



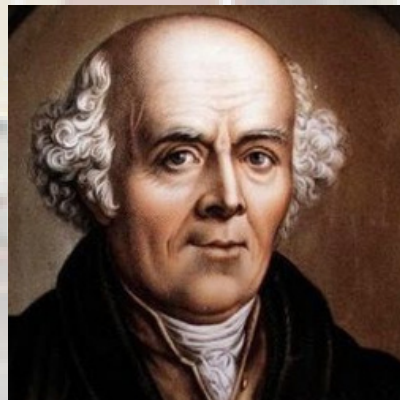
BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY)

Accredited by NAAC with 'A+' Grade
'A' GRADE BY GOVT. OF INDIA
'A+' Accreditation (Third Cycle by NAAC in 2017)

Faculty of Homoeopathy

BACHELOR OF HOMOEOPATHIC MEDICINE AND SURGERY (B.H.M.S.)

**Direct Degree Course, Curriculum
(Rules and Regulations)
(N. C. H. 2022 Course)**



SYLLABUS AND EXAMINATION PATTERN

BHARATI VIDYAPEETH UNIVERSTY, PUNE

It had been a long standing dream of our founder to get the status of a University to Bharati Vidyapeeth. That dream was realized when the Ministry of Human Resource Development [Department of Education, Government of India] on the recommendation of the University Grants Commission, New Delhi through their notification No.F.9-15/95-U.3 dated 26th April,1996 declared a cluster of institutions of Bharati Vidyapeeth at Pune as Deemed to be University.

Thus there are 32 institutions which are the constituent units of Bharati Vidyapeeth (Deemed to be University).

As is widely known, the Central Govt. had constituted & high power Task Force consisting of very eminent and experienced academicians to evaluate the academic performance of deemed universities in the country. The Task Force appreciated the report submitted by the University and also the presentation made by Prof. Dr. Shivajirao Kadam Vice Chancellor. The Task Force noted the University's excellent performance with regard to teaching-learning process, research scientific publications by faculty and their impact and potential, innovative academic programmes, enriched infrastructure and recommended to the Ministry of Human Resources Development, Govt. of India to award 'A' Grade status. The Central Government has accepted the recommendation of the Task Force and awarded 'A' Grade status to this University.

Ours is the only University established under section 3 of the UGC. Act having under its umbrella institutions of diverse disciplines of professional technical and traditional categories such as Medicine, Dentistry, Physical Education, Natural and Physical Sciences, Social Sciences, Commerce, Law and Humanities, pharmaceutical Sciences, Management Studies, Engineering and Technology. The UGC has recognised this University u/s 12 'B' of UGC Act.

This University is a Member of Association of Indian Universities and also a member of Association of Commonwealth Universities.

Bharati Vidyapeeth (Deemed to be University) Pune

Bharati Vidyapeeth, the parent organization of this University is one of the largest educational organizations in the country. It has 180 educational units under its umbrella including 80 Colleges and Institutes of conventional and professional education.

The Department of Human Resource Development, Government of India on the recommendations of the University Grants Commission accorded the status of "Deemed to be University" initially to a cluster of 12 units of Bharati Vidyapeeth. Subsequently, 17 additional colleges / institutes were brought within the ambit of Bharati Vidyapeeth (Deemed to be University) wide various notifications of the Government of India. Bharati Vidyapeeth (Deemed to be University) commenced its functioning on 26th April, 1996.

Namely

1. Medical College, Pune.
2. Dental College & Hospital, Pune.
3. College of Ayurved, Pune.
4. **HOMOEOPATHIC MEDICAL COLLEGE, PUNE.**
5. College of Nursing, Pune.
6. Y M College of Arts & Commerce, Pune.
7. New Law College, Pune.
8. Social Science center, Pune.
9. Yashwantrao Chavan institute of social science, Studies & Research, Pune.
10. Research & Development Centre, applied chemistry, Pune.
11. College of Physical Education, Pune.
12. Institute of Environment Research & Education, Pune.
13. Institute of management & Entrepreneurship development, Pune.
14. Poona College of Pharmacy, Pune.
15. College of Engineering, Pune.
16. Interactive Research School for Health Affairs, Pune.
17. Rajiv Gandhi Institute of Information Technology & Biotechnology, Pune.
18. College of Architecture, Pune.
19. Abhijeet Kadam Institute of management & Social Sciences, Solapur.
20. Institute of Management, Kolhapur.
21. Institute of Management & Rural Development Administration, Sangli.
22. Institute of Management & Research, New Delhi.
23. B V Institute of Hotel Management and Catering, Pune.
24. Y M Institute of Management, Karad.
25. Medical College & Hospital, Sangli.
26. Dental College & Hospital, Mumbai.

27. College of Engineering, New Delhi.
28. Institute of Computer Application & Management, New Delhi.
29. Dental College & Hospital, Sangli.
30. College of Nursing, Sangli.
31. College of Nursing, New Mumbai.

During the last 21 years or so, the University has achieved higher pinnacles of academic excellence and has established its reputation to such an extent that it attracts students not only from various parts of India but also from abroad. According to a survey conducted by Association of Indian Universities, this University is one among the top ten Universities in the country preferred by the overseas students for admissions. At present, there are more than 850 overseas students from 47 countries on the rolls of constituent units of this University.

During the last 21 years, there has been tremendous academic expansion of the University. It now conducts in all 305 courses in its constituent units, of them 108 are Post Graduate, 45 are Under Graduate and

55 Diploma level courses. 12 Fellowship and 5 certificate courses. All the professional courses which the University conducts such as those of Medicine, Dentistry, Engineering etc., have approval of the respective statutory councils, viz., Medical Council of India, Dental Council of India, All India Council for Technical Education etc.

The University is a throbbing center of research activities and has launched Ph.D. programmes in 77 subjects and M.Phil. in 3 subjects. It has also introduced quite few innovative academic programmes such as Masters in Clinical Optometry, M.Tech. in Nano Technology etc.

The University's performance and achievements were assessed by the "National Assessment and Accreditation Council" and it was accorded **"A" Grade** in 2005 for five years. **Reaccredited with Grade 'A' in 2011.** Recently the University is **accredited with prestigious 'A+' Grade for 3rd cycle accreditation** by NAAC, Bangalore in 2017. Some Programmes of the constituent units such as College of Engineering at Pune, Management Institute in Delhi and others have also been accredited by "National Board of Accreditation". Three constituent units of Bharati Vidyapeeth (Deemed to be University) are also the recipients of ISO 9001-2001 certifications.

Distinct Features of this University (not as per copy given, many changes)

The University

- The University has been Accredited by the NACC with prestigious 'A' grade (2004) and reaccredited with 'A' grade (2011) and reaccredited in 3rd Cycle in A+ grade 2017 with 3.53 CGPA in seven point scale awarded "A" Grade by Ministry of Human Resources Govt. of India.
- Is one of the largest Universities in terms of Constituent Units established u/s. 3 of the UGC Act, 1956.
- Is a multi- faculty University with Twelve Faculties : (1) Arts, Social Sciences and Commerce, (2) Science, (3) Law, (4) Medical Sciences, (5) Dentistry, (6) Ayurveda, (7) Homoeopathy, (8) Nursing, (9) Pharmaceutical Sciences, (10) Management Studies, (11) Engineering and Technology, (12) Interdisciplinary Studies I.
- Offers a wide range of academic programmes to the students. The number of Undergraduate, Postgraduate, and Diploma Programmes are 45, 108 & 55 respectively.
- Is according to a survey conducted by the Association of Indian Universities, New Delhi, among the top ten universities and preferred by the overseas students for admissions. During the year 2009-10 there are 800 overseas students from 32 countries enrolled with constituent units.
- Has eight campuses located in different cities including New Delhi.
- Is probably the only University having three self-financing research institutes devoted exclusively for researches in health related sciences, pharmaceutical sciences and social sciences.
- Has established a separate Sports Department to promote sports activities.
- Has established a Centre for Performing Arts, which runs graduate programmes in various performing arts including dance, drama, and music.
- Three Constituent Units of the University are assessed by the National Board of Accreditation and are accredited with prestigious grades. Some constituent Units have also obtained ISO 2001-2009 certification.
- Has organized several international and national level Seminars, Conferences, etc.
- Is a University which academically and intellectually very productive whose faculty members have very laudable record of research publications and patents.
- Has digitalized libraries of its constituent units.
- Has created excellent infrastructure for all its constituent units, including well-structured spacious buildings continuously updated laboratories and libraries and hostels with all the necessary amenities and facilities for both boys and girls.

