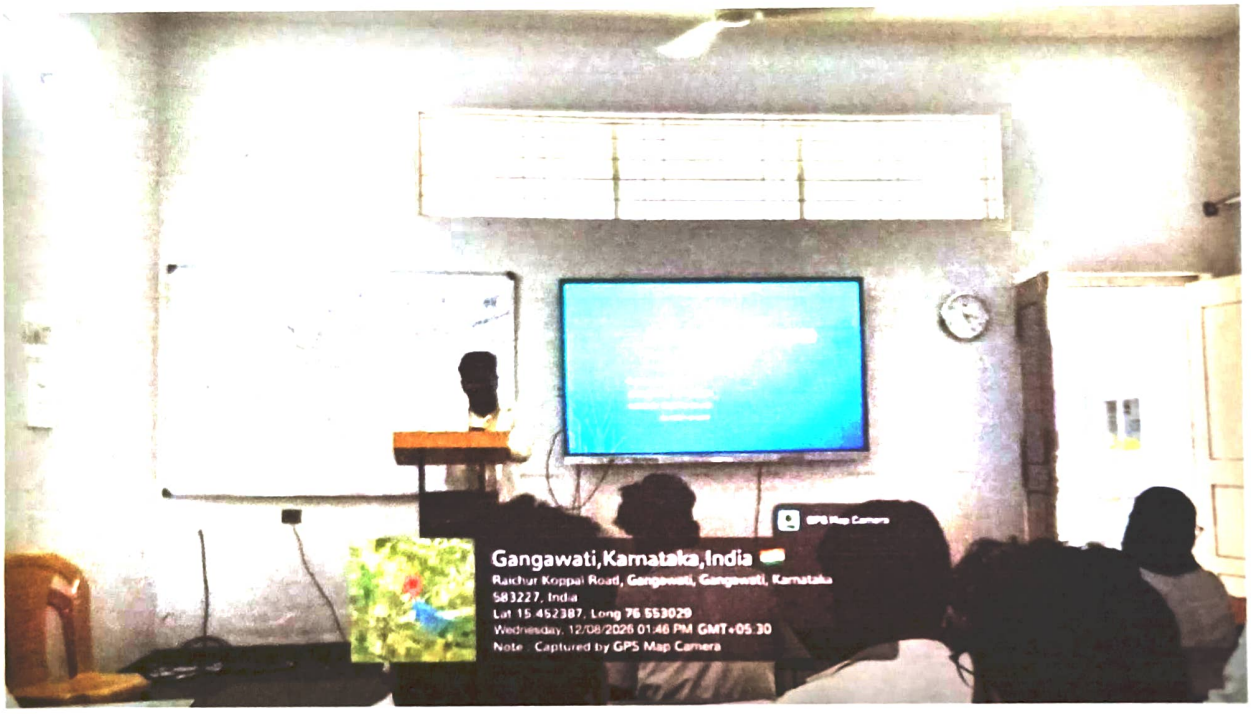
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Discussions



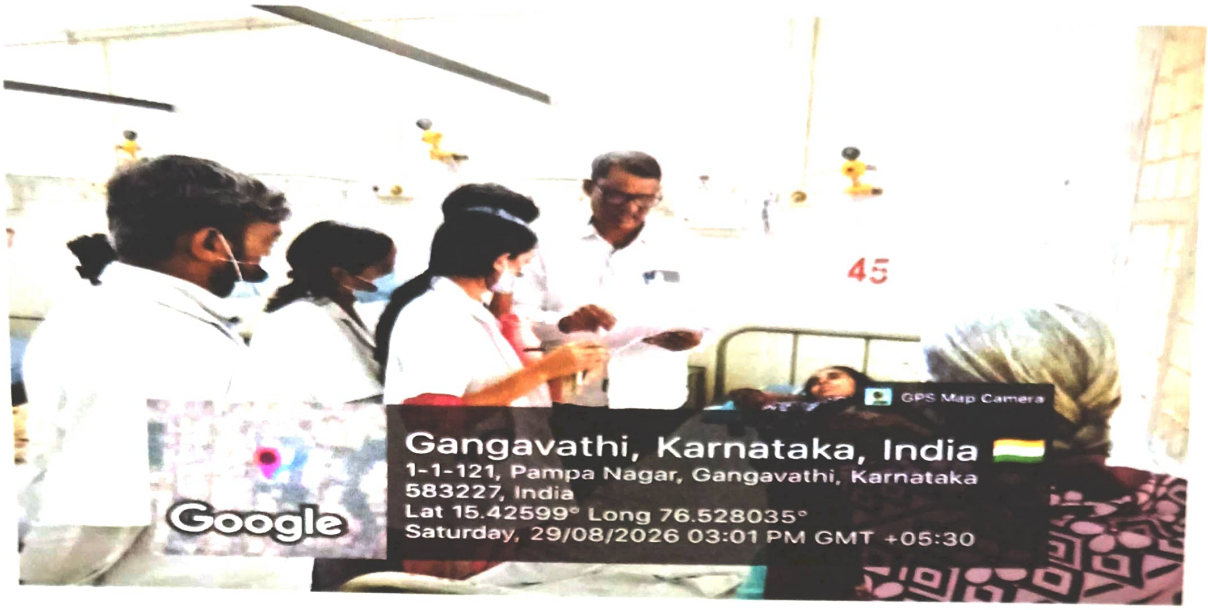
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Presentation



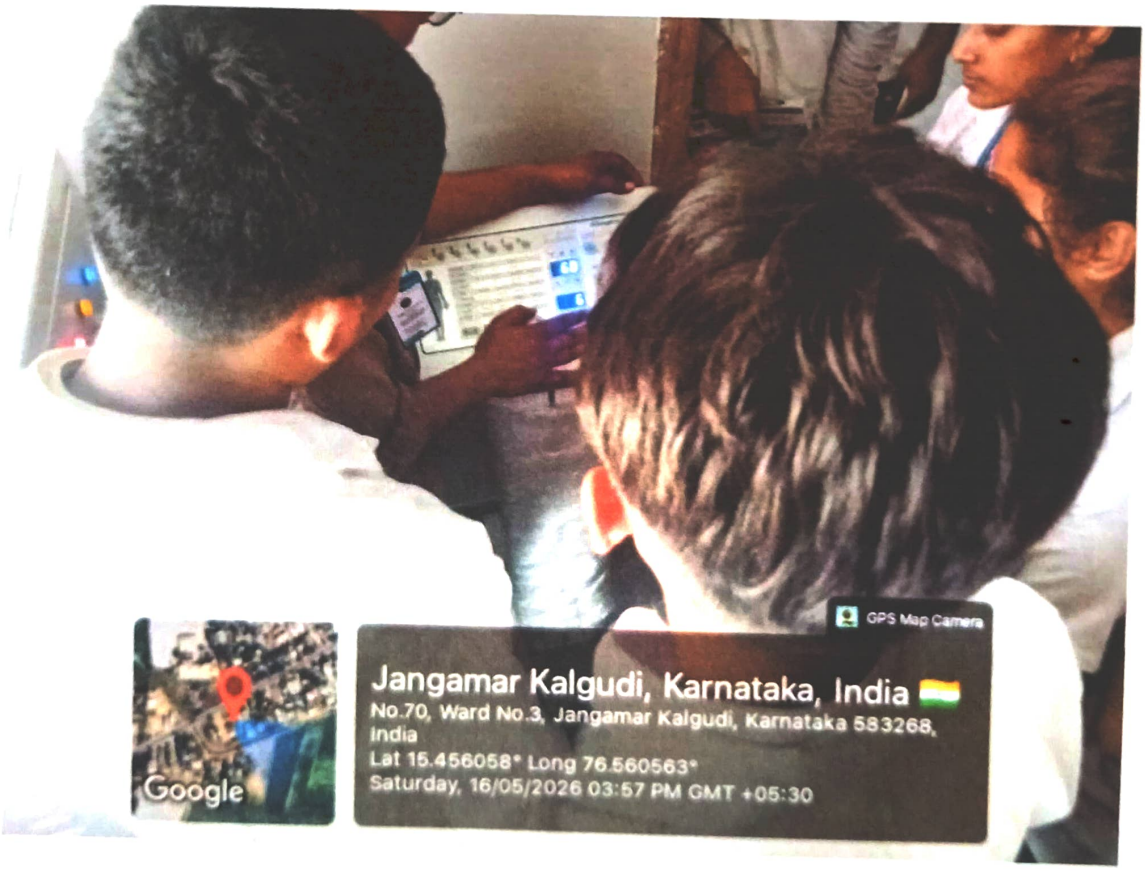
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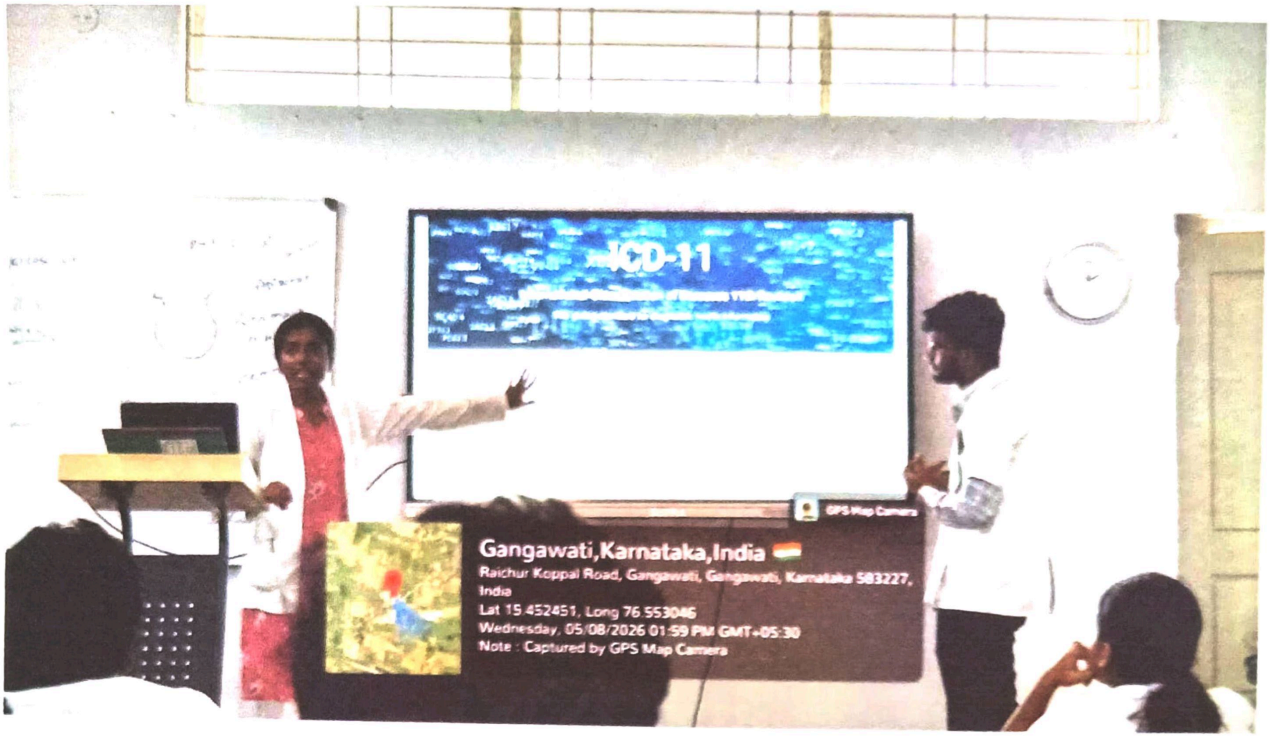
STUDENT CENTRIC TEACHING LEARNING METHODS

FACULTY NAME: Dr. Vinutha Krishna

Student Centric Teaching Learning Methods used are as follows:

Sl no	Methods	Hrs used
1	L&PPT Lecture with Power point presentation	80 hrs
2	Lecture & Group Discussion	2hrs
3	L_VC Lecture with Video clips	4 hr
4	Discussions	1hr
5	Brainstorming	1hr
6	Presentations	3hr
7	Roleplay	6 hrs
8	Simulation	10 hours
9	Demonstration	6
10	Demonstration bedside	10 hrs
11	Lab demonstration	1
12	Xray demonstration	1
13	PL- Peerlearning	1

L&PPT Lecture with Power point presentation

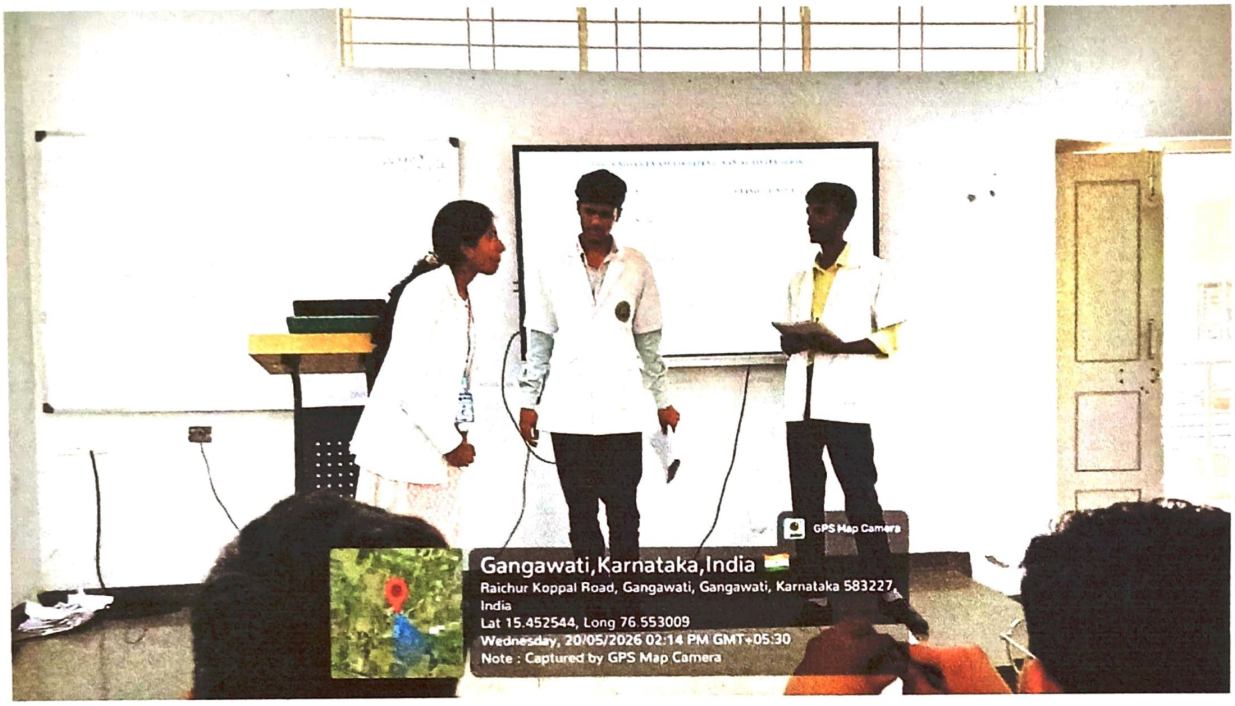




Lectures were conducted on the prescribed Roga Nidana syllabus, covering Roga Nidana – Pathophysiology and Clinical Diagnosis, Roga and Rogi Pareeksha, Methods of Rogi Pareeksha, Srotodushti, Dushya Dushti, Vyadhinamakarana, Vyadhi and its classifications,

Vyadhikshamatva, Vikara Vighata Bhava and Abhava, Satmya, Ojas, Dosha Paka, Immunity, Healing and Repair, Rogi Bala Pareeksha, and Ojodusti Lakshana. The topics were taught using PowerPoint presentations and classroom discussions, with relevant Ayurvedic concepts and clinical correlations. Photographic evidence of the lectures and presentations is attached below.

Lecture & Group Discussion



The Lecture & Group Discussion method was used for about 2 hours. In this approach, the teacher explained the topic first and then encouraged students to share their ideas and questions. Group discussion helped students to think actively, exchange opinions, and learn from each other. It made the class more interactive and improved understanding of the subject by combining lecture input with student participation.

L_VC Lecture with Video clips



Video clips were used during the LVC lecture to demonstrate cardiac and abdominal auscultation, including heart sounds, bowel sounds, and abdominal bruits. This helped students understand and identify different clinical sounds and compensated for the limited availability of direct exposure to such clinical findings.

Discussions



The Discussions method was used for about 1 hour. In this approach, the teacher and students exchanged ideas freely on the topic. It encouraged active participation, critical thinking, and sharing of different viewpoints. This method helped students clarify doubts, deepen their understanding, and learn through interaction rather than just listening. It made the class more engaging and collaborative.

Brainstorming

Saved in Drive

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1	Timestamp	Username	Total score	Student name ar	Student name ar	Student name ar	Pada sampad re	Pada samp
2	2026/06/17 1:55	priyankaniralagi	19.00 / 20	Priyanka (30)	-- / 0		Availability of ch	1.00 / 1
3	2026/06/17 1:56	harshithiremath(	12.00 / 20	Harshit 24A6009	-- / 0		Availability of ch	1.00 / 1
4	2026/06/17 1:56	mudagaltosheef	14.00 / 20	Tosheef	-- / 0		Availability of ch	1.00 / 1
5	2026/06/17 1:56	rohankamble09	15.00 / 20	Rohan roll no 15	-- / 0		Availability of ch	1.00 / 1
6	2026/06/17 1:58	swatikhatanvi@	14.00 / 20	Swati k	-- / 0		Availability of ch	1.00 / 1
7	2026/06/17 1:58	tejaswinikendre2	14.00 / 20	Name : Tejaswin	-- / 0		Availability of ch	1.00 / 1
8	2026/06/17 1:59	tasmiyatahashilc	14.00 / 20	Tasmiya (52)	-- / 0		Availability of ch	1.00 / 1
9	2026/06/17 2:00	hardikroy456@g	15.00 / 20	Shivaprasad 42	-- / 0		Availability of ch	1.00 / 1
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11	2026/06/17 2:00	sarnobatdhanva	18.00 / 20	Dhanvantari Roll	-- / 0		Availability of ch	1.00 / 1
12	2026/06/17 2:00	srimadhut5748@	18.00 / 20	Madhukar L, 20	-- / 0		Availability of ch	1.00 / 1
13	2026/06/17 2:01	shaziyasulthana	17.00 / 20	Shaziya sulthan	-- / 0		Availability of ch	1.00 / 1
14	2026/06/17 2:01	gundagitousif72	18.00 / 20	Tousif L G	-- / 0		Availability of ch	1.00 / 1
15	2026/06/17 2:01	sharansharanpp	15.00 / 20	Tanuja Roll No:	-- / 0		Availability of ch	1.00 / 1
16	2026/06/17 2:01	chetankudagunti	18.00 / 20	Chetan and roll r	-- / 0		Availability of ch	1.00 / 1
17	2026/06/17 2:01	tanzeelamakand	17.00 / 20	Tanzeela ,51	-- / 0		Availability of ch	1.00 / 1
18	2026/06/17 2:02	vikasmote45@g	17.00 / 20	Vikas mote	-- / 0		Availability of ch	1.00 / 1
19	2026/06/17 2:02	adityawagh2462	15.00 / 20	Aditya Wagh Rc	-- / 0		Availability of ch	1.00 / 1
20	2026/06/17 2:02	ksakshiumesh0(	17.00 / 20	Sakshi 35	-- / 0		Availability of ch	1.00 / 1
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26	2026/06/17 2:02	anjali216956@g	13.00 / 20	Anjali,01	-- / 0		Availability of ch	1.00 / 1
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36	2026/06/17 2:03	adityakolawale5	17.00 / 20	Name - Aditya k	-- / 0		Availability of ch	1.00 / 1
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The Brainstorming method was used for about 1 hour, during which a quiz was conducted. In this approach, students were encouraged to think freely and share different ideas related to the topic. The quiz added an interactive element, helping students recall concepts quickly and apply their knowledge in a creative way. This method promoted active participation, improved problem-solving skills, and made learning more engaging by combining open discussion with assessment.

