

GOVERNMENT OF INDIA
MINISTRY OF AYUSH
RAJYA SABHA
UNSTARRED QUESTION NO-1769
ANSWERED ON 04/08/2026

STEPS TAKEN TO PROMOTE AYUSH MEDICINE

1769# SHRI MAHENDRA BHATT:

Will the Minister of *Ayush* be pleased to state:

- (a) the major steps taken during the last three years to enhance the quality of medical education in Ayurveda, Yoga, Unani, Siddha, and Homeopathy; and
- (b) whether there is any proposal under consideration to establish a new AYUSH college or research institute in Uttarakhand?

ANSWER

THE MINISTER OF STATE (IC) MINISTRY OF AYUSH

(SHRI PRATAPRAO JADHAV)

(a) Ministry of Ayush has undertaken various measures through regulatory bodies *i.e.* the National Commission for Indian System of Medicine (NCISM) and the National Commission for Homoeopathy (NCH), established under the National Commission for Indian System of Medicine Act, 2020 and the National Commission for Homoeopathy Act, 2020, respectively, to enhance the quality of medical education in Ayurveda, Unani, Siddha and Homoeopathy. The major steps taken during the last three years are annexed as **Annexure**.

(b) Public Health being a State subject, the primary responsibility for establishment of new Ayush Educational Institutions comes under the purview of respective State Governments, including Uttarakhand. However, under Centrally Sponsored Scheme of National Ayush Mission (NAM), there is a provision for financial assistance to the State/UT Governments for establishment of new Ayush colleges where availability of Ayush teaching institutions is inadequate in Government Sector. Accordingly, States/UTs may avail financial assistance by submitting suitable proposal through State Annual action Plans (SAAPs) within the provision of NAM guidelines. However, State Government of Uttarakhand has not submitted any proposal for establishment of new Ayush Educational Institute through SAAPs for Financial Year 2026-27.

The Central Council for Research in Ayurvedic Sciences (CCRAS) an autonomous organisation operates a key research facility in Uttarakhand through its peripheral unit, *namely* the Regional Ayurveda Research Institute (RARI) located in Ranikhet (Tarikhet). At present, there is no proposal for the establishment of a new research institute in Uttarakhand.

Major steps taken during the last three years to enhance the quality of medical education in Ayush systems

(A) Step taken by the National Commission for Indian System of Medicine (NCISM) for Indian System of Medicine.

(i) Regulations: To improve the quality of education in Ayurveda, Siddha & Unani the following regulations were framed, published and implemented by NCISM at the Undergraduate and Postgraduate level.

1. National Commission for Indian System of Medicine (Minimum Standards of Undergraduate Ayurveda Education) Regulations-2022.
2. National Commission for Indian System of Medicine (Minimum Standards of Undergraduate Unani Education), Regulations 2022.
3. National Commission for Indian System of Medicine (Minimum Standard of Undergraduate Siddha Education) Regulations, 2022.
4. National Commission for Indian System of Medicine (Recognition of Qualifications) Regulations, 2023.
5. National Commission for Indian System of Medicine (National Examinations for Indian System of Medicine) Regulations, 2023.
6. National Commission for Indian System of Medicine (Ethics and Registration) Regulations, 2023.
7. National Commission for Indian System of Medicine (Minimum essential standards, assessment and rating for undergraduate Ayurveda colleges and attached teaching hospitals) Regulations, 2024.
8. National Commission for Indian System of Medicine (Minimum Essential Standards, Assessment and Rating for Undergraduate Unani Colleges and Attached Teaching Hospitals) Regulations, 2023.
9. National Commission for Indian System of Medicine (Minimum Essential Standards, Assessment and Rating for Undergraduate Siddha Colleges and Attached Teaching Hospitals) Regulations, 2024.
10. National Commission for Indian System of Medicine (Minimum Essential Standards, Assessment and Rating for Postgraduate Institutions and Minimum Standards for Postgraduate Education in Ayurveda) Regulations, 2024.
11. National Commission for Indian System of Medicine (Minimum Essential Standards, Assessment and Rating for Postgraduate Institutions and Minimum Standards of Postgraduate Siddha Education) Regulations, 2024.
12. National Commission for Indian System of Medicine (Minimum Essential Standards, Assessment and Rating for Postgraduate Institutions and Minimum Standards of Postgraduate Unani Education) Regulations, 2024.
13. National Commission for Indian System of Medicine (Pre-Ayurveda-Programme for Bachelor of Ayurvedic Medicine and Surgery) Regulations, 2024.

