

**COURSE CURRICULUM FOR FIRST PROFESSIONAL  
BSRMS  
(PRESCRIBED BY NCISM)**

**Subject/Course:**

***gso rig lo rgyus dang gzhi rtsa'i lta grub***

**(Subject Code: SRUG-LT)**

***History and Fundamental Principles of Sowa-Rigpa***

**(Applicable from 2022-23 batch onwards for 5 years or until  
further notification by NCISM, whichever is earlier)**



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

**NEW DELHI-110058**



# **SOWA-RIGPA COURSE CURRICULUM & SYLLABUS**

**Session: First Professional B.S.R.M.S.**

**Subject/Course: *gso rig lo rgyus dang gzhi rtsa'i lta grub***

**History and Fundamental Principles of Sowa-Rigpa**

**Subject Code: SRUG-LT**

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## Preface

As the subject name explains with the two broad terms, i.e. the History and Fundamental Principles of Sowa-Rigpa, it has two papers. In the History paper, the course has 7 chapters and it covers from the indigenous medical knowledge prevalent in the prehistoric period to the present development of Sowa-Rigpa in India. This course will help to understand that how the simple medical practices of daily lives have embedded, evolved and developed during the successive periods of knowledge transmission and translation under the sovereign of various kings, institutes and administration. The course also consists of the biographies of specific scholars and schools of Sowa-Rigpa medicine, having exemplary contributions in its development. Applying of modern teaching methods including group discussion, self directed learning, seminars, assignments and role play will create an excitement and interest among the students in learning and retaining the information as well as generates a feeling of gratitude and respectfulness to our ancestors who have shaped Sowa-Rigpa medicine over the time. Further studies on the various works accomplished by these great scholars with the advent of modern technologies in varied fields, will no doubt bring more exploration, appreciation and development in Sowa-Rigpa in near future.

The second paper is on Fundamental Principles of Sowa-Rigpa and it has 7 chapters. Six chapters are directly from the root tantra or basic tantra which is the basis of discussion, the enumeration on chapters of discussion, health and disease concept, diagnostic methods, therapeutic methods and summary of basic tantra using metaphors. The last chapter is about the healer, extracted from the explanatory tantra. The course will shed light on the Medicine Buddha and its Mandala, the different classification of various therapeutics elements available in nature, an overview of the fundamental text known as *rgyud bzhi*, and the concept of health and disease through the equilibrium of *nyespa gsum*, *lus zungs bdun* and *drima gsum* respectively. General diagnostic method including urine and tongue analysis, pulse reading, and questioning for *rlung*, *mkhrispa* and *badkan* (*nyespa gsum*) and their relevant treatment approaches through diet, lifestyle, medication and therapies were covered. The summary of root tantra or fundamental principles will be introduced through metaphors of the wish fulfilling tree or concept mapping, helping to store the knowledge tactfully. The chapter on healer describes the features of a Sowa-Rigpa physician and the student's aspiration to imbibe those social, moral and emotional ethics along with generating a responsibility towards sustainability of herbs, importance of medical equipments and being a guardian of the environment. Other than lectures, group discussion, demonstration, recitation, chart making, SDL has been employed as teaching methods. Overall, this subject helps students understand the very concept of Sowa-Rigpa, instil interest to delve further into the rich treasure of knowledge of healing and broaden their thinking capabilities. Over the time, the students should be able to confront the internal and external difficulties given the knowhow of ancestral hardships and ones understanding of the very purpose of studying and choosing the Sowa-Rigpa medicine apart from the available courses in today's world.

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**SOWA-RIGPA COURSE CURRICULUM & SYLLABUS**

**Session: First Professional B.S.R.M.S.**

**Subject/Course: *gso rig lo rgyus dang gzhi rtsa'i lta grub***

**History and Fundamental Principles of Sowa-Rigpa**

**Subject Code: SRUG-LT**

**Summary**

**Teaching Hours Distribution**

Papers	Lecture hours	Non-Lecture hours	Total hours
Paper-1: <i>gso rig lo rgyus</i> (History of Sowa-Rigpa)	40	50	90
Paper-2: <i>gzhi rtsa'i lta grub</i> (Fundamental Principles of Sowa-Rigpa)	40	50	90
Practical	NA	X	X
<b>Grand total</b>			<b>180</b>

**Examination (Papers & Mark Distribution)**

Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	Internal Assessment
Paper I	100	-	30	--	20
Paper II	100				
Sub-Total	200	50			
Total marks	250				

# SOWA-RIGPA COURSE CURRICULUM & SYLLABUS

Session: First Professional B.S.R.M.S.