Presentations

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Pulse Abnormalities

DATE: 10 JUN 2026
Guided by Dr. Vinutha Mam
Presented by Aditya W

Pulse :- Pulse refers to rhythmic expansion of arteries caused by the heartbeat

Examine the arterial pulses for

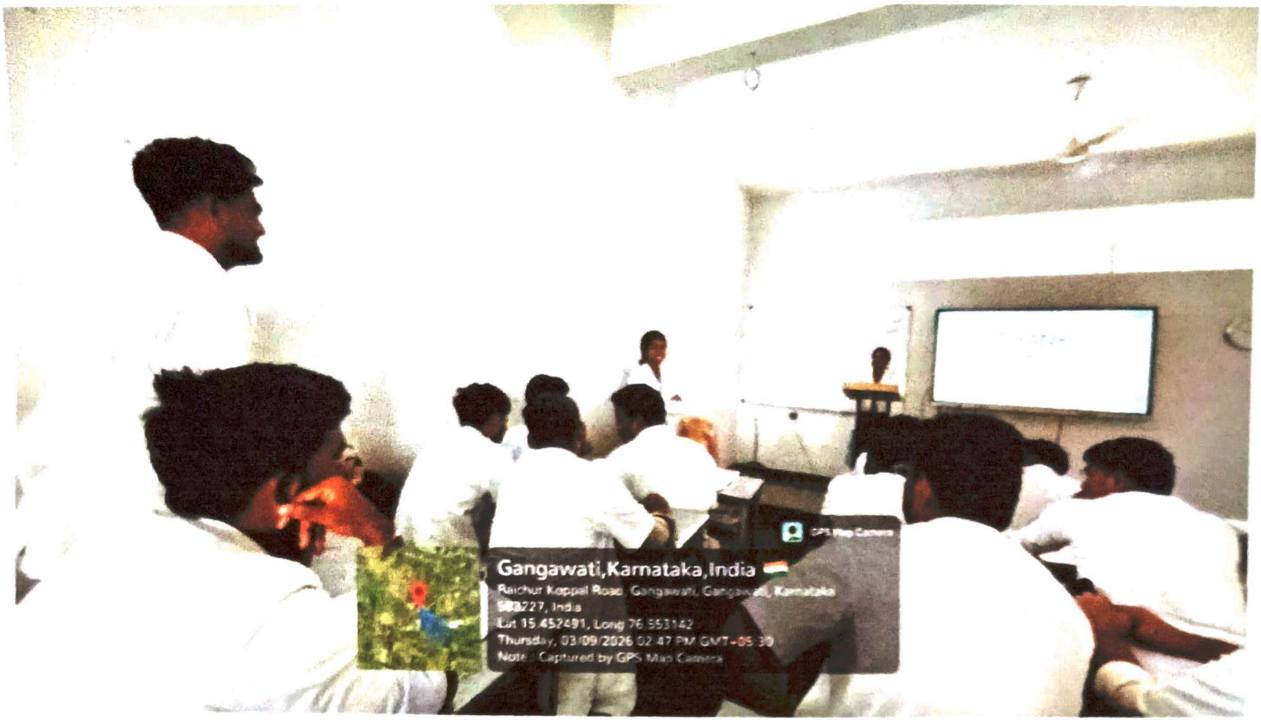
- Rate
- Rhythm
- Volume
- Character
- Arterial wall thickness
- Other peripheral pulsation

Pulse rate

Normal - 60-100bpm [Count the pulse for 1 minute]

●Normal Pulse :-

1. Small anaerobic wave
2. Big tidal/ percussion wave
3. Downstroke-dicrotic notch
4. Dicrotic wave



The Presentations method was used for about 3 hour. In this approach, students prepared and presented topics to the class. It gave them an opportunity to explain concepts in their own words, improve communication skills, and build confidence. Presentations also encouraged active participation, teamwork, and deeper understanding of the subject, as students had to research and organize the content before presenting. This method made learning more student-centered and interactive

Roleplay and simulation-





Clinical case scenarios were provided to students for role play and simulation activities. Students were divided into groups, with one student enacting the role of the patient while others performed case presentation and system-wise clinical examinations. CBL and PBL-

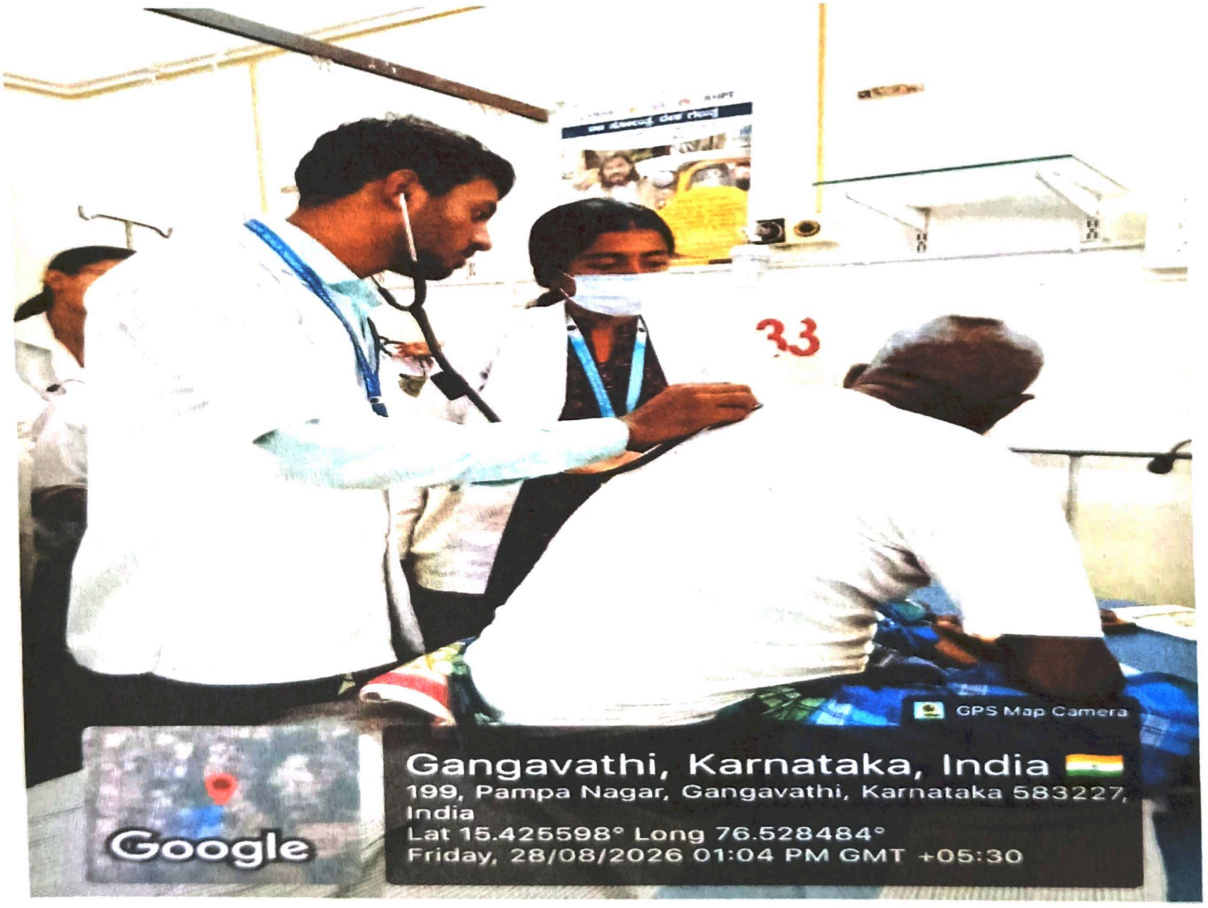
based assessments were also conducted using these case scenarios to assess students' clinical reasoning, problem-solving, examination, and presentation skills.

Demonstration - Demonstration bedside



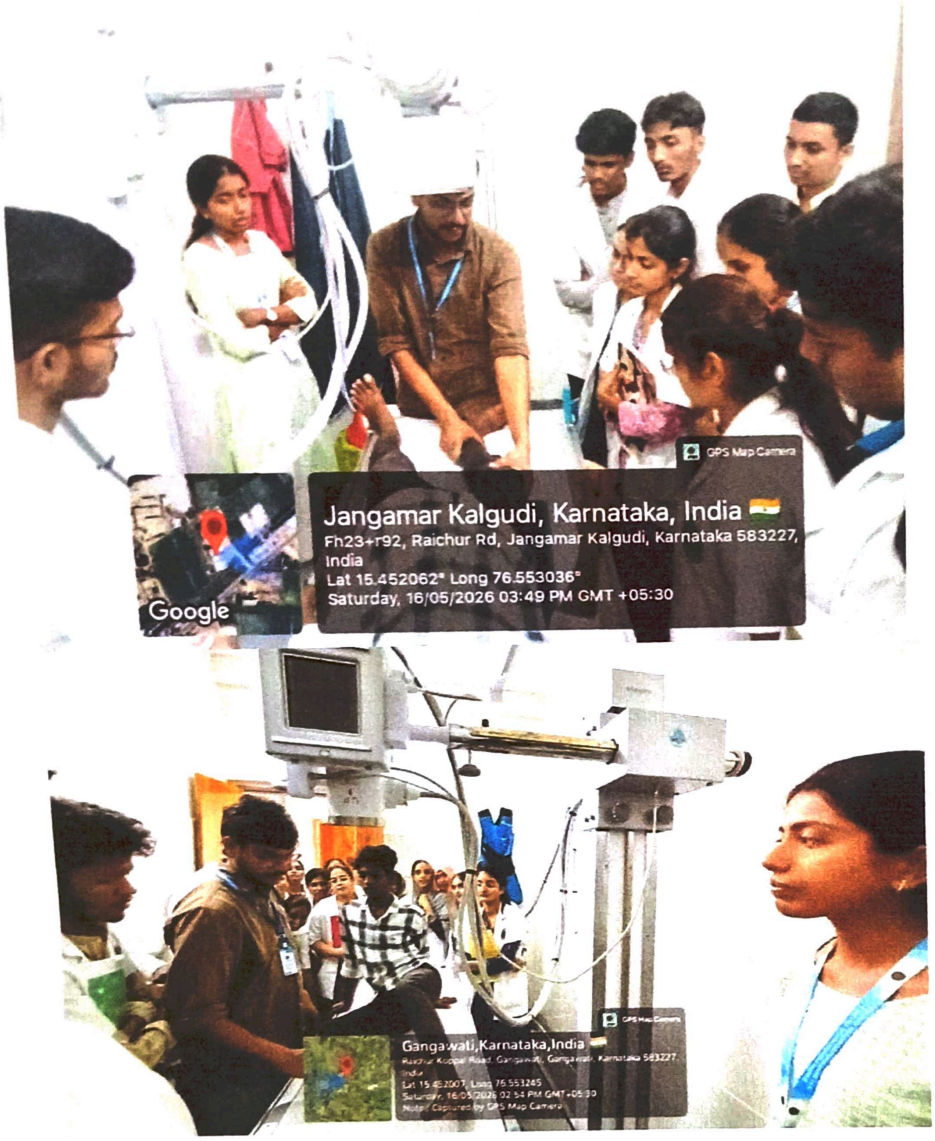






Bedside demonstrations were conducted for History taking system-wise clinical examination of the Cardiovascular System (CVS), Respiratory System (RS), Musculoskeletal System (MSS), Integumentary System, and Gastrointestinal System (GIT). Students were guided through the examination procedures and clinical findings to improve their practical and clinical examination skills.

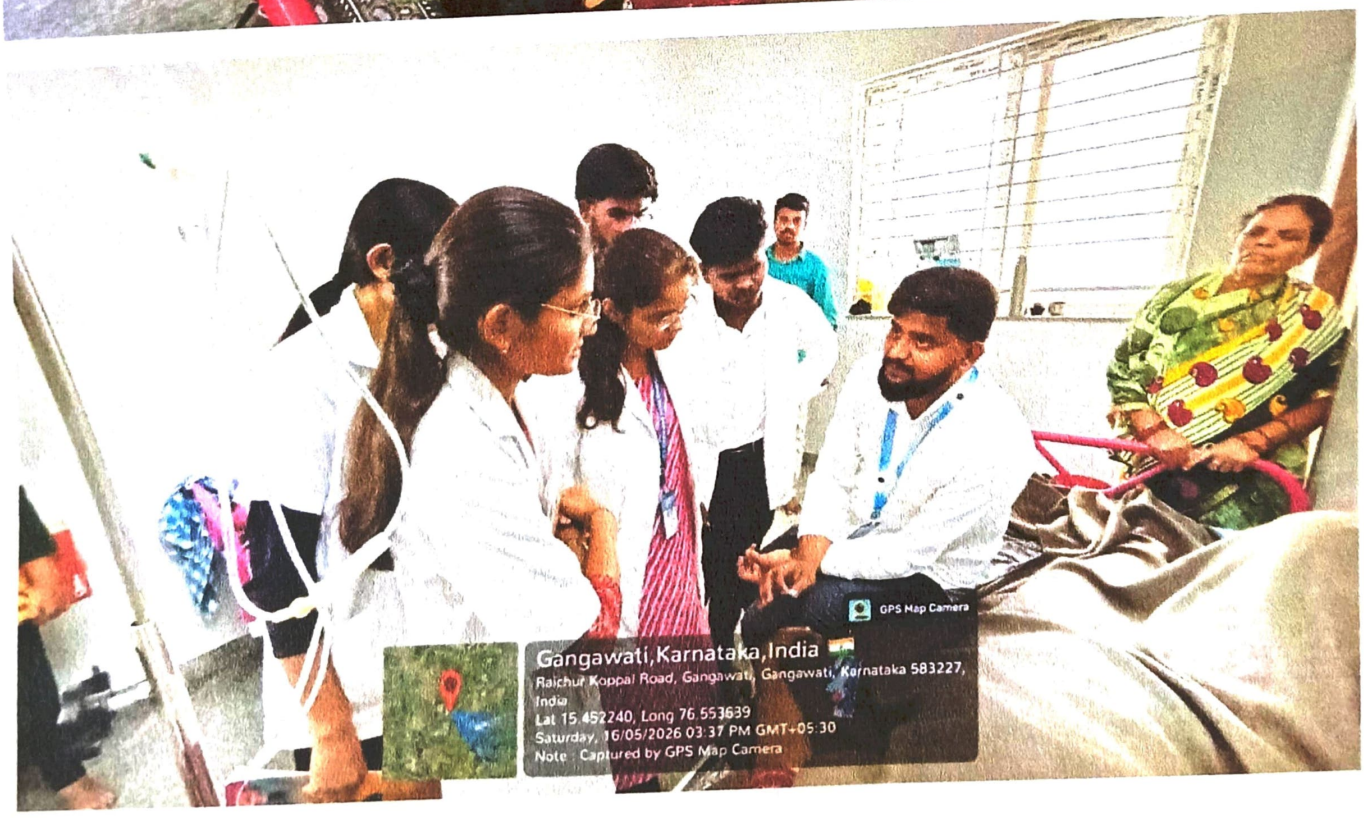
Xray demonstration-



A demonstration of **different X-ray views** was conducted in the X-ray unit. Students were introduced to the various radiographic views and their clinical relevance, helping them understand the positioning and interpretation of X-ray image

Demonstration Lab





A laboratory demonstration was conducted on **blood sample collection**, including proper patient preparation, sample collection techniques, identification and use of different **blood collection vials**, and appropriate handling of samples. The demonstration helped students understand the practical aspects of blood sample collection and laboratory procedures.

Peerlearning



Peer-learning activities were conducted using the above-mentioned case scenarios related to system examinations. Students were divided into small groups and given clinical case scenarios, based on which they worked together to build up the cases and identify the appropriate system examination findings. The students discussed and presented the cases, focusing on relevant clinical examination and interpretation of findings. The activity promoted active participation, clinical reasoning, communication skills, and collaborative learning. Photographic evidence of the peer-learning activities is attached below.

Atreya Ayurveda Pratistana (R)

Spoorthi Ayurvedic Medical College & Dr. S. V. Savadi Ayurvedic Hospital

Raichur Road, Vidyanagar, Gangavathi-583227

DEPARTMENT OF ROGANIDANA EVAM VIKRUTI VIGYANA

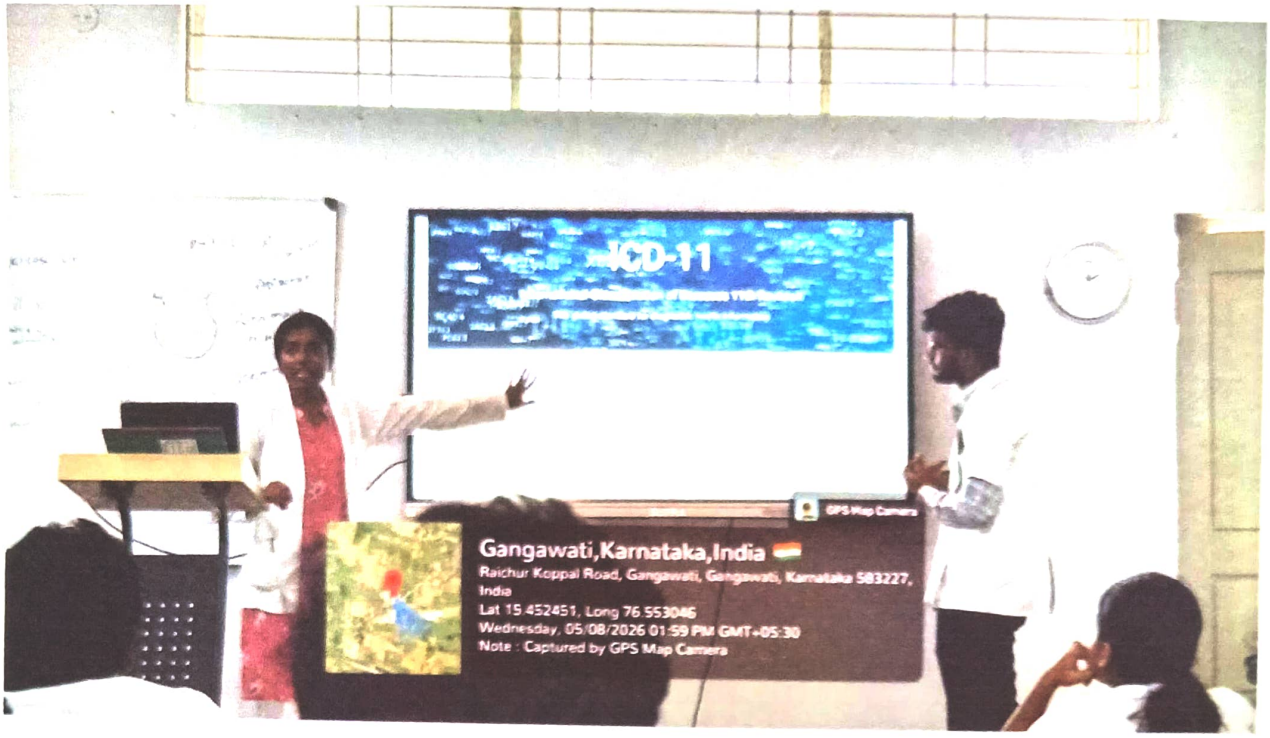
STUDENT CENTRIC TEACHING LEARNING METHODS

FACULTY NAME: Dr. Vinutha Krishna

Student Centric Teaching Learning Methods used are as follows:

Sl no	Methods	Hrs used
1	L&PPT Lecture with Power point presentation	80 hrs
2	Lecture & Group Discussion	2hrs
3	L_VC Lecture with Video clips	4 hr
4	Discussions	1hr
5	Brainstorming	1hr
6	Presentations	3hr
7	Roleplay	6 hrs
8	Simulation	10 hours
9	Demonstration	6
10	Demonstration bedside	10 hrs
11	Lab demonstration	1
12	Xray demonstration	1
13	PL- Peerlearning	1