(ii) Curriculum: To align with New Education Policy 2020, global standards in medical education, and to produce meritorious and skilled Ayurveda, Siddha & Unani graduates, NCISM has brought significant reforms in medical education policy, essential standards in

education, educational administration, teaching/training methodologies, assessment process, technological assistance in education, and competency-based syllabus curriculum.

The Board of Unani, Siddha and Sowa-Rigpa and Board of Ayurveda framed, published and implemented the following curriculum and syllabus.

1. Competency based Course Curriculum and Syllabus for First Professional BSMS
2. Competency based Course Curriculum and Syllabus for Second Professional BSMS
3. Competency Based Dynamic Curriculum and Syllabus development for Third Professional BSMS.
4. Competency based Course Curriculum and Syllabus for First Professional BAMS.
5. Competency based Course Curriculum and Syllabus for Second Professional BAMS.
6. Competency based Course Curriculum and Syllabus for Third Professional BAMS.
7. Competency based Course Curriculum and Syllabus for First Professional BUMS.
8. Competency based Course Curriculum and Syllabus for Second Professional BUMS.
9. Competency Based Dynamic Curriculum and Syllabus for Third Professional BUMS.
10. Outcome based Curriculum and Syllabus for Ayurveda Post Graduate program for Biostatistics.
11. Outcome based Curriculum and Syllabus for Ayurveda Post Graduate program for Research Methodology.
12. Competency based Course Curriculum and Syllabus for Siddha Post Graduate programme for Biostatistics.
13. Competency based Course Curriculum and Syllabus Siddha Post Graduate programme for Research Methodology.
14. Competency based Course Curriculum and Syllabus for Unani Post Graduate programme for Biostatistics.
15. Competency based Course Curriculum and Syllabus for Unani Post Graduate programme for Research Methodology.
16. Outcome Based Curriculum and Syllabus for Post Graduate Ayurveda for PG programs for the 2nd and 3rd-6th semesters.
17. Competency Based Dynamic Curriculum and Syllabus for Post Graduate Siddha for 16 PG programs for the 2nd and 3rd-6th semesters.
18. Competency Based Dynamic Curriculum and Syllabus for Post Graduate Unani for 15 PG programs for the 2nd and 3rd-6th semesters.

(iii) Curriculum reforms at Undergraduate level:

1. The ratio between Lecture and Non-Lecture hours has been reversed to 1:2 to promote professional skill, and soft skills.
2. The introduction of electives is intended to provide opportunity to students to get introduced, oriented and exposed to various allied subjects, to build inter-disciplinary approach, and to promote self-directed/guided learning.
3. Induction program with transitional curriculum has been introduced for newly admitted students before the commencement of regular classes.
4. Competency Based Dynamic Curriculum and Syllabus has been introduced with well-defined graduate's attributes, programme outcomes, course outcomes, difficulty level, advanced teaching-training methods at par with global standards, formative assessment for continuous evaluation of the students, summative assessment methods, the blue print of the question paper, vertical/horizontal integration, etc.

5. Early Clinical exposure begins with the first professional session to provide more clinical training exposure and build self-confidence.
6. Separate hours for library, sports, and recreation in the regular time-table of all batches for effective utilisation of library, express talent in co/extracurricular events and promote physical and mental wellness.
7. Methodologies for supplementation of modern advances, scientific and technological developments in Ayurveda, Siddha & Unani have been introduced.
8. In addition to the university examination (summative assessment), formative assessment is introduced, which includes nine periodical tests and two term tests.
9. Clinical Skill/ Simulation Lab introduced in Undergraduate for upliftment of clinical knowledge.

