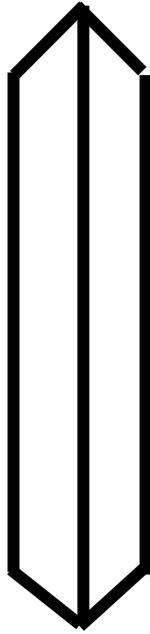


Curriculum Guide  
for  
Community Amchi Assistant  
(CAA)  
*[Kangjen -Pa]*



April, 2004

Himalayan Amchi Assiciation,  
(HAA)  
Kathmandu, Nepal

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## **1. Introduction:**

This Competency based two years curriculum guide for “Community Amchi Assistant (Kangjen – pa)” is designed to equip trainees with basic skills and knowledge of Amchi medicine to make the trainees competent in the application of these skills and knowledge of Amchi medicine for the management of human health disorders or diseases in the country.

## **2. Aims:**

- ❖ To produce trained / competent lower lever human resources in the area of Amchi medicine
- ❖ To develop skills and abilities in the trainees about the principles & practices of Amchi medicine
- ❖ To increase the human status of the community through the application of principles & practius of Amchi medicine

## **3. Objectives:**

- To develop basic skills and knowledge of English , Nepali ,and Tibati languages so as to ease the trainees to study & practise the Amchi medicine
- To develop basic skills and knowledge about basic science, math & social studies so as to ease. The trainees to study & practise the Amchi medicine.
- To develop skills and knowledge about Common medicinal row materials & medications.
- To develop basic skills & knowledge on :
  - ❖ Diagnosis of Common human disorders / diseases
  - ❖ Management ( prevention & Treatment ) of common human health disorders / diseases
  - ❖ Preservation and promotion of human health

Through the application of the principles & practices of Amchi medicine.

## **4. Course Description:**

This curriculum guide for community Amchi Assistant (Kangjen – Pa) Provides skills and related technical knowledge necessary to be a CAA technician.

There will be both demonstrations by instructors & opportunity by the trainees to perform skills/tasks necessary for the technician. Trainees will learn/practice skills using typical tools/materials/equipment/instrument and supplies necessary for the program.

Trainees succersfully completing the program will be able to diagnose, prevent, treat & manage common human disorders/diseases through Amchi medical approach. Trainees will be able to preserve and promote their health through Amchi approach & advice the community for the same. Again this program provides the skills & knowledge necessary for the trainees to be self employed remaining under the limit of medical laws of the country in the field of Amchi medicine in the days to come .This program also includes (at the end) On–The–Job training (OJT) in which the trainees are placed on the actual job under the supervision in the related hospital / health post /institute etc. It aims at trainess

be familiar with and get experiences of the world of real work and gain skills / knowledge that are new or not covered in the training institutes they studies .

## **Curriculum Guide for Community Amchi Assistants**

### **(Kangjen – Pa)**

#### **5. Course Structure**

##### **(a) First year:**

S.N.	Subject	Nature	Hrs/Week	Hours/ Year	Full Marks
1.	English	T	8	312	200
2.	Nepali	T	4	156	100
3.	Science	T	8	312	200
4.	Tibati Language	T	5	195	125
5.	Mathematics	T	8	312	200
6.	Social Studies	T	4	156	100
7.	Introductory Amchi Medicine	T	3	117	75
Subject Total : 1:			40	1560	1000

## Curriculum Guide for Community Amchi Assistants

### ( Kangjen – Pa )

#### 5. Course Structure

##### (b) Second year:

S.N.	Subject	Nature	Hours / Week	Hours /year	Full Marks
1.	Anatomy and Physiology	P	5	195	125
2.	Health Education	P	4	156	100
3.	Health Culture and Community	P	4	156	100
4.	Cultivation of Medicinal Plants	P	3	117	75
5.	Pharmacy & Pharmacology	P	4	156	100
6.	Diagnosis of disorders	P	6	234	150
7.	Treatment of disorders	P	10	390	250
8.	Health Management	P	4	156	100
Subject Total : 2:			40	1560	1000
9.	On the job trainin (OJT)	P	Three Months		300
Subject Total : 3:			Three months		300

##### **Grand Total:**

S.N.	Subject Total	Year	Hours	Full Marks
1.	1	First	1560	1000
2.	2	Second	1560	1000
3.	3.	Second (OJT)	3 Months	300
Grand Total :			3120+3 Months	2300

## Course Structure

### First Year

S. No	Subject	Class / Weeks	Total hours/year			Full Marks	Internal Assessment		Final Examination		Final Examination hour	
			T	P	Total		T	P	T	P	T	P
1	English	T	312		312	200	100	-	100	-	3	
2	Nepali	T	156		156	100	50	-	50	-	3	
3	Science	T	312		312	200	100	-	100	-	3	
4	Tibetan Language	T	195		195	125	62.5	-	62.5	-	3	
5	Mathematics	T	312		312	200	100	-	100	-	3	
6	Social Studies	T	156		156	100	50	-	50	-	3	
7	Introductory Amchi Medicine	T	22	95	117	75	7.5	30	7.5	30	2	2
			1465	95	1560	1000	470	30	470	30		

### Second Year

S. No	Subject	Class / Weeks	Total hours/year			Full Marks	Internal Assessment		Final Examination		Final Examination Hour	
			T	P	Total		T	P	T	P	T	P
1	Anatomy and Physiology	P			195	125	12.5	50	12.5	50	2	2
2	Health Education	P			156	100	10	40	10	40	2	2
3	Health Culture and Community	P			156	100	10	40	10	40	2	2
4	Cultivation of Medicinal Plants	P			117	75	7.5	30	7.5	30	2	2
5	Pharmacy & Pharmacology	P			156	100	10	40	10	40	2	2
6	Diagnosis of disorders	P			234	150	15	60	15	60	2	2
7	Treatment of disorders	P			390	250	25	100	25	100	2	2
8	Health Management	P			156	100	10	40	10	40	2	2
	Total				1560	1000	100	400	100	400		

OJT 12 weeks = 40 hrs x 12 week = 480 hrs	F M 300
Total Full Marks	1300

**6. Target group:**

All persons interested in Amchi medicine having minimum of eight class pass or equivalent.

**7. Group size:**

Maximum of 20 in the beginning can be increased on the basis of the capacity & resource of the concerned institutes.

**8. Duration:**

Two years + 3 Months (1560 hrs +1560 hrs + 3 Months)  
= 3120 hrs + 3 Months (OJT)

**9. Medium of Instruction:**

Tibati (Lama) language and /or English and/ or Nepali.

**10. Pattern of attendance:**

At least 95% attendance in each subject specified in this curriculum guide.

**11. Theory, Practical**

Ratio: About 20: 80.

**12. Entry Criteria:**

- Interested individuals in the Amchi medicine having at least 8 class passed or equivalent
- Entrance examination
  - Written &
  - Oral
- Preferred to :
  - Poors
  - Underprivileged group
  - Women

**13. Career Path:** Students who have go the certificate of TSLC (Kangjen Pa) will be eligible to sit in the entrance examination for “Certificate in Amchi science (Durra Pa)”

**14. Follow up:** Suggestion: First follow up one year after the completion of the training (after getting the TSLC certificate) second Follow up: Six months after first follow up.

Third follow up: Six months after the second follow up.

**15. Certificate requirement:**

The trainees should pass all the subjects of the curriculum including OJT in order to get The Certificate of “Community Amchi Assistant (Kangjen Pa), CAA equivalent to TSLC (Technical School Leaving Certificate (Non – gazetted second class) . CTEVT will provide the certificate.

**16. Trainers’ qualification :**

1. At least having bachelor’s degree in Amchi science (Kachupa) is preferred . or  
Durra Pa with at least one year’s Job experience  
Or  
Renounded Amchi having at least 10 year’s of experience.
2. Communicative /instructional skills.

## 17. Suggestion for Trainers :

- ❖ Trainers are suggested to make the teaching and learning activities innovative , scientific & most effective

### (a) Teaching strategies :

Trainers may adopt one or more teaching strategies while carrying out the process of training :

- Lesson
- Discussion
- Class room discussion
- Discussion with Amchies
- Class room exercise
- Field experience
- Field experience
- Games
- Visits
- Field visit / home visits
- Visiting Speakers
- Guest Speakers
- Case Studies
- Demonstrations
- Practical
- Paractical Application
- Laboratory practicals
- Trainee presentation
- Simulation
- Role Play
- Drama

### (b) Suggestion for instruction

- The trainers are suggested to develop and implement / adopt the followings for the delivery of knowledge skills (theoretical contents ) :
  - Yearly teaching plan
  - Monthly teaching plan
  - Weekly teaching plan
  - Daily lesson plan
  - Student's evaluation scheme
- ❖ It is a competency based skill focused curriculum program so the trainers are expected to minimize theoretical aspect and maximize skill /practical aspects of the training program . The theoretical & practical ratio is expected to be 20 : 80 in the subjects having practical nature .
- ❖ The trainers are suggested to develop & adopt the followings for skills training :
  - Perform Task Analysis
  - Develop Task Analysis sheet containing

- Task steps
- Terminal performance objectives : Give, Task & Standards
- Related Technical
- Knowledge

Develop check list for each tastes to be evaluated

Perform prelude / continuous evaluation of the trainees for tasks / skills performed .

The trainers are expected to train the trainees in the following sequence regarding practical ( skills / tasks ) works :

Slow demonstration of a skill / task by the trainer to the trainees based on the task analysis (sheet) .

Demonstration of the skills / Task by the trainer in the normal speed .

Each trainee should get an opportunity to practice the demonstrated skills /Tasks under the supervision of trainer ( 2or 3 times till they become competent in the given skill / Task)

Each trainee gets opportunity to practice the demonstrated skills / task independently with confidence (No need of supervision in this stage )

- ❖ The trainers are expected to make their training , performance oriented rather than knowledge oriented . If trainers find some important skills / tasks are lacking in this curriculum guide , they can add such skills in the curriculum & train the trainees according & should also inform the same to the concerned for approval .

### **18 Grading system :**

Distinction : Passed with 80% or above .

First Division : Passed With 75% or above

Second Division : Passed with 60 % or above

Third Division : Passed with 60 % below .

### **19 Trainer : Trainees ratio :**

- 1: 10 for technical subjects .
- For general subjects ( Theory ) it varies as per the nature of the subject .

### **20. Facilities :**

- Buildings sufficient for the program
- Well furnished sufficient class – rooms
- Well furnished sufficient office rooms .
- Well furnished staff rooms

- Well equipped Laboratory / Clinic
- Store ( Medicinal )
- Sufficient Land for the Cultivation of medicinal plants
- Well equipped Amchi Hospital / Health post available to use .
- Well equipped Library .
- Hostel ( optional ) .
- Vehicle ( if can be used ) .
- Sufficient technical staff based on the subjects to be instructed .

- 21 . List of instrument :**
1. gSER – KHAB ( Golden Needle )
  2. gSER – TEL ( Golden Hammer )
  3. LCAGS –Tel ( Iron hammer )
  4. ZANGS –TEL ( Copper Hammer )
  - 5 ME – BUM ( Cupping Bowl )
  - 6.ngabus –RA ( Cupping Horn )
  7. SMAN- THUR ( measuring spoon )
  - 8.Gcheu ( anal Cannulae )
  9. gTSAGS –BU ( Lancet )
  - 10 . Gtsags –BU’I – SHUBS [Lancet Cover ]
  11. g TSAGS’ DRA BRANG – WA – CAN ( Straight blade knife similar to Lancet )
  12. SKAM- pa ( Forceps )
  13. ME- LEN 9( Four Holled instrument – Cum – flatiron )
  14. First – Aid Box
  - 15 . Stirring Stick
  16. White Container (bowl )

## 22. Subjects

- I. First year
  - a. English
  - b. Nepali
  - c. Science
  - d. Tibati Language
  - e. Mathematics
  - f. Social studies
  - g. Introductory
  - h. Amchi Medicine

# English

Course Description: This course aims at enabling the students to speak, read, write and understand by listening the English language in a standard manner. Hence the English language is as an international language, there is a great scope of it in Nepal. The mountainous part of Nepal is famous for tourism. People from all over the world come to visit the country. In this regard also, English is essential and a means of communication to the people of outer world.

Objectives are to:

- develop an understanding of and competence in spoken English
- communicate fluently and accurately with other speakers of English
- develop competence in understanding a variety of reading texts
- gain the skills necessary to write English appropriately and effectively
- develop ability to use simple reference materials
- develop an awareness of cultural and ethical values relevant to Nepal

Unit	Content	hrs allotted
1	<ul style="list-style-type: none"> <li>▪ Introduction to English language</li> <li>▪ Parts of speech</li> <li>▪ Identification of parts of speech</li> <li>▪ Sounds (Vowel, consonants, diphthongs)</li> </ul>	10 hrs
2	<ul style="list-style-type: none"> <li>▪ Nouns, types and uses</li> <li>▪ Pronoun, types and uses</li> <li>▪ Adjectives, types and uses</li> <li>▪ Adverbs, types and uses</li> <li>▪ Verbs, types and uses</li> <li>▪ Prepositions, types and uses</li> </ul>	10 hrs
3	<ul style="list-style-type: none"> <li>▪ Words, word formation, synonyms and antonyms</li> </ul>	5 hrs
4	<ul style="list-style-type: none"> <li>▪ Sentences, types, formation and uses</li> </ul>	5 hrs
5	<ul style="list-style-type: none"> <li>▪ Tense, tense contrast, types and uses</li> </ul>	10 hrs
6	<ul style="list-style-type: none"> <li>▪ Conditional and causative sentences, types and uses</li> </ul>	5 hrs
7	<ul style="list-style-type: none"> <li>▪ Articles, types and uses</li> </ul>	5 hrs
8	<ul style="list-style-type: none"> <li>▪ Reported speech, types and uses</li> </ul>	10 hrs
9	<ul style="list-style-type: none"> <li>▪ Voice, types and uses</li> </ul>	10 hrs
10	<ul style="list-style-type: none"> <li>▪ Reading different stories, essays and articles with comprehensive practices</li> </ul>	50 hrs
11	Composition <ul style="list-style-type: none"> <li>▪ Application</li> <li>▪ letters (personal, official and business)</li> </ul>	80 hrs

	<ul style="list-style-type: none"> <li>▪ story development</li> <li>▪ Paragraph writing</li> <li>▪ Essay writing</li> <li>▪ Story writing</li> <li>▪ Instruction writing</li> <li>▪ Bio-data preparation</li> <li>▪ Memowriting</li> <li>▪ Report writing</li> <li>▪ Speech preparation</li> <li>▪ Debates</li> <li>▪ Recite and understand simple English Poems</li> </ul>	
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#### Nepali Subject:

Course Description: This course aims at enabling the students to speak, read, write and understand by listening the Nepali language in a standard manner. Hence the Nepali language is as a national language, there is a great scope of it in Communication. The mountaneous part of Nepal is famous for tourism. People from all over the world come to visit the country. In this regard also, Nepali is essential and a means of communication to the people of local community.