**Table 1:- Course Code and Name of Course**

Sl. No	Name of the subjects		
	Subject Code	Subjects	Equivalent Terms
1	SRUG-LT	<i>gso rig lo rgyus dang gzhi rtsa'i lta grub</i>	History and Fundamental Principles of Sowa-Rigpa

**Table 2 :- THEORY (CONTENTS, TERM AND DISTRIBUTION OF HOURS)**

**Paper 1: gso rig lo rgyus / History of Sowa-Rigpa**

Chapters	Term (I/II/III)	Distribution of Hours
1. <b>Chapter 1:</b> Indigenous Medical Knowledge in Pre-historic Period	I	6
2. <b>Chapter 2:</b> Origin Theory of Early Medical Literature with special reference to <i>rgyud bzhi</i>	I	10
3. <b>Chapter 3:</b> Development of Sowa-Rigpa during the period of 348-906	I, II	10/10
4. <b>Chapter 4:</b> Development of Sowa-Rigpa during the period of 958-1202	II	8
5. <b>Chapter 5:</b> Development of Sowa-Rigpa during the period of 1246-1659	II	21
6. <b>Chapter 6:</b> Development of Sowa-Rigpa during the period of 1617-1933	III	20
7. <b>Chapter 7:</b> Development of Sowa-Rigpa since 1961 in India	III	5
<b>Grand Total</b>		<b>90</b>

**Note:** From Chapter 3 c, it will be included in Term II

**THEORY (CONTENTS, TERM AND DISTRIBUTION OF HOURS)**

**Paper 2: *gzhi rtsa'i lta grub* / Fundamental Principles of Sowa-Rigpa**

Chapters (As per <i>rgyud bzhi</i> text)	Term (I/II/III)	Distribution of Hours
1. <b>Chapter 1:</b> <i>gleng gzhi</i> (The Basis of Discussion)	I	10
2. <b>Chapter 2:</b> <i>gleng slong</i> (The Enumeration on Chapters of Discussion)	I	10
3. <b>Chapter 3:</b> Health and Disease Concept of Sowa-Rigpa	I, II	4/11
4. <b>Chapter 4:</b> The Diagnostic Methods of Sowa-Rigpa	II	15
5. <b>Chapter 5:</b> The Therapeutic Methods of Sowa-Rigpa	II	15
6. <b>Chapter 6:</b> Summary of Basic Tantra using Metaphors	III	5
7. <b>Chapter 7:</b> Physician, the Healer	III	20
<b>Total Hours</b>		<b>90</b>