- Has built a specialized research institute accommodating 18 laboratories for the researches in pharmaceutical sciences. [Interactive Research School for Health Affairs]
- Has launched laudable outreach programmes through NSS units.
- Is proud of its Institute of Environment Science and Research Education, which has been identified as a nodal agency by the Government of India for its programmes of biodiversity and environmental products. It has adopted several primary schools with a view to create environmental consciousness among their students.
- Has established Women's Creativity Development Centre to undertake researches regarding women, particularly, those of disadvantage groups and to promote creativity among them.
- Among top 10 universities preferred by overseas students.
- BVU is a member of Association of Indian Universities [AIU] & Association of Commonwealth Universities [ACU]
- All professional programmes are approved by respective Statutory Councils.
- 29 Constituent Units spread over 8 campuses
- 12 faculties offering 281 Programmes.
- 23000 + Students & 1600 + Teachers.
- Students from almost all the states in India & from 48 Countries.

Our Campuses

Bharati Vidyapeeth (Deemed to be University) has campuses in Pune, Mumbai, Solapur, Kolhapur, Sangli, Karad and New Delhi, the capital city of India. It's two Medical Colleges are located each in Pune and Sangli. Three Dental Colleges each of Pune, Sangli & Mumbai. One each of Ayurved and Homoeopathy is in Pune.

Homoeopathic Medical College & Homoeopathic Hospital

Bharati Vidyapeeth Homoeopathic Medical College was established on 10th May 1990, on the auspicious occasion after the Silver Jubilee celebration of the Bharati Vidyapeeth. Earlier College was affiliated to University of Pune on a permanent basis. It is now a constituent unit of Bharati Vidyapeeth University. The Homoeopathic Medical College is located in a educational campus at Pune Satara Road, Pune-43 in well-designed building.. The College building area 35000sq.ft. accommodates well-equipped laboratories, dissection halls, spacious demonstration halls and a library with a reading hall facility. The Under Graduate

and Post Graduate courses of the College are having permanent Recognition of the Central Council of Homoeopathy, New Delhi and with capacity of 100 intake for Under Graduate and capacity of 30 intake in Post Graduate. Both the qualification are included in the second schedule HCCAct 1973 of CCH, New Delhi

The Academic Year 2015-2016 Bharati Vidyapeeth (Deemed to be University) Homoeopathic Medical College, Pune - 43 celebrated SILVER JUBILEE year.

Aims & Objects

Post-graduation course in the field of Homoeopathy is the highest step in this science. The objective of this course is to produce excellent professional thinkers, practitioners, researchers and teachers in Homoeopathy. With special emphasis in the subject of their choice.

Govt. of India, Ministry of Health & Family Welfare; Dept. of AYUSH, New Delhi has accorded permission to our college to start P.G. Courses in Homoeopathy [M.D.(Hom.)] from the academic year 2006-2007 in five selected specialties with six (06) regular admissions in each Speciality. Our University has launched Ph.D. in Homoeopathy in 4 specialty subjects

Homoeopathic Medical College is one of the prominent colleges in the country. It has all the infrastructural facilities as specified by the norms of Central Council of Homoeopathy, New Delhi. Our faculty consists of senior teachers, who are enthusiastic, highly qualified, experts in their respective subjects and are student oriented.

The College maintains a herbal garden having more than 400 medicinal plants some of which are rare species.

The College Library is very spacious having more than 13508 volumes on Homoeopathic and allied Medicine along with 2357 P.G books including 257 titles. We also subscribe to important national and international periodicals and scientific journals.

The College runs exclusive Homoeopathic Hospital with 100 bed strength which is approved by **Pune Municipal Corporation**. Our OPD and IPD attracts large number of patients and students get good clinical exposure.

The college has undertaken many research projects for which Govt. of India

has sanctioned grants worth Rs, 25 lakhs,

The College not only provides better teaching and clinical facilities to the students, but also organizes various kinds of academic activities including the state and national level seminars and workshops to enrich academic experience to our students. Regularly urban & rural camps are organized.

Benefits of such camps are mainly for students & interns for imparting their respective clinical training. General public & patients are getting more benefit of these camps, as they are conducted on basis of No profit No loss. These camps followed regularly by follow-ups. Re-Orientation programme in Obst. & Gynae. Sponsored by Dept. AYUSH conducted in the college from 27th Sept. to 2nd Oct. 2010, successfully with grant of Rs. 3.5 lacks. Dept. of Ayush sanctioned 1.80 lacks Grant for Mother and Child health care to this institute in Sept- 2010.

During the study on the courses all the students are involved in various academic, Research, Teaching & Training exclusively on practical oriented acumen in association with various Experts / Eminent Homoeopaths in this field to augment standardized knowledge on the specialty subject. For all purposes our students are acquiring latest up to date knowledge through many experts in the field by conducting various Educational Tours, Eminent lectures series to become good Professional Thinkers, Research Workers and practitioners of tomorrow to alleviate human suffering from our society. We are running various educational activities from time to time for which certain photographs are appended as are conducted by our P.G. students. On the occasion of commencement of **GOLDEN JUBILEE** celebration (50th year 2013- 14) of **BHARATI VIDYAPEETH**, Pune a parent body of the Bharati Vidyapeeth (Deemed to be University) Pune (India), has awarded a vehicle for **Mobile Clinic cum Ambulance** to the **Scholars of Post Graduate Degree Course** to cater to the rural population through rural OPDs at 8 directions in 8 main centers covering 12 to 15 villages & treating good number of patients per week. The aim is to reach the homoeopathic treatment in remote areas at concessional rates. It equally helps to **built-up confidence in the minds of scholars** about rural setup of treatment and to **spread the homoeopathic treatment** at social cause to the needy population. **“Under the Scheme of -Homoeopathy at your Home”**.

1. Facilities for faculty and staff

- Faculty members get facilities to attend seminars /conference / Symposium / Workshop / ROTP / CME/ Medical Technology programmes. Special leaves and financial assistance for such a programme as per University rules are been extended.
- Staff gets loans from Bharati Bank like personal loan, Housing loan, educational loan, Car loan etc.
- Staff quarters are provided.
- Indoor sports gymkhana, recreation club, Medical health scheme, Sevak Kalyan Nidhi and alike schemes provide promotional facilities for faculties.

2. Facilities for students

- Hostel - Boys and Girls have separate Hostel facilities in the campus with dining facility.
- Separate common rooms are provided for Boys and Girls in college and Hospital.
- Gymkhana (Indoor / Outdoor Games) facilities are provided.
- Canteen for students is available in the campus.
- Students can study in library even after office hours till midnight 12.00 especially during examination days.
- Extra-curricular activities i.e. sport, cultural and NSS facilities are provided to students. Interested students fully utilise these facilities.
- Concessions in fees are extended to needy students.
- Book bank facility is provided for general and backward class students.

BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY)

HOMOEOPATHIC MEDICAL COLLEGE, PUNE

**BACHELOR OF HOMOEOPATHIC
MEDICINE AND SURGERY
(B.H.M.S.)**

**Direct Degree Course, Curriculum
(Rules and Regulations)
(N. C. H. 2022 Course)**

SYLLABUS & EXAMINATION PATTERN

INDEX

Sr.No	Title	Page No.
1.	National Commission For Homoeopathy Notification	01
2.	Introduction To Competency Based Dynamic Curriculum For First BHMS Professional Course	48
3.	Curriculum For First BHMS Professional Course Anatomy, Histology And Embryology	73
4.	Curriculum For First BHMS Professional Course Human Physiology & Bio-Chemistry	199
5.	Curriculum For First BHMS Professional Course Homoeopathic Pharmacy	290
6.	Curriculum For First BHMS Professional Course Homoeopathic Materia Medica	452
7.	Curriculum For First BHMS Professional Course Homoeopathic Repertory And Case Taking	499
8.	Curriculum For First BHMS Professional Course Organon Of Medicine & Philosophy	518



भारत का राजपत्र The Gazette of India

सी.जी.-डी.एल.-अ.-09122022-240905
CG-DL-E-09122022-240905

असाधारण
EXTRAORDINARY

भाग III—खण्ड 4
PART III—Section 4

प्राधिकार से प्रकाशित
PUBLISHED BY AUTHORITY

सं. 633]
No. 633]

नई दिल्ली, बुधवार, दिसम्बर 7, 2022/अग्रहायण 16, 1944
NEW DELHI, WEDNESDAY, DECEMBER 7, 2022/AGRAHAYANA 16, 1944

राष्ट्रीय होम्योपैथी आयोग

अधिसूचना

नई दिल्ली, 6 दिसम्बर, 2022

फा. सं. 3-34/2021/NCH/HEB/CC/10758.— राष्ट्रीय होम्योपैथी आयोग अधिनियम, 2020 (2020 का 15) की धारा 1 तथा धारा 55 की उप-धारा (2) के उपबंधों (एच), (आई), (क्यू), (एस) तथा (टी) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए और होम्योपैथी (डिग्री पाठ्यक्रम) बी.एच.एम.एस. विनियम, 1983 के अधिक्रमण में, ऐसे अधिक्रमण से पहले किए गए या किए जाने के लिए लोप किया गया है, आयोग इसके द्वारा निम्नलिखित विनियमों का निर्माण किया गया है:-

1 संक्षिप्त शीर्षक और प्रारंभ :

- (1) इन विनियमों को राष्ट्रीय होम्योपैथी आयोग (होम्योपैथी स्नातक डिग्री पाठ्यक्रम - बैचलर ऑफ होम्योपैथीक मेडिसिन एंड सर्जरी (बी.एच.एम.एस.) विनियम-2022 कहा जा सकता है।
- (2) ये आधिकारिक राजपत्र में उनके प्रकाशन की तारीख से लागू होंगे।

2 परिभाषाएँ :

- (1) इन विनियमों में, जब तक कि संदर्भ से अन्यथा अपेक्षित न हो :
 - (क) "अधिनियम" का अर्थ है राष्ट्रीय होम्योपैथी आयोग, अधिनियम, 2020 (2020 का 15);
 - (ख) "अनुलग्नक" का अर्थ इन विनियमों से संलग्न एक अनुलग्नक है;
 - (ग) "परिशिष्ट" का अर्थ इन विनियमों के साथ संलग्न परिशिष्ट है;

NATIONAL COMMISSION FOR HOMOEOPATHY

NOTIFICATION

New Delhi, the 6th December, 2022

F. No. 3-34/2021/NCH/HEB/CC/10758.—In exercise of the powers conferred by sub – section (1) and clauses (h), (i), (q), (s) and (t) of sub-section (2) of section 55 of the National Commission for Homoeopathy Act, 2020 (15 of 2020) and in supersession of Homoeopathy (Degree course) B.H.M.S. Regulations, 1983, except as respects thing done or omitted to be done before such supersession, the Commission hereby makes the following regulations, namely: -

1. **Short title and commencement.** – (1) These regulations may be called National Commission for Homoeopathy (Homoeopathy Graduate Degree Course – Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). Regulations- 2022.

(2) They shall come into force on the date of their publication in the Official Gazette.

2. **Definitions.**- (1) In these regulations, unless the context otherwise requires, -

(i) “Act” means the National Commission for Homoeopathy Act, 2020 (15 of 2020);

(ii) “Annexure” means an Annexure appended to these regulations;

(iii) “Appendix” means an Appendix appended to these regulations;

(iv) “Commission” means the National Commission for Homoeopathy constituted under section 3 of this Act;

(v) “Electives” means the course of study devised to enrich the educational expression of the student.

(2) Words and expressions used herein and not defined but defined in the Act shall have the same meanings as respectively assigned to them in the Act.

3. **Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) Course.**- The Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) shall produce Graduates, having profound knowledge of Homoeopathy with contemporary advancement in the field, supplemented with knowledge of scientific and technological advancement in modern health science and related technology along with extensive practical training, be able to function as an efficient holistic health care practitioner in health care service in the urban and rural areas.

4. **Eligibility criteria for admission and manner of admissions.** -(1) The eligibility for admission in Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S.) Course shall be, namely:-

- (a) the candidate shall have passed 10+2 or its equivalent examination from any recognised Board with Physics, Chemistry, Biology and have obtained minimum of fifty percent. marks taken together in Physics, Chemistry and Biology/Biotechnology in case of student belonging to general category and forty percent. marks in case of student belonging to the Scheduled Castes, Scheduled Tribes and Other Backward Classes:

Provided that in respect of person with disability specified under the Rights of Persons with Disabilities Act, 2016 (49 of 2016), the qualifying marks in the examinations shall be forty-five percent. in case of General category and forty percent. in case of the Scheduled Castes, Scheduled Tribes and Other Backward Classes.

- (b) Biology/Biotechnology studied as Additional Subject at 10+2 level also shall not be considered for such admission:

- (c) Candidate passed 10+2 from Open School or as Private candidate shall not be eligible to appear for National Eligibility-cum-Entrance Test.

- (d) No candidate shall be considered for admission in Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S.) Course unless the candidate attains the age of seventeen years on or before the 31st day of December of the year of admission in the first year of the Course;

- (2) There shall be a uniform Entrance Examination for all Homoeopathy Medical Institution namely National Eligibility-cum- Entrance Test (NEET) for admission to under-graduate course in medical institution in each academic year and shall be conducted by an authority designated by the National Commission for Homoeopathy:

Provided that for foreign national candidate, any other equivalent qualification approved by the Central Government may be allowed for admission and sub-regulation (2) of regulation 4 shall not be applicable in this behalf.

- (3) No candidate obtaining less than marks at 50th percentile in the National Eligibility-cum-Entrance Test for undergraduate course conducted for the said academic year shall be considered for such admission:

Provided that the candidate belonging to the Scheduled Castes, Scheduled Tribes and Other Backward Classes obtain marks not less than 40th percentile and the candidate belonging to person with the disability as specified under the Rights of Persons with Disabilities Act, 2016 (49 of 2016) obtains the marks not less than 45th percentile in case of General category and not less than 40th percentile in case of the Scheduled Castes, Scheduled Tribes and Other Backward Classes shall be considered for admission.

Provided further that the Commission may, in consultation with the Central Government lower the marks required for admission to undergraduate course for candidate belonging to respective category and marks so lowered by the Commission shall be applicable for that academic year.

- (4) An All-India common merit list as well as State-wise merit list of the eligible candidate shall be prepared on the basis of the marks obtained in the National Eligibility-cum-Entrance Test conducted for the academic year and the candidate within the respective category shall be considered for admission to undergraduate course from the said merit list.
- (5) The seat matrix for admission in the Government institution, Government-aided institution and private Institution shall be fifteen percent. for all-India quota and eighty-five percent. for the State quota and Union territory quota as the case may be:

Provided that, -

- (a) the all India quota for the purpose of admission to the Deemed University both Government and private shall be hundred percent.;
- (b) The university and institute having more than fifteen percent. all India quota seat shall continue to maintain that quota;
- (c) five percent. of the annual sanctioned intake capacity in Government and Government aided institution shall be filled up by candidate belonging to persons with disability as specified under the provisions of the Rights of Persons with Disabilities Act, 2016 (49 of 2016)

Explanation.- For the purposes of this regulation, the specified disability contained in the Schedule to the Rights of Persons with Disabilities Act, 2016 (49 of 2016) specified in *Appendix "A"* and the eligibility of candidate to pursue a course in Homoeopathy with specified disability shall be in accordance with the guidelines specified in *Appendix "B"*.