#### Objectives are to:

- develop an understanding of and competence in spoken Nepali
- communicate fluently and accurately with other speakers of Nepali
- develop competence in understanding a variety of reading texts
- gain the skills necessary to write Nepali appropriately and effectively
- develop ability to use simple reference materials
- develop an awareness of cultural and ethical values relevant to Nepal

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- $\mathcal{O}_{sf} \mathcal{O}_5 \mathcal{M}j\mathcal{D}o / jf \mathcal{R}e kl/jt(g s/)]f, cs/)]fc]fb$  10 #)^f
- $\mathcal{O}_{sf} \mathcal{O}_6 \mathcal{M}sf n tyf sf n kl/jt(g / ltsf] k|cf]u$  10 #)^f
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  - $cg'\mathcal{R}L]hg n/vg$
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# Science

Length : 312 hours

Description :

This subject consists of four units dealing with the basic knowledge and skills physics chemistry, Biology, and Astrology & Geology respectively .

Objectives :

- To demonstrate / explain the basic skills and knowledge on the following areas :
  - Physics
  - Chemistry
  - Biology
  - Astrology and
  - Geology
- To perform the activities included in the text books
- 

Content	Time
Unit : I : Physics	106 hours
Measurement Force Mechanics Work , energy & power Light Sound Pressure Energy Heat Current , electricity & Magnetism	
Unit : II : Chemistry	79 hours
1. Valency and molecular formula 2. Lionization 3. Acid , base and salt 4. Some gases 5. carbon & its Compounds 6. Classification of elements 7. Chemical reactions 8. Solwoility 9. Metals 10. Metals used in daily life	

Unity : III : Biology	93 hours
<ol style="list-style-type: none"> <li>1. Plants reproduction through spores</li> <li>2. Invertebrates</li> <li>3. Tissues and organs</li> <li>4. Skeletal system</li> <li>5. Circulatory system</li> <li>6. Stimulation &amp; Reaction</li> <li>7. Ecosystem</li> <li>8. Classification of plants &amp; animals</li> <li>9. Virus</li> <li>10. Adaptation</li> <li>11. Cell division</li> <li>12. Reproduction</li> <li>13. Heredity &amp; Evolution</li> </ol>	
Unit : IV: Astronomy and Geology	34 hour
<ol style="list-style-type: none"> <li>1. Natural disasters</li> <li>2. The earth in the universe</li> <li>3. History of earth</li> <li>4. Atmosphere</li> <li>5. Universe</li> </ol>	

**TextBooks:**

1. Science – Grade 9, English Version ,Janak Education Materials center Ltd. Sanothini Bhaktapur.
2. Science – Grade 10 , English Version Janak Education Materials center Ltd .sanothimi , Bhaktapur .

Text books :

Science : Grade 9, and Grade 10 , English version, Janak Ed. Materials center Ltd. Sanothimi , Bhaktapur.

## **Lama Bhasa**

Course Description: This course aims at enabling the students to speak, read, write and understand by listening the Lama language in a standard manner. Hence the Lama language is as a local language, there is a great scope of it in Communication. The mountaneous part of Nepal is famous for tourism. People from all over the world come to visit the country. In this regard also, Lama is essential and a means of communication to the people of local community.

Objectives are to:

- develop an understanding of and competence in spoken Lama
- communicate fluently and accurately with other speakers of Lama
- develop competence in understanding a variety of reading texts
- gain the skills necessary to write Nepali appropriately and effectively
- develop ability to use simple reference materials
- develop an awareness of cultural and ethical values relevant to Nepal

Subject: Lama Language

Total Hrs: 156

1. Unit: Letters, Vowels and consonants (16 hrs)

1. Introduction
2. Thirty consonants
3. Four vowels
4. Twelve ra-go: the twelve basic consonants with "r" on their head
5. La-go-ten: ten basic consonants with the letter "L" surmounting them
6. Eleven-s-go: the eleven basic consonants with the letter "S" surmounting them
7. Ra-tag thirteen: the thirteen basic consonants to which the letter "Y" is subjoined
8. Six La-tag: the six basic consonants to which the letter "L" is subjoined

2. Unit: Prefixes and suffixes (15 hrs)

1. Five ngon-jug: five prefixes
2. Je-jug ten: ten affixes
3. Male letter
4. Female letter
5. Neutral letter
6. Poorest female letter
7. Types of male and female affixes
8. Male: excellent, good and poor
9. Female: very acute

3. Unit: Seven Distinctions: (15hrs)

1. Like noun
2. The dative case, the second case of Tibetan grammar
3. The instrumental particles
4. Needed reasons
5. Sources
6. Possession

7. Place, locality
4. Unit: Letter writing (15 hrs)
  1. Types of letter writing
  2. Letters to high level person in the village
  3. Letters with polite words
  4. Letter asking about health
  5. About oneself, friend or others
  6. Letter describing present situation
  7. Letter with praying
  8. Monthly and daily letters
5. Unit: Attendance (10hrs)
6. Unit: Discussion( Questioning between teasher and students) (15hrs)
7. Unit: Practice on Budhist Chittra (20 hrs)
8. Unit: Write poetry or recite other poets' poems(15 hrs)
9. Unit Spelling and pronunciation (20hrs)
  1. Pronunciation of "NI"
  2. Pronunciation of "DNG"
  3. Pronunciation of "DI"
  4. Pronunciation of "Gang"
  5. Pronunciation of "Dak"
  6. Pronunciation of "Guk"
- 10 Unit: The eleven letters which are replicated when join with a terminal,(15 hrs)
11. Unit: the seven position signifying to or at, with the use of four vowels, sources and how to call them (15 hrs)

Subject : Mathematics

Length : 312 hours

Description :

This subject contains seven units dealing with the knowledge & skills on the areas of sets & trigonometry , Arithmetic, Menswration, Algebra , Geometry, Statistics, and Probability .

Objective

# Mathematics

Length : 312 hrs

Content	Time
Unit : I : Sets and Trigonometry	6+27 33 hrs
1. Sets : 1.1. Set operations 1.2. Uses of Venn- diagrams 2. Trigonometry 2.1. Trigonomic ratios 2.2. Values of Trigonomic ratios in the interval of $0$ to $2\pi$ 2.3. Trigonomic ratios of some standard angles 2.4. Problems on height and distance 2.5. Area of a triangle using two sides & included angle between them	
Unit : II : Arithmetic	35 hrs
1. Unitary method & variation 2. Percentage 3. Profit & Loss 4. Simple Interest 5. Home arithmetic 6. Commission & Taxation 7. Compound interest 8. Population growth & compound depreciation 9. Ratio & proportion 10. Problems on mixture of ingredients	

Unit : III: Mensuration	35 hours
<ol style="list-style-type: none"> <li>1. Problems on areas involving cost &amp; quantities</li> <li>2. Surface area &amp; volumes of solids</li> <li>3. Surface area &amp; volume of spheres</li> <li>4. Area of a triangle</li> <li>5. Problems area and volume of cones , prisms , pyramids and related problems .</li> </ol>	
Unit : Iv : Algebra	65 hours
<ol style="list-style-type: none"> <li>1. Algebraic expressions</li> <li>2. Linear equations &amp; simple inequalities .</li> <li>3. Quadratic equations</li> <li>4. Simple inequalities with two variables .</li> </ol>	
Unit : V : Geometry	97 hours
<ol style="list-style-type: none"> <li>1. Triangles</li> <li>2. Parallelograms</li> <li>3. Area of triangles and quadrilaterals</li> <li>4. Similarity</li> <li>5. Locus</li> <li>6. Circle</li> <li>7. Constructions : Triangles , quadrilaterals , regular polygons &amp; constructions related to the locus .</li> </ol>	
Unit : VI: Statistics	20 hours
<ol style="list-style-type: none"> <li>1. Cumulative frequency table and pie chart</li> <li>2. Arithmetic mean of grouped data .</li> <li>3. Mean &amp; mode</li> <li>4. Histogram and ogive</li> <li>5. Mean , median and use of cumulative frequencies to estimate quartiles</li> </ol>	
Unit : VII : Probability	20 hours
<ol style="list-style-type: none"> <li>1. Experiment</li> <li>2. Introduction to probability scale</li> <li>3. Empirical probability</li> <li>4. Additive &amp; multiplicative Laws</li> <li>5. Probability tree diagrams</li> <li>6. Problems on simple dependent events</li> </ol>	

Text books :

1. Compulsory Mathematics – Grade Nine , English version
  2. Compulsory Mathematics – Grade Ten , English Version
- Janak Education Materials Centre Ltd.  
Sanothimi , Bhaktapur .

# Social Studies

## Course Description:

This course aims at making the students aware of the geography, history, culture and religions of the country. The students should also know the economic, social and cultural setup of the country. Tourism related issues are also addressed in this course.

## Objectives are to:

- understand the geographical situation of the country
- understand the historical background of the country
- get knowledge of the constitution
- get knowledge about the economic development of the country
- understand the different culture, costumes, religious harmony and

Unit	Content	Time hrs
1	We, our communities and country	5 hrs
2	Our tradition and social value <ul style="list-style-type: none"> <li>▪ religious harmony</li> <li>▪ respect on labour</li> <li>▪ respect on administration and power</li> <li>▪ national and international personalities</li> <li>▪ introduction to our culture, tradition, costumes and arts</li> <li>▪ contribution of national personalities</li> </ul>	10 hrs
3	Social problems and effects <ul style="list-style-type: none"> <li>▪ Contribution of social organization</li> <li>▪ the role of social organizations to solve social problems ( Scout, Red cross, Lio Club and Lions Club )</li> </ul>	20 hrs
4	Awareness of the citizens <ul style="list-style-type: none"> <li>▪ Introduction to constitution</li> <li>▪ Features of constitution</li> <li>▪ Fundamental rights and responsibilities granted by the constitution</li> </ul>	10 hrs
5	Study of geography <ul style="list-style-type: none"> <li>▪ Geographical division</li> <li>▪ Political division</li> <li>▪ Administrative division</li> <li>▪ Climate and rain</li> <li>▪ Wind and effects</li> <li>▪ Forests</li> <li>▪ Rivers</li> <li>▪ Environment</li> <li>▪ Crops</li> <li>▪ Cash crops, horticulture and animals</li> <li>▪ Draw the map of Nepal and show airports, roads,</li> </ul>	30 hrs

	rivers, forests, mountains, religious places, lakes, industrial estates and national parks		
6	<p>Historical studies</p> <ul style="list-style-type: none"> <li>▪ Unification of Nepal and obstacles</li> <li>▪ War with English and role of Nepali warriors</li> <li>▪ Social and economic situation before the war with English</li> <li>▪ Nepal Tibet relation</li> <li>▪ Trade with Tibet</li> <li>▪ Rana Regime and role of Jangabahadur</li> <li>▪ Main achievements of 104 year Rana regime</li> <li>▪ Social, political, economical and educational situation during Rana regime</li> <li>▪ Social and economic activities from 2007-2017 B.S.</li> <li>▪ Peoples mob for democracy restoration in 2046 B.S.</li> </ul>	55 hrs	
	<p>Economical and Environmental studies</p> <ul style="list-style-type: none"> <li>▪ Importance of tourism in economy</li> <li>▪ Essential elements for tourism development (geography, culture, history, arts and crafts and climate)</li> <li>▪ Obstacles of tourism development</li> <li>▪ Importance of business in economic development</li> <li>▪ Interrelationship among agriculture, industry and commerce</li> <li>▪ Introduction to economic planning</li> <li>▪ Effects on environment degradation due to unplanned projects</li> </ul>	7	▪
8	<p>UNO and the role for development WHO, ILO, UNESCO, UNFPA, FAO</p>	10 hrs	
9	<p>Establishment, functions and effectiveness of SAARC in south east Asia</p>	10 hrs	

# Introductory Amchi Medicine

**Duration : 117 hrs /year**  
**3 hrs / week**

Tasks	Related Knowledge
1. Develop Concept of the history of Amchi medicine	1. Historical background <ul style="list-style-type: none"> <li>○ Origion &amp; history</li> <li>○ Abroad</li> <li>○ In Nepal</li> <li>○ Present status in Nepal .</li> </ul>
2. Enlist unique features of Amchi medicine	2. Unigne features of Amchi medicine <ul style="list-style-type: none"> <li>○ Holistic approach</li> <li>○ Psyches somatic concept</li> <li>○ Field is more important than seed .</li> <li>○ No side toxic effects but side benefits</li> <li>○ Every medicine is tonic</li> <li>○ Non – toxic nature of medicine</li> <li>○ Use of natural ingredients</li> <li>○ Simple manful capturing prouss &amp; Socialistic approach</li> <li>○ Cheapness of medicine</li> <li>○ Environmental protection</li> <li>○ Emphasis on positive health</li> <li>○ Emphasis on diet &amp; drink</li> <li>○ Inter depending of micro corm to Macrocosm</li> </ul>