**Note:** From Chapter 3b, it will be included in Term II

**Table 3:-THEORY (LECTURE AND NON-LECTURES)**

**Paper 1: *gso rig lo rgyus* / History of Sowa-Rigpa**

Chapter/ Sub-headings	Lecture (L) / Non Lecture NL	Teaching-Learning (TL) Methods	Distribution of hour	
			LH	NLH
<b>Chapter 1: Indigenous Medical Knowledge during Pre-historic Period</b>			<b>6</b>	
<b>K:</b> Explain Indigenous Medical Knowledge during Pre-historic period <b>A:</b> Recognize the importance of indigenous medical knowledge				
a. General Introduction on Purpose of studying history, macro and microcosmic world, origin of civilization.	L/NL	Lecture, Group Discussion, Self-directed learning	2	1
b. Early medical knowledge and development in prehistoric period	L/NL	Lecture, Group Discussion, Self- directed learning	2	1
<b>Chapter 2: Origin Theory of Early Medical Literature of <i>rgyud bzhi</i></b>			<b>10</b>	
<b>K:</b> Discuss the origin theory of <i>rgyud bzhi</i>				
a. <i>rgyud bzhi bk'i lugs</i> (Sutra )	L/NL	Lecture, Invited talk, Self-Directed Learning (SDL)	2	1
b. <i>rgyud bzhi bstan bcos lugs</i> (Shastra)	L/NL	Lecture,Invited talk, SDL	1	1
c. <i>rgyud bzhi gter ma'i lugs</i> (Concealed Treasure )	L/NL	Lecture, Invited talk, SDL	1	1
d. Origin from Bon Tradition	L/NL	Lecture, Invited talk, SDL	2	1
<b>Chapter 3: Development of Sowa-Rigpa during the period of 348-906</b>			<b>20</b>	
<b>K:</b> Describe the contribution of scholars in the field of development of Sowa-Rigpa <b>A:</b> Respect the contribution of scholars in the field of development of Sowa-Rigpa				
a. Lha Thothori Nyantsen (348-468)	L/NL	Lecture, Group Discussion, Seminar	1	2
b. Dung Gi Thorchog	L/NL	Lecture, Group Discussion, Seminar	1	2
c. Dharma King Songtsen Gampo (617-650)	L/NL	Lecture, Group Discussion, Seminar, Role play	2	1
d. Dharma King Trisong Deutsen (718-785)	L/NL	Lecture, Group Discussion, Assignment	1	2
e. Yuthog Yonten Gampo Elder (708-833)	L/NL	Lecture, Group Discussion, Assignment, Role play	2	1
f. Some Illustrious scholars (Bharatwaj, Guru Padma Sambhava, Vimala Mitra)	L/NL	Lecture, Group Discussion, Seminar	2	3
<b>Chapter 4: Development of Sowa-Rigpa during the period of 958-1202</b>			<b>8</b>	
<b>K:</b> Describe the contribution of scholars in the field of development of Sowa-Rigpa				

<b>A: Respect the contribution of scholars in the field of development of Sowa-Rigpa</b>				
a. Translation and Commentary work of <i>yan lag brgyad pa and rang 'grel pa</i>	L/NL	Lecture, Group Discussion, Peer learning	1	1
b. Rinchen Sangpo (958-1056)	L/NL	Lecture, Group Discussion, Peer learning, Role play	1	2
c. Yuthog Yonten Gampo Junior (1126-1202)	L/NL	Lecture, Group Discussion, Peer learning, Role play	1	2
<b>Chapter 5: Development of Sowa-Rigpa during the period of 1246-1659</b>			<b>21</b>	
<b>K: Describe the contribution of scholars during the period of 1246-1659</b>				
<b>A: Respect the contribution of scholars during the period of 1246-1659</b>				
a. Sakya Lineage	L/NL	Lecture, Panel Discussion, Seminar	1	2
b. Drubchen Ugyenpa Rinchen Pal and Karma Rangjung Dorjee	L/NL	Lecture, Panel Discussion, Seminar	2	1
c. Dangtri Lineage	L/NL	Lecture, Panel Discussion, Seminar	1	2
d. Phakdrup Lineage	L/NL	Lecture, Panel Discussion, Seminar	2	1
e. Jangpa School of Medical Tradition	L/NL	Lecture, Panel Discussion, Seminar	1	2
f. Zurlugs School Medical Tradition	L/NL	Lecture, Panel Discussion, Seminar	1	2
g. Drikung Lineage	L/NL	Lecture, Panel Discussion, Seminar	1	2
<b>Chapter 6: Development of Sowa-Rigpa during the period of 1617-1933</b>			<b>20</b>	
<b>K: Describe the contribution of scholars during the period of 1617-1933</b>				
<b>A: Respect the contribution of scholars during the period of 1617-1933</b>				
a. Desi Sangye Gyatso and Chakpori Medical School establishment	L/NL	Lecture, Presentation, Group discussion	1	3
b. Biographies of <i>Situ chos kyi 'byung gnas, de'u dmar bstan zin phun tsok, kong sprul yon tan rgyatso, 'ju mi pham rnam rgyal rgya mtso,</i>	L/NL	Lecture, Presentation, Group discussion	4	5
c. Establishment of <i>smam pa gra tshang (Chu bzang bstan pai rgyal tshan &amp; gtsang smam ye shes bzang po)</i>	L/NL	Lecture, Presentation, Group discussion	1	2
d. Ven. Khenrab Norbu and Lhasa Men-Tsee-Khang establishment	L/NL	Lecture, Presentation, Group discussion	1	3