L&PPT Lecture with Power point presentation

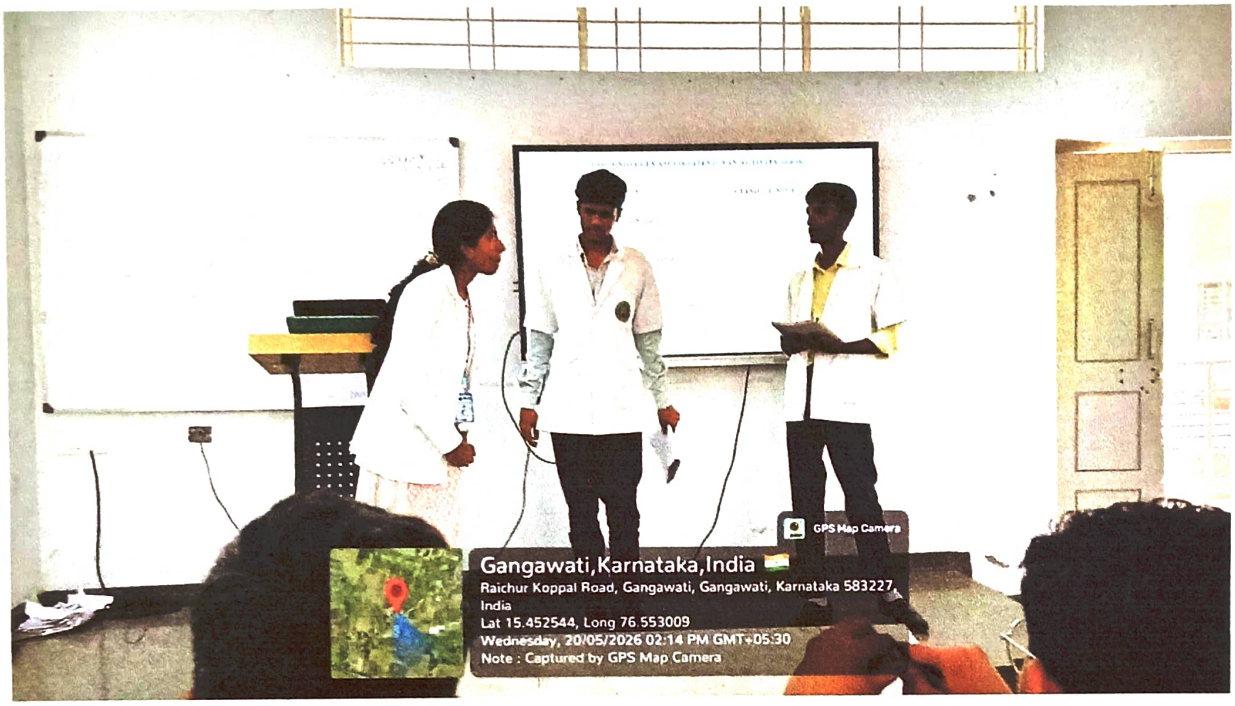




Lectures were conducted on the prescribed Roga Nidana syllabus, covering Roga Nidana – Pathophysiology and Clinical Diagnosis, Roga and Rogi Pareeksha, Methods of Rogi Pareeksha, Srotodushti, Dushya Dushti, Vyadhinamakarana, Vyadhi and its classifications,

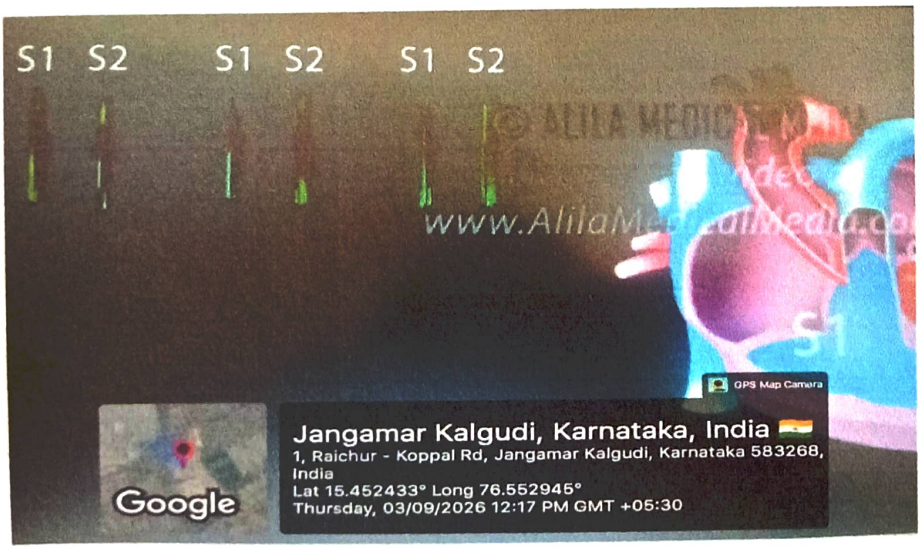
Vyadhikshamatva, Vikara Vighata Bhava and Abhava, Satmya, Ojas, Dosha Paka, Immunity, Healing and Repair, Rogi Bala Pareeksha, and Ojodusti Lakshana. The topics were taught using PowerPoint presentations and classroom discussions, with relevant Ayurvedic concepts and clinical correlations. Photographic evidence of the lectures and presentations is attached below.

Lecture & Group Discussion



The Lecture & Group Discussion method was used for about 2 hours. In this approach, the teacher explained the topic first and then encouraged students to share their ideas and questions. Group discussion helped students to think actively, exchange opinions, and learn from each other. It made the class more interactive and improved understanding of the subject by combining lecture input with student participation.

L_VC Lecture with Video clips



Video clips were used during the LVC lecture to demonstrate cardiac and abdominal auscultation, including heart sounds, bowel sounds, and abdominal bruits. This helped students understand and identify different clinical sounds and compensated for the limited availability of direct exposure to such clinical findings.

Discussions



The Discussions method was used for about 1 hour. In this approach, the teacher and students exchanged ideas freely on the topic. It encouraged active participation, critical thinking, and sharing of different viewpoints. This method helped students clarify doubts, deepen their understanding, and learn through interaction rather than just listening. It made the class more engaging and collaborative.

Brainstorming

Saved in Drive

	A	B	C	D	E	F	G	H
1	Timestamp	Username	Total score	Student name ar	Student name ar	Student name ar	Pada sampad re	Pada samp
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3	2026/06/17 1:56	harshithiremath(	12.00 / 20	Harshit 24A6009	-- / 0		Availability of ch	1.00 / 1
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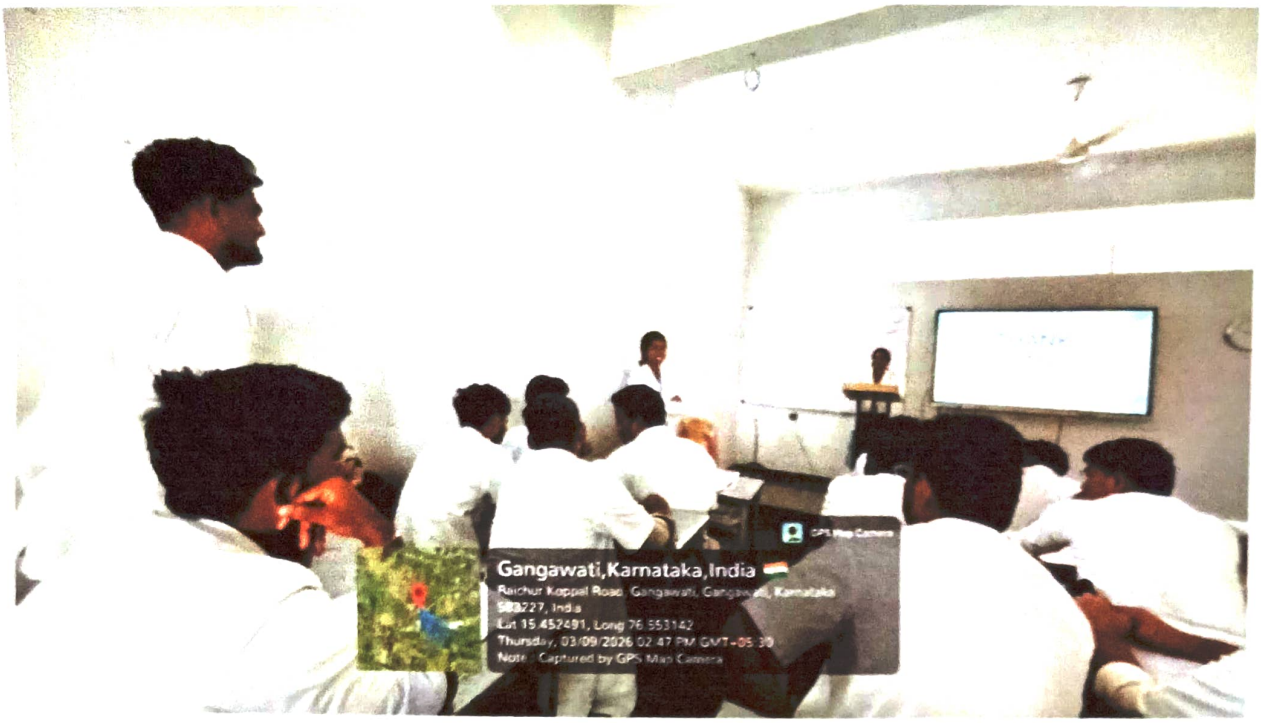
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3. Downstroke-dicrotic notch
4. Dicrotic wave



The Presentations method was used for about 3 hour. In this approach, students prepared and presented topics to the class. It gave them an opportunity to explain concepts in their own words, improve communication skills, and build confidence. Presentations also encouraged active participation, teamwork, and deeper understanding of the subject, as students had to research and organize the content before presenting. This method made learning more student-centered and interactive

Roleplay and simulation-





Clinical case scenarios were provided to students for role play and simulation activities. Students were divided into groups, with one student enacting the role of the patient while others performed case presentation and system-wise clinical examinations. CBL and PBL-

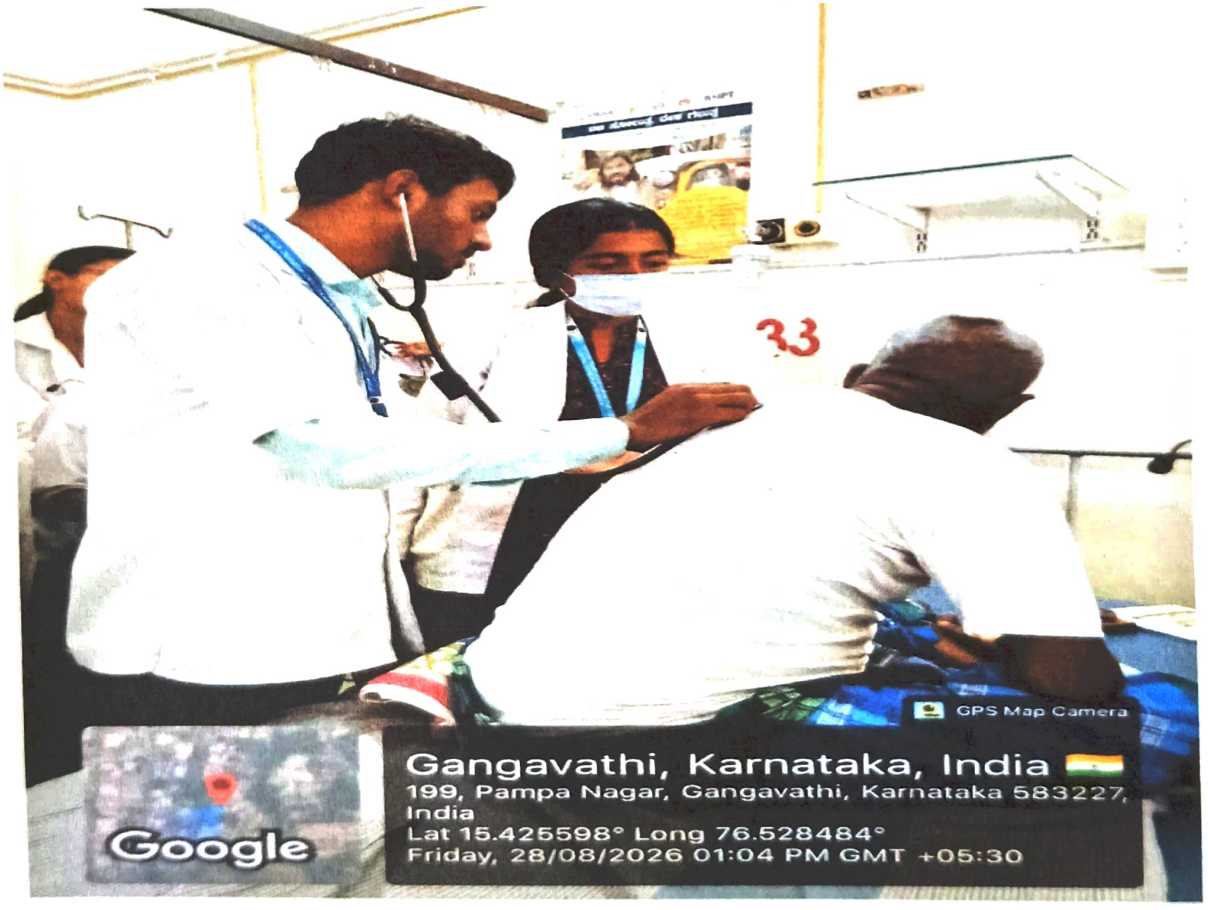
based assessments were also conducted using these case scenarios to assess students' clinical reasoning, problem-solving, examination, and presentation skills.

Demonstration - Demonstration bedside









Bedside demonstrations were conducted for History taking system-wise clinical examination of the Cardiovascular System (CVS), Respiratory System (RS), Musculoskeletal System (MSS), Integumentary System, and Gastrointestinal System (GIT). Students were guided through the examination procedures and clinical findings to improve their practical and clinical examination skills.

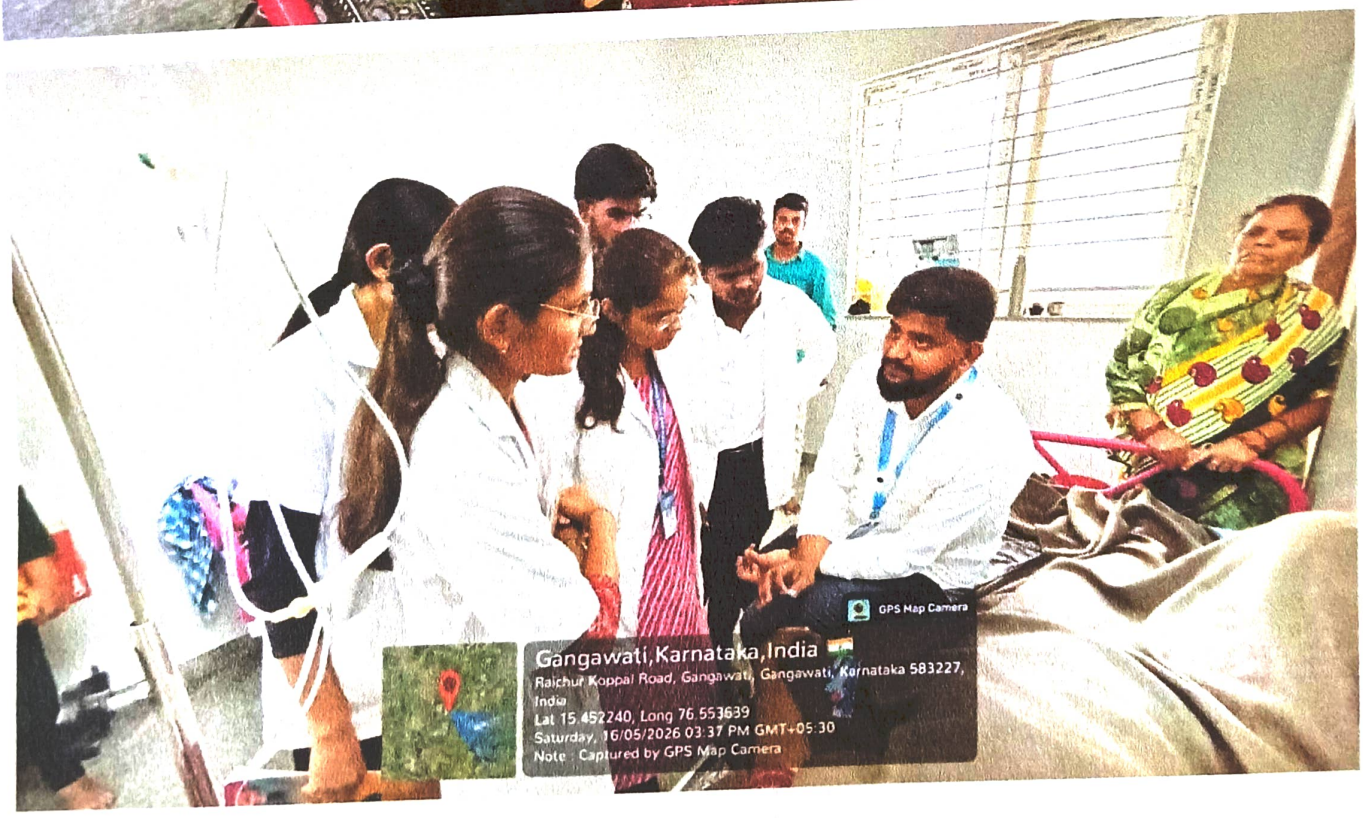
Xray demonstration-



A demonstration of **different X-ray views** was conducted in the X-ray unit. Students were introduced to the various radiographic views and their clinical relevance, helping them understand the positioning and interpretation of X-ray image

Demonstration Lab





A laboratory demonstration was conducted on **blood sample collection**, including proper patient preparation, sample collection techniques, identification and use of different **blood collection vials**, and appropriate handling of samples. The demonstration helped students understand the practical aspects of blood sample collection and laboratory procedures.

Peerlearning



Peer-learning activities were conducted using the above-mentioned case scenarios related to system examinations. Students were divided into small groups and given clinical case scenarios, based on which they worked together to build up the cases and identify the appropriate system examination findings. The students discussed and presented the cases, focusing on relevant clinical examination and interpretation of findings. The activity promoted active participation, clinical reasoning, communication skills, and collaborative learning. Photographic evidence of the peer-learning activities is attached below.

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DEPARTMENT OF AYUVEDA SAMHITA & SIDDHANTA

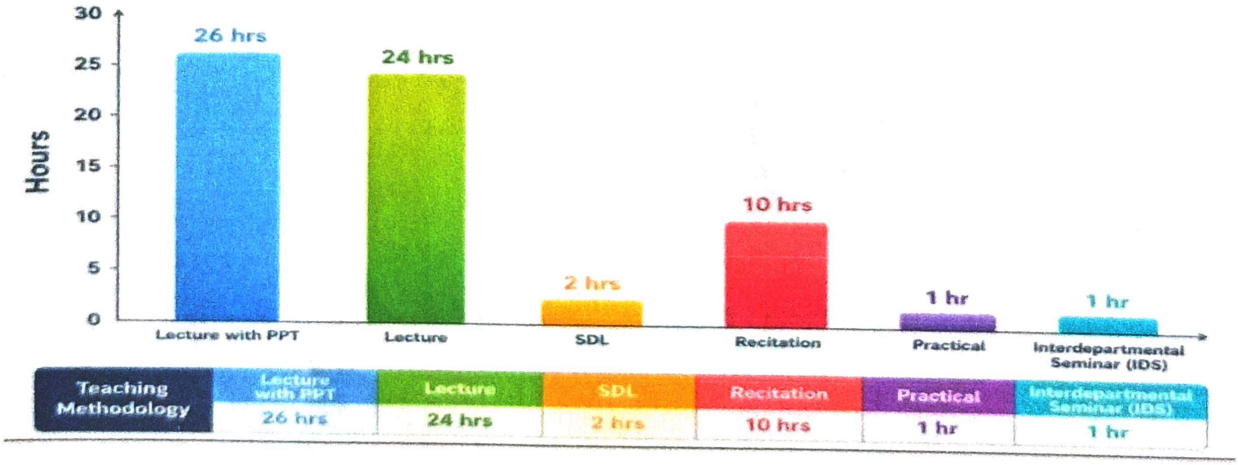
FACULTY NAME: Dr. SPOORTHI. C. MATHAD

STUDENT-CENTRIC TEACHING–LEARNING METHODS

SVarious Student-Centric Teaching–Learning Methods Used:

Sl. No.	Teaching Methodology	Hours
1	Lecture with PPT	26 hrs
2	Lecture	24 hrs
3	SDL	2 hrs
4	Recitation	10 hrs
5	Practical	1 hr
6	Interdepartmental Seminar (IDS)	1 hr

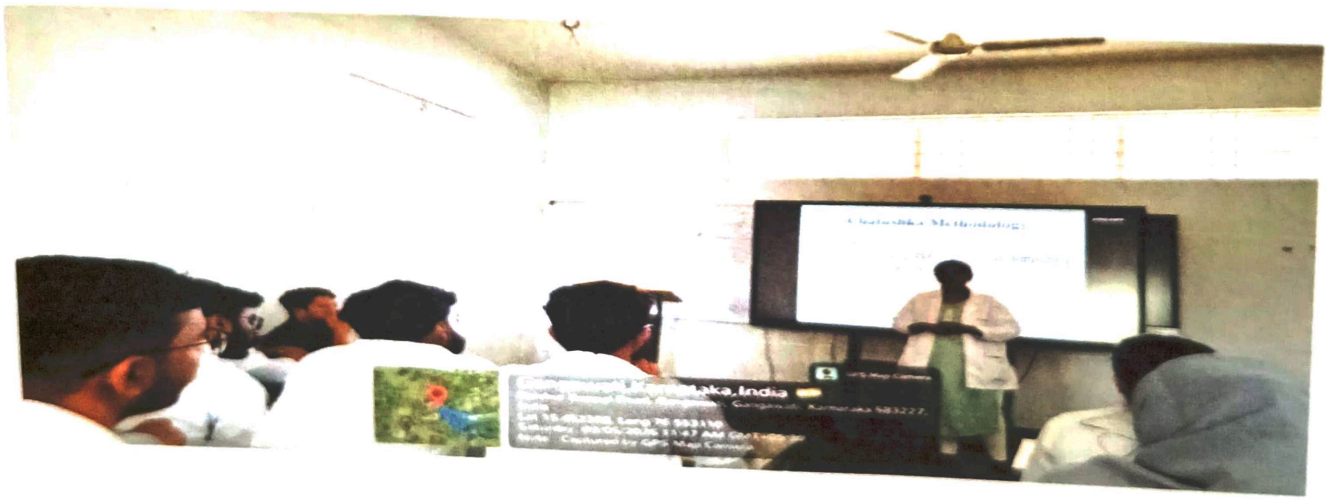
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TERM-01 Syllabus Covered



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Lecture with PPT

Lecture with PowerPoint Presentation was conducted for 26 hours, wherein important Shlokas were highlighted along with their relevant commentary to facilitate better understanding of the classical texts. Complex classifications and concepts were presented systematically using tables, flowcharts and simplified visual representations, making the subject matter easier to understand, remember and correlate. The student-centric approach helped students to identify important textual references, understand various classifications clearly and organize the concepts systematically, thereby improving their comprehension and retention of the subject.