- (6) The designated authority for counseling of State and Union territory quota for admission to undergraduate course in medical institution in State and Union territory including institution established by the State Government, University, Trust, Society, Minority Institution, Corporation or Company shall be the respective State or Union territory in accordance with the applicable rules and regulations of the concerned State or Union territory, as the case may be.
- (7) (a) The counselling for admission to Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S.) course for seats under all India quota as well as the all-medical institution established by the Central Government shall be conducted by the authority designated by the Central Government in this behalf;
- (b) The counselling for admission to Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S.) Course for hundred percent. seats of Deemed University both Government and Private shall be conducted by the authority designated by the Central Government, in this behalf.
- (8) The admission shall be done;-
- (a) through counseling except foreign nationals;
- (b) by any means other than manner specified in these regulations shall not be approved and any institution found admitting the students in contravention of the provisions of these regulations shall be denied permission for taking admission for subsequent academic year;

- (c) the medical institution shall have to submit the list of admitted students in the format decided by the Commission on or before six p.m. on the cutoff date for admission decided by it from time to time for verification;
- (d) the medical institution shall approve the admission of the candidate except foreign national who has been allotted seat through counseling (Central, State or Union territory, as the case may be).
- (9) The candidate who fails to obtain the minimum eligibility marks as referred to under sub-regulation (3) shall not be admitted to undergraduate course in the said academic year.
- (10) No authority or medical institution shall admit any candidate to the under-graduate course in contravention of the criteria or procedure specified in these regulations and any admission made in contravention of these regulations shall be cancelled by the Commission forthwith.
- (11) The authority or medical institution which grants admission to any student in contravention of the provisions of these regulations shall be dealt as specified under the Act.
- (12) The medical institution shall send the list of admitted students to the Commission within one month of his admission and the Commission may verify the medical institution to ensure the compliance of the provisions of the regulations at any time.
- 5. Duration of Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) Course** -The duration of the Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) Course shall be five years and six months as specified in the table below, namely:-

Table-1

Serial Number	Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) Course	Duration
(1)	(2)	(3)
(1)	First Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S)	Eighteen Months;
(2)	Second Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S)	Twelve Months;
(3)	Third Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S)	Twelve Months;
(4)	Fourth (Final) Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S)	Twelve Months;
(5)	Compulsory Rotatory Internship	Twelve Months.

- 6. Degree to be awarded.** -The candidate shall be awarded Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) Degree after passing all the examinations and completion of the laid down course of study extending over the laid down period and the compulsory rotatory internship extending over twelve months.
- 7. Pattern of study.** -The Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) course shall consist of main programme and electives and the pattern of study shall follow the following manner, namely:-
- (1) Main programme :-
- (a) after admission, the student shall be inducted to the Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) course through a Foundation Programme not less than ten working days/sixty hours based on the 'Content for Foundation programme' which intends to introduce newly admitted student to Homoeopathy system of medicine and skills required to make him well aware of the Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) course he is going to undergo for next five years and six months.
- (b) during the Foundation Programme, the student of Homoeopathy shall learn history of Homoeopathy, get oriented with development of homoeopathic science across the globe, understanding on improvising interpersonal communication skills, management of stress and time, basic life support and first-aid along with other subjects as per syllabus specified in Annexure -I

- (c) total teaching hours for first professional session shall be not less than two thousand one hundred and six (2106) while for second, third and fourth professional session, a minimum of one thousand four hundred and four (1404) hours teaching in each professional session to complete.
- (d) working hour may be increased by the University or medical institution as per requirement to complete the stipulated period of teaching and requisite activity.

Explanation. - For the purposes of this sub-regulation, -

- (a) "Lectures" means Didactic teaching such as classroom teaching,
- (b) Non – lecture includes Practical or Clinical and Demonstrative teaching and the Demonstrative teaching includes Small group teaching or Tutorials or Seminars or Symposia or Assignments or Role play or Drug Picture presentation or Pharmacy training or Laboratory training or Dissection or Field visits or Skill lab training or Integrated learning or Problem based learning or Case based learning or Early clinical exposure or Evidence based learning etc. as per the requirement of the subject and in Non-lectures, the Clinical or Practical part shall be seventy percent. and demonstrative teaching shall be thirty per cent.
- (e) new department and subject like fundamentals of Psychology, Yoga, essentials of Modern Pharmacology and Research Methodology and Biostatistics are introduced in degree course to provide holistic and integrated knowledge of the health science along with development of research aptitude.
- (f) the Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) Course shall consist of following Departments/Subjects, namely : -

Table 2

Serial Number	Name of Department
(1)	(2)
1	Homoeopathic Materia Medica;
2	Organon of Medicine and Homoeopathic Philosophy and Fundamentals of Psychology;
3	Homoeopathic Pharmacy;
4	Homoeopathic Repertory and Case Taking;
5	Human Anatomy;
6	Human Physiology and Biochemistry;
7	Forensic Medicine and Toxicology;
8	Pathology and Microbiology;
9	Community Medicine, Research Methodology and Biostatistics;
10	Surgery;
11	Gynaecology and Obstetrics;
12	Practice of Medicine with Essentials of Pharmacology;
13	Yoga for health promotion;

- (g) The following subjects shall be taught in first professional session as per the syllabus laid down by Homoeopathy Education Board and approved by the Commission, namely:- -

Table-3

Serial Number	Subject Code	Subject
(1)	(2)	(3)
1	HomUG-HMM-I	Homoeopathic Materia Medica;
2	HomUG-OM-I	Organon of Medicine and Homoeopathic philosophy and Fundamentals of Psychology;
3	HomUG-R-I	Homoeopathic Repertory and case taking;

4	HomUG-HP	Homoeopathic Pharmacy;
5	HomUG-AN	Human Anatomy;
6	HomUG-PB	Human Physiology and Biochemistry;
7	HomUG-Yoga I	Yoga for health promotion.

(h) The second professional session shall ordinarily start after completion of first professional examination and the following subjects shall be taught as per the syllabus laid down by the Homoeopathy Education Board and approved by Commission, namely: -

Table-4

Serial Number	Subject Code	Subject
(1)	(2)	(3)
1.	HomUG-HMM-II	Homoeopathic Materia Medica;
2.	HomUG-OM-II	Organon of Medicine and Homoeopathic Philosophy;
3.	HomUG-R-II	Homoeopathic Repertory and case taking;
4.	HomUG-FMT	Forensic Medicine and Toxicology;
5.	HomUG-Path M	Pathology and Microbiology;
6.	HomUG-Sur-I	Surgery;
7.	HomUG-ObGy-I	Gynecology & Obstetrics;
8.	Hom-UG PM-1	Practice of Medicine;
9.	HomUG-Yoga-II	Yoga for health promotion.

(i) The third professional session shall ordinarily start after completion of second professional examination and following subjects shall be taught as per the syllabus laid down by Homoeopathy Education Board and approved by the Commission, namely: -

Table-5

Serial Number	Subject Code	Subject
(1)	(2)	(3)
1	HomUG-HMM-III	Homoeopathic Materia Medica;
2	HomUG-OM-III	Organon of Medicine and Homoeopathic Philosophy;
3	HomUG-R-III	Homoeopathic Repertory and case taking;
4	HomUG-PM-II	Practice of Medicine ;
5	HomUG-Mod.Pharm	Essentials of Pharmacology;
6	HomUG-Sur-II	Surgery;
7	HomUG-ObGy-II	Gynecology and Obstetrics;
8.	HomUG-CM-I	Community Medicine ;
9.	HomUG-Yoga -III	Yoga for health promotion;

(j) The fourth professional session shall ordinarily start after completion of third professional examination and following subject shall be taught as per the syllabus laid down by Homoeopathy Education Board and approved by the Commission, Namely:-

Table-6

Serial Number	Subject Code	Subject
(1)	(2)	(3)
1	HomUG-HMM-IV	Homoeopathic Materia Medica;
2	HomUG-OM-IV	Organon of Medicine and Homoeopathic Philosophy;
3	HomUG-R-IV	Homoeopathic Repertory and case taking;
4	HomUG-PM-III	Practice of Medicine;
5	HomUG-CM-RM-Stat-II	Community Medicine, Research Methodology and Biostatistics;
6	HomUG-Yoga - IV	Yoga for health promotion.