<b>Chapter 7: Development of Sowa-Rigpa since 1961 in India</b>			<b>5</b>	
<b>K:</b> Describe the development of Sowa-Rigpa in India				
<b>A:</b> Value the development of Sowa-Rigpa in India				
a. Re-establishment of Men-Tsee-Khang, Dharamsala	L/NL	Lecture, Charts, Video making, Visit website	2	3
b. Central Institute of Higher Buddhist Studies, Leh	L/NL	Lecture, Charts, Video making, Visit website		
c. Central Institute of Higher Tibetan Studies, Saranath	L/NL	Lecture, Charts, Video making, Visit website		
d. National Institute of Sowa Rigpa, Leh	L/NL	Lecture, Charts, Video making, Visit website		
e. Re-establishment of Chagpori, Darjeeling	L/NL	Lecture, Charts, Video making, Visit website		
f. National Institute of Tibetology, Sikkim	L/NL	Lecture, Charts, Video making, Visit website		
g. Sowa-Rigpa as recognized under Indian System of Medicine in 2010	L	Lecture		
<b>Total Hours</b>			<b>40</b>	<b>50</b>

### THEORY (LECTURE & NON-LECTURES)

#### Paper 2: *gzhi rtsa'i lta grub* / Fundamental Principles of Sowa-Rigpa

Chapters/ Sub-headings	Lecture (L)/ Non-Lecture (NL)	Teaching-Learning (TL) Methods	Distribution of Hours	
			LH	NLH
<b>Chapter 1: <i>gleng gzhi</i> (The Basis of Discussion)</b>			<b>10</b>	
<b>K:</b> Describe the concept of <i>gleng gzhi</i>				
<b>K/A:</b> Visualize the Medicine Buddha Mandala				
a. The Title of the text, Homage to Medicine Buddha and <i>Tanaduk</i> , the City of Medicine	L/NL	Lecture, Presentation, Group discussion, Demonstration, Recitation	2	3
b. <i>'big byed</i> Mountain-the south of the city	NL	Lecture, Presentation, Group discussion, Demonstration	X	1
c. <i>gangs can</i> Mountain-the north of the city	NL	Lecture, Presentation, Group discussion, Demonstration	X	1
d. <i>spos ngad dan</i> Mountain-the east of the city	NL	Lecture, Presentation, Group	X	1



		discussion, Demonstration		
e. <i>ma la ya</i> Mountain-the west of the city	NL	Lecture, Presentation, Group discussion, Demonstration	X	1
f. Medicine Buddha -the centre of the city surrounded by four retinues of gods, sages, non-Buddhist and Buddhist	L	Lecture	1	X
<b>Chapter 2: <i>gleng slong</i> (The Enumeration on Chapters of Discussion)</b>				<b>10</b>
<b>K: Enumerate the Chapters of Discussion with its Classification</b>				
<b>A: Realise the importance of Chapters of Discussion with its Classification</b>				
a. The Four Tantra	L/NL	Lecture, Presentation, Group discussion, Demonstration	1	1
b. The Eight Branches	NL	Lecture, Presentation, Group discussion, Demonstration	X	1
c. The Eleven Sections	L/NL	Lecture, Presentation, Group discussion, Demonstration, Role play	1	1
d. The Fifteen Categories	NL	Lecture, Presentation, Group discussion, Demonstration	X	1
e. The Four Compendiums	NL	Lecture, Presentation, Group discussion, Demonstration	X	1
f. The One hundred and fifty six Chapters	L/NL	Lecture, Presentation, Group discussion, Demonstration	1	2
<b>Chapter 3: Health and Disease Concept of Sowa-Rigpa</b>				<b>15</b>
<b>K: Describe the concept of Health and Disease</b>				
<b>A: Recognize the perception for healthier way of life</b>				
a. Synopsis of the Basic Tantra	L	Lecture	1	X
Healthy State: The Equilibrium State				