Lecture

Lecture with PowerPoint and Smart Board was conducted for 24 hours, wherein each word of the Shlokas was explained in detail to facilitate a clear understanding of the classical concepts. The Smart Board was effectively used to write and explain important definitions, illustrate Samprapti and present complex concepts through diagrams and visual representations. This student-centric approach enabled students to follow the textual explanations systematically, understand difficult concepts more clearly, and establish better correlation between the classical references and their practical application.



SELF-DIRECTED LEARNING

Implementation of SDL in my teaching

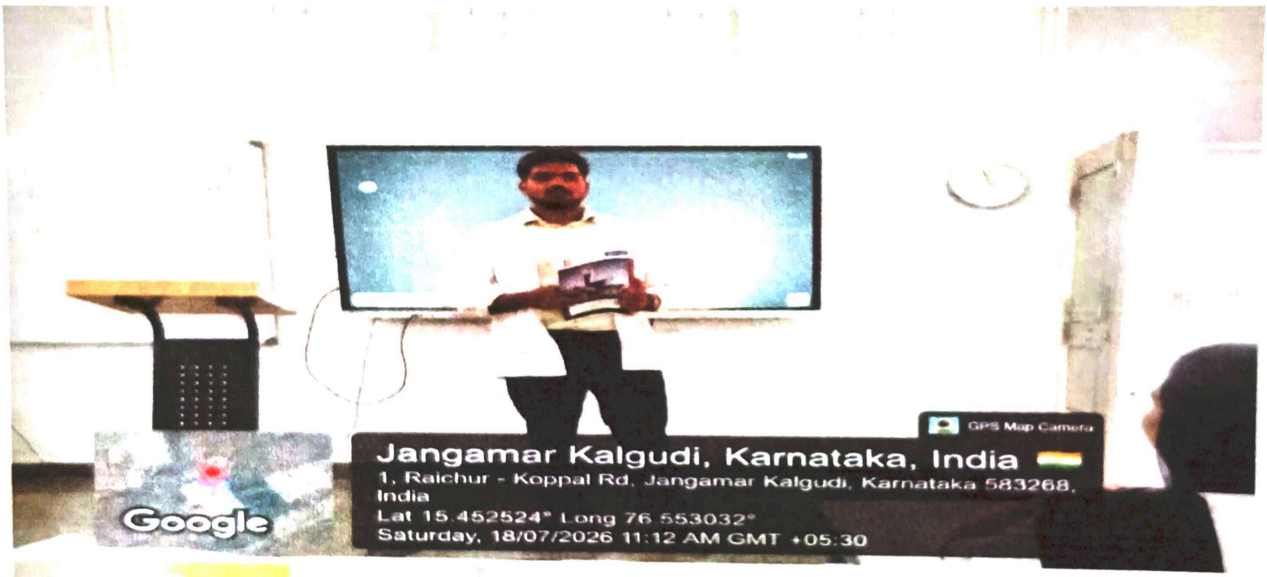
Self-Directed Learning (SDL) was conducted for 2 hours based on Astodariya Adhyaya. Students were given an activity to independently explore the NAMASTE portal and identify the corresponding English names of the diseases mentioned under the disease classification in Astodariya Adhyaya. Students searched the standardized disease terminologies available on the portal, verified the relevant disease names, and documented their findings. This activity encouraged students to independently explore authentic digital resources, correlate classical Ayurvedic disease classifications with standardized terminology, and develop skills in self-learning and information retrieval.





Recitation

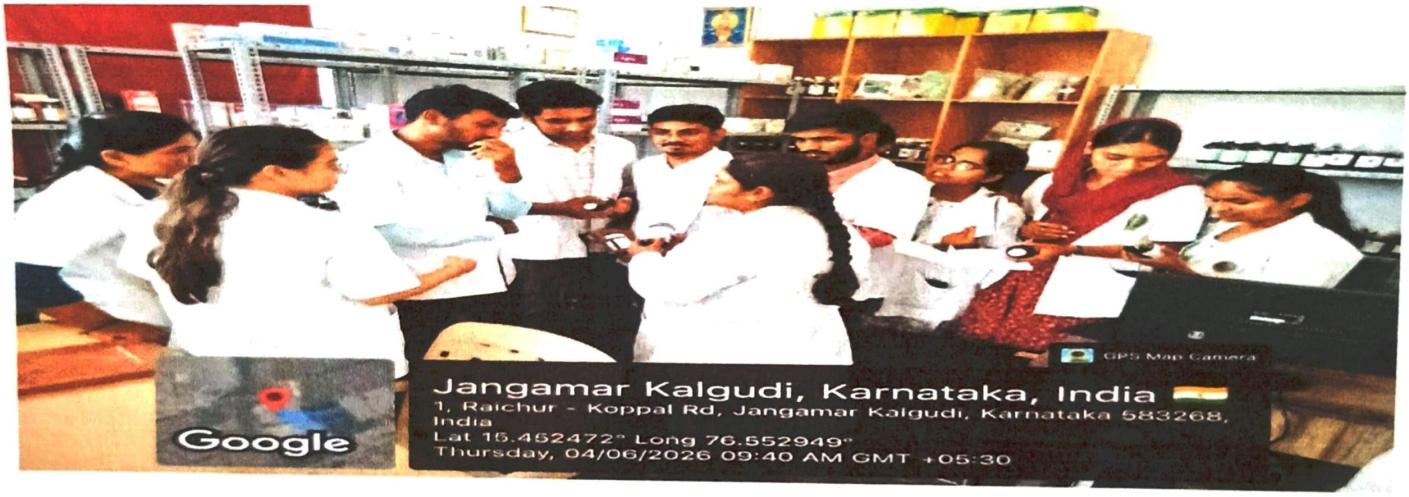
Recitation activity was conducted for 10 hours, wherein students were guided to perform Shloka Parayana of important Shlokas with proper Chandas and appropriate recitation tune. The important Shlokas were explained and practised repeatedly to help students develop correct pronunciation, rhythm and fluency in recitation. Students were subsequently asked to recite the selected Shlokas individually, which encouraged active participation, improved recall and strengthened their understanding of the classical textual content.





Practical

A practical activity was conducted for 1 hour as part of Sneha Adhyaya, wherein students were taken to the hospital pharmacy to observe the different types of Sneha preparations commonly used in clinical practice. Students actively explored the available Ghrita and Taila preparations, identified and documented them, and prepared a list based on their observations. This activity helped students correlate the classical concepts of Sneha with their practical availability and usage in the hospital setting.





Inter Departmental Seminar

An interdepartmental seminar was conducted for 1 hour in collaboration with the Department of Roga Nidana on the topic of Ojus. The session provided students with a broader understanding of Ojus by exploring its various references and perspectives across different Ayurvedic contexts. The interdisciplinary discussion enabled students to correlate the concepts of Ojus with clinical aspects of disease and understand its significance in a comprehensive manner.

1	**Names of the Programs/Camps**	**Integrated class for** II Professional BAMS
2	**Department / Associations involved**	Department of Ayurveda Samhita and Siddhanta in Association with Department of Roga Nidana.
3	**Venue**	2nd Year Class room
4	**Conducted on**	03/09/2026, 9:50 am-10:40am onwards
5	**Objective of the Programs / Camps**	To complement and enhance the existing understanding of Ojus by exploring its additional important features described in all the Samhita, through an interdepartmental academic discussion with Roga Nidana.
6	**Activities carried out during the program**	PPT Presentation
7	**Resource person**	Dr. Vinutha. K, Dr. Spoorthi. C. Mathad
8	**Targeted population**	2nd Professional BAMS Students
9	**Beneficiaries**	54
10	**Any other relevant information**	The session highlighted the different references of Ojus, its types, and the features of Ojus Dushti in detail, providing additional insights into its clinical understanding.
11	**Photograph/ Press clipping**	


GPS Map Camera
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Google

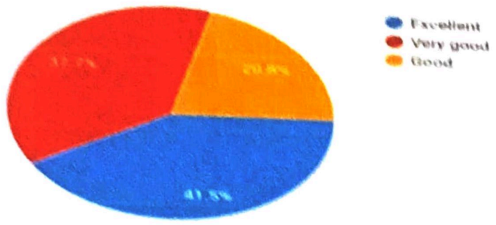

GPS Map Camera
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Google

12	Feedback

The objectives of the interdepartmental seminar were clearly explained.

53 responses

Copy chart



What suggestions do you have for future interdepartmental seminars?

53 responses

Non

Duration should be more and go slow

No suggestions best ids

Ok

No suggestions

Yes (more IDS)

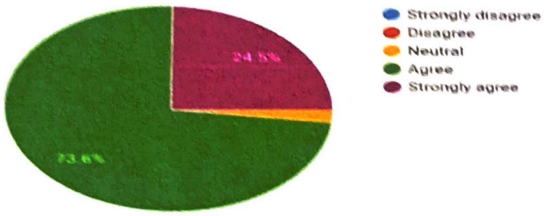
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Yes

Overall, the seminar was useful in complementing and enhancing my existing understanding of Ojus.

53 responses

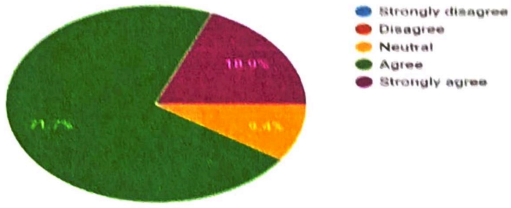
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The seminar helped me connect classical Ayurvedic concepts with their practical/clinical application.

53 responses

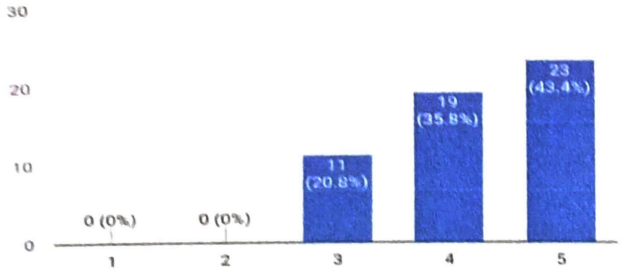
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The content was presented clearly and was easy to understand.

53 responses

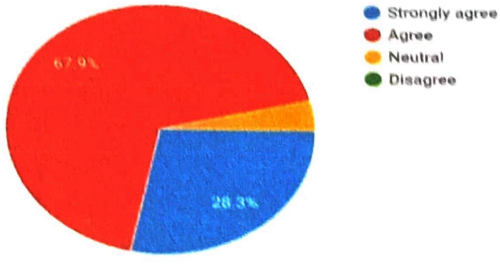
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The seminar enhanced my understanding of the concept of Ojus

53 responses

Copy chart



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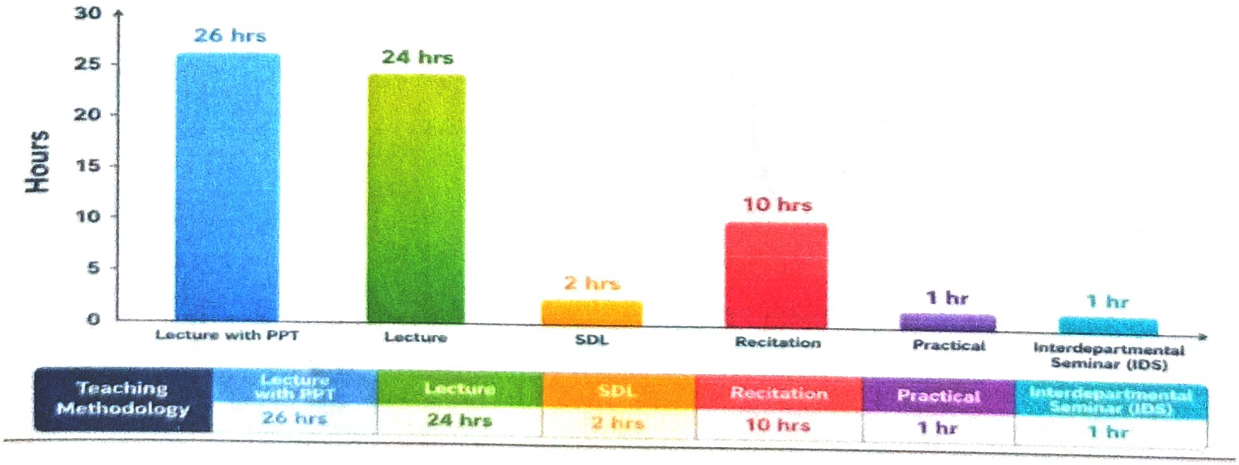
FACULTY NAME: Dr. SPOORTHI. C. MATHAD

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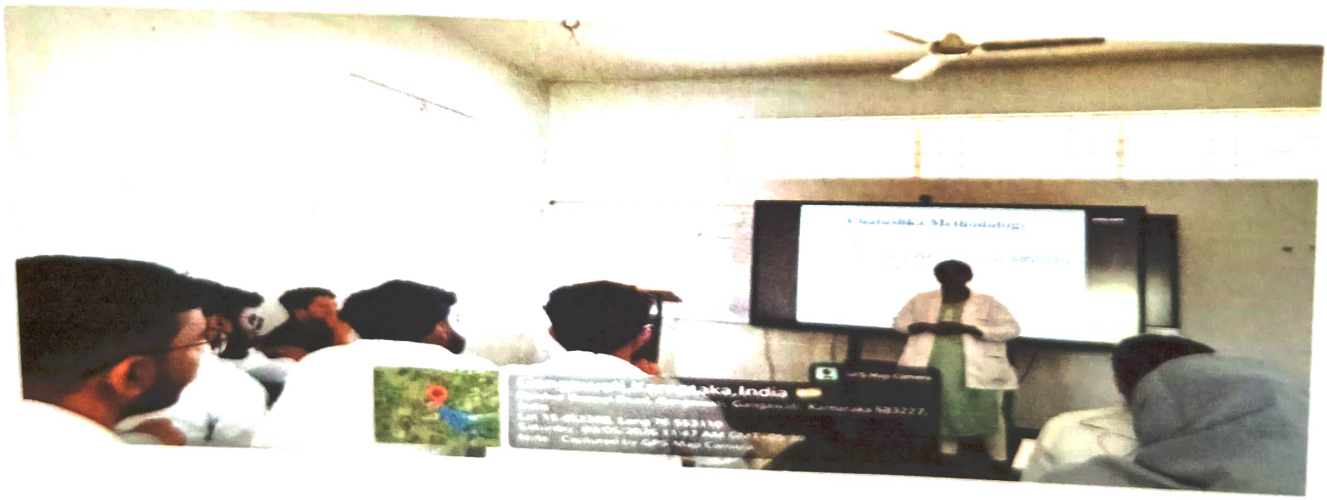
SAMHITA ADHYAYANA-02
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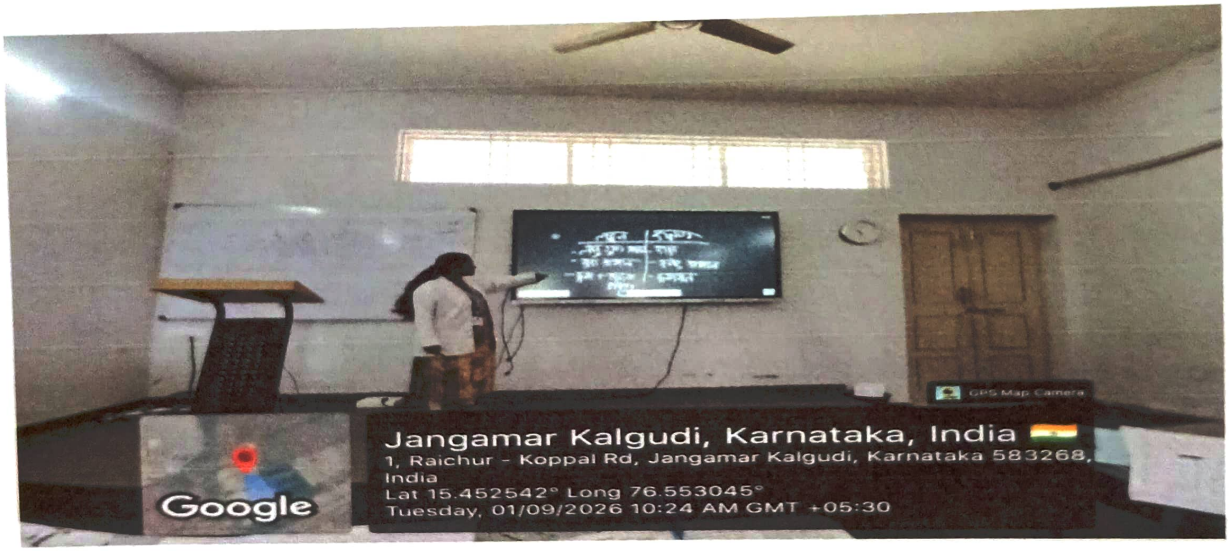
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SELF-DIRECTED LEARNING

Implementation of SDL in my teaching

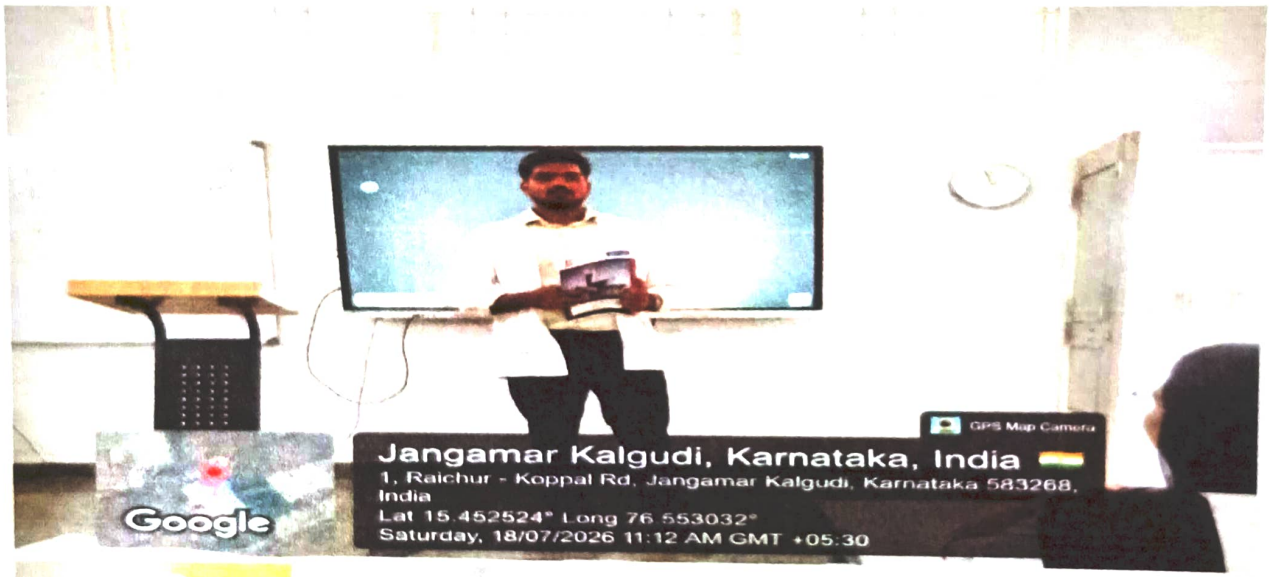
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1	**Names of the Programs/Camps**	**Integrated class for** II Professional BAMS
2	**Department / Associations involved**	Department of Ayurveda Samhita and Siddhanta in Association with Department of Roga Nidana.
3	**Venue**	2nd Year Class room
4	**Conducted on**	03/09/2026, 9:50 am-10:40am onwards
5	**Objective of the Programs / Camps**	To complement and enhance the existing understanding of Ojus by exploring its additional important features described in all the Samhita, through an interdepartmental academic discussion with Roga Nidana.
6	**Activities carried out during the program**	PPT Presentation
7	**Resource person**	Dr. Vinutha. K, Dr. Spoorthi. C. Mathad
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10	**Any other relevant information**	The session highlighted the different references of Ojus, its types, and the features of Ojus Dushti in detail, providing additional insights into its clinical understanding.
11	**Photograph/ Press clipping**	

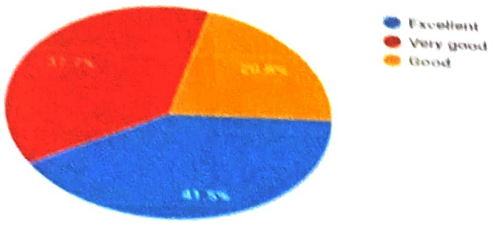

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Google

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53 responses

Copy chart



What suggestions do you have for future interdepartmental seminars?