- (k) Clinical training. -Clinical training of the student shall start from the first professional session after second term and subject related clinical training shall be provided in the attached hospital by the concerned faculty and department in non-lecture hour as per the requirement of the subject as mentioned below-
- (i) During first professional session, clinical training shall be provided in Outpatient Department (OPD), Inpatient Department (IPD), community and peripheral clinics and clinical exposure may also be arranged through appropriate audio-visual media or simulated patient.
- (ii) Students shall be placed in Hospital Pharmacy to get familiar with prescription patterns, medicine names, dosage, dispensing of medicines etc.
- (iii) During second, third and fourth professional session, clinical training shall be provided through the specialty Outpatient Department (OPD) and Inpatient Department (IPD), peripheral Outpatient Departments (OPDs) and community posting wherein teacher of the above departments shall be consultant. The students shall be involved in screening patients in Outpatient Department (OPD); case taking, analysis, evaluation and totality of symptoms, clinical examination, repertorisation and investigation including Radiology, Hematology and Pathology Laboratory and prescription writing.
- (iv) Training/ orientation on add on therapy: Training for Yoga, Physiotherapy and diet and nutrition shall be provided to the student by the concerned professional.
- (v) Clinical training shall be on rotation basis as per the non-lecture/clinical batches and in accordance with the clinical/ non-lecture teaching hour stipulated for the following subjects, namely: -
- (A) Homoeopathic special and general Outpatient Department (OPD) and Inpatient Department (IPD), peripheral Outpatient Department (OPD), community Outpatient Department (OPD), with compulsory repertorisation through software.
- (B) Practice of Medicine: Outpatient Department (OPD), Inpatient Department (IPD) and specialty clinics like Pediatrics, Pulmonology, Cardiology, Nephrology, Gastroenterology, Dermatology, Psychiatry, Oncology or any other, functioning under the department, in attached hospital/Super specialty hospital with Memorandum of Understanding (MoU).
- (C) Surgery: Eye, Ear Nose Throat (ENT), Dental Outpatient Department and any other related specialty clinics; Operation Theater Unit, Preparation room, postoperative recovery room, Sterilization, wound care & infection control, bio-waste management and any specialty units in the attached hospital/Super specialty hospital with Memorandum of Understanding (MoU).
- (D) Gynecology and Obstetrics: Outpatient Department (OPD), Inpatient Department (IPD), Labour room, procedural room, and other related specialty clinics for reproductive, mother & child health, if any.

- (E) Department of Community Medicine will provide training through specialty clinics, adopted villages /health programmes i.e. awareness camps, campaigns and public health programs and Inpatient Department (IPD) for waste management, prophylaxis and health education programs. Inpatient Department (IPD) Nutritional assessment and diet requirement of cases admitted in Inpatient Department (IPD) shall be determined by the dietitian of the Hospital. Awareness about nutritional disorders and balanced diet shall be included in the training programme.
- (F) Clinical Outpatient Department (OPD), Inpatient Department (IPD) and clinics functioning under School Health programme .
- (vi) Clinical training for the fourth professional session shall be provided in Outpatient department (OPD), Inpatient department (IPD), and Physiotherapy room in accordance with the requirement of subject, and shall be on rotation basis as per the non-lecture/clinical batches and also in accordance with the clinical/ non-lecture teaching hour stipulated for the following subjects, namely: -
- (A) General and special Homoeopathic Outpatient Department (OPD) and Inpatient Department (IPD)
- (B) Emergency/Casualty department in hospital
- (C) Skill lab in hospital;
- (D) Practice of Medicine: Outpatient Department (OPD), Inpatient Department (IPD) and specialty clinic (Pediatrics, Pulmonology, Cardiology, Nephrology, Gastroenterology, Dermatology, Psychiatry, Oncology) functioning under the department if any, in attached hospital /Super speciality hospital with Memorandum of Understanding (MoU).
- (2) Electives- (a) It constitutes an optional course of study devised to enrich the educational experience of the student and each discipline has distinctive requirements not adequately covered by the regular courses.
- (b) The Electives shall be conducted as an online programme by the Commission:
- (i) Each student from first professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) Course to third professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) Course shall opt two electives in each academic year.
- (ii) The electives shall start from the second term of first professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) course.
- (iii) One elective shall be compulsory in each professional year for student and he may select any one elective from the list provided by the Commission for a particular professional year.
- (iv) Completion of two electives shall be compulsory for passing the respective academic year.
- (v) Each elective may vary in terms of duration of the academic year but shall be available and divided into component of approximately two or more hours and the content or presentation shall be hosted on the online portal of the commission.
- (vi) Each component shall comprise an audio-visual component in the form of lecture/demonstration, some suggested reading material/activity and an assessment.
- (vii) The student may progress from one component to the next after satisfactorily completing each assessment.
- (viii) At the end of each elective, the commission shall issue an elective completion certificate online to the student and the certificate, having the grade, shall be submitted to the medical institution authority as proof of completing the electives and same shall be sent to affiliating university.
- (ix) The student who fails to complete the electives shall not be allowed to appear in annual university examination.
- (x) The commission shall provide a unique number to the student to log in the portal.

8. Methodology for supplementing modern advancement, research and technology in Homoeopathy (SMART-Hom.)-

- (1) To accomplish the supplementation of modern advancement, scientific and technological developments in Homoeopathy System of Medicine, all the thirteen departments as mentioned in table 2 of regulation 7, shall be supplemented, enriched and updated with relevant and appropriate advancement or development in the area of diagnostic tools, conceptual advancement and emerging areas as under-
 - (a) Innovations or advancement or new development in basic sciences like Biology, Chemistry, Physics, Mathematics, Microbiology, Bioinformatics, Molecular biology etc.;
 - (b) Diagnostic advancements;
 - (c) Pharmaceutical technology including quality and standardization of drugs, drug development etc.;
 - (d) Teaching, Training methods and Technology;
 - (e) Research Methods, Parameters, Equipment and Scales etc.;
 - (f) Technological automation, software, artificial Intelligence, digitalisation, documentation etc.;
 - (g) Biomedical advancements;
 - (h) Medical equipment;
 - (i) Any other innovations, advancement, technologies and development useful for understanding, validating, teaching, investigation, diagnosis, treatment, prognosis, documentation, standardisation and conduction of research in Homoeopathy.
- (2) There shall be multidisciplinary Core Committee constituted by the Commission for the purpose of supplementation of modern advancement, scientific and technological developments in Homoeopathy, that identify the advancement and developments that are suitable and appropriate to include in anyone or multiple departments.
- (3) There shall be an Expert Committee for each department constituted by Commission, to define and suggest the method of adaptation and incorporation of the said advancement and developments and also specify the inclusion of the same at undergraduate or postgraduate level and the expert committee shall develop detailed methodology for usage, standard operating procedure and interpretation as required.
- (4) Teaching staff, practitioner, researcher, student and innovator etc. may send his suggestions through a portal specified by National Commission for Homoeopathy regarding supplementation of modern advancement, scientific and technological development in Homoeopathy and suggestion shall be placed by Homoeopathy Education Board before core committee for consideration.
- (5) The modern advancement shall be incorporated with due interpretation of the said advancement based on the principles of Homoeopathy, supported by the studies and after five years of inclusion of such advancement in syllabus, they shall be considered as part of Homoeopathy syllabus.
- (6) Once Core Committee approves the recommendations of the Expert Committee, National Commission for Homoeopathy shall direct the Homoeopathy Education Board, to include the same in curriculum of undergraduate or postgraduate course as specified by the Expert Committee and the Commission shall issue guidelines or if required to conduct orientation of teacher for incorporation of the recommended modern advancement or scientific and technological development.
- (7) (a) There shall be a Core Committee for each department comprising of the following persons, namely -
 - (i) President, Homoeopathy Education Board—Chairman;
 - (ii) four experts from Homoeopathy (one expert from Materia Medica, Organon of Medicine, Repertory and Practice of Medicine)—members;
 - (iii) one expert (either retired or in service) each from Central Council for Research in Homoeopathy (CCRH), National Institute of Homoeopathy

(NIH), pharma industry, public health – member;

(iv) one educational technologist–member;

(v) Member of Homoeopathy Education Board–Member Secretary:

Provided that the core committee may co-opt an expert as per the needs and with permission of the Commission.

(b) Terms of reference. – (i) The term of the Committee shall be three years;

(i) The committee shall meet at least twice in a year.