(iv) Curriculum reforms at Post graduate level:

1. Semester system has been introduced and semester specific subjects/ papers are maintained.
2. Credit framework has been implemented in PG. Each credit will have lecture, practical training and experiential learning in the ratio of 1:2:3 to produce highly confident and competent specialist of concerned speciality.
3. Formative Assessment including unit-wise assessment, modular assessment were introduced to calculate Semester Grade Point Average (SGPA) and to assess the eligibility to appear for university summative examination.
4. Electives courses for post graduate program have been also introduced along with core Subjects under Domain specific and Capacity enhancing categories.
5. Molecular Biology lab is introduced in Post Graduate institutes for carrying out advanced studies in immunology and histopathology related tests.
6. Thrust areas for research are prescribed for each PG program along with speciality specific program outcomes and promoted multi-disciplinary research.
7. Department of integrative health and translational research has been implemented to regulate and coordinate research activities of PG institutions.

(v) Other Initiatives by NCISM to increase the Quality of Education:

1. An academic calendar for the entire course period is introduced to ensure uniform academic administrative patterns throughout the country.
2. Each teacher is communicated with by mail with an article on teaching technology on the first Friday and a research article on the third Friday of every month to get updated knowledge in the area of education technology and research.

(vi) Use of Technology:

1. QR code embedded syllabus: uploaded on NCISM site.
2. Elective courses through LMS (Learning Management System).
3. NCISM platforms/portals under AYUSH Grid.
 - a) Portal for Educational Planning and Administration Workshops for Principals in ISM.
 - b) Portal for Entrepreneurship Development and training Programme Workshops for coordinators of Research and Innovation cell of ISM institutions.
 - c) Portal for postgraduate guide orientation workshops for PG guides of ISM postgraduate institutions on Scientific writing, Research integrity and Publication ethics.

- d) Portal for textbook quality assessment as per the developed assessment scale.
- e) Software for framing ISM curriculum and syllabus.
- f) Educational Lifecycle Management System, Learning Management System and Collaborative System and integrated with Ayush Grid.
- g) Portal for *Azadi ka Amrit Mahotsav* activities in ISM institutions.
- h) Portal for online data submission of admitted students by institution and counselling authorities.
- i) Portal for electives.
- j) Portal for Degree recognition system.
- k) Developed portal for academic performance of ISM institutions.

(vi) Examinations:

1. NCISM has implemented National Teachers' Eligibility Test (NTET) for each discipline of Ayurveda, Siddha and Unani of Indian Systems of Medicine who desire to take up teaching profession.
2. NCISM conducted NCISM PRE-TIB Exam, counselling and seat allotment for the admission of Unani Pre-Tib Program.
3. National Entrance cum Eligibility Test (NEET) has been conducted by NTA for the admission of Undergraduate BAMS, BSMS and BUMS courses of Ayurveda, Siddha and Unani.
4. All India AYUSH Post Graduate Entrance Test (AIAPGET) has been conducted by NCISM through NTA.

(B) Step taken by the National Commission for Homoeopathy (NCH)

(i) Regulations: To improve the quality of education in Homoeopathy the following regulations were framed, published and implemented by NCH at the undergraduate and postgraduate level: -

1. National Commission for Homoeopathy (Homoeopathy Graduate Degree Course – Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). Regulations- 2022.
2. National Commission for Homoeopathy (Professional Conduct, Etiquette and Code of Ethics for Practitioners of Homoeopathy) Regulations, 2022.
3. National Commission for Homoeopathy (Manner of Preparation and Maintenance of National Register for Practitioner of Homoeopathy) Regulations, 2022.
4. National Commission for Homoeopathy (General) Regulations, 2023.
5. National Commission for Homoeopathy (Recognition of Qualification of Homoeopathy) Regulations 2023.
6. National Commission for Homoeopathy (National Examinations in Homoeopathy) Regulations 2023.
7. National Commission for Homoeopathy (Medical Research in Homoeopathy) Regulations 2023.
8. National Commission for Homoeopathy (Assessment and Rating of Medical Institutions) Regulations, 2024.
9. National Commission for Homoeopathy (Minimum Essential Standards For Homoeopathic Colleges And Attached Hospitals), Regulations - 2024.