Tasks	Related Knowledge
	<ul style="list-style-type: none"> <li>○ Belief in karma unification of science, philosophy and religion.</li> </ul>
3. Identify the concept of the three humors	3. Concept & definition of the three humors : <ul style="list-style-type: none"> <li>○ Wind</li> <li>○ Bile</li> <li>○ Phlegm</li> </ul>
4. Develop concept of three poisons	4. Concept of three poisons <ul style="list-style-type: none"> <li>○ Desire</li> <li>○ Hatred</li> <li>○ Obscurtion</li> </ul>
5. Develop concept of four Tantras	5. Four Tantras <ul style="list-style-type: none"> <li>○ Concept of :</li> <li>○ Root Tantra</li> <li>○ Explanatory Tantra</li> <li>○ Oral Tradition Tantra</li> <li>○ Last Tantra</li> </ul>
6. Enlist Five Biles	6. Five Biles <ul style="list-style-type: none"> <li>○ Digestive</li> <li>○ Color – regulating</li> <li>○ Determining</li> <li>○ Sight</li> <li>○ Complexion - clearing</li> </ul>
7. Identify Five Phlegm	7. Five Phlegm <ul style="list-style-type: none"> <li>○ Supportive</li> <li>○ Decomposing</li> <li>○ Experiencing</li> <li>○ Satisfying</li> <li>○ Connective</li> </ul>
8. Identify the concept of five winds	8. Five Winds: <ul style="list-style-type: none"> <li>○ Life sustaining</li> <li>○ Ascending</li> <li>○ Pervasive</li> <li>○ Fire – accompanying</li> <li>○ Descending</li> </ul>
9. Identify concept of the seven physical constituents	9. Seven Physical constituents <ul style="list-style-type: none"> <li>○ Nutritional essence</li> <li>○ Blood</li> <li>○ Flesh</li> <li>○ Fat</li> <li>○ Bone</li> <li>○ Marrow</li> <li>○ Regenerative fluid</li> </ul>
10. Develop concept of the reservoir	10. Six reservoir Organs

	<ul style="list-style-type: none"> <li>○ Stomach</li> <li>○ Mall intestine</li> <li>○ Large intestine</li> <li>○ Gall bladder</li> <li>○ Seminal vesicle</li> <li>○ Urinary bladder</li> </ul>
11. Develop concept of three excretions	11. Three excretions <ul style="list-style-type: none"> <li>○ Feces</li> <li>○ Urine</li> <li>○ Perspiration</li> </ul>
12. Develop general concept of the “ Illustrated trees of medicine”	12. Four primary Amchi medical Text books <ul style="list-style-type: none"> <li>○ The Illustrated trees of medicine ( Allegorical tree)</li> <li>○ General introduction</li> <li>○ Trunk , branch ,leaves, root etc .</li> </ul>
13. Develop Buddhist concept of medicine	13. Buddhism & Medicine <ul style="list-style-type: none"> <li>○ Buddhist philosophy of</li> <li>○ Buddhist philosophy of medicine</li> </ul>
14. Enlist diagnostic & Treatment methods	14. Diagnosis & Treatment <ul style="list-style-type: none"> <li>○ Concept</li> <li>○ Principles</li> <li>○ Process</li> </ul>
15. Develop Concepts of the following : <ul style="list-style-type: none"> <li>○ Medicinal plants</li> <li>○ Raw ingredients</li> <li>○ Diseases</li> <li>○ Preventive medicine and positive health</li> <li>○ Virile fiction &amp; rejuvenation</li> </ul>	16. Concept & types <ul style="list-style-type: none"> <li>○ Medicinal plants</li> <li>○ Raw ingredients</li> <li>○ Diseases</li> <li>○ Preventive medicine &amp; positive health</li> <li>○ Virilification &amp; rejuvenation</li> </ul>

22. Subject :

II : Second year

- 1 Anatomy & Physiology
2. Health Education
- 3 Health Culture & Community
4. Medicinal Plants
5. Pharmacy & Pharmacology
6. Diagnosis Of disorders
7. Treatment Of Disorders
8. Health Management
9. On The Job Training

# Anatomy & Physiology

## I. General :

S.N.	Skills / Tasks	Related Technical Knowledge
1.	Develop concept of body organization: <ul style="list-style-type: none"> <li>▪ Draw diagram of cell</li> <li>▪ Draw diagrams of :               <ul style="list-style-type: none"> <li>• Tissues</li> <li>• Organs</li> <li>• Systems</li> </ul> </li> </ul>	1. Organization of human body Cell : Concept , Structure & function Tissue : Concept , Type , Structures & functions Organ: Concept , types , structure and function
2.	Develop concept of anatomy & physiology of human body system. Develop Concept Of : <ul style="list-style-type: none"> <li>• Human physiology</li> <li>• Metabolism</li> <li>• Catabolism</li> <li>• Anabolism</li> </ul> Illustrate Anatomy Of human body systems Illustrate physiology of human body systems	2. Anatomy & physiology Of human body system: - Anatomy : Concept & definition Physiology : Concept & definition Metabolism: Process, catabolism and anabolism . Anatomy & physiology of the following body systems : Digestive Respiratory Urinary Endocrine Skeletal Cardio – vascular /Lymphatic Reproductive : Male & female Nervous Muscular Sensory
3.	Develop Concept of physiology of systemic disorders	<ul style="list-style-type: none"> <li>▪ Systemic disorders : Concept ,physiology &amp; signs / symptoms.</li> </ul>

Specific : To Amchi medicine

S.N.	Skills / Tasks	Related Technical Knowledge
1.	Illustrate anatomy of five solid viscera's [ Don]	<p>1. Anatomy of five solid viscera's</p> <ul style="list-style-type: none"> <li>• Heart [ Sing]</li> <li>• Lungs [ Global]</li> <li>• Liver [ Mcchi pa]</li> <li>• Spleen [ Mchar – pa ]</li> <li>• Kidneys [ Mkhhal –ma]</li> </ul>
2..	Illustrate six Hollow viscera's [snood]	<p>2. Six Hollow viscera's : anatomical structure.</p> <ul style="list-style-type: none"> <li>• Small intestine [Rgyu –Ma]</li> <li>• Large intestine [ Lon-ga]</li> <li>• Urinary bladder [ Lgn – pa]</li> <li>• Gall bladder [ Mkhris – thum ]</li> <li>• Reproductive Organs in male &amp; female [ Bsam-Sen]</li> <li>• Stomach [ Phoba]</li> </ul>
3.	Illustrate physiology of rlung	<p>3. Five division of rung with their locations &amp; functions :</p> <ul style="list-style-type: none"> <li>• Srog –'dzin</li> <li>• Gyen- du-rgyu</li> <li>• Khysb –byed</li> <li>• Me-dan-mnam-pa</li> <li>• Thur-du- sel</li> </ul>
4.	Illustrate the physiology of Mkhris –pa	<p>4.Five divisions of Mkhris –pa with their Location &amp; functions:</p> <ul style="list-style-type: none"> <li>• 'Ju byed</li> <li>• Mdans –sgyur</li> <li>• Sgrub bayed</li> <li>• Mthon – bayed</li> <li>• Mdog-gsal</li> </ul>

S.N.	Skills / Tasks	Related Technical Knowledge
5.	Illustrate the physiology of Bad –kan.	<p>5.Five divisions of Bad – Kan with their Location &amp; functions.</p> <ul style="list-style-type: none"> <li>○ Rtn –byed</li> <li>○ Tshim- byed</li> <li>○ Myag –byed</li> <li>○ ‘Byor –byed</li> <li>○ Myon-byed</li> </ul>
6.	Illustrate seven categories of tissue elements [Lus-Zuris]	<p>6.Seven categories of tissue elements with their Location , functions &amp; composition: -</p> <ul style="list-style-type: none"> <li>○ Plasma including chyle [Dans –ma ]</li> <li>○ Blood or Hbfraction [ Khrag]</li> <li>○ Muscle tissue [sa]</li> <li>○ Fat tissue [Tshil]</li> <li>○ Bone tissue including cartilages [ Rus-pa]</li> <li>○ Bone marrow [ Rkan]</li> <li>○ Semen in males &amp; ovum in female [Khu]</li> </ul>
7.	Identify waste products [Dri-ma]	<p>7. Waste products with their function &amp; composition :</p> <ul style="list-style-type: none"> <li>○ Stool [Bsan]</li> <li>○ Urine [gein]</li> <li>○ Sweat [Rnul]</li> </ul>

S.N.	Skills / Tasks	Related Technical Knowledge
8.	Measure solid & liquid constituents of body	8.Measurement of all solid and liquid constituents of body
9.	Develop concept of the followings : <ul style="list-style-type: none"> <li>○ Digestion &amp; metabolism</li> <li>○ Group Of enryms</li> <li>○ Process of metabolism</li> <li>○ By –pro dukes of digestion</li> <li>○ Vital essence</li> <li>○ Bowl movement</li> <li>○ Classification of body</li> <li>○ Composition of human body</li> </ul>	9.Concept of : <ul style="list-style-type: none"> <li>Digestion &amp; metabolism</li> <li>Group of enzymes[Me- drod]</li> <li>Process of digestion</li> <li>Process of metabolism</li> <li>Byproducts of digestion and metabolism</li> <li>Vital essens [Mdans- Ma]</li> <li>Bowl movement [Lto- ba ]</li> <li>Classification of body</li> <li>Composition of human body</li> </ul>

# Health Education

S.N.	Skills / Tasks	Related Technical Knowledge
1.	Develop concept of health education	Health Education : Definition, principle, purpose, methods and importance
2.	Enlist elements of health education (a) Communication	Elements of health education (a) Communication : ○ Definition ○ Process ○ Barriers ○ Methods
	(b) Perception	(a) Perception: Definition Importance Maslow's need theory
	(c) Learning process	( c) Learning process : Definition Steps Methods Factors affecting learning.
	(d) Leadership	(b) Leadership : ○ Definition ○ Types ○ Roles ○ Importance
	(e) Change process	(c) Change process ○ Definition ○ Ways of change ○ Obstacle of change

S.N.	Skills / Tasks	Related Technical Knowledge
	(f) People 's Participation	( f) People's participation : <ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Importance</li> <li>○ Role of health education for people participation</li> </ul>
3.	Practice methods of Health education (a) Individual methods	Methods of health education : (a) Individual Method: <ul style="list-style-type: none"> <li>○ Individual Method:</li> <li>○ Home Visit</li> <li>○ Counseling</li> <li>○ Interview</li> </ul>
	(b) Small group methods	(b)Small group methods : <ul style="list-style-type: none"> <li>○ Group discussion</li> <li>○ Brain storming</li> <li>○ Role play</li> <li>○ Drama</li> <li>○ Lecture</li> <li>○ Demonstrating</li> <li>○ Field Trip</li> </ul>
	(c) Mass Methods	(c) Mass Method : <ul style="list-style-type: none"> <li>○ Lecture</li> <li>○ Exhibition</li> </ul>
4.	Apply various media for health education	Media of health education <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Importance</li> <li>○ Use &amp; preparation of: <ul style="list-style-type: none"> <li>- Poster ,pamphlet , flash card</li> <li>- Flip chart, flannel board</li> <li>- Bulletin board, film strip</li> <li>- Film slide</li> <li>- Film show</li> <li>- Radio / TV / Internet / computer</li> </ul> </li> </ul>
S.N.	Skills / Tasks	Related Technical Knowledge

5.	Perform planning of health education programs	<p>5. Planning of health education program :</p> <ul style="list-style-type: none"> <li>○ Introduction , Importance</li> <li>○ Different steps</li> <li>○ Information collection</li> <li>○ Identification of needs</li> <li>○ Target group , setting of objectives</li> <li>○ Selection of the methods of health education</li> <li>○ Preparation of materials</li> <li>○ Evaluation</li> <li>○ Schedule of implementation</li> </ul>
6.	Participate in pt education	<p>6. Pt education :</p> <ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Importance</li> <li>○ Procedure</li> </ul>
7.	<p>Conduct school health program :</p> <ul style="list-style-type: none"> <li>○ Conduct physical examination of students</li> <li>○ Find out Students' health problems</li> <li>○ Develop school health programs based on needs</li> <li>○ Conduct health instruction classes in the school</li> <li>○ Implement / evalnate / follow up the developed school health program</li> <li>○ Provide health services to the students</li> </ul>	<p>7. School health program :</p> <ul style="list-style-type: none"> <li>○ Importance of school health programs</li> <li>○ Students' health problems (Needs assessment )</li> <li>○ School health programs based on health needs assessment.</li> <li>○ Class room management : <ul style="list-style-type: none"> <li>- Principles &amp; procedures .</li> <li>- Teaching-learning materials</li> <li>- Class room management.</li> </ul> </li> </ul> <p>Implementation , evaluation &amp; follow up . Health services to the students .</p>

S.N.	Skills / Tasks	Related Technical Knowledge
8.	Conduct school –community- Joint health activities / programs .	8. Planning , implementing , evaluating and follow up of school –community –Joint health activities / programs
9.	Develop skills on Teaching <ul style="list-style-type: none"> <li>○ Develop schedule</li> <li>○ Give assignments</li> <li>○ Give Lecture</li> <li>○ Demonstrate skills</li> <li>○ Guide participants</li> <li>○ Prepare / apply / us thick</li> <li>○ Give illustrated talk</li> <li>○ Perform Role play</li> <li>○ Take oral test</li> <li>○ Take performance test.</li> </ul>	9.Skills on Teaching / Training: Concepts related to : <ul style="list-style-type: none"> <li>○ Yearly plan</li> <li>○ Lesson plan</li> <li>○ Time schedule ( weekly )</li> <li>○ Lecture</li> <li>○ Demonstration</li> <li>○ Participants’ guildsmen</li> <li>○ Lus thik</li> <li>○ Illustrated talk</li> <li>○ Role play</li> <li>○ Oral test</li> <li>○ Performance test .</li> </ul>
10.	Provide health education to the community people on : <ul style="list-style-type: none"> <li>(a)Preservation , promotion / improvement &amp; maintenance of their health status</li> <li>(b)Prevention , Treatment &amp; Management of common health discords of the community people bared on their needs .</li> <li>(c ) Nutrition &amp; Family planning .</li> </ul>	10. Health education in the community : <ul style="list-style-type: none"> <li>○ Health education programs to the community</li> <li>○ Preservation , promotion / improvement &amp; maintenance procedure for health</li> <li>○ Prevention ,treatment &amp; management of human health disorders</li> <li>○ Assessing community health problems / needs.</li> <li>○ Principles &amp; process of Nutrition &amp; FP .</li> </ul>

S.N.	Skills / Tasks	Related Technical Knowledge
11.	Perform class room / field practice of health education on the followings (a) Personal hygiene, clothing, foods & ORS . (b) Family planning . (c) Environmental sanitation. (d) Communicable diseases (e) Safe drinking water (f) breast feeding & baby care (g) Prevention of accidents (h) Mental health (i) Drug abuse (j) Hiv / Aids (k) Immunization (l) Nutrition & other appropriate topics .	10. Concept , purpose , principles , procedure , methods & steps for performing class room and field practices of health education .
12.	Advise local people for health behaviors / food habits	12. Healthy behaviors & food habits
13.	Conduct Awareness programs on “ Amchi medicine .”	13. Awareness program ‘ on Amchi medicine
14.	Assist to uplift the health condition of the local people	14. Health condition of local people .
15.	Help reduce the untimely death of the local people .	15. Untimely death of the local people .