(ii) The committee shall identify any modern advancement, scientific and technical development as specified in the sub-regulation (1) of regulation for; -

(A) understanding of validating conduction of research activities in Homoeopathy;

(B) diagnosis or prognosis in a specific clinical condition and treatment;

(C) teaching and training;

(D) health care services through Homoeopathy.

(iii) The committee shall ensure the applicability of the identified modern advancements or scientific and technical development to basic principles of Homoeopathy with the help of the four expert members of Homoeopathy.

(iv) The Core Committee shall identify and recommend suitable expert for the Expert Committee to develop methodology for identification of modern advancement or development.

(v) The Core Committee shall suggest the application of the advancements or developments in terms of its usage in specific department or to incorporate in under-graduate or post-graduate syllabus etc. as the case may be.

(vi) The Core Committee shall identify the outdated part of the modern science and technology and suggest the Commission to replace it with the appropriate modern advancements.

(8) (a) There shall be an expert committee for each department consisting of the following persons namely:-

(i) Subject Expert as recommended by Homoeopathy Education Board– Chairman;

(ii) Two experts from relevant Homoeopathy subjects, one from under graduate (UG) and one from post graduate (PG) –members;

(iii) One expert from relevant modern subject–member;

(iv) One expert from teaching technology –member:

Provided that the Expert Committee may co-opt concerned expert in accordance to the selected area with the permission of the Commission.

(b) Terms of reference. –

(i) the term of the Expert Committee shall be three years;

(ii) The Expert Committee shall meet as many times as per the direction of the Commission;

(iii) The Expert Committee shall work on the suggestion from the core committee and decide how to incorporate it in the syllabus, its mode of teaching (i.e., lecture/non-lecture) and the assessment with the help of educational technologist, experts;

(iv) The Expert Committee shall first understand the application of modern advancement that are identified to incorporate and its relevance to the basic principles of Homoeopathy;

(v) The Expert Committee shall also identify the need of advance technology in Homoeopathy particular to that vertical and identify the suitable technology and recommend its usage along with the standard operating procedure or methodology;

- (vi) The Expert Committee shall suggest Core Committee regarding the modern advancement and technology to be included at undergraduate or post graduate level.

9. General guidelines for examinations, results and re-admission.-

- (1) The University or agencies empowered by the Commission shall conduct examination for the Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) Course.
- (2) The examining body shall ensure the minimum number of hours for lectures or demonstrations or practical or seminars etc. in the subject in each Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S.) examination as specified in these regulations are followed, before allowing medical institution to send the student for university examination.
- (3) The examining body shall ensure that the student of the medical institution, who does not fulfill the criteria laid down in these regulations are not sent for the university examination.
- (4) Each student shall be required to maintain at least seventy five percent. attendance in each subject in theory/lecture hours/ practical and clinical / non-lecture hours separately for appearing at examination.
- (5) Where the medical institution is maintaining physical register, it shall be recorded in cumulative numbering method as per Annexure-III and at the end of the course/ term/ part of the course, after obtaining each student signature, the same shall be certified by respective Head of the Department and approved by Head of the institute.
- (6) The approved attendance shall be forwarded to the concerned university.
- (7) Internal assessment examinations to be conducted by medical institution during first, second, third and fourth Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) professional year.
- (8) The weightage of internal assessment shall be ten percent. of the total marks specified for each subject for main university examination and internal assessment shall be in the forms of practical only.
- (9) Internal assessment examination shall include one periodic assessment and one term test in each term of six months.
- (10) It is compulsory for every student to pass with minimum fifty percent. marks in the internal assessment examination prior to filling the final university examination form of the respective professional year and Head of medical institution shall send the marks of internal assessment and term test to the university prior to final examination of any professional year.
- (11) There shall be no separate class for odd batch student (those students who could not keep the term) and the student must attend the class along with regular batch or with junior batch as applicable.
- (12) To become eligible for joining the Compulsory Rotatory Internship programme, a student must pass all four professional examinations and qualified in six electives and the entire course of Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) including internship shall be completed within a period of maximum ten years.
- (13) The theory examination shall have ten percent. marks for Multiple Choice Questions (MCQ), forty per cent. marks for Short Answer Questions (SAQ) and fifty percent. marks for Long Explanatory Answer Questions (LAQ) and these questions shall cover the subject widely.
- (14) Each theory examination shall be of three hours duration.
- (15) The minimum marks required for passing the examination shall be fifty percent. in theory component and fifty percent. in practical component including practical, clinical, viva-voice, internal assessment and electives wherever applicable separately in each subject.
- (16) Electives shall be assessed in terms of attendance and assessment by grading as following, namely: -
 - (a) Grading shall be only for two electives per professional session and mentioned in the certificate obtained by the student after online teaching and assessment.
 - (b) Grading shall be mentioned in the University mark sheet of student.
 - (c) The examination branch of the institution shall compile the grade of electives obtained by student and submit to university through the head of institution so that the University shall add the same to final mark sheet of the student.

- (17) Grading of electives shall be assessed as following, namely :-
- (a) Electives shall be assessed online by the resource person who has prepared the contents of elective and assessed to the student.
 - (b) The following points shall be taken in to consideration for grading , namely:-
 - (i) Depth of problem definition – 15%
 - (ii) Extent of work undertaken – 20%
 - (iii) Innovation – 15%
 - (iv) Logical and integrated way of presentation – 20%
 - (v) Quality of learning derived – 20%
 - (vi) Adequacy of references undertaken – 10%
 - (c) The final grades would be as follows, namely: -
 - (i) “A” – Excellent (above 70%)
 - (ii) “B” – Good (above 60 %)
 - (iii) “C” – Average (around 50%)
 - (iv) “D” – below average (around 40%)
 - (v) “E” – Poor (below 40%)
 - (d) The student shall have to secure at least ‘C’ grade in all the electives in order to pass the Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) course.
- (18) The examining body shall hold examinations on such date and time as the examining body may determine and the theory and practical examination shall be conducted on the center approved by the examining body.
- (19) There shall be a regular examination and a supplementary examination in a year and the supplementary examination shall be conducted within three months of declaration of results of regular examination including issuance of mark sheets.
- (20) A candidate obtaining sixty percent. and above marks shall be awarded first class in the subject and seventy five percent. and above marks shall be awarded distinction in the subject.
- (21) The award of class and distinction shall not be applicable for supplementary examination.
- (22) For non-appearance in an examination, a candidate shall not have any liberty for availing additional chance to appear at that examination.
- (23) Any Diploma/Degree qualification, at present included in Schedule II and Schedule III of the Homoeopathy Central Council Act 1973 (59 of 1973) where nomenclature is not in consonance with these regulations shall cease to be recognised medical qualification when granted after commencement of these regulations. However, this clause will not apply to the students who are already admitted to these courses before the enforcement of these regulations.
- (24) (a) No person shall be appointed as an external or internal examiner or paper setter or moderator in any of the subjects of the Professional examination, leading to and including the final Professional examinations for the award of the Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) degree unless he has taken at least three years previously, a M.D.(Hom.) degree of a recognised university or an equivalent qualification in the particular subject as per recommendation of the Commission on teachers’ eligibility qualification and has had at least three years of teaching experience in the subject concerned in a college affiliated to a recognised university at a faculty position.
- (b) Non-medical scientist engaged in the teaching of medical students as full time teacher, may be appointed examiner in his concerned subject provided he possess requisite Post Graduate qualification and three-year teaching experience of medical students after obtaining his postgraduate qualifications:
- Provided further that the fifty percent. of the examiner (Internal and External) shall be from the medical qualification stream.
- (c) A university having more than one college shall have separate set of examiner for each college, with internal examiner from the concerned college.

- (d) In a state where more than one affiliating university is existing, the external examiner shall be from other university.
- (e) External examiner shall rotate at an interval of two years.
- (f) Any fulltime teacher with teaching experience of not less than three years in a concerned subject in a Homoeopathic Medical Institution shall be appointed internal / external examiner by rotation in his subject.