b.1 The Three Principles Energies	L/NL	Lecture, Presentation, Group discussion, Project, Self-directed learning, Recitation	1	1
b.2 The Seven Bodily Constituents	NL	Lecture, Presentation, Group discussion, Project, Self-directed learning, Recitation	X	1
b.3 The Three Waste Products	NL	Lecture, Presentation, Group discussion, Recitation Project, Self-directed learning	X	1
<b>Disease State: The Disequilibrium State</b>				
c.1 The Three Cause	L/NL	Lecture, Presentation, Group discussion, Project, Self-directed learning	1	1
c.2 The Four Conditions	L	Lecture	1	X
c.3 The Six Modes of Entrances	NL	Lecture, Presentation, Project, Poster making	X	1
c.4 The Three Location	NL	Lecture, Presentation, Team learning	X	1
c.5 The Fifteen Pathways	L	Lecture	1	X
c.6 Manifestation of disease through Age, Habitat and Seasonal aspects	NL	Lecture, Presentation, Team learning, Chart making	X	1
c.7 The Nine Fatal Disorders	NL	Lecture, Presentation, Team Teaching, Chart making	X	1

c.8 The Twelve Adverse Effects of Wrong Treatment	NL	Lecture, Presentation, Team learning, Chart making	X	1
c.9 The Two Diseased Nature-Hot and Cold	L	Lecture	1	X
<b>Chapter 4: The Diagnostic Methods of Sowa-Rigpa</b>			<b>15</b>	
<b>K:</b> Describe the modes of diagnostic methods. <b>S:</b> Identify the features to be observed with diagnostic methods. <b>A:</b> Recognise the importance of diagnostic methods.				
a. Visual Examination				
a.1 Tongue Examination of <i>rlung</i> , <i>mkhris pa</i> and <i>bad kan</i>	L/NL	Lecture, Presentation, Project, Edutainment	1	2
a.2 Urine Examination of <i>rlung</i> , <i>mkhris pa</i> and <i>bad kan</i>	L/NL	Lecture, Presentation, Project, Edutainment	1	2
b. Palpation/ Pulse Characteristic of <i>rlung</i> , <i>mkhris pa</i> and <i>bad kan</i>	L/NL	Lecture, Presentation, Project, Team learning	1	2
c. Interrogation				
c.1 Causative Factors of <i>rlung</i> , <i>mkhris pa</i> and <i>bad kan</i>	L/NL	Lecture, Presentation, Project, SDL	1	1
c.2 Actual Signs and Symptoms of <i>rlung</i> , <i>mkhris pa</i> and <i>bad kan</i>	L/NL	Lecture, Presentation, Project, Role play	1	1
c.3 Helpful and Harmful Dietary and Lifestyle Habits for <i>rlung</i> , <i>mkhrispa</i> and <i>badkan</i>	NL	Lecture, Presentation, Project	X	1
d. Synopsis of The Diagnostic Methods	L	Lecture	1	X
<b>Chapter 5: The Therapeutic Methods of Sowa-Rigpa</b>			<b>15</b>	
<b>K:</b> Describe the therapeutic methods <b>S:</b> Conduct the appropriate observation in clinics <b>A:</b> Recognise the importance of therapeutic methods				
a. Recommended Diet and Beverage for <i>rlung</i> , <i>mkhris pa</i> and <i>bad kan</i>	L/NL	Lecture, Presentation, Project, Poster making, Edutainment	1	1
b. Lifestyle & Habitat for <i>rlung</i> , <i>mkhris pa</i> and <i>bad kan</i>	NL	Lecture, Presentation, Project, Poster making	X	1

c. Medication				
c.1 Taste-for <i>rlung, mkhris pa</i> and <i>bad kan</i>	NL	Lecture, Presentation, Project, Poster making	X	1
c.2 Potency for <i>rlung, mkhris pa</i> and <i>bad kan</i>	L	Lecture	1	X
c.3 Two Pacifying Medicines each for <i>rlung, mkhris pa</i> and <i>bad kan</i>	L/NL	Lecture, Presentation, Project, Poster making, Edutainment	1	1
c.4 Evacuative medicine for <i>rlung, mkhris pa</i> and <i>bad kan</i>	L/NL	Lecture, Presentation, Project, Poster making, Edutainment	1	1
d. External Therapies				
d.1 Oil Massage and <i>hor gyi me btsa</i> for <i>rlung</i> conditions	NL	Lecture, Presentation, Project, Demonstration, Recitation	X	1
d.2 Sweating Therapy, Venesection and Cold-Water Therapy for <i>mkhris pa</i> conditions	L	Lecture	1	X
d.3 Compress and Moxabustion for <i>Bad kan</i> conditions	NL	Lecture, Presentation, Project, Demonstration, Recitation	X	1
e. Synopsis of 98 therapeutic methods	L/NL	Lecture, Presentation, Project, Edutainment, Poster, Chart making	1	2
<b>Chapter 6: Summary of Basic Tantra using Metaphors</b>			<b>5</b>	
K: Describe the summary of Basic Tantra				
S: Enlist the summary of Basic Tantra				
a. The Three Roots and Nine Trunks	L	Lecture	1	X
b. The Forty Seven Branches	L	Lecture	1	X
c. The Two Hundred Twenty Four Leaves	NL	Lecture, Presentation, Project, Poster, Chart	X	1
d. The Two Flowers and Three Fruits	L	Lecture	1	X
e. The Overall Summary of Root Tantra	NL	Lecture,	X	1