53 responses

Non

Duration should be more and go slow

No suggestions best ids

Ok

No suggestions

Yes (more IDS)

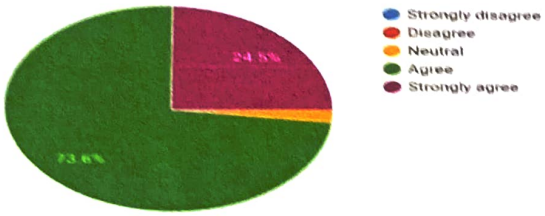
N/S

Yes

Overall, the seminar was useful in complementing and enhancing my existing understanding of Ojus.

53 responses

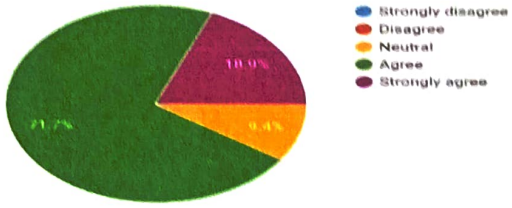
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The seminar helped me connect classical Ayurvedic concepts with their practical/clinical application.

53 responses

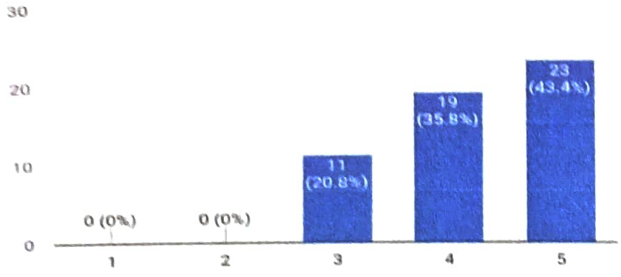
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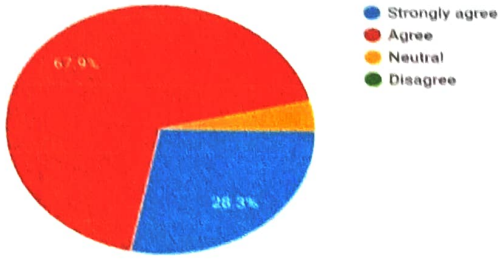
Copy chart



The seminar enhanced my understanding of the concept of Ojus

53 responses

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STUDENT-CENTRIC TEACHING–LEARNING METHODS

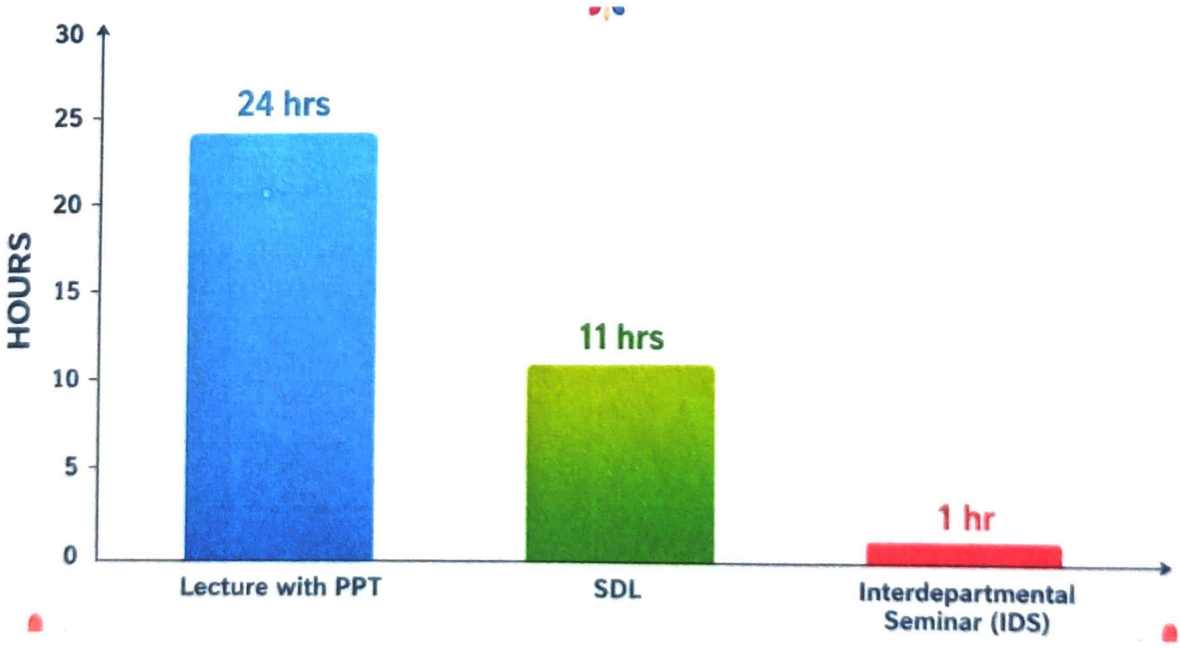
DEPARTMENT OF AYUVEDA SAMHITA & SIDDHANTA

FACULTY NAME: Dr. SPOORTHI. C. MATHAD

Various Student-Centric Teaching–Learning Methods Used:

Sl. No.	Teaching Methodology	Hours
1	Lecture with PPT	**24 hrs**
2	SDL	**11 hrs**
3	Interdepartmental Seminar (IDS)	**1 hr**
Total		**36 hrs**

SAMHITA ADHYAYANA-01
TERM-02 Syllabus Covered



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SELF-DIRECTED LEARNING

Implementation of SDL in my teaching

I have implemented self-directed learning through the following activities:

a. E-chart preparation on Dravyas

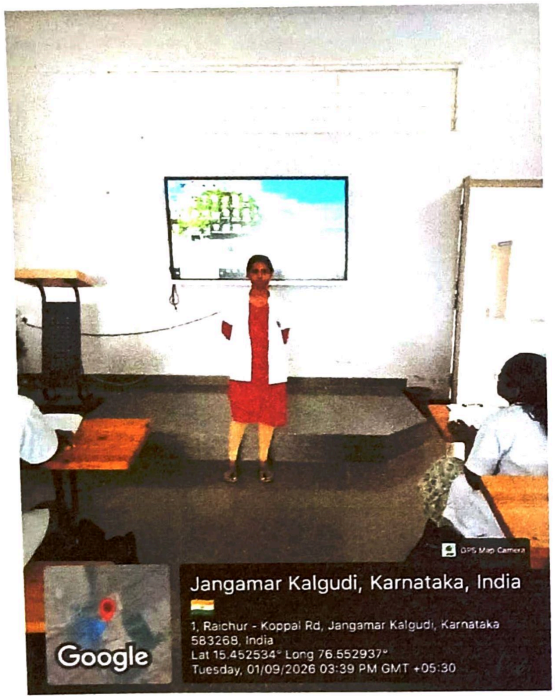
Students were individually assigned different Dravyas. They were encouraged to independently collect and study information regarding the assigned Dravya, such as its **name, botanical identity, rasa, guna, virya, vipaka, karma, therapeutic uses and other relevant details**. They then organized the information into an **e-chart** and presented their learning. This encouraged students to take responsibility for their own learning, develop information-searching skills and improve their understanding of Dravyaguna.





b. Learning through Shloka Parayana and memorization

Important Shlokas relevant to the topics taught were assigned to students for **independent reading, repeated recitation and memorization (by heart)**. Students practiced the Shlokas on their own and subsequently recited them in class. This promoted independent learning, retention of classical Ayurvedic references and confidence in Shloka Parayana.





Lecture and Lecture with PPT

Lecture with PowerPoint Presentation was conducted for 26 hours, wherein important Shlokas were highlighted along with their relevant commentary to facilitate better understanding of the classical texts. Complex classifications and concepts were presented systematically using tables, flowcharts and simplified visual representations, making the subject matter easier to understand, remember and correlate. The student-centric approach helped students to identify important textual references, understand various classifications clearly and organize the concepts systematically, thereby improving their comprehension and retention of the subject.





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ACTIVITY REPORT

1	**Names of the Programs/Camps**	**Integrated class for** II Professional BAMS
2	**Department / Associations involved**	Department of Ayurveda Samhita and Siddhanta in Association with Department of Agada Tantra.
3	**Venue**	1st Year Class room
4	**Conducted on**	05/08/2026, 1:30 pm-2:30Pm onwards
5	**Objective of the Programs / Camps**	To provide students with a comprehensive understanding of food adulteration through the principles of Annaraksha Adhyaya, emphasizing its significance in recognizing adulterated food and its health hazards in contemporary society.
6	**Activities carried out during the program**	PPT Presentation
7	**Resource person**	Dr. Saraswathi, Dr. Spoorthi. C. Mathad
8	**Targeted population**	1st Professional BAMS Students
9	**Beneficiaries**	57
10	**Any other relevant information**	The session emphasized the increasing concerns regarding food adulteration and the decline in food quality and safety contributes to various health disorders in present era.
11	**Photograph/ Press clipping**	


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Jangamar Kalgudi, Karnataka, India
1, Raichur - Koppal Rd, Jangamar Kalgudi, Karnataka 583268, India
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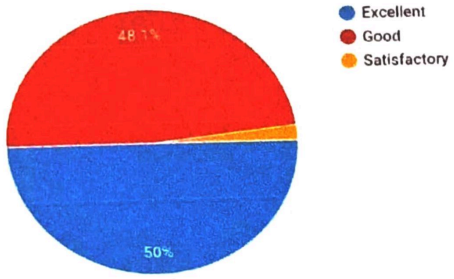


Feedback of IDS

The objectives of the seminar were clearly explained.

54 responses

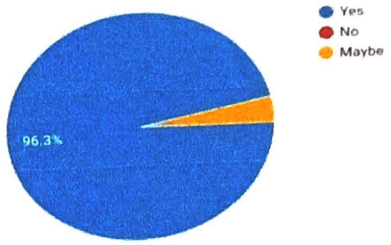
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The seminar was useful for understanding the practical application of Annaraksha Adhyaya.

54 responses

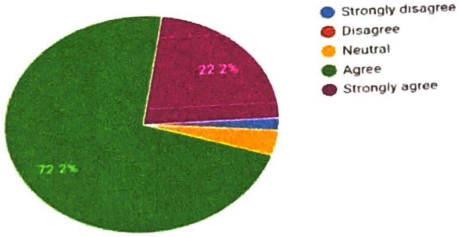
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The seminar enhanced my awareness regarding food adulteration and poisoning.

54 responses

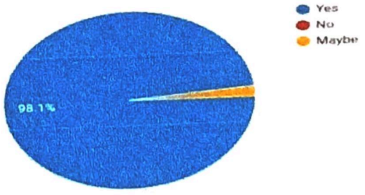
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The integration of Ayurveda Samhita and Siddhanta with Agada Tantra for better understanding of Annaraksha Adhyaya was useful and relevant.

54 responses

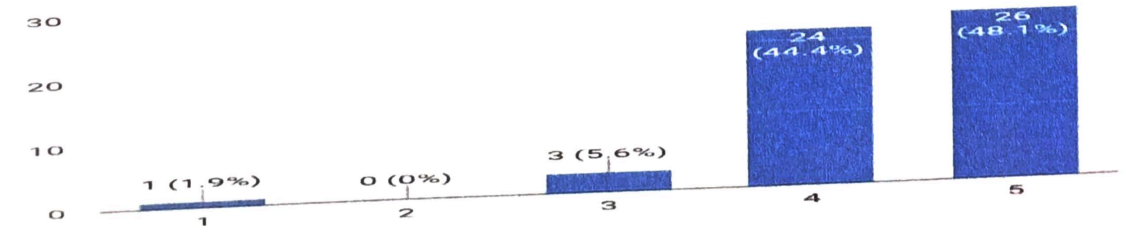
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The content was presented in a clear and understandable manner.

54 responses

Copy chart



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Spoorthi Ayurveda Medical College andDr S.V.Savadi Ayurvedic Medical college Gangavathi
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(Affiliated to Rajiv Gandhi University of Health Sciences, Bangalore)

STUDENT-CENTRIC TEACHING–LEARNING METHODS

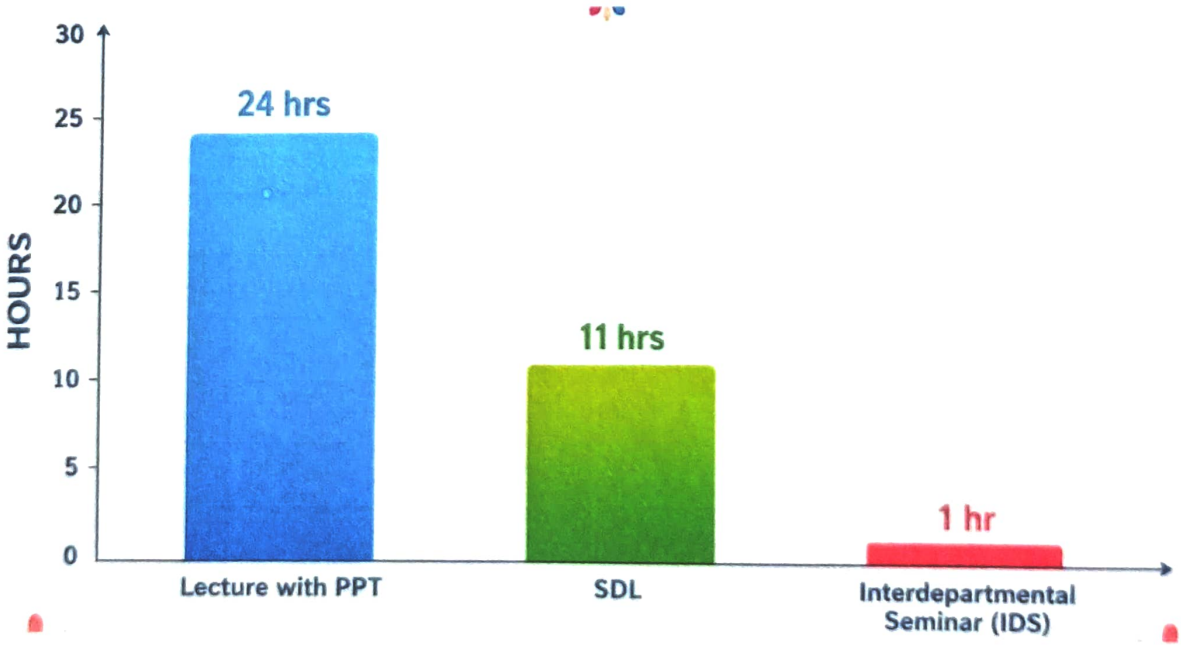
DEPARTMENT OF AYUVEDA SAMHITA & SIDDHANTA

FACULTY NAME: Dr. SPOORTHI. C. MATHAD

Various Student-Centric Teaching–Learning Methods Used:

Sl. No.	Teaching Methodology	Hours
1	Lecture with PPT	**24 hrs**
2	SDL	**11 hrs**
3	Interdepartmental Seminar (IDS)	**1 hr**
Total		**36 hrs**

SAMHITA ADHYAYANA-01
TERM-02 Syllabus Covered



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SELF-DIRECTED LEARNING

Implementation of SDL in my teaching

I have implemented self-directed learning through the following activities:

a. E-chart preparation on Dravyas

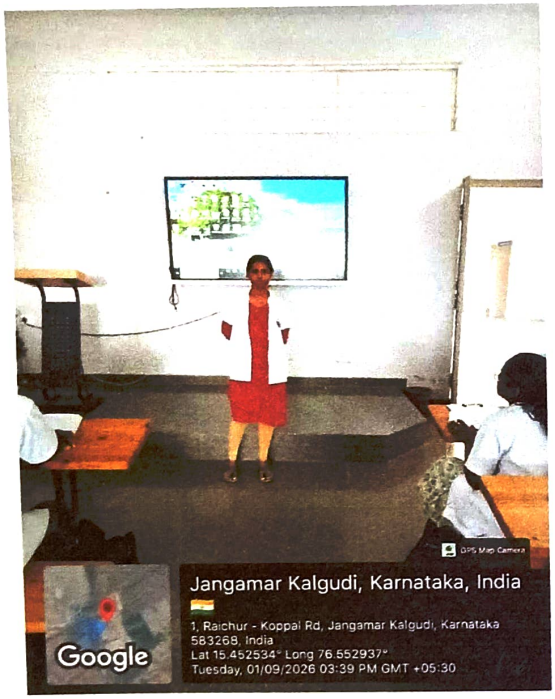
Students were individually assigned different Dravyas. They were encouraged to independently collect and study information regarding the assigned Dravya, such as its **name, botanical identity, rasa, guna, virya, vipaka, karma, therapeutic uses and other relevant details**. They then organized the information into an **e-chart** and presented their learning. This encouraged students to take responsibility for their own learning, develop information-searching skills and improve their understanding of Dravyaguna.





b. Learning through Shloka Parayana and memorization

Important Shlokas relevant to the topics taught were assigned to students for **independent reading, repeated recitation and memorization (by heart)**. Students practiced the Shlokas on their own and subsequently recited them in class. This promoted independent learning, retention of classical Ayurvedic references and confidence in Shloka Parayana.





Lecture and Lecture with PPT

Lecture with PowerPoint Presentation was conducted for 26 hours, wherein important Shlokas were highlighted along with their relevant commentary to facilitate better understanding of the classical texts. Complex classifications and concepts were presented systematically using tables, flowcharts and simplified visual representations, making the subject matter easier to understand, remember and correlate. The student-centric approach helped students to identify important textual references, understand various classifications clearly and organize the concepts systematically, thereby improving their comprehension and retention of the subject.



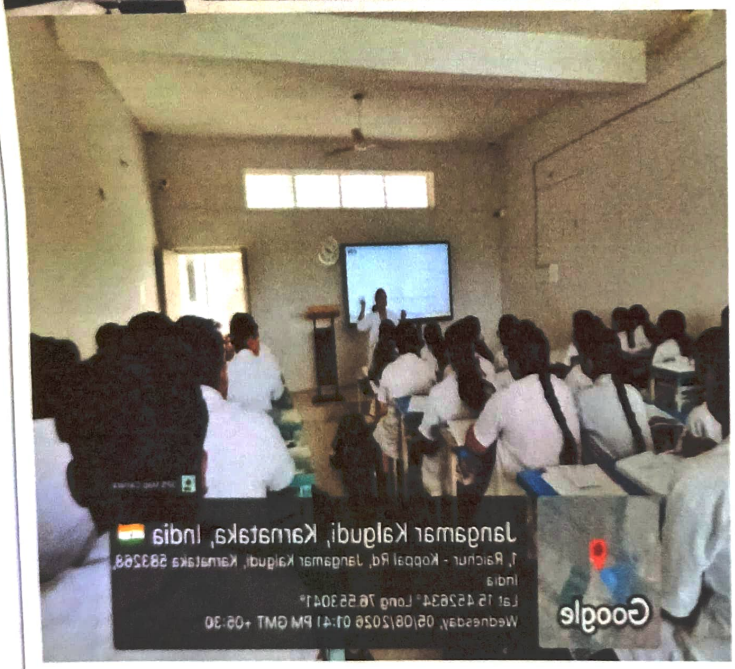


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ACTIVITY REPORT

1	**Names of the Programs/Camps**	**Integrated class for** II Professional BAMS
2	**Department / Associations involved**	Department of Ayurveda Samhita and Siddhanta in Association with Department of Agada Tantra.
3	**Venue**	1st Year Class room
4	**Conducted on**	05/08/2026, 1:30 pm-2:30Pm onwards
5	**Objective of the Programs / Camps**	To provide students with a comprehensive understanding of food adulteration through the principles of Annaraksha Adhyaya, emphasizing its significance in recognizing adulterated food and its health hazards in contemporary society.
6	**Activities carried out during the program**	PPT Presentation
7	**Resource person**	Dr. Saraswathi, Dr. Spoorthi. C. Mathad
8	**Targeted population**	1st Professional BAMS Students
9	**Beneficiaries**	57
10	**Any other relevant information**	The session emphasized the increasing concerns regarding food adulteration and the decline in food quality and safety contributes to various health disorders in present era.
11	**Photograph/ Press clipping**	


GPS Map Camera
Jangamar Kalgudi, Karnataka, India
1, Raichur - Koppal Rd, Jangamar Kalgudi, Karnataka 583268, India
Lat 15.452627° Long 76.55301°
Wednesday, 05/08/2026 01:48 PM GMT +05:30
Google

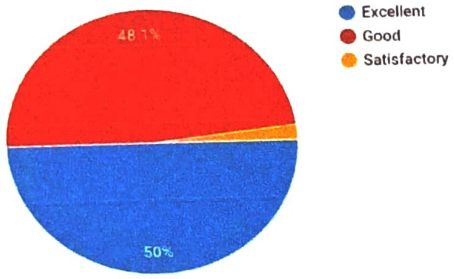


Feedback of IDS

The objectives of the seminar were clearly explained.