## Health Culture and Community

S.N.	Skills / Tasks	Related Technical Knowledge
1.	Develop concept of : <ul style="list-style-type: none"> <li>○ Culture</li> <li>○ Community</li> <li>○ Health</li> <li>○ Health Culture</li> </ul>	1. Concept Of : <ul style="list-style-type: none"> <li>○ Culture</li> <li>○ Community</li> <li>○ Health</li> <li>○ Health culture</li> </ul>
2.	Identify main ethnic group of Nepal with their culture	2. Main ethnic group of Nepal . <ul style="list-style-type: none"> <li>○ Main ethnic group / various culture groups</li> <li>○ Cultural characteristics</li> </ul>
3.	Identify positive /negative aspects of different culture on health .	3. Different health practicum among different culture <ul style="list-style-type: none"> <li>○ Positive /negative aspects of different culture on health</li> <li>○ Relationship of health , illness, behavior &amp; culture .</li> <li>○ Traditional belief &amp; health related taboos .</li> <li>○ Cultural impact on the health of people .</li> </ul>
4.	Carry out community development activities (a) Develop concept of community	4. Community development (a) Community Socio cultural structure of community Community Value Community organization Change process in community agent in society Barrier of change in community Community dynamos

S.N.	Skills / Tasks	Related Technical Knowledge
	(b) Develop concept of community health	(b) Community health <ul style="list-style-type: none"> <li>○ Definition &amp; philosophy of community health &amp; its relevancy in Nepalese context .</li> </ul>
	(c ) Develop concept of family health	(c ) Concept of family health
	(d) Develop community development programs .	(d) Community development ( CD) : <ul style="list-style-type: none"> <li>○ Objectives</li> <li>○ Principles &amp; Procedures</li> <li>○ Methods</li> <li>○ Role of CAA on CD</li> </ul>
	(e) Carry out community development program / activities	(e) Planning , implementing & evaluating community development programs / activities
5.	Perform community diagnosis	community diagnosis <ul style="list-style-type: none"> <li>○ Objectives</li> <li>○ Community health needs</li> <li>○ Method /procedure / principles of community diagnosis</li> <li>○ Tools of community diagnosis</li> </ul>
6.	Develop /implement micro health projects	Micro health project : <ul style="list-style-type: none"> <li>○ Importance</li> <li>○ Formulation</li> <li>○ Implementation</li> <li>○ Evaluation &amp; follow up</li> </ul>
7.	Develop report writing skills	Report writing <ul style="list-style-type: none"> <li>○ Concept</li> <li>○ Process</li> <li>○ Format of report writing</li> </ul>
8.	Apply Amchi medicine to develop better health culture in the local community.	8. Role of Amchi medicine in health culture change

# Medicinal Plants

S.N.	Skills / Tasks	Related Technical Knowledge
1.	English climatic zones of Nepal	1. Climate & climatic zones of Nepal <ul style="list-style-type: none"> <li>• Introduction to Climate &amp; climatic zones in Nepal</li> <li>• Common medicinal plants available in the climatic zones of Nepal .</li> </ul>
2.	Classify medicinal plants on the basis of : (a) Taxonomy	3. Classification of medicinal plants on the basis of : (a) Taxonomy
	(b) Type of plants	(b) Type of plants <ul style="list-style-type: none"> <li>• Flowering / non flowering</li> <li>• Herbs</li> <li>• Shrubs</li> <li>• Creepers</li> <li>• Trees etc .</li> </ul>
	(c) Geographical / Climatic distribution	(c) Geographical distribution
	(d) Parts of plant used as medicine	(e) Plants used as medicine <ul style="list-style-type: none"> <li>• Root</li> <li>• System</li> <li>• Barks</li> <li>• Branch</li> <li>• Leaves</li> <li>• Flower</li> <li>• Seed</li> <li>• Khoto ( Thang)</li> <li>• Whole plant except root</li> <li>• Whole plant</li> </ul>

S.N.	Skills / Tasks	Related Technical Knowledge
	(e) Availability	(e)Availability <ul style="list-style-type: none"> <li>• Commonly / Locally available</li> <li>• Rare</li> <li>• Available in the forest</li> <li>• Not available in Nepal .</li> </ul>
	(f) cultivation	(f) Cultivation <ul style="list-style-type: none"> <li>• Can be cultivated early</li> <li>• Directly propagated</li> <li>• Transplanted</li> <li>• Difficult to cultivate</li> <li>• Can't be cultivated (Only in forest)</li> </ul>
3.	Enlist medicinal values of plants / plant parts	3.Medicinal Value of plants <ul style="list-style-type: none"> <li>• Plant &amp; plant part used as medicine</li> <li>• Disorders cured /managed</li> <li>• Role in preservation, promotion &amp; improvement in human health .</li> </ul>
4.	Carryout study of medicinal plants in terms of : (a) habitat (b) geographical distribution ( c ) Climatic requirement (d)soil requirement (e)Morphology (f)Taxonomy (g) Cultural practices (h) Medicinal values (i) Specific preparations	4.Study of various / important medicinal plants in terms of : (a) Habitat (b) geographical distribution ( c ) climatic requirement (d) soil requirement (e) Morphology (f) Taxonomy : scientific, English , Nepali , Local & Amchi names . ( g ) Cultivation practices ( h ) Harvesting (i) Medicinal Values (j) Specific preparation

S.N.	Skills / Tasks	Related Technical Knowledge
5.	Develop Concept of anatomy & physiology of medicinal plants .	5. Morphology , anatomy & physiology of plants : A brief introduction .
6.	Cultivate important medicinal plants	6. Cultivation of medicinal plants :
	(a) Select Land	(a) Land selection : Criteria
	(b) Perform Layout	(b) Layout : Principle & procedures
	( c ) Make fence	(c) fence : To protect from animals
	(d) make irrigation channels	(d) Irrigation channels : To water plants
	(e) Prepare Nursery	(e)Establishment , preparation,& managing nursery
	(f) Prepare compost	(f) Compost : Making by pit & heap methods
	(g) Prepare Land	Land preparation > To cultivate plants
	(h) Prepare plastic tunnels	(h) Plastic tunnel : concept & needs application
	( ) Propagate by seeds	( )Plant propagation by seeds : Principles & procedures
	Propagate by cuttings	Plant propagation by cuttings : Principle & procedures
	(i) Prepare thuksel	(i) Thuksel : Preparation & use
	(j) Apply ash on plant	(j) Ash : preparation & application
	(k) Carry out inter cultural operations	(k) Intercultural operations

	(l) Grow / raise medicinal plants in nursery / field .	(l) Principles & procedures of growing / raising plants in nursery & field.
	(m) Manage / Maintain field of medicinal plants growing .	(m) Field management : principles & procedures.
	(n) Maintain condition for healthy growth / development of medicinal plants .	(n) Conditions for healthy growth / development of medicinal plants .
7.	<p>Harvest Medicinal plants</p> <p>7.1. Identify parts of be harvested</p> <p>7.2. Identify the stage of harvesting of medicinal plants</p> <p>7.3. Identify the time of harvesting</p> <p>7.4. Perform harvesting</p> <p>7.5. Handle harvest safely</p> <p>7.6. Grade the harvest</p> <p>7.7. store harvest maintaining freshness</p>	<p>8. Harvesting procedure</p> <ul style="list-style-type: none"> <li>• Principles &amp; procedures of harvesting medicinal plant / parts of the plant .</li> <li>• Parts to be harvested</li> <li>• Stage of harvesting</li> <li>• Time of harvesting</li> <li>• Harvesting Methods</li> <li>• Safe handling of the harvest .</li> <li>• Grading the harvest</li> <li>• Storing the harvest maintaining freshness How to maintain freshness?</li> </ul>
8.	Identify / Collect Locally available planting materials of medicinal plants as many variety as possible .	<p>9. Planting materials</p> <ul style="list-style-type: none"> <li>• Seeds</li> <li>• Plant parts</li> <li>• Varieties</li> </ul>

S.N.	Skills / Tasks	Related Technical Knowledge
9.	Cultivate / grow Locally suitable / available medicinal plants as many as possible	9.Locally suitable & available medicinal plants : <ul style="list-style-type: none"> <li>• Listing</li> <li>• Cultivating as many as possible .</li> </ul>
10.	Harvest medicinal plants / their parts ( as many types as possible ) available	10.Harvesting medicinal plants available <ul style="list-style-type: none"> <li>• Process of harvesting</li> </ul>
11.	Assist in conservation & protection of medicinal plants in the vicinity	11.Conservation & protection of medicinal plants <ul style="list-style-type: none"> <li>-Need</li> <li>- Principles &amp; procedures</li> </ul>

## Pharmacy & Pharmacology

S.N.	Skills / Tasks	Related Technical Knowledge
1.	Enlist related terminologies	1. Related terminologies : <ul style="list-style-type: none"> <li>• Listing</li> <li>• Concept &amp; definition of each</li> </ul>
2.	Draw / illustrate allegorical tree	2..Allegorical tree : <ul style="list-style-type: none"> <li>• Parts related to this subject</li> <li>• Listing the parts &amp; concept of the parts with contents .</li> </ul>
3.	Develop concept of cosmos- physical element theory	3.5 Cosmo – physical element theory : <ul style="list-style-type: none"> <li>• Concept of 5 cosmos – physical elements &amp; their application</li> <li>• Concept &amp; application of 5 c-p- element theory</li> </ul>
4.	Enlist stable qualities of cosmos –physical elements	4. Cosmo – physical elements : <ul style="list-style-type: none"> <li>• Stable qualities of the five cosmos – physical elements</li> <li>• Actions : of the five physical-physical elements .</li> </ul>
5.	Perform tasting	5. Taste : <ul style="list-style-type: none"> <li>• Types : Six tastes &amp; Three post digestive tastes .</li> <li>• Attributes of the tastes</li> </ul>
6.	Group drugs in terms of taste ( sweet , sour , saline , Bitter, pungent & Astringent ) .	6. Drug groups : <ul style="list-style-type: none"> <li>• Group of drugs in terms of taste</li> <li>• Attributes &amp; applications .</li> </ul>

S.N.	Skills / Tasks	Related Technical Knowledge
7.	Classify food & drugs	7. Classification of drugs & food with common examples : Difference between drug ingredients & food ingredients Classification of food & drugs as : Animate sources Plant Animal • Inanimate sources ○ Natural ○ Artificial
8.	Classify the followings ○ Medical ingredients ○ Food ingredients ○ Drinks	8. Classification of • Medicinal ingredients into 8 categories • Food ingredients • Drinks
9.	Group drugs as Recipes	9 . Recipes : Concept Classification of drugs on the basis of synergistic action & therapeutic utility . Purification Naming Action in general Common recipes : List , their action , uses & preparations .
10.	Enlist therapeutic actions of various tastes	10. The therapeutic actions of tastes: • Normal intake : action & been focal effects of each taste • Excessive intake : adverse effects & their remedy of each type .

S.N.	Skills / Tasks	Related Technical Knowledge
11.	Identify the tastes emerging after digestion	11. Tastes emerging after digestion : <ul style="list-style-type: none"> <li>• Concept</li> <li>• Identification</li> <li>• Application</li> </ul>
12.	Develop concept of potency <ul style="list-style-type: none"> <li>• Enlist types of potency</li> <li>• Check potency</li> </ul>	12. Potency : Concept Types Attributes How to check potency ? Application Specific actions
13.	Enlist / Identify concept of seven limb procedure	13. Seven limb procedure : Concept & application Principle & procedure 1. Natural habitat : Grow in 2. Collection of medicinal plants: Rules 3. Toxic impurities : Removal 4. Drying 5. Efficiency : Maintaining 6. Smoothing : The Powder 7. Compounding : procedure
14.	Enlist forms of medicine with their actions / uses . (a) Identify decoction	14. Forms of medicine : Actions & used : Forms (a) Decoction : Concept , identification , preparation , action & uses .
	(b) Identify powder medicine .	(b) Powder : Concept , identification , preparation , action and uses .

S.N.	Skills / Tasks	Related Technical Knowledge
	(c) Identify pills	(c) Pills : Concept , identification, preparation , action & uses .
	(d) Identify Medicinal paste / Butter Ash / wine / oils	(d) Medicinal paste , butter , ash, wine & oils : Concept Identification Preparation Action & Uses
	(e) Identify condensed Decoction	(e) Condensed decoction: Concept , identification , preparation , action & uses .
	(f) Identify Gem Medicines	(f) Gem medicines : concept , identification , preparations , action & uses .
	(g) Identify herbal compounds	(g) herbal compounds : Concept , identification , preparation , action & uses .