		Presentation, Project, Edutainment, Poster, Chart, Recitation		
<b>Chapter 7: Physician, the Healer</b>			<b>20</b>	
<b>K:</b> Describe the features of the physician, the healer <b>A:</b> Aspire to imbibe the social and moral ethics of the physician, the healer				
a. The Six Qualities				
a.1 Being Intelligent	L/NL	Lecture, Presentation, Project, Poster, Chart, Recitation	1	1
a.2 Being Compassionate	NL	Lecture, Presentation, Group discussion, Role play, Recitation	1	1
a.3 Being Committed	L/NL	Lecture, Presentation, Group discussion, SDL, Recitation	X	1
a.4 Having Dexterity	L	Lecture	1	X
a.5 Being Diligent	L/NL	Lecture, Presentation, Group discussion, Inquiry based learning, Recitation	X	1
a.6 Being Proficient in Social Ethics	L/NL	Lecture, Presentation, Group discussion, Inquiry based learning, Recitation Movie clips with discussions.	1	1
b. The Nature	L	Lecture	1	X
c. The Definition	L	Lecture	1	X
d. The Classification				
d.1 Unsurpassed	L/NL	Lecture, Presentation, Group	1	1

		discussion, Inquiry based learning, Recitation		
d.2 Extraordinary	L	Lecture	1	X
d.3.1 Ordinary-general ( <i>nang rig menpa, rjes sbyangs menpa, las goms menpa</i> )	L/NL	Lecture, Presentation, Group discussion	1	1
d.3.2 Ordinary-specific (The Characteristic of Supreme and Inferior Physician-12)	L	Lecture	1	X
e. The Function/Duties				
e.1 Common (Actions of the Body, Speech and Mind)	L	Lecture	1	X
e.2 Specific (View, Meditation and Conducts)	L	Lecture	1	X
f. The Reward	L	Lecture	1	X
<b>Total hours</b>			<b>40</b>	<b>50</b>

**Table 4. Assessment Summary**

**A. Number of papers and Marks Distribution**

Sl.No.	Subject	Papers	Theory	Practical or Clinical Assessment					Grand Total
				Practical or clinical	Viva	Electives	IA	Total	
1.	<i>gso rig lo rgyus dang gzhi rtsa'i lta grub</i> (History and Fundamental Principles of Sowa- Rigpa) Paper-1 & Paper-2	2	200	-	30	-	20	50	250

**B. Scheme of Assessment (formative and Summative)**

SN	Professional Course	Duration of Professional Course		
		First Term (1-6 Months)	Second Term (7-12 Months)	Third Term (13-18 Months)
1	First	3 PA & First TT	3 PA & Second TT	3 PA & UE

**PA: Periodical Assessment; TT: Term Test; UE: University Examinations**

### C. Calculation Method for Internal Assessment Marks (20 Marks)

Term	Periodical Assessment				Term Test	Term Assessment	
	A	B	C	D	E	F	G
	1 (20)	2 (20)	3 (20)	Average (A+B+C/3) (20)	Theory (MCQ + SAQ + LAQ) & Practical (Converted to 20)	Sub Total (40 marks)	Term Assessment (20 marks)
First						D+E	D+E/2
Second						D+E	D+E/2
Third					Nil	D	D
<b>Final IA</b>	<b>Final Internal Assessment: Average of three Term Assessment marks as shown in 'G' column</b>						

### D. Evaluation Methods for Periodical Assessment

Sl. No.	Evaluation Method
1.	Practical /Clinical Performance
2.	Viva Voce / Multiple Choice Question (MCQ)/ Modified Essay Question (MEQ)/Structured Questions
3.	Open Book Test (Problem Based)
4.	Summary Writing (Research papers)
5.	Class Presentations
6.	Work Book Maintenance
7.	Problem Based Assignment
8.	Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OSPE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation Procedures (DOP), Case Based Discussion (CBD)
9.	Extra-curricular activities (Social work, Public awareness, Surveillance activities, Sports or other activities which may be decided by the department).
10.	Small Project (Individual or Group)
11.	Oral Test, etc.