54 responses

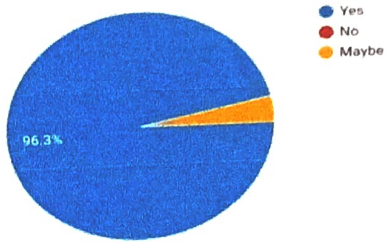
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The seminar was useful for understanding the practical application of Annaraksha Adhyaya.

54 responses

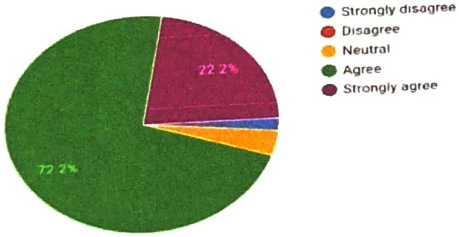
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The seminar enhanced my awareness regarding food adulteration and poisoning.

54 responses

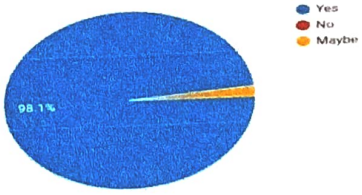
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The integration of Ayurveda Samhita and Siddhanta with Agada Tantra for better understanding of Annaraksha Adhyaya was useful and relevant.

54 responses

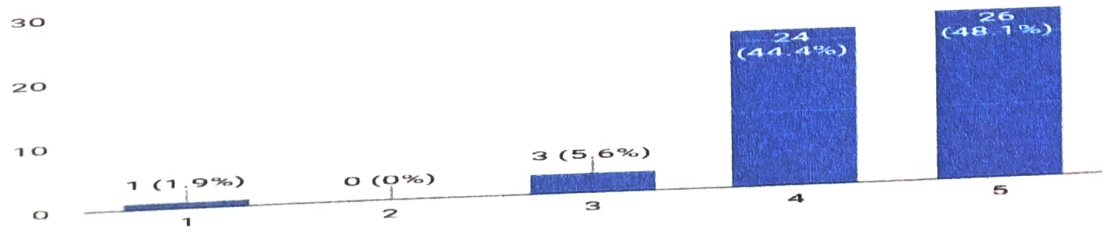
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The content was presented in a clear and understandable manner.

54 responses

Copy chart



Atreya Ayurveda Pratistana (R)
Spoorthi Ayurvedic Medical College & Dr. S. V. Savadi Ayurvedic Hospital
Raichur Road, Vidyanagar, Gangavathi-583227 **3.9.26**

KI 2.3.1 STUDENT CENTRIC TEACHING LEARNING METHODS

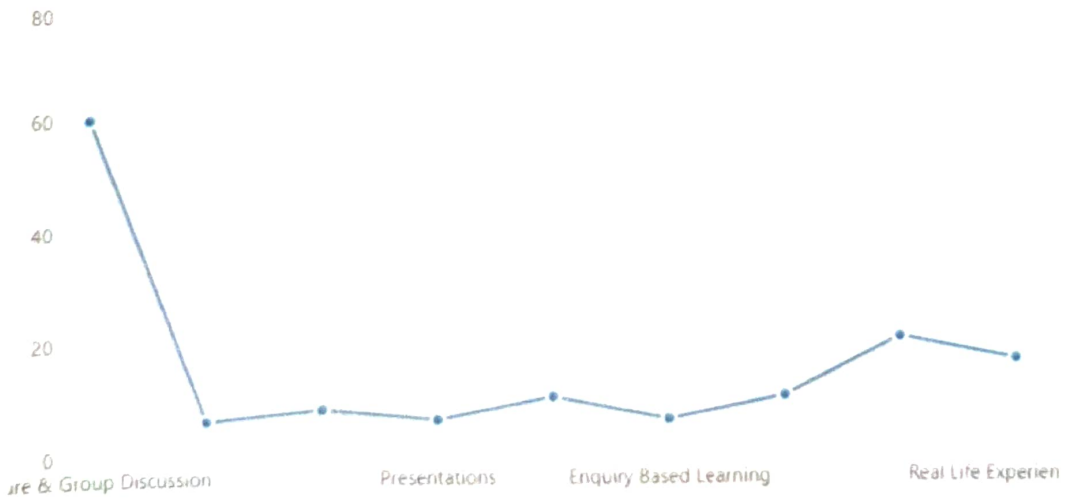
DEPARTMENT OF RASASHASTRA & BHAISHAJYA KALPANA

FACULTY NAME: Dr Shweta S, Assistant Professor, Dept of Rasa-Bhaishajya kalpnana

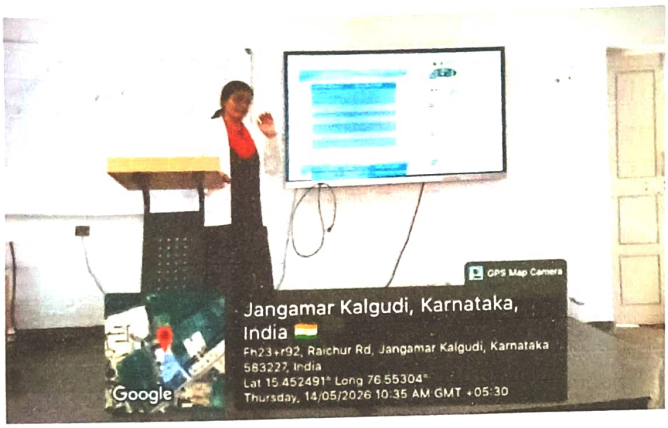
Student Centric Teaching Learning Methods used are as follows:

Sl. No.	Methods	Hrs Used	Percentage	Key Focus / Description
1	Lecture & Group Discussion	60	42.25%	Conceptual teaching with interactive group discussion
2	Sloka Recitation	6	4.23%	20 min at Mentor class
3	Hands On Training	8	5.63%	Self care Products
4	Presentations	6	4.23%	Student presentations to build confidence and communication skills
5	Case Based Learning - **Hospital IPD Visit to know prescribed Formulations**	10	7.04%	Learning through real-life cases and problem solving
6	Enquiry Based Learning	6	4.23%	10 mins after each class
7	Project-Based Learning (PrBL) **Market Servey Report from Dispensary**	10	7.04%	Project work in teams for in-depth learning and collaboration
8	Flipped Classroom (FC)	20	14.08%	Pre-class learning with in-class interactive activities
9	Real Life Experience (RLE): **Pharmacy Visit and Hands on training**	16	11.27%	Exposure to real-life settings through visits and practical experience
	TOTAL HOURS USED	142	100.00%	

Linear line graph showing hours used for each teaching and learning method.



STUDENT CENTRIC TEACHING LEARNING METHODS



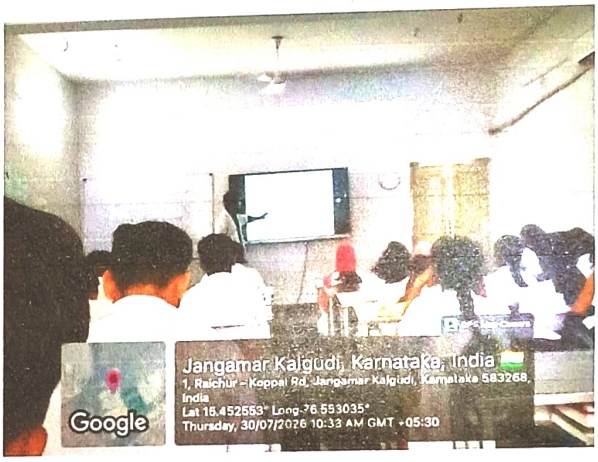
Usage of PPT for teaching in Smart Board & [Inquiry-Based Learning (IBL)]



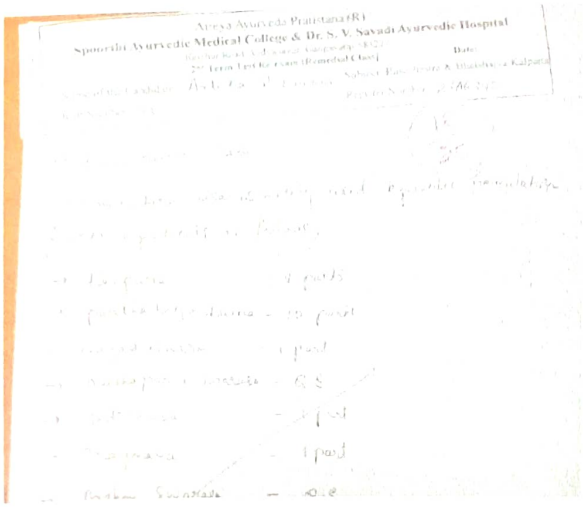
Hands on training on Self care products



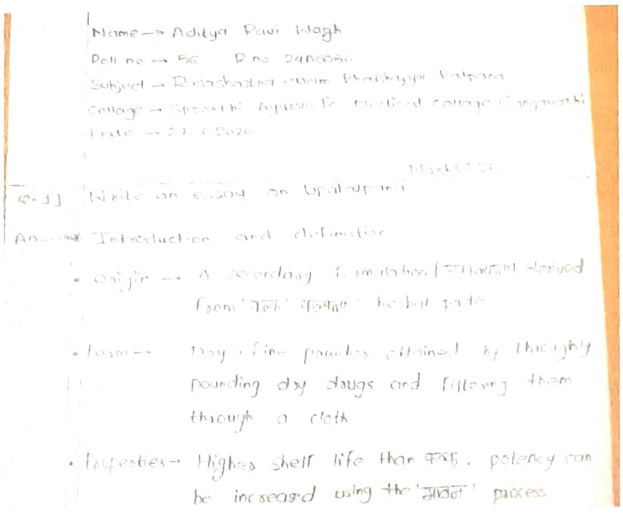
PL Method of Learning



Presentation by students



Improvement test answer paper



Open Book Test

Atreya Ayurveda Pratistana (R)
Spoorthi Ayurvedic Medical College & Dr. S. V. Savadi Ayurvedic Hospital
Raichur Road, Vidyanagar, Gangavathi-583227

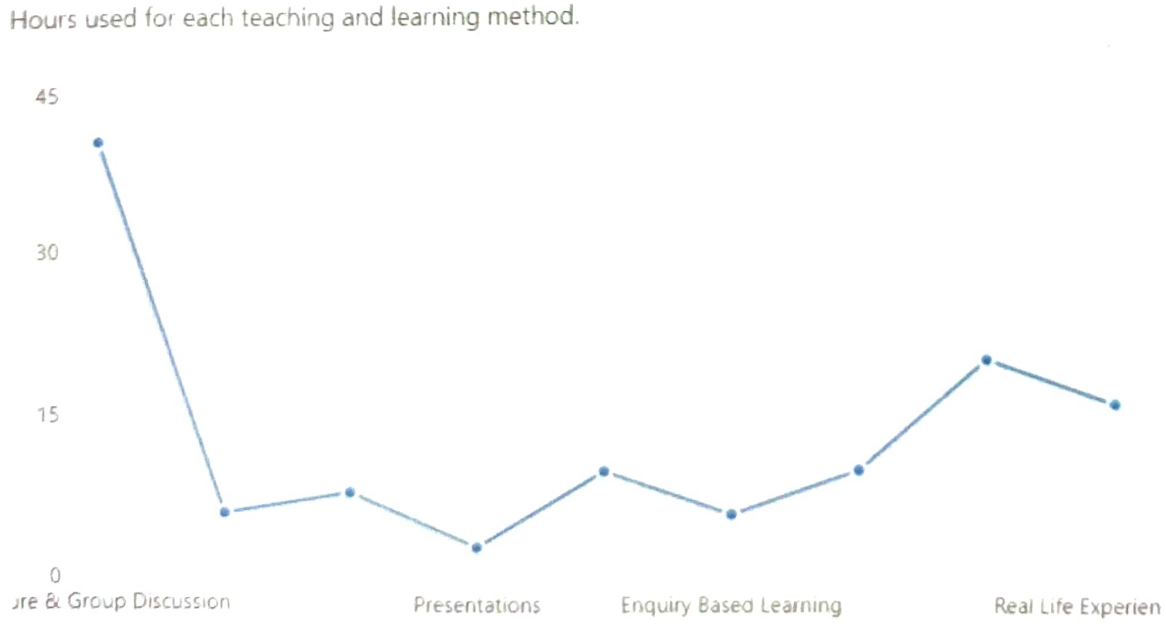
KI 2.3.1 STUDENT CENTRIC TEACHING LEARNING METHODS

DEPARTMENT OF RASASHASTRA & BHAISHAJYA KALPANA

FACULTY NAME: Dr Kartjhik N, Associate Professor, Dept of Rasa-Bhaishajya kalpnana

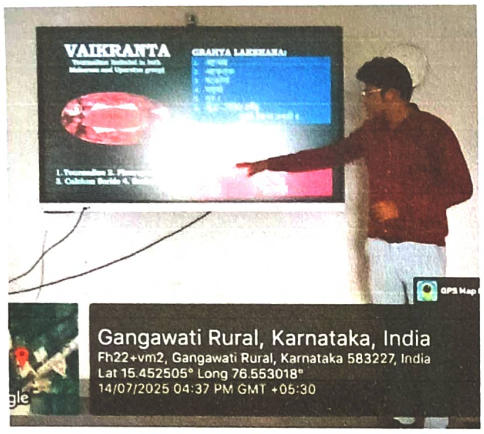
Student Centric Teaching Learning Methods used are as follows:

Sl. No.	Methods	Hrs Used	%	Key Focus / Description
1	Lecture & Group Discussion	40	28.17%	Conceptual teaching with interactive group discussion
2	Sloka Recitation	6	4.23%	20 min at Mentor class
3	Hands On Training	8	5.63%	Self care Products
4	Presentations	3	2.11%	Student presentations to build confidence and communication skills
5	Case Based Learning - **Hospital IPD Visit to know prescribed Formulations**	10	7.04%	Learning through real-life cases and problem solving
6	Enquiry Based Learning	6	4.23%	10 mins after each class
7	Project-Based Learning (PrBL) **Market Servey Report from Dispensary**	10	7.04%	Project work in teams for in-depth learning and collaboration
8	Flipped Classroom (FC)	20	14.08%	Pre-class learning with in-class interactive activities
9	Real Life Experience (RLE): **Pharmacy Visit and Hands on training**	16	11.27%	Exposure to real-life settings through visits and practical experience
	TOTAL HOURS USED	Total: 119 hrs	83.80%	

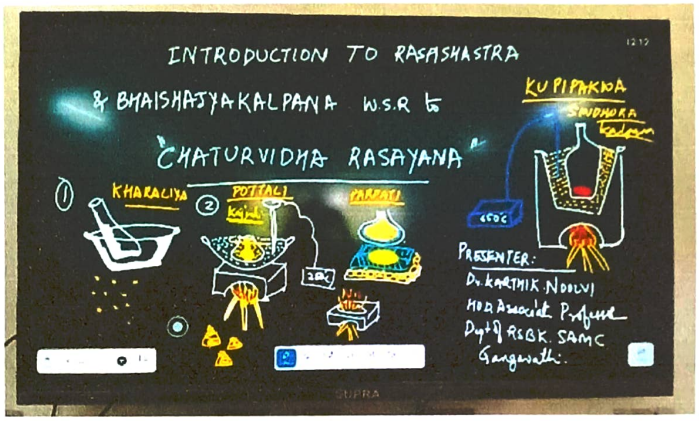


Lecture & Group Discussion was the most-used method, with **40 hours**, followed by Flipped Classroom at **20 hours**. Real Life Experience used **16 hours**, while Case-Based and Project-Based Learning each used **10 hours**. Presentations had the lowest usage at **3 hours**, while Sloka Recitation and Enquiry-Based Learning each accounted for **6 hours**.

STUDENT CENTRIC TEACHING LEARNING METHODS



Usage of PPT for teaching in Smart Board &



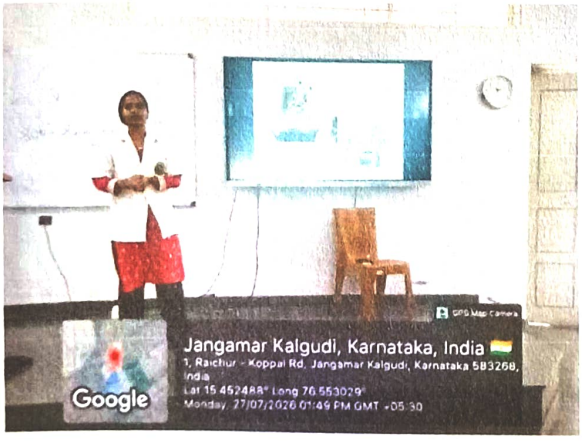
[Inquiry-Based Learning (IBL)]



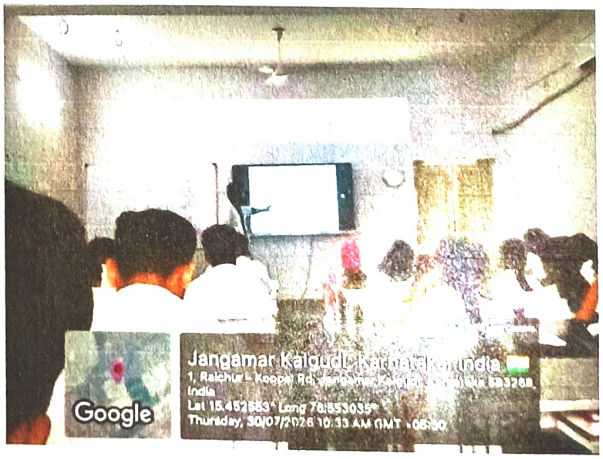
Hands on training on Self care products



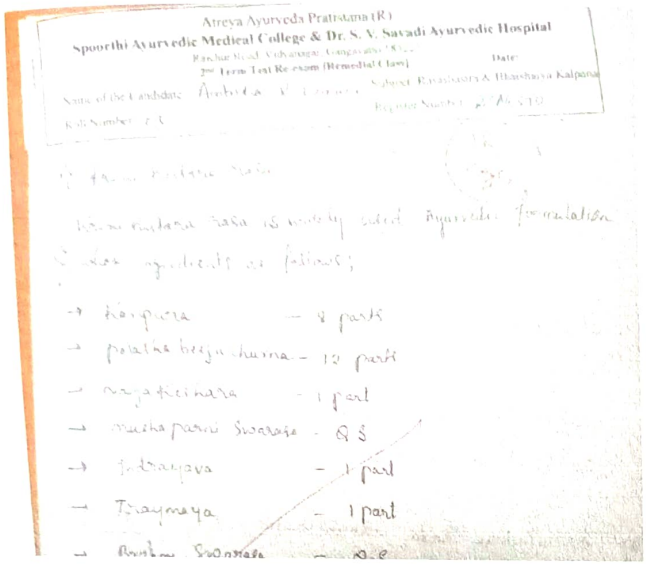
PL Method of Learning



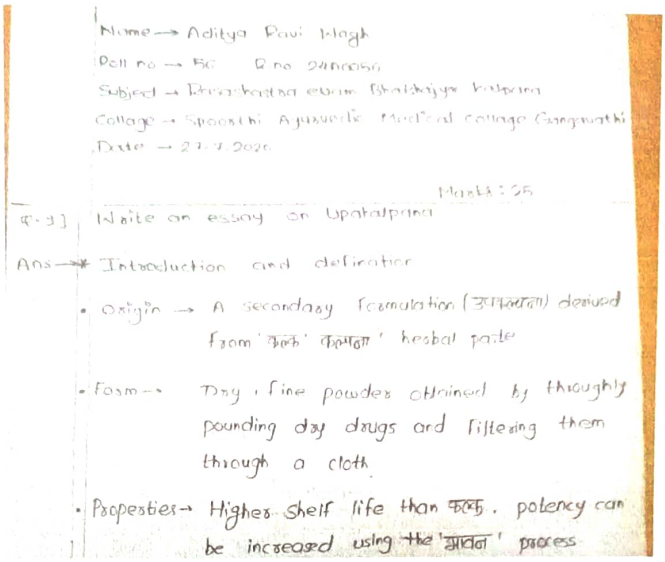
PL Method of Learning



Presentation by students


Atreya Ayurveda Pratishtana (R)
Spoorthi Ayurvedic Medical College & Dr. S. V. Sawadi Ayurvedic Hospital
Bachelor of Ayurvedic Medicine and Surgery (BAMS)
3rd Term Test Re exam (Remedial Class)
Date:
Name of the Candidate: Aditya V. Pawar
Subject: Rasashastra & Bhaishajya Kalpana
Roll Number: 5C
Register Number: 2016/10
Kanishtha Sasha
Kanishtha Sasha is widely used Ayurvedic formulation
Its ingredients are as follows;
→ Kanjeera – 8 parts
→ Patha Brahmi churna – 12 parts
→ Nagakesara – 1 part
→ Mucha pasu Swarasa – Q S
→ Jatraya – 1 part
→ Triaymaya – 1 part
→ Ambu Swarasa – Q S