S.N.	Skills / Tasks	Related Technical Knowledge
15.	Collect locally available Raw materials for the preparation of Amchi medicine	15. Raw Materials for the preparation of medicine : Principles & procedure Of collecting the followings :
	(a) Identify /collect roots	(a) Roots : Collection & application
	(b) Identify / Collect Stems	(b) stems: Collection & application
	(c ) Identify / Collect Barks	(c ) Barks : Collection , Storing & application & identification .
	(d) Identify / Collect Branches	(d) Branches : Collection, Storing & application & identification .
	( e) Identify / Collect Leaves	(e) Leaves Collection, & application & identification
	(f) Identify / Collect Flowers	(f) Flowers Collection, & application & identification
	(g) Identify / Collect seeds	(g) seeds : Identification , Collection, storing & applications .
	( h) Identify / Collect Khoto	(h) Khoto : Identification , Collection, storing & applications .
	(i) Identify / Collect Minerals	(i) Minerals : Identification , Collection, storing & applications .
	(j) identity / Collect Precious stones .	(j) Precious stones : Identification , Collection, storing & applications .
	(k) Identify / collect Natural Soil	(k) Natural Soil : Identification , Collection, storing & applications .
16.	Carryout habitat study of locally available medicinal plants .	16. Habitat : Concept Habitat study : principles & procedures .

S.N.	Skills / Tasks	Related Technical Knowledge
17.	Remove toxic impurities of collected raw materials (by washing )	17.Seven Limb procedure : Detoxification : concept methods , principles & procedures & application
18.	Carryout drying of the collected raw materials	18. Drying : Principle , procedure, methods, & application
19.	Perform Smoothing	19. Smoothing : Principles, process / methods & uses.
20.	Perform Compounding	20. Compounding : Principles, process / methods & applications

## Diagnosis of Disorders

S.N.	Skills / Tasks	Related Technical Knowledge
1.	Develop concept of the healthy state of body .	1. Healthy state of body : <ul style="list-style-type: none"> <li>• Mind –Body in dynamic equilibriums .</li> <li>• Introduction to :               <ul style="list-style-type: none"> <li>□ 15 nyes – pas</li> <li>□ 7Bodily constants</li> <li>□ 3 excretions</li> </ul> </li> </ul>
2.	Develop concept of the diseased state of body	2.Diseased state of body : <ul style="list-style-type: none"> <li>• Mind –body in dynamic disequilibria</li> <li>• Introduction &amp; explanation of the followings :               <ul style="list-style-type: none"> <li>□ Primordial causes of Nyes –pas</li> <li>□ Immediate causes of Nyes –pas</li> <li>□ General pathways of Nyes –pas</li> <li>□ General Locations of Nyes-pas</li> <li>□ Specific pathways of Nyes –pas</li> <li>□ Conditions favorable for Nyes-pas</li> <li>□ Disorders of fatal effects</li> <li>□ Adverse effects of treatment / Iatrogenesis</li> <li>□ Summation :                   <ul style="list-style-type: none"> <li>➤ Cold[wind ,Phlegm]</li> <li>➤ Hot [blood, bile]</li> </ul> </li> </ul> </li> </ul>

S.N.	Skills / Tasks	Related Technical Knowledge
3.	Develop concept of the root of diagnosis	3.Introduction & description of the root of diagnosis
4.	Perform visual diagnosis of disorders	4.visual diagnosis of disorders : <ul style="list-style-type: none"> <li>• Concept ,principles &amp; procedures</li> </ul>
	(a) Tongue disorders Perform visual diagnosis of rlung tongue	(a) Tongue disorders : Rlung tongue : Causes, Signs & Symptoms & Process of diagnosis & remedies
	Perform visual diagnosis of Mkhris – pa tongue	Mkhris –pa tongue : disorders , Cuses , Signs /symptoms, process of diagnosis & remedies
	Perform visual diagnosis of badkan tongue disorders	Bad-Kan tongue disorders : Causes, S/S , process of diagnosis & remedies .
	(b) Urine : Perform visual diagnosis of rlung urine	(b) Urine : Rlung urine : disorders, Causes, S/ S, process of diagnosis & remedies .
	Perform visual diagnosis of mkhris –pa urine	Mkhris –pa urine: disorders, causes S/S , process of diagnosis & remedies.
	Perform visual diagnosis of Bad –Kan urine	Bad- Kan urin : disorders , S/S, causes, process of diagnosis & remedies .

S.N.	Skills / Tasks	Related Technical Knowledge
5	Perform pulse feeling : Enlist types of pulse with their pulse characteristics in the state of :- (i) equilibrium (ii) In equilibrium	5. Pulse feeling : Concept & applications Types of pulse Concept of sphygmology Pulse characteristics of three Nyes – pas in the state of disequilibria / equilibrium .
	Perform rlung pulse feeling	Rlung pulse : Concept , characteristics, diagnostic application & remedies Rlung pulse beat : concept & procedure of feeling / reading the beat
	Perform mkhris –pa pulse feeling	Mkhris-pa pulse Concept,characteristics , diagnosis, application & remedies.
	<ul style="list-style-type: none"> <li>• Perform Bad-pa pulse feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Bad-Kan pulse : <ul style="list-style-type: none"> <li>○ Concept ,characteristics , diagnosis, application &amp; remedies.</li> <li>○ Bad-Kan pulse beat .</li> </ul> </li> </ul>
6.	Perform interrogation :	7. Interrogation: Questioning with regard to cases, signs, & symptoms, response to dietary & behavioral regimens
	Perform rlung interrogation.	Rlung interrogation : regarding causal conditions & symptoms etc . (as above)

S.N.	Skills / Tasks	Related Technical Knowledge
	<ul style="list-style-type: none"> <li>• Perform mkhris –pa interrogation</li> </ul>	<ul style="list-style-type: none"> <li>• Mkhris-pa interrogation : <ul style="list-style-type: none"> <li>○ Causes</li> <li>○ Signs &amp; symptoms</li> <li>○ Reoponse</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Perform Bad- Kan interrogation</li> </ul>	<ul style="list-style-type: none"> <li>• Bad- kan interrogation: <ul style="list-style-type: none"> <li>○ Causes</li> <li>○ Signs &amp; symptoms</li> <li>○ Response</li> </ul> </li> </ul>
7.	Diagnose diseases of Patients:	7.Diagnosis of the diseases of Patients : <ul style="list-style-type: none"> <li>○ Concept, principles &amp; procedures, and methods .</li> </ul>
	<ul style="list-style-type: none"> <li>• Collect information about history ( Patient’s case history )</li> </ul>	<ul style="list-style-type: none"> <li>• History taking : <ul style="list-style-type: none"> <li>□ Concept, principle, procedure &amp; application</li> <li>□ Dealing with Patients</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Identify patient’s char caters</li> </ul>	<ul style="list-style-type: none"> <li>• Patient character / behavior as indicative of as indicative of disorders .</li> </ul>
	<ul style="list-style-type: none"> <li>• Perform tongue examination of the patient (s)</li> </ul>	<ul style="list-style-type: none"> <li>• Tongue examination : Process . <ul style="list-style-type: none"> <li>○ Process &amp; cause of disorders</li> <li>○ Healthy / unhealthy tongue</li> <li>○ S /S of tongue disorders</li> <li>○ Remedies</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Perform eye examination of the patient (s)</li> </ul>	<ul style="list-style-type: none"> <li>• Eye examination of patient (s) –Process &amp; principle</li> </ul>
	<ul style="list-style-type: none"> <li>• Perform skin examination of the patient .</li> </ul>	<ul style="list-style-type: none"> <li>• Skin examination principle, process &amp; practices .</li> </ul>

S.N.	Skills / Tasks	Related Technical Knowledge
	<ul style="list-style-type: none"> <li>• Perform urine Test by:</li> </ul>	<ul style="list-style-type: none"> <li>• Urine test : <ul style="list-style-type: none"> <li>○ Principles &amp; procedures</li> <li>○ Urine collection procedure</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>□ Test urine by color</li> </ul>	<ul style="list-style-type: none"> <li>□ Color of urine indicative of disorder, color change .</li> </ul>
	<ul style="list-style-type: none"> <li>□ Test urine by vapor</li> </ul>	<ul style="list-style-type: none"> <li>□ Nature of vapor as indicative of disorders</li> </ul>
	<ul style="list-style-type: none"> <li>□ Test urine by smell</li> </ul>	<ul style="list-style-type: none"> <li>□ Smell of urine as indicative of disorders</li> </ul>
	<ul style="list-style-type: none"> <li>□ Test urine by bubbles</li> </ul>	<ul style="list-style-type: none"> <li>□ Nature of bubbles as indicative of disorders</li> </ul>
	<ul style="list-style-type: none"> <li>□ Test urine by fattiness ( Tima)</li> </ul>	<ul style="list-style-type: none"> <li>□ Tima as indicative of disorders</li> </ul>
	<ul style="list-style-type: none"> <li>□ Take pulse of the patient (s)</li> </ul>	<ul style="list-style-type: none"> <li>□ Taking pulse <ul style="list-style-type: none"> <li>○ Principle &amp; procedure / methods</li> <li>○ Various types of pulse &amp; their characteristics</li> <li>○ Pulse as indicative of disorders</li> <li>○ Pulse beat</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>□ Write patient's disease diagnosis decision</li> </ul>	<ul style="list-style-type: none"> <li>□ Disease diagnosis decision Collect all the results of examination Make decision based on the results of examinations</li> </ul>

S.N.	Skills / Tasks	Related Technical Knowledge
8.	Develop / practice skills on various diagnostic methods	8. Balance development of skills on various diagnostic methods / techniques : Concept Need & importance Practice to the confidence level.
9.	Handle / practice disease diagnosis cases as many times as possible .	9. Need to handle disease diagnosis cases as maximum as possible to develop competencies in it .
10.	Diagnose various human diseases	10. Diagnosis of various human diseases . <ul style="list-style-type: none"> <li>○ Classification of diseases</li> <li>○ S/S of common diseases with their causes</li> <li>○ Diagnosis of common diseases .</li> </ul>

Treatment of Disorders

S.N.	Skills / Tasks	Related Technical Knowledge
1.	<p>Enlist therapies</p> <ul style="list-style-type: none"> <li>• Diet</li> <li>• Behavior</li> <li>• Medicine</li> <li>• Accessory</li> </ul>	<p>1.Root of therapeutics</p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Types of therapies : Concept               <ul style="list-style-type: none"> <li>□ Diet therapy</li> <li>□ Behavior therapy</li> <li>□ Medication</li> <li>□ Accessory therapies</li> </ul> </li> </ul>
2.	<p>Enlist /Identify Diet</p> <ul style="list-style-type: none"> <li>• Rlung food</li> <li>• Rlung beverage</li> <li>• Mkhris –pa food</li> <li>• Mkhris –pa beverage</li> <li>• Bad-Kna food</li> <li>• Bad- Kan beverage</li> </ul>	<p>2. Diet :Identification , Characteristics &amp; application :</p> <ul style="list-style-type: none"> <li>• Rlung food : Listing</li> <li>• Rlung beverage : Listing</li> <li>• Mkhris –pa beverage : Listing</li> <li>• Bad –Kan food : Listing</li> <li>• Bad –Kan beverage</li> </ul>
3.	<p>Identify / Enlist Behaviors</p> <ul style="list-style-type: none"> <li>• Behavior for</li> <li>• Rlung</li> <li>• Behavior for mkhris-pa</li> <li>• Behavior for</li> <li>• Bad- Kan</li> </ul>	<p>4. behavior Concept of behavior Identification Listing characteristics &amp; applications of: Rlung behavior Mkhris –pa behavior Bad-Kan behavior</p>
4.	<p>Develop concept on medicines</p> <ul style="list-style-type: none"> <li>• Enlist rlung medicine tastes</li> </ul>	<p>5. Medicines concept of the followings</p> <ul style="list-style-type: none"> <li>• Rlung medicine tastes : Types, attributes &amp; application.</li> </ul>

S.N.	Skills / Tasks	Related Technical Knowledge
	<ul style="list-style-type: none"> <li>Identify / enlist inherent qualities of rlung medicine</li> </ul>	<ul style="list-style-type: none"> <li>Rlung medicine :</li> <li>Inherent qualities and applications</li> </ul>
	<ul style="list-style-type: none"> <li>Identify / enlist tastes &amp; inherent qualities of the following medicines <ul style="list-style-type: none"> <li>Mkhris-pa medicine</li> <li>Bad-Kan medicine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tastes, inherent qualities and application of the following medicine : <ul style="list-style-type: none"> <li>Mkhris-pa medicine</li> <li>Bad-Kan medicine .</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Identify / enlist soup that purify rlung</li> </ul>	<ul style="list-style-type: none"> <li>Medicinal butters that purify rlung</li> </ul>
	<ul style="list-style-type: none"> <li>Identify /enlist decoctions that purify mkhrs –pa</li> </ul>	<ul style="list-style-type: none"> <li>Decoctions that purify mkhrs-pa</li> </ul>
	<ul style="list-style-type: none"> <li>Identify /enlist medicinal powder that purify mkhri-pa</li> </ul>	<ul style="list-style-type: none"> <li>Medicinal power that purify mkhris-pa</li> </ul>
	<ul style="list-style-type: none"> <li>Identify /enlist medicinal pills that purify Bad-Kan</li> </ul>	<ul style="list-style-type: none"> <li>Medicinal pills that purify Bad-Kan .</li> </ul>
	<ul style="list-style-type: none"> <li>Identify /enlist medicinal powders that purify bad-kan .</li> </ul>	<ul style="list-style-type: none"> <li>Medicinal powders that purify Bad-Kan .</li> </ul>
	<ul style="list-style-type: none"> <li>Identify /enlist suppositories for rlung</li> </ul>	<ul style="list-style-type: none"> <li>Support rlung : <ul style="list-style-type: none"> <li>Concept</li> <li>Types with list</li> <li>Applications</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Enlist / identify purgatives for mkhris –pa</li> </ul>	<ul style="list-style-type: none"> <li>Purgatives for mkhris – pa <ul style="list-style-type: none"> <li>Concept</li> <li>Types</li> <li>Applications</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Identify / enlist emetics for Bad-Kan .</li> </ul>	<ul style="list-style-type: none"> <li>Emetics for Bad –Kan . <ul style="list-style-type: none"> <li>Concept</li> <li>Types</li> <li>Applications</li> </ul> </li> </ul>
5	<p>Develop concept of accessory therapeutic techniques .</p> <p>(a) rlung techniques (b) mkhris –pa techniques</p>	<p>5.Accessory therapeutic techniques .</p> <ul style="list-style-type: none"> <li>Concept ,principles &amp; procedures as well as applications</li> </ul> <p>(a) rlung techniques:</p> <ul style="list-style-type: none"> <li>Types</li> <li>Principle &amp; procedures</li> <li>Applications</li> </ul> <p>(b) mkhris –pa techniques</p> <ul style="list-style-type: none"> <li>Types, principles , procedures &amp; applications .</li> </ul>