10. University examination. – (1) First Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) examination:

- (a) The student shall be allowed to appear for the First Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) examination provided that he has required attendance as per clause (4) of regulation 9 of head of the medical institution.
 - (b) The process of conduction of examination and declaration of the results of First Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) shall be completed between seventeen to eighteen Months from the date of admission.
 - (c) In order to be declared as “Passed” in First Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) examination, a candidate shall have to pass all the subjects of university examination including the internal assessments examination.
- (2) Second Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) Examination:
- (a) No candidate shall be allowed for the Second Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) examination unless he has passed all the subjects of First Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) examination and has required attendance as specified in sub section (4) of regulation 9.
 - (b) The process of conduction of examination and declaration of results of Second Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) examination shall be completed between twenty nine to thirty Months from the date of admission.
 - (c) In order to be declared “Passed” in the Second Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) examination, a candidate shall have to pass all the subjects of university examination including the internal assessment examination.
- (3) Third Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) Examination:
- (a) No candidate shall be allowed for the Third Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) examination unless he has passed all the subjects of the Second Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) examination and has required attendance as specified in sub section (4) of regulation 9.
 - (b) The process of examination conduction and results of Third Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S.) shall be completed between forty one to forty two month from the date of admission.
 - (c) In order to be declared as “Passed” in the Third Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) examination, a candidate shall have to pass all the subjects of university examination including the internal assessment examination.
- (4) Fourth Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) Examination:
- (a) No candidate shall be allowed for the Fourth Bachelor of Homoeopathic Medicine and Surgery examination unless he has passed all the subjects of Third Bachelor of Homoeopathic Medicine and Surgery examination and has required attendance as specified in sub section (4) of regulation 9.
 - (b) The process of conduction of examination and declaration of result of Third Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) examination shall be completed between fifty three to fifty four Month from the date of admission.
 - (c) In order to be declared as “Passed” in the Fourth Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S.) examination, a candidate shall have to pass all the subjects of University examination including the internal assessment examination.

Result : (a) The examining body shall ensure to publish the results within one month from the last date of examination so that student can complete the course in five and half year after admission.

- (b) Who passes in one or more subjects need not to appear in that subject or those subjects again in the subsequent examinations if the candidate passes the whole examination within four chances including the original examination.
- (c) Notwithstanding contained in the foregoing regulations, the student shall be allowed the facility to keep term on the following conditions:
- (i) The candidate shall pass First Bachelor of Homoeopathic Medicine and Surgery examination in all the subjects at least one term of six months before he is allowed to appear at the Second Bachelor of Homoeopathic Medicine and Surgery examination.
 - (ii) The candidate shall have to pass the Second Bachelor of Homoeopathic Medicine and Surgery examination at least one term of six months before he is allowed to appear at the third Bachelor of Homoeopathic Medicine and Surgery examination.
 - (iii) The candidate must pass the Third Bachelor of Homoeopathic Medicine and Surgery examination at least one term of six months before he is allowed to appear at the Fourth Bachelor of Homoeopathic Medicine and Surgery examination.
- (d) The student who has not passed any of the four professional examinations even after exhausting all four attempts, shall not be allowed to continue his Course:
- Provided that in case of any unavoidable circumstances, the vice Chancellor of the concerned university may provide two more chances in any one of four professional examination.
- (e) The examining body may under exceptional circumstances, partially or wholly cancel any examination conducted by it under intimation to the commission and arrange for conducting re-examination in those subjects within a period of thirty days from the date of such cancellation.
- (f) The university or examining authority shall have the discretion to award grace marks not exceeding to ten marks in total if a student fails in one or more subjects.

11. Assessment.-Assessment of students shall be in the form of Formative and Summative Assessments as under-

- (1) Formative Assessment. - Student shall be assessed periodically to assess his performance in the class, determine the understanding of Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S.) course material and his learning outcome in the following manner, namely: -
- (a) Periodical Assessment shall be carried out in practical and at the end of teaching of a topic or module or a particular portion of syllabus and the following evaluation method may be adopted as appropriate to the content, namely:-

Table -7

Serial Number	Evaluation Method
(1)	(2)
1.	Practical/Clinical Performance;
2.	Viva Voce;
3.	Open Book Test (Problem based);
4.	Summary Writing (Research Papers or Synopsis);
5.	Class Presentations; Work Book Maintenance;
6.	Problem based Assignment;

7.	Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OPSE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedures (DOP), Case Based Discussion(CBD)
8.	Extra-curricular activities, (Social work, Public awareness, Surveillance or Prophylaxis activities, Sports or Other activities which may be decided by the Department);
9.	Small Project.

- (b) (i) First Bachelor of Homoeopathic Medicine and Surgery(B.H.M.S.) course : There shall be minimum three periodical assessments for each subject (ordinarily at 4th, 9th, and 14thmonth) and two term test (ordinarily at 6th and 12th month) followed by final University examination.
- (ii) Second, Third and Fourth Bachelor of Homoeopathic Medicine and Surgery(B.H.M.S.) course: There shall be minimum two periodical assessments at 4th and 9th month and one term examination at 6th month followed by final university examination.
- (iii) The scheme and calculation of assessment shall be as per the following tables, namely:-

Table-8**[Scheme of Assessment (Formative and Summative)]**

Serial Number	Professional Course	Duration of Professional Course			
		(3)			
		First Term	Second Term	Third Term and University exam	
		(a)	(b)	(c)	
(1)	First Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S).	First PA and First TT-1	Second PA and Second TT-2	Third PA	First Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). Exam (FUE)
		First Term	Second Term and University exam		
(2)	Second Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S).	First PA and First TT-1	Second PA	Second Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) exam (FUE)	
(3)	Third Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S).	First PA and First TT	Second PA	Third Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) exam (FUE)	
(4)	Fourth (Final) Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S).	First PA and First TT	Second PA	Fourth (Final) Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) exam (FUE)	

PA: Periodical Assessment; TT: Term Test; FUE: Final University Examinations; B.H.M.S: (Bachelor of Homoeopathic Medicine and Surgery).

- (2) Summative Assessment. –
- (a) Final University examinations conducted at the end of each professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S.) course shall be the Summative Assessment.
- (b) There shall be double evaluation system and shall be no provision for reevaluation.
- (c) There shall be two examiners (one internal and one external) for university practical/clinical/viva voce examinations for hundred marks and it shall increase to four (two internal and two external) for two hundred marks.
- (d) During supplementary examination for two hundred marks, if students are less than fifty then examination can be conducted by one internal and one external examiner but if students are more than fifty, then four examiners are required (two internal and two external examiner).
- (e) While declaring the result of Summative Assessment, Internal Assessment component shall be considered as per the distribution of marks pattern provided in Table-10, Table-12, Table- 14 and Table-16.

12. **The Profession wise Subjects, Number of Papers, Teaching Hours and Marks Distribution shall be as specified in the Tables below namely: -**

Table -09

First Year Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S)			
(3 terms)			
Subject	Number of teaching hours		
(1)	(2)		
	Lectures	Non- Lectures	Total
	(a)	(b)	(c)
Hom UG-OM-I	180	100	280
Hom UG-AN	325	330	655
Hom UG-PB	325	330	655
Hom UG-HP	100	110	210
Hom UG-HMM-I	120	75	195
Hom UG-R-I	21	-	21
HomUG-Yoga-I	-	30	30
Total	1071	975	2046
<i>Foundation Course=10 Working days (60hours) Teaching Hours :2046</i>			

Table – 10

Marks distribution First Year Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S)									
Serial Number	Subject Code	Papers	Theory	Practical or Clinical Assessment					Grand Total
(1)	(2)	(3)	(4)	(5)					(6)
				Practical/ Clinical	Viva	IA	Electives grade	Sub total	
				(a)	(b)	(c)	(d)	(e)	
1	HomUG-OM-I	1	100	50	40	10	Elective I - Elective II-	100	200
2	HomUG-AN	2	200	100	80	20		200	400

3	<i>HomUG-PB</i>	2	200	100	80	20		200	400
4	<i>HomUG-HP</i>	1	100	50	40	10		100	200
5	<i>HomUG-HMM-I</i>	1	100	50	40	10		100	200
Grand Total									1400

Table-11

Second Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). (2 terms)				
<i>Teaching hours=1404</i>				
Serial Number	Subject Code	Number of teaching hours		
(1)	(2)	(3)		
		Lectures	Non-Lectures	Total
		(a)	(b)	(c)
1	HomUG-HMM-II	150	30	180
2	HomUG-OM-II	150	30	180
3	HomUG R-II	50	30	80
4	HomUG-FMT	120	50	170
5	HomUG-Path-M	200	80	280
7	HomUG-PM-I	80	92	172
8	Hom UG Sur- I	92	60	152
9	Hom UG ObGy- I	100	60	160
10	HomUG-Yoga-II	-	30	30
		942	462	1404