Improvement test answer paper


Name → Aditya Pavi Wagh
Roll no → 5C R no 24nc0150
Subject → Rasashastra evum Bhaishajya kalpana
College → Spoorthi Ayurvedic Medical college Gangavathi
Date → 27.7.2020
Marks : 25
Q-3] Write an essay on Upatalpana
Ans → Introduction and definition
• Origin → A secondary formulation (उपकल्पना) derived from 'कल्क' 'कल्पना' herbal paste
• Form → Dry, fine powder obtained by throughly pounding dry drugs and filtering them through a cloth
• Properties → Higher shelf life than कल्क, potency can be increased using the 'आतप' process

Open Book Test

Atreya Ayurveda Pratistana (R)
Spoorthi Ayurvedic Medical College & Dr. S. V. Savadi Ayurvedic Hospital
Raichur Road, Vidyanagar, Gangavathi-583227

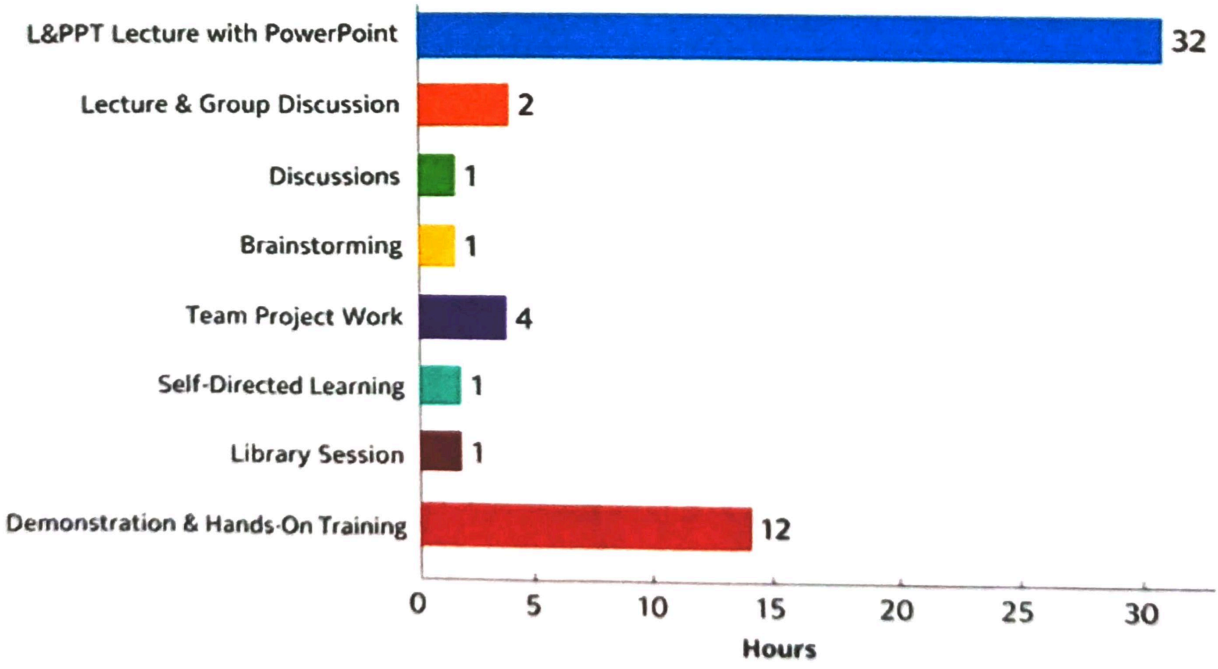
DEPARTMENT OF SWASTHAVRITTA AND YOGA

STUDENT CENTRIC TEACHING LEARNING METHODS

FACULTY NAME:Dr.B.M.S.V Maheshwari

Student Centric Teaching Learning Methods used are as follows:

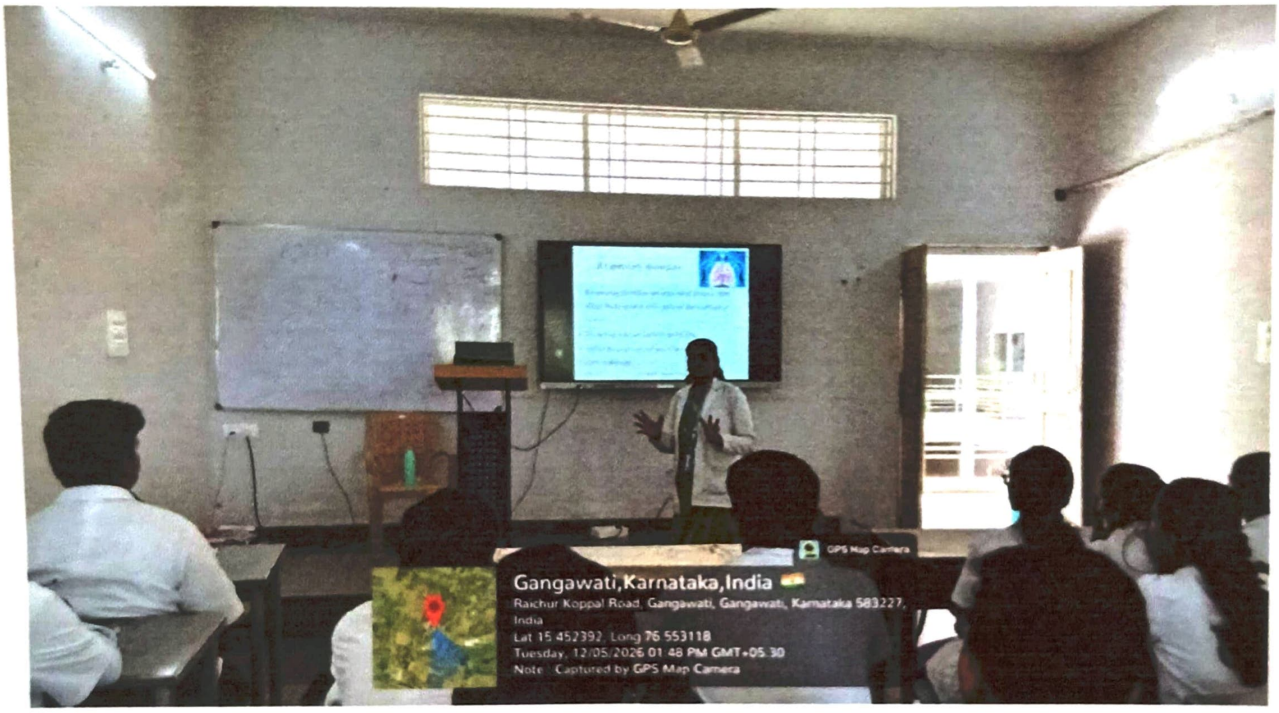
Sl no	Methods	Hrs used
1	L&PPT Lecture with Power point presentation	32hrs
2	Lecture & Group Discussion	2 hrs
3	Discussions	1hr
4	Brainstorming	1hr
5	Team project work	4hr
6	Self-directed learning	1hr
7	Library Session	1hr
8	Demonstration and hands on training	12 hr



STUDENT CENTRIC TEACHING LEARNING METHODS

1.L&PPT (Lecture with Power point presentation)

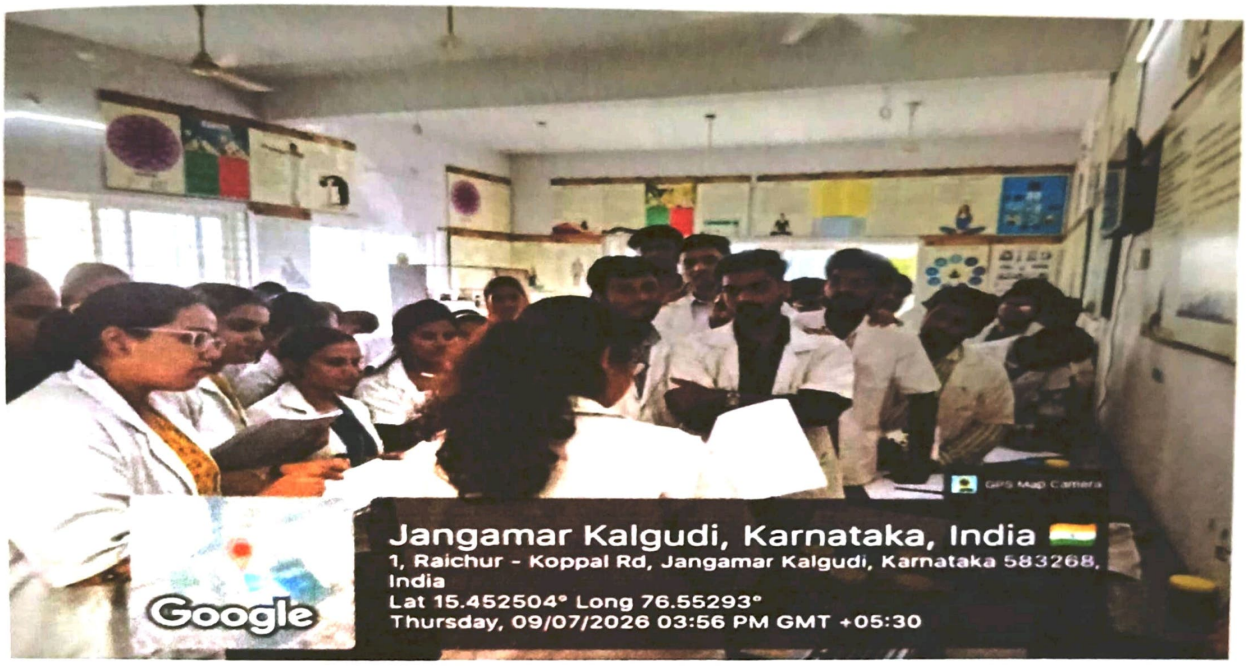
The Lecture with PowerPoint Presentation (L&PPT) method was used for about 32 hours. It helped in teaching topics clearly and systematically. Using slides made the lessons more interesting and easy to understand. Pictures, charts, and key points on slides supported the explanation and helped students take better notes. This method was useful for covering more content in less time andkeeping the class focused.





2. Lecture & Group Discussion

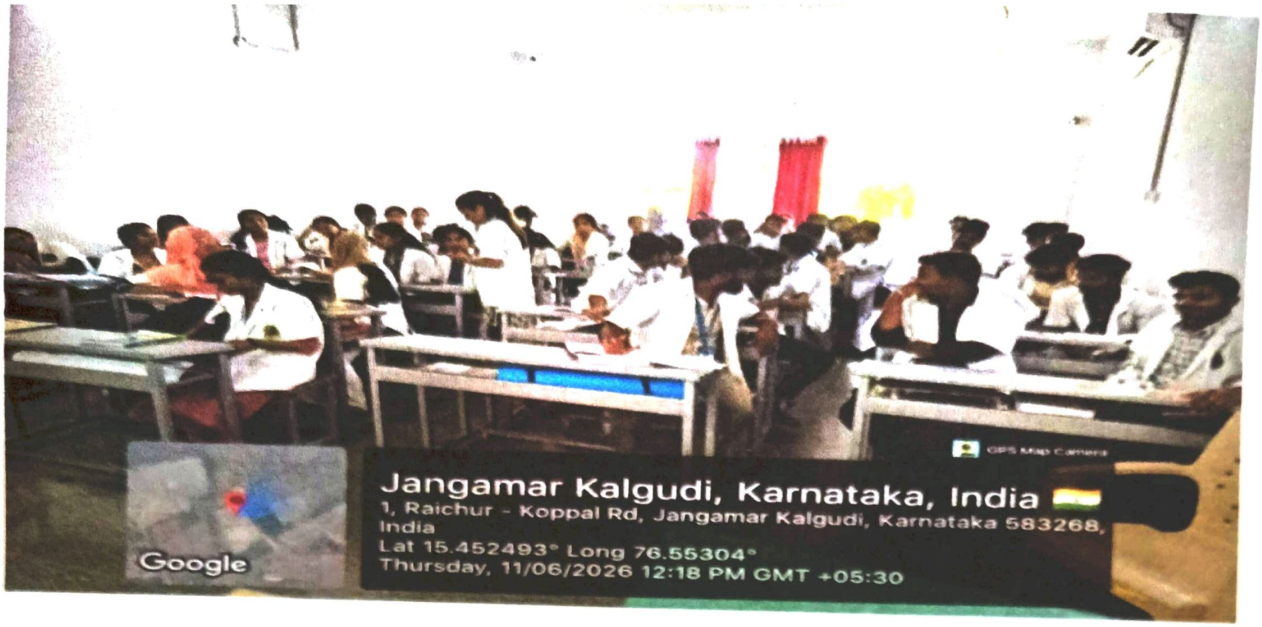
The Lecture & Group Discussion method was used for about 2 hours. In this approach, the teacher explained the topic first and then encouraged students to share their ideas and questions. Group discussion helped students to think actively, exchange opinions, and learn from each other. It made the class more interactive and improved understanding of the subject by combining lecture input with student participation.





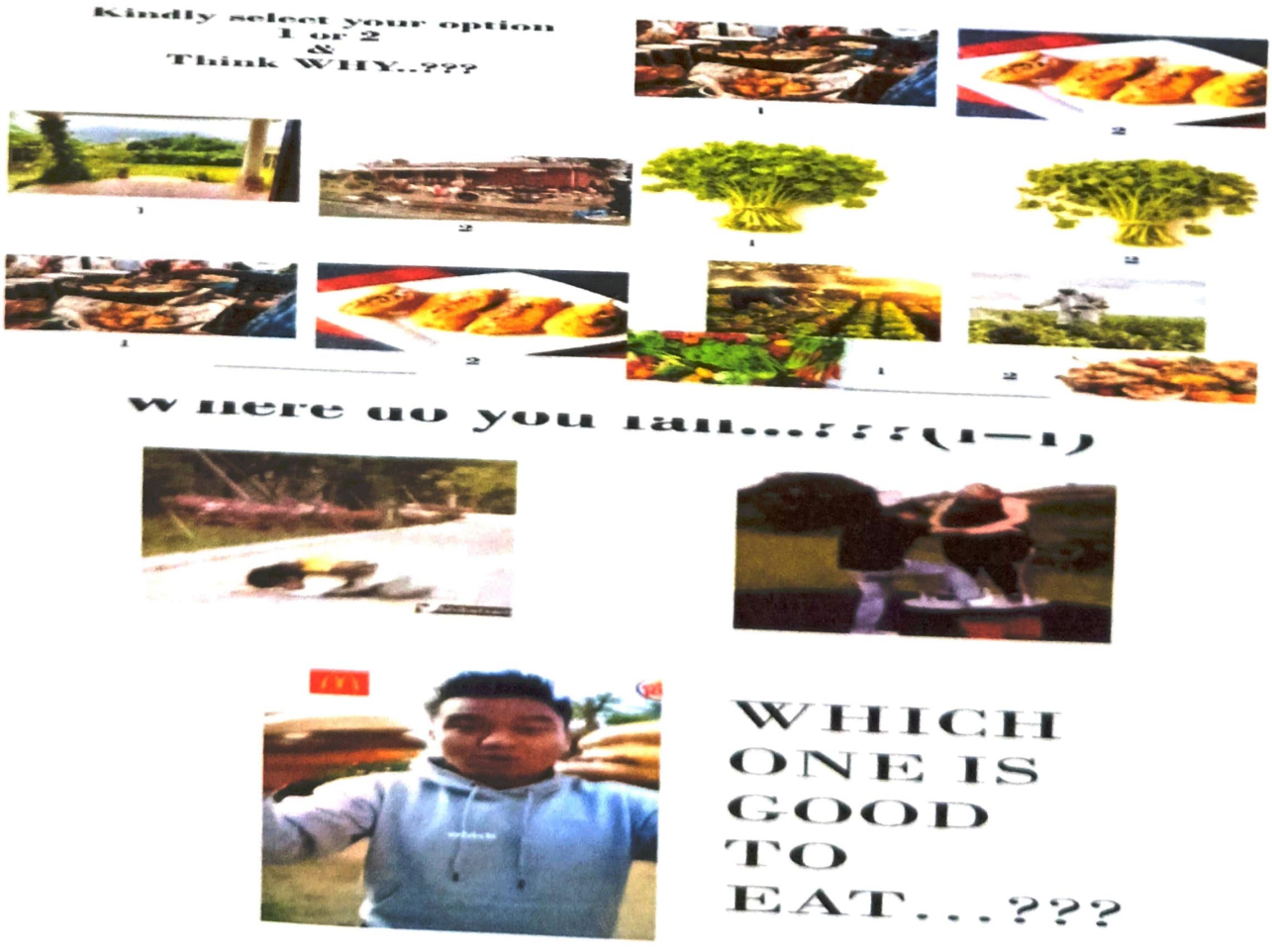
3. Discussions

The Discussions method was used for about 1 hour. In this approach, the teacher and students exchanged ideas freely on the topic. It encouraged active participation, critical thinking, and sharing of different viewpoints. This method helped students clarify doubts, deepen their understanding, and learn through interaction rather than just listening. It made the class more engaging and collaborative.