	( c ) bad-Kan techniques	(c) Bad-Kan techniques <ul style="list-style-type: none"> <li>• Types</li> <li>• Principles Of Procedures</li> <li>• Applications .</li> </ul>
6.	<p>Carry out study of various human diseases</p> <p>(a) Develop pathological Concepts of Amchi medicines :</p> <ul style="list-style-type: none"> <li>• Identify /enlist Cases of diseases</li> <li>• Identify / enlist four morbid stages <ul style="list-style-type: none"> <li>○ Accumulation</li> <li>○ Aggravation</li> <li>○ Spreading</li> <li>○ Localization</li> </ul> </li> <li>• Enlist signs &amp; symptoms of aggravated Nes pas .</li> </ul>	<p>6. Study of various human diseases</p> <p>( a ) Pathological Concepts :</p> <ul style="list-style-type: none"> <li>• Causes of diseases <ul style="list-style-type: none"> <li>○ Effects of the actions of past life</li> <li>○ Effects of Nes –pas aggravated : <ul style="list-style-type: none"> <li>□ Distant Causes</li> <li>□ Immediate cause</li> </ul> </li> </ul> </li> <li>• Four morbid stages <ul style="list-style-type: none"> <li>○ Accumulation stages</li> <li>○ Aggravation</li> <li>○ Spreading</li> <li>○ Localization</li> </ul> </li> <li>• Signs &amp; symptoms of three Nes –pa when aggravated : <ul style="list-style-type: none"> <li>○ Rlung</li> <li>○ Mkhris-pa</li> <li>○ Bad-pa .</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Enlist signs &amp; symptoms of diminished Nes –pas</li> </ul>	<ul style="list-style-type: none"> <li>• Signs symptoms of diminished Nes-pas : <ul style="list-style-type: none"> <li>○ Rlung diminished</li> <li>○ Mkhris-pa diminished</li> <li>○ Bad-Kan</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Enlist signs symptoms of vitalized Nes-pas :</li> </ul>	<ul style="list-style-type: none"> <li>• Signs and symptoms produced as a result of the vitalization of Nes –pas : <ul style="list-style-type: none"> <li>○ Vitalized rlung</li> <li>○ Vitalized mkhris –pa</li> <li>○ Vitalized mkhris Bed –Kan-pa .</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Enlist signs &amp; symptoms of the followings <ul style="list-style-type: none"> <li>○ Increased Plasma</li> <li>○ Diminished plasma</li> <li>○ Increased &amp; diminished blood</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Signs &amp; symptoms of the following cases : <ul style="list-style-type: none"> <li>○ Increased Plasma</li> <li>○ Diminished plasma</li> <li>○ Increased &amp; decreased blood</li> </ul> </li> </ul>

	○ Increased & diminished Musch tissues	○ Increased & decreased much tissues
	• Increased & diminished fat	• Increased & diminished fat
	• Increased & diminished Bone – tissue	• Increased & diminished Bone –tissue
	• Increased & diminished Bone – marrow	• Increased & diminished Bone –marrow
	• Increased & diminished semen	• Increased & semen
	• Increased & diminished stool	• Increased & diminished stool
	• Increased & diminished urine	• Increased & diminished urine
	• Increased & diminished sweat	• Increased & diminished sweat
	• Diminished vital essence	• Diminished vital essence
	• Enlist ailments caused by the suppression of the following natural urges : ○ Urge of hunger	• Ailments caused by the suppressions of 13 natural urges : ○ Urge of hunger
	• Urge of Thirst	• Thirst
	• Urge of vomiting	• Vomiting
	• Urge for sneezing	• Sneezing
	• Urge for yawning	• Yawning
	• Urge for deep Breathing	• Deep-breathing
	• Urge for sleep	• Sleep
	• Urge for coughing	• Coughing
	• Urge for weeping	• Weeping
	• Urge for voiding Flatus	• Voiding Flatus
	• Urge for Voiding stool .	• Voiding stool
	• Urge for urination	• Urination
	• Urge for seminal ejaculation	• Seminal ejaculation
	•	•

S.N.	Skills / Tasks	Related Technical Knowledge
	(b) develop skills on human diseases & their classification :	(b) Diseases & their classification : • Introduction
	<ul style="list-style-type: none"> <li>Classify diseases on the following basis : (1) Causative factors</li> </ul>	Classification of diseases on the basis of : - (1) Causative factors
	<ul style="list-style-type: none"> <li>(2) Place of manifestation</li> <li>Enlist common diseases of males</li> <li>Enlist diseases of children</li> <li>Enlist common Female diseases</li> <li>Enlist common diseases of old age</li> <li>Enlist common diseases common to all ages &amp; sex</li> </ul>	<ul style="list-style-type: none"> <li>(2) Place of manifestation <ul style="list-style-type: none"> <li>Diseases of males</li> <li>Female diseases</li> <li>Diseases of children</li> <li>Diseases of old people and</li> <li>Diseases Common to all ages &amp; sex .</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Carry out study of the common diseases described in medical texts</li> </ul>	<ul style="list-style-type: none"> <li>Study of the common diseases described in medical texts</li> </ul>
	<ul style="list-style-type: none"> <li>Enlist Common diseases with each of their causes , S/S , diagnosis, Prevention , treatment ,referral &amp; management .</li> </ul>	<ul style="list-style-type: none"> <li>Study of common diseased in terms of : <ul style="list-style-type: none"> <li>Causes</li> <li>Signs &amp; symptoms</li> <li>Diagnosis</li> <li>Prevention</li> <li>Treatment /Management</li> <li>Referral</li> </ul> </li> </ul>
7	Develop skills on treatment of diseases (a) Treat lung diseases through	Treatment of diseases (a) Treatment of lung diseases :
	<ul style="list-style-type: none"> <li>Diet therapy</li> <li>Behavior therapy</li> <li>Medication</li> <li>Accessory therapies</li> </ul>	<ul style="list-style-type: none"> <li>Concept , types ,causes, S/S , diagnosis , prevention &amp; treatment ( management ) through- <ul style="list-style-type: none"> <li>Diet therapy</li> <li>Behavior therapy</li> <li>Medication</li> <li>Accessory therapies</li> </ul> </li> </ul>
	(b) Treat mkhris –pa diseases through <ul style="list-style-type: none"> <li>Diet therapy</li> <li>Behavior therapy</li> <li>Medication</li> <li>Accessory therapies</li> </ul>	(b) Treatment of kkhris-pa diseases <ul style="list-style-type: none"> <li>Concept , types, causes, S/S, diagnosis , prevention &amp; treatment through</li> <li>Diet therapy</li> </ul>

S.N.	Skills / Tasks	Related Technical Knowledge
		<ul style="list-style-type: none"> <li>• Behavior therapy</li> <li>• Medication</li> <li>• Accessory therapies</li> </ul>
	(c) Treat Ban-Kan diseases through <ul style="list-style-type: none"> <li>• Diet therapy</li> <li>• Behavior therapy</li> <li>• Medication</li> <li>• Accessory therapies</li> </ul>	(c) Treatment of Bad-Kan diseases: concept, types ,cause, S/S, diagnosis, prevention & treatment through :- <ul style="list-style-type: none"> <li>• Diet therapy</li> <li>• Behavior therapy</li> <li>• Medication</li> <li>• Accessory therapies</li> </ul>
8.	Treat patient <ul style="list-style-type: none"> <li>• Maintain patient record</li> <li>• Write prescription</li> <li>• Treat open wound by rilbu</li> <li>• Apply medicine of teeth</li> <li>• Instruct patient on taking medicine</li> </ul>	8 .Treatment of the patient <ul style="list-style-type: none"> <li>• Maintaining patient records</li> <li>• Writing prescription</li> <li>• Treating open wound by rilbu</li> <li>• Application of medicine on teeth</li> <li>• Instructing patient on taking medicine</li> </ul>
	<ul style="list-style-type: none"> <li>• Apply medicine to clean ear ( Rnamen)</li> </ul>	<ul style="list-style-type: none"> <li>• Medicine &amp; process of applying it to clean ear .</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide Enema ( Ni Ru Ha )</li> </ul>	<ul style="list-style-type: none"> <li>• Concept &amp; procedure of providing enema</li> </ul>
	<ul style="list-style-type: none"> <li>• Perform gamer</li> </ul>	<ul style="list-style-type: none"> <li>• Concept &amp; process</li> </ul>
	<ul style="list-style-type: none"> <li>• Perform Venesection ( Tarka)</li> </ul>	<ul style="list-style-type: none"> <li>• Concept , principle , procedure &amp; application of venesection</li> </ul>
	<ul style="list-style-type: none"> <li>• Perform moxibustion</li> </ul>	<ul style="list-style-type: none"> <li>• Principles , procedure &amp; application of moxibustion</li> </ul>
	<ul style="list-style-type: none"> <li>• Perform cold compress ( Dandugs)</li> </ul>	<ul style="list-style-type: none"> <li>• Principles , procedure &amp; application of cold compress.</li> </ul>
	<ul style="list-style-type: none"> <li>• Perform hot salt compress ( Tsadungs)</li> </ul>	<ul style="list-style-type: none"> <li>• Application of hot salt compress .</li> </ul>
	<ul style="list-style-type: none"> <li>• Apply natural soil on open wound</li> </ul>	<ul style="list-style-type: none"> <li>• Medicinal value of Natural soil</li> </ul>
	<ul style="list-style-type: none"> <li>• Perform gold Needle therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Principle , process &amp; application of Needle therapy</li> </ul>
	<ul style="list-style-type: none"> <li>• Perform mocha</li> </ul>	<ul style="list-style-type: none"> <li>• Concept &amp; application of mocha</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide lum bath</li> </ul>	<ul style="list-style-type: none"> <li>• Principle , process &amp;</li> </ul>

		application of lum bath
	<ul style="list-style-type: none"> <li>• Perform massage for headache</li> </ul>	<ul style="list-style-type: none"> <li>• Principle , process &amp; application of massage</li> </ul>
	<ul style="list-style-type: none"> <li>• Perform massage for back pain</li> </ul>	<ul style="list-style-type: none"> <li>• Massage as a pain reliving therapy</li> </ul>
	<ul style="list-style-type: none"> <li>• Perform cupping ( Sangbum )</li> </ul>	<ul style="list-style-type: none"> <li>• Principle ,process &amp; application of cupping</li> </ul>
	<ul style="list-style-type: none"> <li>• Treat fracture by checking</li> </ul>	<ul style="list-style-type: none"> <li>• Principle ,process &amp; application of checking</li> </ul>
	<ul style="list-style-type: none"> <li>• Apply paste (Jar )</li> </ul>	<ul style="list-style-type: none"> <li>• Process of applying paste .</li> </ul>
	<ul style="list-style-type: none"> <li>• Perform nape</li> </ul>	<ul style="list-style-type: none"> <li>• Concept &amp; application of nagapa</li> </ul>
	<ul style="list-style-type: none"> <li>• Perform tsajong</li> </ul>	<ul style="list-style-type: none"> <li>• Concept &amp; application of tsjong</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide acupuncture ( Kan Kap)</li> </ul>	<ul style="list-style-type: none"> <li>• Principle, process, &amp; application of Kan Kap .</li> </ul>
	<ul style="list-style-type: none"> <li>• Perform mantra treatment ( Ngagsche)</li> </ul>	<ul style="list-style-type: none"> <li>• Principle, process &amp; application of mantra treatment .</li> </ul>
9.	Provide first aid services (a) Practice “how “ of the first aid	9. First aid Introduction Requirements for first Aid (a)how & Why of first aid Observing & recording casualty’s condition The DRABC Action plan EAR ( expired air resuscitation) CPR ( cardiopulmonary resuscitation ) Basic –life support protocol- ABC
	(b) Carryout Care of the Acutely	(b) Care of the Acutely : Asthma ,Chocking, over-breathing, Low & high blood sugar, Epileptic seizures, &Fainting .
	(c ) Provide first aid in the following cases: <ul style="list-style-type: none"> <li>• Shock</li> <li>• Bleeding</li> <li>• Wounds</li> <li>• Poisoning</li> <li>• Burns</li> <li>• Over exposure to heat &amp; cold</li> <li>• Fainting</li> </ul>	(c ) Shock & bleeding <ul style="list-style-type: none"> <li>• Wounds &amp; prevention of infection</li> <li>• Poisoning</li> <li>• Burns</li> <li>• Over exposure to heat &amp; cold</li> <li>• Safety in mime &amp; in case of fire</li> <li>• First aid in remote areas</li> </ul>

	(d) Assist in moving & lifting casualties	(d) Moving & lifting Casualties
	(e) Provide first aid for specific injuries	(e) Specific Injuries: Head, neck & spinal Abdominal & pelvic Chest Limb Sporting Facial
	(f) Provide first aid in <ul style="list-style-type: none"> <li>• Bites &amp; Stings</li> <li>• Pressure immobilization</li> <li>• Rabies</li> </ul>	<ul style="list-style-type: none"> <li>• Bites &amp; Stings</li> <li>• Pressure immobilization</li> <li>• Rabies</li> <li>• Scabies</li> <li>• Universal precautions</li> </ul>
10.	Provide Family planning counseling services	10 . Family planning <ul style="list-style-type: none"> <li>• Aims &amp; Concept &amp; importance</li> <li>• Methods Temporary Permanent <ul style="list-style-type: none"> <li>• Family planning counseling Concept &amp; aims procedure</li> </ul> </li> </ul>
11.	Provide mother & child health care services (a) Provide anti-natal care	11.Maternal child health care <ul style="list-style-type: none"> <li>• Concept &amp; importance</li> <li>• Anti-natal care <ul style="list-style-type: none"> <li>○ Regular health check up</li> <li>○ Supplementation of food</li> <li>○ Immunization of mother</li> <li>○ Health education of mother</li> </ul> </li> </ul>
	(b) Provide intra- natal care	(b) Intra –natal care Obstetric services Normal Labor First Second Third Delivery
	(c ) Provide post- natal care Provide care for newborn baby at birth	(c ) Post – natal care care of the newborn Baby at birth Immunization