## E. Question Paper Pattern

### I PROFESSIONAL BSRMS EXAMINATIONS < SRUG-LT >

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

		Number of Questions	Marks per question	Total Marks
Q 1	Multiple Choice Questions (MCQ)	20	1	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Long answer questions (LAQ)	4	10	40
				100

## F. Distribution of theory Exam and Question paper-Blue print

Paper 1: *gso rig lo rgyus* / History of Sowa-Rigpa

Sl. No	Chapters	Marks	Types of Questions “Yes”-can be asked “No”- should not be asked		
			MCQ (1 mark)	SAQ (5 marks)	LAQ (10 marks)
1	<b>Chapter 1:</b> Indigenous Medical Knowledge in Pre-historic Period	7	Yes (2 Nos.)	Yes (1 No.)	No
2	<b>Chapter 2:</b> Origin Theory of Early Medical Literature with special reference to rgyud bzhi	11	Yes (1 No.)	No	Yes (1 No.)
3	<b>Chapter 3:</b> Development of Sowa-Rigpa during the period of 348-906	22	Yes (2 Nos.)	Yes (2 Nos.)	Yes (1 No.)
4	<b>Chapter 4:</b> Development of Sowa-Rigpa during the period of 958-1202	10	Yes (5 Nos.)	Yes (1 No.)	No
5	<b>Chapter 5:</b> Development of Sowa-Rigpa during the period of 1246-1659	23	Yes (3 Nos.)	Yes (2 No.)	Yes (1 No.)
6	<b>Chapter 6:</b> Development of Sowa-Rigpa during the period of 1617-1933	22	Yes (7 Nos.)	Yes (1 No.)	Yes (1 No.)
7	<b>Chapter 7:</b> Development of Sowa-Rigpa since 1959 in India	5	No	Yes (1 No.)	No
<b>Total marks</b>		<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>



## Distribution of theory Exam and Question paper-Blue print

### Paper 2: *gzhi rtsa'i lta grub* / Fundamental Principles of Sowa-Rigpa

Sl. No	Chapters (As per <i>rgyud bzhi</i> text)	Marks	Types of Questions “Yes”-can be asked “No”- should not be asked		
			MCQ (1 mark)	SAQ (5 marks)	LAQ (10 marks)
1	<b>Chapter 1:</b> <i>gleng gzhi</i> (The Basis of Discussion)	12	Yes (2 Nos.)	Yes (2 Nos.)	No
2	<b>Chapter 2:</b> <i>gleng slong</i> (The Enumeration on Chapters of Discussion)	10	Yes (5 Nos.)	Yes (1 No.)	No
3	<b>Chapter 3:</b> Health and Disease Concept of Sowa-Rigpa	18	Yes (3 Nos.)	Yes (1 No.)	Yes (1 No.)
4	<b>Chapter 4:</b> The Diagnostic methods of Sowa-Rigpa	18	Yes (3 Nos.)	Yes (1 No.)	Yes (1 No.)
5	<b>Chapter 5:</b> The Therapeutic methods of Sowa-Rigpa	18	Yes (3 Nos.)	Yes (1 No.)	Yes (1 No.)
6	<b>Chapter 6:</b> Summary of Basic Tantra using Metaphors	7	Yes (2 Nos.)	Yes (1 No.)	No
7	<b>Chapter 7:</b> Physician, the Healer	17	Yes (2 Nos.)	Yes (1 No.)	Yes (1 No.)
<b>Total Marks</b>		<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>

### G. Distribution of Practical Exam

S N	Heads	Marks
1.	Practical NA	
2.	Viva	30
3.	Internal Assessment	20
4.	Electives NA	
<b>Total</b>		<b>50</b>

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