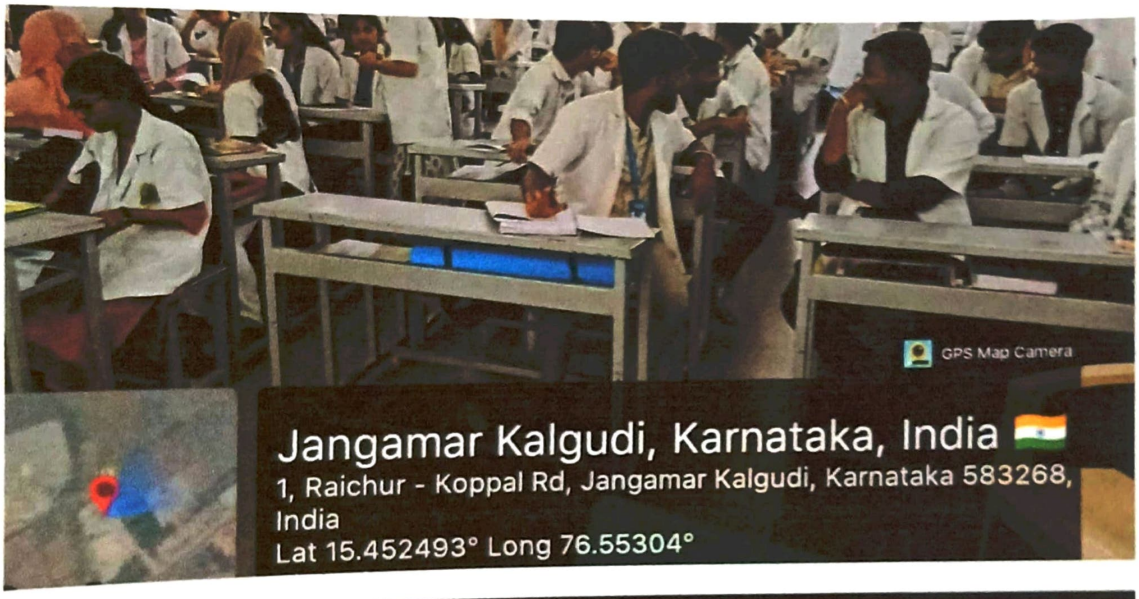
4. Brainstorming

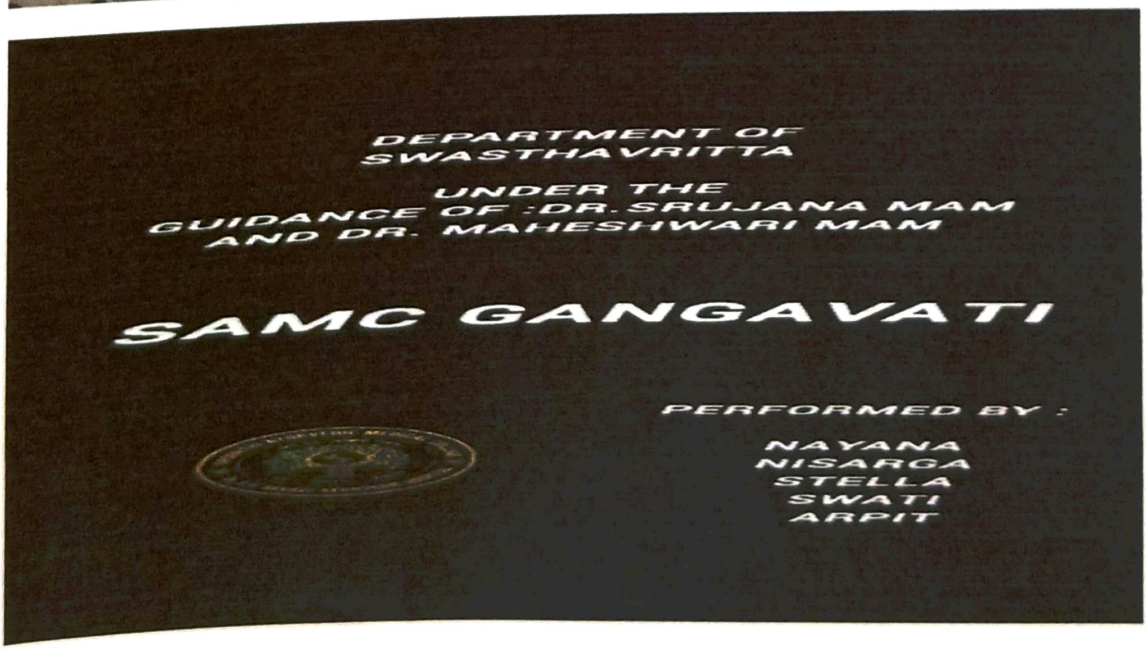
The Brainstorming method was used for about 1 hour, during which a quiz was conducted. In this approach, students were encouraged to think freely and share different ideas related to the topic. The quiz added an interactive element, helping students recall concepts quickly and apply their knowledge in a creative way. This method promoted active participation, improved problem-solving skills, and made learning more engaging by combining open discussion with assessment.



5.Team project work

The Team Project Work method was used for about 4 hours. In this approach, students worked together in groups to complete assigned projects related to the subject. It encouraged teamwork, planning, and application of theoretical knowledge to practical tasks. Through collaboration, students learned to share responsibilities, communicate effectively, and solve problems collectively. This method helped develop leadership and cooperative learning skills while making the learning process more engaging and hands-on.





6. Self-directed learning

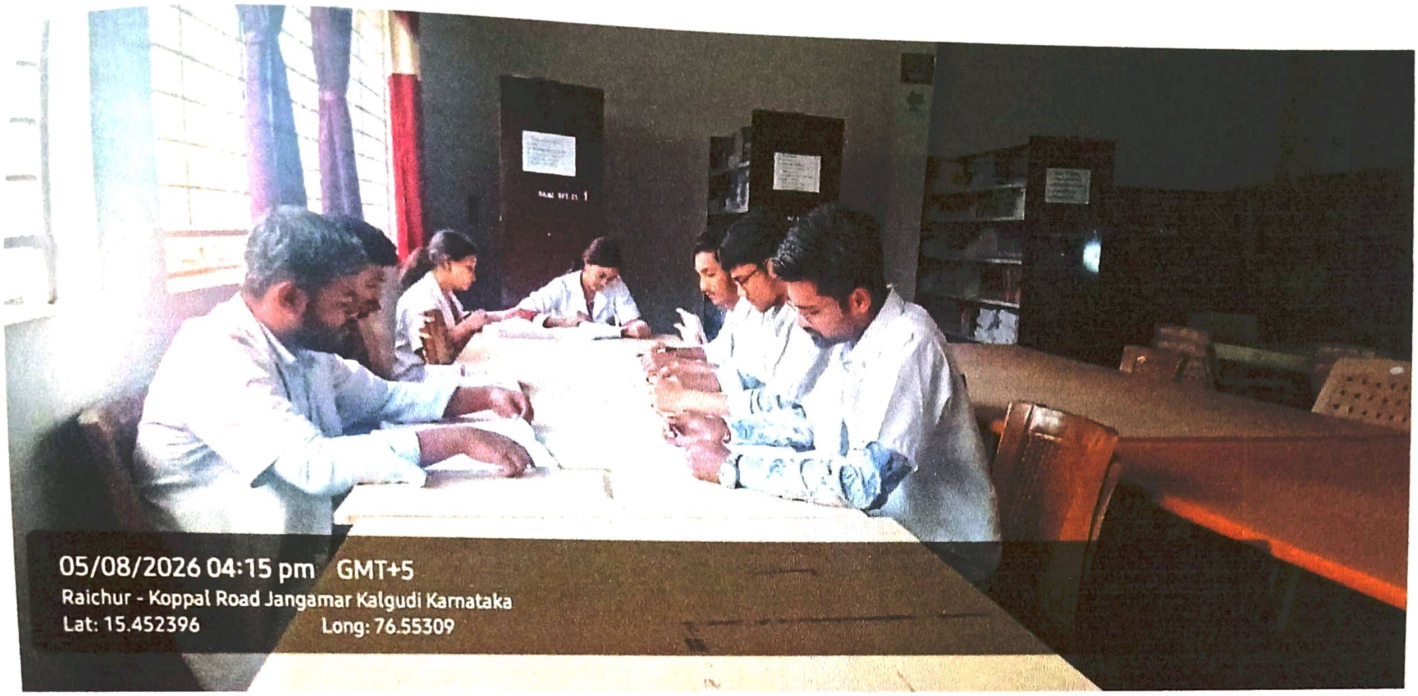
The Self-Directed Learning method was used for about 1 hour. In this approach, students took responsibility for their own learning by exploring topics independently. They referred to textbooks, online resources, and notes to understand concepts in depth. This method encouraged curiosity, discipline, and self-motivation. It helped students develop research skills and confidence in studying without direct guidance, making them more active and responsible learners.

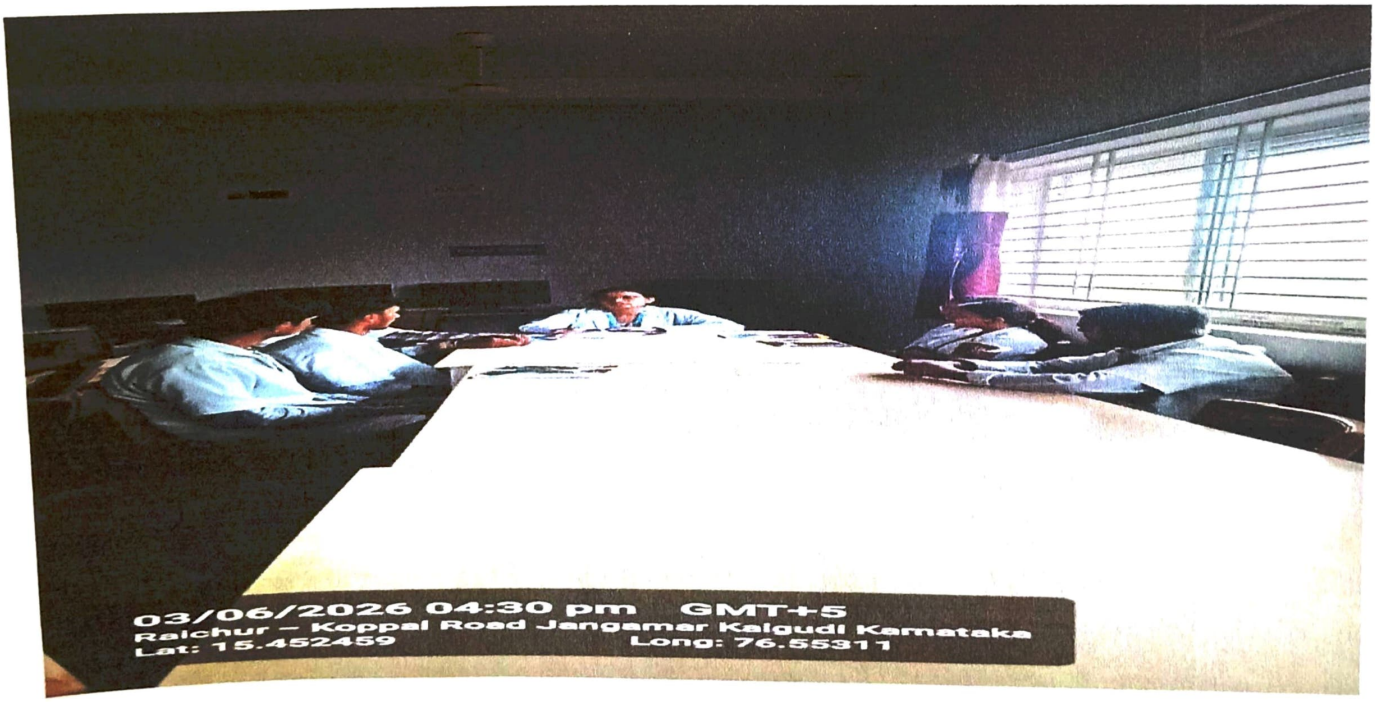




7. Library Session

The Library Session method was used for about 1 hour. In this approach, students spent time in the library to explore books, journals, and reference materials related to the subject. It encouraged independent study, improved reading habits, and helped students find additional information beyond classroom teaching. This method supported deeper understanding, research skills, and self-learning, while also creating a quiet environment for focused study.

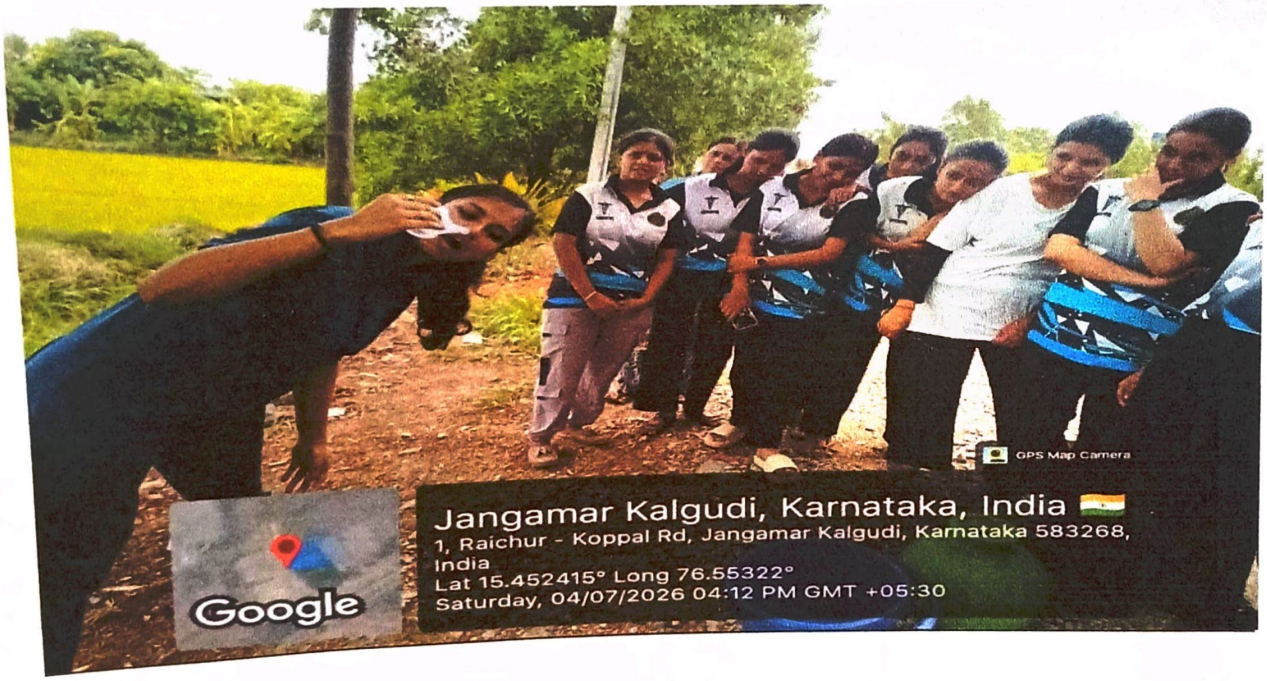


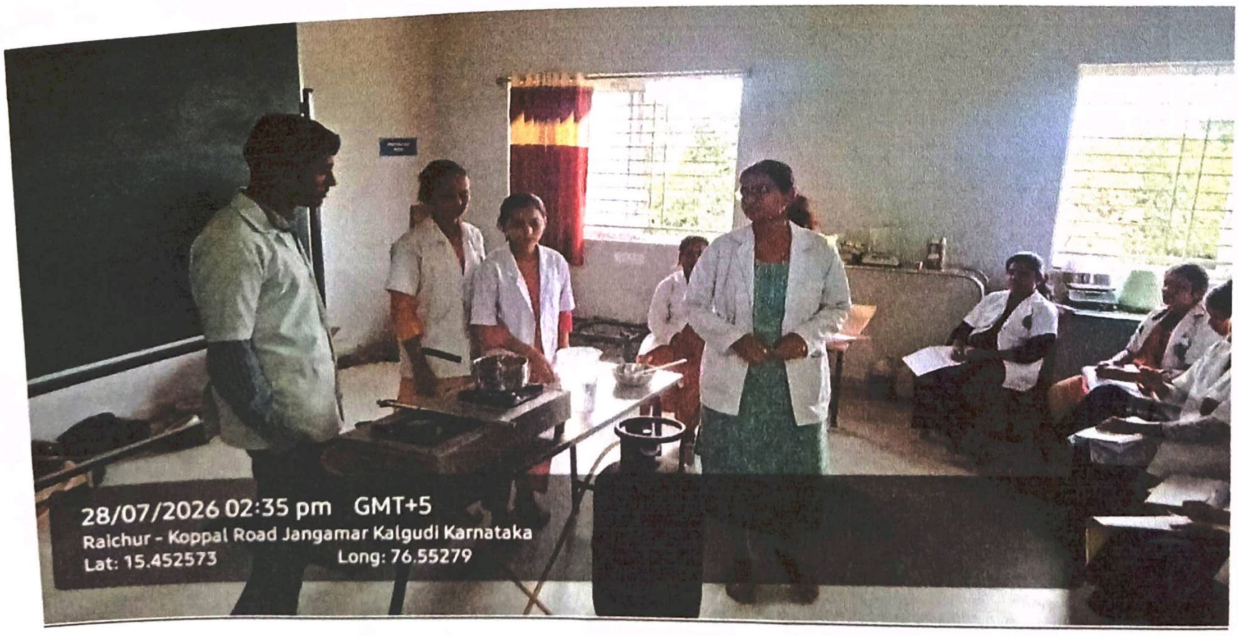


8.Demonstration and hands on training

A demonstration and hands-on training session provides participants with a clear, practical understanding of the subject through live examples and guided practice. It allows learners to actively engage with the techniques, apply them step by step, and build confidence in real-world scenarios. This interactive approach ensures deeper learning, skill development, and meaningful takeaways that can be applied beyond the training environment.


GPS Map Camera
Jangamar Kalgudi, Karnataka, India
1, Raichur - Koppal Rd, Jangamar Kalgudi, Karnataka 583268, India
Lat 15.452352° Long 76.553135°
Saturday, 04/07/2026 03:29 PM GMT +05:30
Google


GPS Map Camera
Jangamar Kalgudi, Karnataka, India
1, Raichur - Koppal Rd, Jangamar Kalgudi, Karnataka 583268, India
Lat 15.452415° Long 76.55322°
Saturday, 04/07/2026 04:12 PM GMT +05:30
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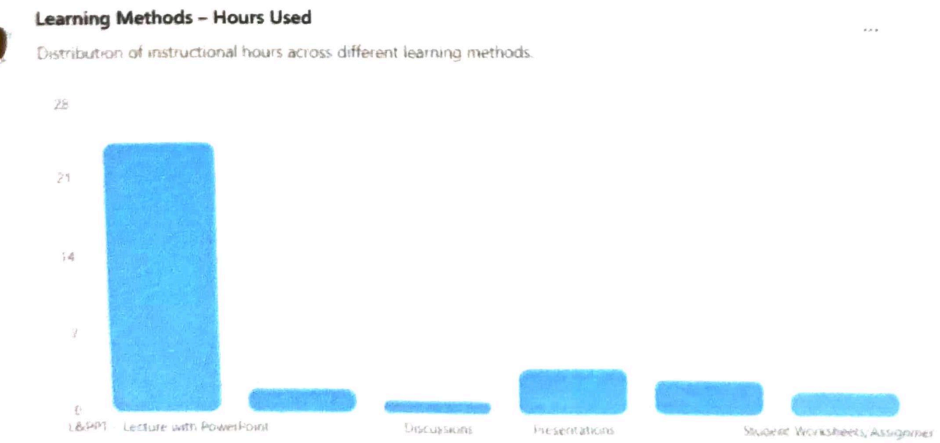
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STUDENT-CENTRIC TEACHING-LEARNING METHODS

DEPT OF RACHANA SHAREERA

FACULTY NAME: Dr. Ajayamalatesh N M. Methods used are as follows:

Sl no	Methods	Hrs used
1	L&PPT Lecture with PowerPoint presentation	24hrs
2	L_VC Lecture with Video clips	2hr
3	Discussions	1hr
4	Presentations	4hr
5	Hands-on training	3hr
6	Student worksheets/assignments	02hr



1. 1.**L&PPT (Lecture with PowerPoint presentation)**
2.

The Lecture with PowerPoint Presentation (L&PPT) method was used for about 24 hours. It helped in teaching topics clearly and systematically. Using slides made the lessons more interesting and easy to understand. Pictures, charts, and key points on slides supported the explanation and helped students take better notes. This method was useful for covering more content in less time and keeping the class focused.

Photographic evidence



3. Student-centric teaching activity- Seminars& Presentations

A student seminar was conducted as part of the **NLH theory** activity on the topic "**Garbh Utpadakara bhava", the Body Donation Act and its awareness.** Students were encouraged t present concepts and explain shadbhavas as per Acharya Sushruta and Acharya Charaka. The activit promoted active learning, subject understanding, communication skills, and stage courage.

Photographic evidence



4. L_VC (Lecture with Video clips)

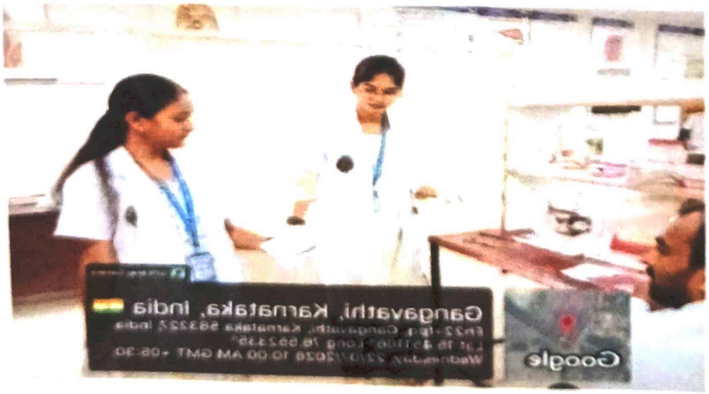
The Lecture with Video Clips (L_VC) method was used for about 1 hour. In this approach, short video ps were shown along with the lecture to make the topic more engaging and easier to understand. The videos lped students visualize concepts, connect theory with practical examples, and maintain interest during the ssion. This method added variety to teaching and supported better knowledge retention

Photographic evidence



5. HANDS-ON TRAINING

The hands-on training method was used for about 3 hr. In this approach, a practical training programme focused on the **identification, handling, and proper use of dissection instruments**. It develops students' practical skills, confidence, precision, safety awareness, and proper instrument-handling techniques during anatomical dissection.



. The Discussion

The discussion method was used for about 1 hour. In this approach, the teacher and students exchanged ideas freely on the topic. It encouraged active participation, critical thinking, and sharing of different viewpoints. This method helped students clarify doubts, deepen their understanding, and learn through interaction rather than just listening. It made the class more engaging and collaborative

6. Student worksheets/assignments

Students are provided with **worksheets and assignments** to reinforce classroom learning. Activities include identification, labeling, short-answer questions, and application-based tasks. This method promotes **active learning, critical thinking, and self-assessment**.