		<p>Brest- feeding</p> <p>Health education :</p> <ul style="list-style-type: none"> <li>• Fp</li> <li>• Lamination of child birth</li> <li>• Hygiene</li> <li>• Improvement in standard of living / health</li> </ul>
	(d) provide care for mother	<p>(d) Care of mother</p> <ul style="list-style-type: none"> <li>• Risk factors in pregnancy and labor</li> <li>• Care of partum mother</li> <li>• Post partum hemorrhage .</li> </ul>

# Health Management

S.N.	Skills / Tasks	Related Technical Knowledge
1.	Enlist Components of management	1. Definition of Management (PODSCORBE) <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> <li>• Directing</li> <li>• Supervising</li> <li>• Controlling /Monitoring</li> <li>• Record keeping</li> <li>• Budgeting</li> <li>• Evaluation</li> </ul>
2.	Develop skills on “Management by objectives “	2. Management by objectives <ul style="list-style-type: none"> <li>• Concept</li> <li>• Principle &amp; procedures</li> <li>• Application</li> </ul>
3.	Develop concept of the major functions of management	3. Major management functions <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> <li>• Directing</li> <li>• Controlling</li> </ul>
4.	Develop skills on planning	4. Planning: <ul style="list-style-type: none"> <li>• What is planning ?</li> <li>• Steps of planning</li> <li>• Importance</li> <li>• Who will be involved in planning ?</li> <li>• How to make good plan ?</li> </ul>
5.	Develop skills on organization .	5. Organizing : <ul style="list-style-type: none"> <li>• What is organizing ?</li> <li>• How to organize man , money &amp; material ?</li> <li>• Why organization is essential ?</li> </ul>
6.	Develop skills on Budgeting	6. Budgeting <ul style="list-style-type: none"> <li>• What is budgeting</li> <li>• Why it is necessary ?</li> <li>• How to budget ?</li> </ul>
7.	Develop skills on Recording / Reporting.	7. Recording & Reporting <ul style="list-style-type: none"> <li>• What is recording &amp; reporting ?</li> </ul>

		<ul style="list-style-type: none"> <li>• How to keep records ?</li> <li>• Things needed to prepare records</li> <li>• Types of records</li> <li>• Why recording is essential ?</li> <li>• Preparing reports</li> <li>• To whom report should be submitted</li> <li>• Writing letters for different purposes</li> </ul>
8.	Develop skills on supervision	8. Supervision Definition Function Tools Importance
9.	Develop skills on Monitoring / controlling .	9. Monitoring / Controlling : <ul style="list-style-type: none"> <li>• What is monitoring / controlling ?</li> <li>• Why to monitor / Control ?</li> <li>• How to monitor / control ?</li> <li>• Tools</li> </ul>
10.	Develop skills on Evaluation	10. Evolution <ul style="list-style-type: none"> <li>• What is evaluation ?</li> <li>• Why, Where, when &amp; how to evaluate ?</li> <li>• Tools of evaluation</li> </ul>
11.	Develop skills on storing / store keeping	11. Storing : What is storing ? Why storing is essential ? Types of store Store keeping procedure
12.	Develop skills on scheduling	12. Scheduling : <ul style="list-style-type: none"> <li>• What is scheduling ?</li> <li>• How to schedules ?</li> <li>• What is job description ?</li> <li>• Anal work load distribution .</li> </ul>
13.	Examine /analyze / Identify the following in Nepal : <ul style="list-style-type: none"> <li>• Health care system</li> <li>• Health organizations</li> <li>• Primary health care situation</li> </ul>	13. Examination & analysis of <ul style="list-style-type: none"> <li>• Health care system</li> <li>• Health organizations</li> <li>• Primary health care situation in Nepal .</li> </ul>

14.	Examine / analyze /only the management activities in health organizations	14. Management in health organization – <ul style="list-style-type: none"> <li>• Principles &amp; practices</li> <li>• Practices in health organization of Nepal .</li> </ul>
15.	Develop skills on health information system .	15. Health information system <ul style="list-style-type: none"> <li>• Concept &amp; importance</li> <li>• Establishment of the health information system</li> <li>• Principle &amp; practice</li> </ul>
16.	Solve problems	16. Problems solving <ul style="list-style-type: none"> <li>• Definition</li> <li>• Importance</li> <li>• Steps &amp; procedure /Methods</li> </ul>
17.	Perform decision making	17. Decision making Definition Importance Steps / procedure / methods
18.	Perform coordination of various activities	18. Coordination: Definition Principles / produces Methods / techniques Importance Various committee formation
19	Conduct meetings	19. Meeting : Procedures <ul style="list-style-type: none"> <li>• Letter writing</li> <li>• Meeting agenda</li> <li>• Minting</li> <li>• Managing meeting</li> <li>• Executing decisions of meeting</li> </ul>
20.	Develop various charts	20. Statistical Charts <ul style="list-style-type: none"> <li>• Concept</li> <li>• Types</li> <li>• Need</li> <li>• Developing procedures</li> <li>• Applications</li> </ul>
21.	Carry out procedures for getting leaves	21. Leaves <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types</li> <li>• Procedure of getting leave</li> </ul>
S.N.	Skills / Tasks	Related Technical Knowledge

22.	Write official letters	22. Writing official Letters
23.	<p>Carryout communication activities</p> <ul style="list-style-type: none"> <li>• Maintain communication</li> <li>• Communicate through <ul style="list-style-type: none"> <li>○ Telephone</li> <li>○ Personal concept</li> <li>○ Letter</li> <li>○ Meetings</li> <li>○ Notice</li> <li>○ Massager</li> <li>○ Printing media</li> <li>○ Mass audio / visual media</li> </ul> </li> </ul>	<p>23.Communication</p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Through <ul style="list-style-type: none"> <li>- telephone</li> <li>- personal contact</li> <li>- Letter</li> <li>- Meetings</li> <li>- Pamphlet</li> <li>- Notice</li> <li>- Printing media</li> <li>-Massager etc.</li> </ul> </li> <li>• Process</li> </ul>
24.	<p>Supervise subordinates</p> <ul style="list-style-type: none"> <li>• Check for cleanliness of the clinic</li> <li>• Monitor whether the works done in time</li> <li>• Supervise morning prayer</li> <li>• Maintain worker record</li> <li>• Supervise medical dispenser</li> <li>• Check receipt &amp; payment of accounts</li> <li>• Provide instruction to subordinates</li> <li>• Evaluate performances of the subordinates</li> <li>• Reward good performer</li> <li>• Encourage / motivate bad performs to improve</li> </ul>	<p>24. Supervising subordinates</p> <ul style="list-style-type: none"> <li>• Cleanliness of clinic</li> <li>• Work done in time</li> <li>• Morning prayer</li> <li>• Maintaining work record</li> <li>• Medicine disperser</li> <li>• Receipt &amp; payment of accounts</li> <li>• Performance evaluation</li> <li>• Reward &amp; punishment</li> </ul>
25.	Manage instrument and medicine	<p>25. Managing instrument &amp; medicine:</p> <ul style="list-style-type: none"> <li>• Recording inventory</li> <li>• Instrument box</li> <li>• Disposal of expired medicine</li> <li>• Checking quality of medicine &amp; quality control</li> <li>• Sterilization</li> <li>• Autoclave</li> <li>• Acupuncture instrument cabinet</li> <li>• Name tagging</li> <li>• Budget estimation</li> </ul>
26.	Develop / maintain professional skills	<p>26. Professional skills :</p> <ul style="list-style-type: none"> <li>• Higher education</li> <li>• Reading books</li> <li>• Attending Trainings</li> </ul>

		<ul style="list-style-type: none"> <li>• Experience sharing</li> <li>• Membership in Amchi association</li>   <li>• Attending workshops</li>   <li>• Research</li> </ul>
27.	<p>Apply principles &amp; procurers of management while managing the followings-</p> <ul style="list-style-type: none"> <li>• ANC /NCH /immunization</li> <li>• Out reach camp</li> <li>• Amchi health posts /clinic</li> <li>• Class room</li> <li>• Mobile clinic</li> <li>• Family planning</li> <li>• Health education programs</li> <li>• Amchi health services</li> <li>• Needs assessment programs</li> <li>• Health enterprises</li> <li>• First aid training program</li> <li>• School health program</li> <li>• Community health programs</li> <li>• Dispensary</li> </ul>	<p>Managing :</p> <ul style="list-style-type: none"> <li>• ANC /MCH / Immunization</li> <li>• Out reach camp</li> <li>• Amchi health posts /clinic</li> <li>• Training programs</li> <li>• Class rooms</li> <li>• Mobile clinic</li> <li>• Family planning</li> <li>• Health education programs</li> <li>• Amchi health services</li> <li>• Needs assessment programs</li> <li>• Health enterprises</li> <li>• First aid training program</li> <li>• School health program</li> <li>• Community health programs</li> <li>• Dispensary</li> </ul>
28.	Develop skills on entrepreneurship	<p>Entrepreneurship :</p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Managing enterprises</li> <li>• Need of entrepreneurship skills for self – employment .</li> </ul>

## On the Job Training (OJT)

In this course the trainees are to be placed in Job under the supervision of the supervisors in the Amchi hospital /Health posts / institutes / pharmacy / industries / medicinal and /or herbal production & cultivation farms in the country . It aims at the word of work and gain skills that are new or not covered in the training institutes . It's duration lasts for three Months .

### I .Activities :

S.N.	Skills / Tasks	Related Technical knowledge
1.	Carryout Job related administrative skills <ul style="list-style-type: none"> <li>• Identify Job related administrative skills</li> <li>• Enlist job related administrative skills</li> <li>• Perform Job related administrative skills</li> </ul>	1. Job related administrative skills : <ul style="list-style-type: none"> <li>• Job description</li> <li>• Identification , listing &amp; procedure of performing job related administrative skills in the assigned Amchi :               <ul style="list-style-type: none"> <li>○ Health posts</li> <li>○ Hospitals</li> <li>○ Institutes</li> <li>○ Pharmacy</li> <li>○ Industries</li> <li>○ Medicinal / herbal farms</li> </ul> </li> </ul>
2.	Be professionally socialized	3. Socialization in Job environment : Concept of : <ul style="list-style-type: none"> <li>➤ Socialization</li> <li>➤ Job environment</li> <li>➤ Procedure of being socialized in Job environment</li> </ul>
3.	Deal with actors of the occupational system <ul style="list-style-type: none"> <li>▪ Enlist actors</li> <li>▪ Find out their interrelations ship</li> <li>▪ Deal with the actors</li> </ul>	4. Actor of occupation system : <ul style="list-style-type: none"> <li>➤ Definition / concept of the actors</li> <li>➤ Procedure of dealing with the actors.</li> </ul>

S.N.	Skills / Tasks	Related Technical knowledge
4.	Identify skills : <ul style="list-style-type: none"> <li>▪ Not covered in the training institute .</li> <li>▪ New and important skills .</li> </ul>	4.Making list of skills : <ul style="list-style-type: none"> <li>➤ Not covers in the Training institute</li> <li>➤ New and important skills</li> <li>➤ Importance of skill listing.</li> </ul>
5.	Practice skills <ul style="list-style-type: none"> <li>▪ Not covered in the training institute</li> <li>▪ New and important skills</li> </ul>	5. Performing the skills : <ul style="list-style-type: none"> <li>➤ Procedure of carrying out</li> <li>➤ Importance of carrying out the skills :</li> <li>➤ Not covered in the training institute</li> <li>➤ New and importance skills</li> </ul>
6.	Repeat skills for confidence	6. Importance & need to repeat the skills
7.	Seek help while performing the skills	7. seeking help : <ul style="list-style-type: none"> <li>➤ importance of seeking help</li> <li>➤ How to seek help .</li> </ul>
8.	Develop log book / daily diary	8. Process of developing log book / daily diary & its uses .
9.	Maintain log book / daily diary	9. How to maintain log book / daily diary & its importance .
10.	Gain experience	10. Gaining Job experience <ul style="list-style-type: none"> <li>➤ Importance</li> <li>➤ Attitude building</li> <li>➤ Motivation towards work</li> <li>➤ Pride of Job</li> <li>➤ High morale</li> </ul>

## II: OJT Evaluation Scheme :

	Evaluators	Mark Allocation	
		Percentage	Marks
1	CTEVT or its authorized representative (s)	25 %	75
2.	Related Training institute of the trainees on the Job	25%	75
3.	Related immediate supervisor of the trainees on the Job .	50 %	150
	Total	100 %	300



23 **Reading Materials:**

1. Kya- rang- sarpa – by Gay- samthen
2. Explanatory Tantra (Chapter – 5, 2 ) – by Yuthog Yonten Gonpo (II)
3. Root Tantra – By Yuthog Yonten Gonpo (chapter- 5 ) (III)
5. Nu-pa- chok –du -by Khenrub Norbu ( Physicion of H.H. 13<sup>th</sup> Dalai Lama ) (Iv)
6. Explanatory Tantra ( Chapter- 20 ) – by Yuthog Yonten Gonpo (v)
7. Root Tantra – by Yuthog Yonten Gonpo ( chapter –4 )
8. Last Tantra –by Yuthog Yonten Gonpo ( chapter – 1,2 ) (VI)
9. Explanatory Tantra- by Yuthog Yonten Gonpo. ( chapter – 13, 15) (VII)
10. Explanatory tantra (chapter- 3,4) –by Yuthog Yonten Gonpo. (VIII)
11. Explanatory Tantra–by Yuthog Yonten Gonpo (Chapter- 14)
12. Health Through Balance, an introduction to Tibetan Medicine – Dr. Yehi Donden  
Edited and Translated by Jeffrey Hopkins, Motilal Banarsidas publications Private  
Ltd., Delhi .
13. Fundamentals of Tibetan Medicine – Men- Tsee- Khang
14. Lectures in Tibetan Medicine – by Dr.  
Lob sang Dolma Khangkar, Compiled & edited by K. Dhondup .
15. Tibetan medicine : Theory and Practice – by vaidya Bhagwan Dass, sri satguru  
Publication, division of Indian Books center Delhi, India.
16. Guide to the Exhibition on Tibetan Medicine & Astrology- MEN- TSE-KHANG  
(Tibetan medical & Astrological institute of H.H. the Dalai Lama )
17. Tibetan Medicine : And other Holistic Health- care systems followed by His  
LoLiness the Dalai Lama – Tom Dummer
18. Nomen cloture,Composition, doses and used of Amchi Medicine, Dr. Pema,  
Dorijee and Elizabeth Richards, Hero Printers, Dharmasala, India.
19. HAA Booklets :- Himalayan Amchi Association , Kathmandu, Nepal .
20. Related books Developed by CTEVT- Available in central store of CTEVT.