10. Establishment of New Homoeopathic Medical Institution (Opening of New or Higher Course of Study or Training and Increase of Intake Capacity by a Medical Institution), Regulations-2024.
11. National Commission for Homoeopathy (Homoeopathy Post-Graduate Degree Course-Doctor of Medicine in Homoeopathy) Regulations, 2024.

(ii) Other Initiatives by NCH to increase the Quality of Education:

1. Implementation of the Competency-Based Dynamic Curriculum (CBDC) at undergraduate and postgraduate levels in line with NEP 2020.
2. Introduction of research-oriented electives and Research Methodology in the curriculum.
3. Inclusion of psychology, modern pharmacology and yoga subjects in the BHMS curriculum to strengthen integrative learning.
4. Mandatory establishment of skill laboratories and training in Basic Cardiac Life Support (BCLS), emergency care, and minor procedures.
5. Digitization of medical education through the Education Life Cycle Management (ELCM) portal, Learning Management System (LMS), and e-learning modules.
6. Strengthening of clinical exposure through internship postings at Primary Health Centres (PHCs), Community Health Centres (CHCs), and district hospitals.
7. Introduction of Research Methodology at the undergraduate level and mandatory establishment of Research Methodology Departments at the postgraduate level.
8. Mandatory appointment of modern medicine consultants (Physician, Surgeon, Gynaecologist and Pathologist) in Homoeopathic Medical Institutions under the Minimum Essential Standards (MES), 2024, to enhance interdisciplinary clinical training and collaborative patient care.
9. Research methodology training for postgraduate students and faculty in collaboration with the Central Council for Research in Homoeopathy (CCRH).
10. Formation of subject-wise committees to incorporate modern advancements under SMART (supplement modern advancement research and technology)-Hom.
11. MoU between CCRH and NCH for elective courses on Good Clinical Practice (GCP) guidelines for clinical trials in Homoeopathy.
12. Faculty training for implementation of CBDC, covering 3,145 undergraduate faculty, 602 postgraduate faculty, and 450 Medical Officers.
13. CBDC trainings for UG and PG courses- conducted training for fourth year UG and PG subjects virtually- HEB virtual training for UG- 16 June and 30 June 2026 and for PG – 18,25 and 26 May 2026. Total attendee UG were 1658 for five subject and for PG were Materia Medica-144, Organon -138, Psychiatry-43, Repertory- 132, Community Medicine-25, Research Methodology-73, Practice of Medicine- 96, Paediatrics-60, Homoeopathic Pharmacy-51 and Dermatology -7
14. Zone-wise capacity-building workshops on the AYUSH Education Portal.
15. Online clinical research training programmes conducted during June–July 2022 covering around 600 faculty members and 2,300 postgraduate students.
16. Conduction of National Teacher’s eligibility test in a year 2025 and 2026.
17. Regular faculty development training cum interactive session for CBDC curriculum.

18. Promotion of evidence-based education by encouraging undergraduate and postgraduate students and faculty to undertake research and publish research papers.
19. Invited applications for the establishment of new Homoeopathic medical colleges/hospitals and enhancement of undergraduate and postgraduate seats.
20. Periodic inspection and assessment of Homoeopathic medical colleges and attached hospitals to ensure compliance with prescribed standards.

(C) Yoga Education: Ministry of Ayush promotes Yoga through its autonomous body, Morarji Desai National Institute of Yoga (MDNIY). MDNIY provides various courses for Yoga education. The activities and programmes of MDNIY are available on its website, <https://www.yogamdniy.nic.in>.