## 24. Personnel involved :

Sincere and warm Thanks go to the following personal who in one or the other way , provides valuable technical inputs, suggestions , and support while developing this curriculum guide .

1. Amchi wangchuk - Director Himalayan Medicine industry Kathmandu
2. Dr. Amchi Taspak Lama - Director sorig Herbal Medicine and clinic Kathmandu
3. Amchi Jampa - Kailash Medical & Astro. Society Kathmandu
4. Amchi Tashi Namggal Gurung Himalian Amchi Assocoation Kathmandu
5. Dr. Amchi Gyatso Bista - Chairman Himalayan Amchi Association Kathmandu (From Mustang)
6. Amchi Tsultrum sangay - Director School of four science of early Tradition, Baglung
7. Amchi Lama Namgyal - chairman Dolpa Amchi association Dolpa
8. Tsewang Choedon- Medical student
9. Rigrin wangchuk - Medical student
10. Amchi Kusang Gyaltsen Tritten Norbu Bonpo Monastery
11. Tenpa Yungdrung Tritten Norbu Bonpo Monastery
12. Dr. Amchi Tenzin Dargey - Member Himalayan Amchi Association ( form Mustang)
13. Amchi Ngawang Gyaltsen Lama -Teacher Shelkar Medical institute Kathmandu
14. Ven. Khenpo menlha Phunt sok Gurung - Vice- chairman Himalayan Amchi Association Nepal ( form Dolpa )
15. Amchi Terzin Bista - Principal Lo Kunphen school Mhstang
16. Tsultrum sangay - Teacher Bhumschi school
17. Namsay Dakpa- Medical student Bhumschi school
18. Amchi Jampa gytsen
19. Dr. Amchi Nyima Gurung - Director Jharkot Tibetan Medical centre, Dhorpatan.
20. Dr. N.N. Tiwari - Associate professor Ayurveda campus , I.O.M, TU  
General Manager  
Herbs Production & processing Co. Ltd. koteshwor, Kathmandu.
21. Yoji Kamata- Advisor  
Himalayan Amchi Association, Nepal
22. Norbu Sangpo Lama - Coordinator Himalayan Amchi Association Nepal

## **25 Students Evaluation Details**

1. Regular evaluation of the trainees is to be conducted by the related instructors to ensure the proficiency over each task / skill in each subject of this curriculum guide.
2. Related technical knowledge of the tasks learnt by the trainees is to be evaluated through written examination.
3. 80% marks is allotted to practical work and 20 % to the related technical knowledge .
4. 60 % marks is to be secured by the trainees to pass the practical and 40 % to pass the Theory.
5. There will be three internal assessments and one final examination for each subject .
6. Internal assessment is conducted by the related training institute itself while the final examination is totally controlled by CTEVT .
7. Entrance examination is controlled by CTEVT
8. All examination expenses is to be managed by the training institute itself .
9. OJT evaluation is to be done by the employer, training institute and CTEVT.
10. The certification will be awarded by CTEVT only after the completion of OJT .
11. Other evaluation details are to be followed as decided by the examination division of CTEVT .

## 26. Suggestion for curriculum Revision :

Curriculum development being a continuous process, especially in the field of Medical Technology, where new skills emerge frequently, the revision of the curriculum is very important to meet the skills demand of the Job market .

So it is suggested to revise curriculum as per the need of the Job market generally at an interval of three years ( or Less as per the need ) . The inputs for the revision of the curriculum can be collected in a continuous / regular basis from the following sources and incorporated into the curriculum while revising it .

**Sources** : for the collection of in puts in a continuous or regular basis so as to incorporate it while raving the curriculum :

1. Related employer agencies / organizations : Govt. , NGOS, in GOS , private
2. Related Job market
- 3.Related Training institutes : Govt., private.
4. Related instructors / Trainers
5. Researchers in the related field
- 6.Research institutes / organizations
7. Related university (ies)
- 8.Experts in the field at the Local & National Level .
- 9.Related Hospitals / Teaching hospitals / health post / Clinics / Health service centers.
10. Feed back from ex- students
11. Related medical council
12. Related Association (HAA)
13. medicinal plant growers
14. Amchi physicians ets.

## **27. Suggestion for curriculum orientation for implementation ( COFI)**

- A. For the implementation of the developed curriculum , it is suggested to conduct a workshop on COFI. The workshop will focus on the followings:
1. Overview of the curriculum developed
    - (a) Curriculum development process involved.
    - (b) Curriculum Language
    - (c ) Introduction to the curriculum developed: main focus on performance .
    - (d) Objectives of -  
Curriculum  
Subject  
Unit  
Lesson
  2. Skills / Competency
    - Skills : Knowledge skills & Task skills
    - Task Analysis
    - Check List development
    - Content Analysis
  3. Plan of Teaching
    - (a) Weekly schedule : detailed course structure.
    - (b) Daily Lesson Plan : For theory & practical .
    - (c) Yearly Plan of Teaching
  4. Teaching Learning activities
    - (a) Methods
    - (b) Teaching Aids
  5. Plan of Evaluation
    - (a) Students evaluation details
    - (b) Entrance examination
    - (c) Internal Assessment : Marks ,method
    - (d) External Examination : Marks, Method
    - (e) OJT Evaluation : Focus of OJT.
      - OJT placement
      - Daily diary
      - Evaluation Components ( Personnel )
      - Marks allocation
    - (f) Evaluation of the comprehensive practices: Focus .
      - Placement schedule
      - Internal supervision
      - Internal Assessment
      - External examination
  6. Supervision of schools for the implementation of the curriculum developed
  7. Inputs for curriculum Revision
  8. Lists : To be prepared by instructors
    - Medicinal substances
    - Medicinal Plants
    - Diseases to be Treated / studied etc.

B: Participants :

(a) Curriculum implementers :

School principals

Instructors & lecturers / Trainers

(b) Curriculum developer : Facilitators / coordinators / supervisors .

## **28. List of tools / materials / equipment / machine**

1. Acupuncture Needle
2. Axe
3. Bath tub
4. Camera
5. Chakter
6. Chapu
7. Chihu
8. Coating Machine
9. Computer
10. Copper pot
11. Forceps
12. Grinding Machine
13. Horn ( cow)
14. Knife
15. Kuto
16. Mixture
17. Oil presure machine
18. Pasting machine ( Menshong )
19. Pelha ( Mantra -book, Granth)
20. Pills making machine
21. praying bell
22. Scissor
23. seltel
24. Serkhab
25. sieve ( Jali)
26. Spade
27. Spoon
28. Stick
29. Telephone
30. Thin wooden plank
31. White cup
32. First aid box
33. Cloth for compresses
34. Cotton
35. Glove
36. Leonto podium franche tii
37. Audio- visual aids
38. Teching Learning materials
39. Other tools, materials, supplies as per the need.

## **29. Possibilities of more “ Curriculum Program development “ on Amchi Medicine :**

Bearing in mind the unique qualities and efficiency / affectivity of Amchi Medical science , there are many possibilities to develop and conduct competency based curricular programs parallel to the other branches of medical science . It is suggested to the creative mind of Himalayan Amchi Association ( HAA) to focus its attention to develop & conduct “ curricular programs “ on the following possible Job titles /areas / programs.

### **(A) Possible Job Titles**

1. Community Amchi health worker
2. Primary Amchi health worker
3. Auxiliary Amchi health worker
4. Amchi Maternal child health worker
5. Auxiliary Amchi Nurse Midwife
6. Amchi staff Nurse
7. Amchi Lab. Assistant
8. Amchi Lab Technician
9. Amchi Pharmacy Assistant
10. Amchi Pharmacy Technician
11. Amchi Dental worker
12. Amchi Dental Assistant
13. Amchi oral hygienist
14. Amchi ophthalmic worker
15. Amchi ophthalmic Assistant etc.

### **(B) Training Programs:**

1. Short Term Training programs
2. Per- SLC programs
3. Post- SLC programs
4. Post – plus two programs

### **30. List of Medicinal Plants to be cultivated**

(I) Propagated by roots

1. *Inula racomosa* Hook f.
2. *Saussurea Lappa*
3. *R. undulatum* d. (G.)
4. *Neoplerorhiza scrophularii* flora

(II) Propagated by seeds :

5. *Dracocepholum tanguticum* main
6. *Cartannus tinetorius* L.
7. *Lagotis Kunawarensis*
8. *Swertia Chiraita*
9. *Carum Carri* L.
10. *Aconitum heterophyllum*
11. *euphorbia fischeriam* stand
12. *Herpeto spernum pendeculosum*
13. *Aconitum spicatum*

### **31.Important Medicinal Plants Used in Amchi Medicine ( Frequently used ) :**

1. A-ru-ra (Terminalia Chebula ) with five varieties.
2. Ba- Ru-ra ( Terminalia belericu )
3. Skyu-ru-ra ( Emblica officinals )
4. Na- Le- Sam ( piper nigrum )
5. Pi-pi-Lin ( Piper Longum )
6. Sman- sgas ( Zingiber officinalis )
7. Ga-bur ( Cinnamomum comphora)
8. Tsan- dan dkar –po ( santalum album )
9. Tsan –dan dmar-po ( pterocarpus santalum )
10. Gu- gul ( Commiphora mukul)
11. Sug- smel ( Eletteria cardamom)
12. Ka- ko- La ( Amomum subulatum )
13. Gur- gum ( crocus sativa )
14. Cu-gan ( Bambusa bombos )
15. Tig-ta ( swertia chirata )
16. Snin –Zo –sa ( spondias axillaries )
17. Hon-Len ( Picrorhiza Kurroa )
18. Star-bu ( Garcinia pendun culata)
19. Dza-ti ( Myristica fragrance)
20. Dug –mo nun ( Holarrhena antid enterica
21. Thal- Ka rdo. rje ( cassia tora )
22. Gser gyime- tog (momordica charantia )
23. La- La- phud ( Trachyspermum ammi )
24. Na- ga ge- sar ( Mesua ferrea)
25. Byi- tan-ga [ Embelia ribes]
26. Ma-nu ( Inula helenium )
27. ‘ Jam.’ Bras ( syzyglum cumimi )
28. Bon.na ( dkar.po ) [ Aconitum heterophyllum)
29. ‘ Sin- mnar ( Glycyrrhiza glabra)
30. Pri-ya-ngu ( Aglaia roxburghiana)
31. Par. Pa.ta ( Fumaria parviflora)
32. Gze- ma ( Tribulus terrestris)
33. Ru-rta ( saussurea Lappa)
34. Spos-dkar ( shorea robusta )
35. U’su ( coriandrum sativum)
36. Li-si ( syzygium aromaticum )
37. se-‘bru ( punica granatum )

### **32. List of Recipes**

1. AGAR-35 ( Eaglewood- 35)
2. AGAR- 15 ( Eaglewood –15)
3. TIKTA-8 ( Swertia chirata- 8 )
4. GARNAK- 10 ( Black Camphor- 10)
5. GALO MENMAR
6. DECHE NYOMDEN(Equalizing comforter )
7. THANGCHEN –25 (Great Decotion-25 )
8. SHI-CHE-6 ( Pacifier- 6 )
9. NoRBU DUNTHANG ( Gem-7 decoction)
10. AWA-15
11. KER-KHEN-DA (Berbers aristata dessicated Linctus )
12. PANGYEN-15 (Gentian –15)
13. TUGLO KUNSEL (Eliminator of all Disturbances in Lung )
14. NYE- MAI KEL- KHOR (Sun Mandala)
15. DEGA-13
16. KER- SHUN-8
17. SAMPHEL NORBU (Gem That increases the mind )
18. TSA- JUK ( Application for the channels )
19. SHI-CHE- II ( Pacifier-II)
20. GERGUM-8 ( Saffron-8 )
21. SHING-KUN-25 (Asafoetida-25 )
22. TIGTA- 25 ( Swertia chirata- 25 )
23. TSANDAN-18 ( Sandlewood –18 )
24. YURIL –13 (Turquoise pill-13 )
25. DEWAI NYUGU (Seeding of Comfort )

### **33. Common diseases to be handled by CAA**

1. General wind disorders
2. Phlegm & wind combined diseases
3. Bile and wind combined disorders
4. Cardiac disorder
5. rlung of heart
6. Blood pressure
7. Bile disorder
8. Bile fever
9. Gastro- intestinal diseases
10. Complicated gastro- intestinal diseases
11. General fever
12. Indigestion
13. Unripe Ned fever
14. Extreme fever
15. Cold fever
16. Epidemic fever
17. lung fever
18. General headache
19. Head diseases
20. General diseases of eyes
21. Diseases of ear
22. Nasal diseases
23. General health diseases
24. General tongue diseases
25. Goitre

### **34. Suggestion for the development of Reading Materials :**

To fulfill the requirements of the curriculum and to help its implementation as well as to make the teaching- learning actives innovative, scientific and more effective the following reading materials in the subjects of Amchi medicine are suggested to develop in the near future :-

#### **Subjects**

#### **Reading Materials**

1. Tibati ( Lama ) Language	Text Book
2. Anatomy & Physiology (Specific to Amchi )	Text Book
3. Medicinal Plants	Text Book
4. Pharmacy & Pharmacology	Text Book & Learning guide (Manual )
5. Diagnosis of disorders	Text Book & Learning guide (Manual )
6. Treatment of disorders	Text Book & Learning guide (Manual )
7. Introductory Amchi Medicine	Text Book