Table-12

Marks distribution of Second Year Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S)									
Serial Number	Subject Code	Papers	Theory	Practical Clinical	Practical or Clinical Assessment				
					(6)				
(1)	(2)	(3)	(4)	(5)	Viva	Electives Grade	IA	Sub Total	Grand Total
					(a)	(b)	(c)	(d)	(e)
1.	HomUG-HMM-II	1	100	50	40	Electives I- Electives II-	10	100	200
2.	<i>HomUG-OM-II</i>	1	100	50	40		10	100	200
3.	<i>HomUG-FMT-I</i>	1	100	50	40		10	100	200
4.	<i>HomUG-Path M</i>	2	200	100	80		20	200	400
Grand Total									1000

Table-13

Third Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). (2 terms) Teaching hours=1404				
Serial Number	Subject Code	Number of teaching hours		
		(3)		
(1)	(2)	Lectures	Clinical/ Practical	Total
		(a)	(b)	(c)
1	HomUG- -HMM-III	150	50	200
2	HomUG-OM-III	150	50	200
3	HomUG-R-III	100	50	150
4	HomUG-PM-II	120	100	220
5	Hom UG Sur- II	120	100	220
6	Hom UG ObGy- II	110	79	189
7	HomUG-CM	100	60	160
8	Hom.UG-Mod. Phar-I	45	-	45
9	HomUG Yoga-III		20	20
	Grand Total	895	509	1404

Table-14

Marks Distribution of Third Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). Subjects									
Serial Number	Subject Code	Papers	Theory	Practical or Clinical Assessment					Grand Total
(1)	(2)	(3)	(4)	(5)					(6)
				Practical or Clinical	Viva	Electives grade	IA	Sub Total	
				(a)	(b)	(c)	(d)	(e)	
1	HomUG-HMM-III	1	100	50	40	Elective I - Elective II-	10	100	200
2	HomUG-OM-III	2	200	100	80		20	200	400
3	Hom-UG-R-III	1	100	50	40		10	100	200
4	Hom-UG Sur-II	2	200	100	80		20	200	400
5	Hom-UG ObGy-II	2	200	100	80		20	200	400
6	Hom-UG-CM	1	100	50	40		10	200	200
							Grand Total		1800

Table-15

Fourth Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) (2 terms)				
<i>Teaching hours=1404</i>				
Serial number	Subject Code	Number of teaching hours		
(1)	(2)	(3)		
		Lectures	Non-Lectures	Total
		(a)	(b)	(c)
1	HomUG-HMM-IV	200	83	283
2	HomUG-OM-IV	100	75	175
3	HomUG-R-IV	60	120	180
4	HomUG-PM-III	300	300	600
5	HomUG-CM II including RM-stat	71	75	146
6	HomUG-Yoga-II	-	20	20
	Total	731	673	
Grand Total				1404

Table-16

Marks Distribution of Fourth Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). Subjects)								
Serial Number	Subject Code	Papers	Theory	Practical or Clinical Assessment				Grand Total
(1)	(2)	(3)	(4)	(5)				(6)
				Practical or Clinical	Viva	IA	Sub Total	
				(a)	(b)	(c)	(d)	
1	<i>HomUG-HMM-IV</i>	2	200	100	80	20	200	400
2	HomUG-OM-IV	1	100	50	40	10	100	200
3	HomUG-R-IV	1	100	50	40	10	100	200
4	HomUG-PM-III	3	300	100	80	20	200	500
5	<i>HomUG-CM-RM-STAT</i>	1	100	50	40	10	200	200
6	<i>HomUG-Ess. of Pharmacology</i>	1	50		40	10	50	100
Grand Total								1600

- 13. Migration of students during the study:** -(1) The student may be allowed to take migration to continue his study in another medical institution after passing the first professional examination, but the student who fails in such examination shall not be considered for transfer and mid-term migration.
- (2) For migration, the students shall have to obtain the mutual consent of both Medical Institution and University and it shall be against the vacant seat.
 - (3) Migration from one Medical Institution to other is not a right of a student.
 - (4) Migration of students from the Medical Institution to another Medical Institution in India shall be considered by the Commission only in exceptional cases on compassionate ground, if following criteria are fulfilled and routine migrations on other grounds shall not be allowed;
 - (a) Medical Institution at which the student is studying present and Medical Institution to which migration is sought are recognised as per provisions of Commission.
 - (b) The applicant shall submit his application in the Form- 3 for migration, complete in all respects, to the Medical Institution within a period of one month of passing (declaration of result) the first professional Bachelor of Homoeopathic Medicine and Surgery examination.
 - (c) The applicant shall submit an affidavit stating that he shall pursue twelve months of prescribed study before appearing at second professional Bachelor of Homoeopathic Medicine and Surgery examination at the transferee college, which shall be duly certified by the Registrar of the concerned University in which he is seeking transfer and the transfer shall be effective only after receipt of the affidavit.
 - (d) Migration during internship training shall be allowed on extreme compassionate grounds and the migration shall be allowed only with the mutual consent of the medical institution at which the student is studying at present and the medical institution one to which migration is sought are recognised as per provisions of Commission.
 - (5) All applications for migration shall be referred to the Commission by medical institution and no medical institution shall allow migration without the approval of the Commission.
 - (6) The Commission reserves the right not to entertain any application except under the following compassionate grounds, namely: -
 - (a) death of a supporting guardian;
 - (b) illness of candidate causing disability supported by medical grounds certified by a recognized hospital;
 - (c) disturbed conditions as declared by concerned Government in the area where the college is situated.
 - (7) A student applying for transfer on compassionate ground shall apply in Form 3.

14. Compulsory Rotatory Internship Training. - There shall be compulsory rotatory internship training , followingly :-

- (1) (a) Each candidate shall be required to undergo compulsory rotatory internship including internship orientation and finishing programme within one year from passing of fourth Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S.) examination.
 - (b) Ordinarily the internship training shall commence on first working day of April for regular batch students and first working day of September for supplementary batch students.
 - (c) The student shall be eligible to join the compulsory internship programme after passing all the subjects from First to Fourth (Final) Professional examination including six electives and after getting Provisional Degree Certificate from respective Universities and provisional registration Certificates from respective State Board or Council for Compulsory Rotatory Internship.
- (2) During internship, the interns belonging to institute of the Central Government, State Government or Union territory as the case may be, and all the private homoeopathic medical colleges/institutions shall be eligible to get the stipend at par with other medical systems under respective Government and there shall not be any discrepancy between medical systems.

- (3) (a) Migration during internship shall be issued with the consent of both the medical institution and university; in the case where migration is between the medical institution of two different Universities.
- (b) If migration is only between medical institution of the same university, the consent of both the medical institution shall be required.
- (c) Migration shall be accepted by the university on the production of the character certificate issued by the institute or medical institution and the application forwarded by the medical institution and university with a 'No Objection Certificate' as the case may be.
- (4) The objective of the orientation programme shall be to introduce the activity to be undertaken during the internship.
- (a) The interns shall attend an orientation programme regarding internship and it shall be the responsibility of the teaching institution to conduct the orientation before the commencement of the internship.
- (b) The orientation shall be conducted with an intention to make the intern to acquire the requisite knowledge as following , namely:-
- (i) Rules and Regulations of the Medical Practice and Profession,
 - (ii) Medical Ethics;
 - (iii) Medico legal Aspects;
 - (iv) Medical Records;
 - (v) Medical Insurance;
 - (vi) Medical Certification;
 - (vii) Communication Skills;
 - (viii) Conduct and Etiquette;
 - (ix) National and State Health Care Programme;
 - (x) Project work.
- (c) The orientation workshop shall be organised at the beginning of internship and an e-log book shall be maintained by each intern, in which the intern shall enter date-wise details of activities undertaken by him/her during orientation.
- (d) The period of orientation shall be for three days prior to date of commencement of internship.
- (e) The manual for conducting the orientation as prescribed from time to time by the National Commission for Homoeopathy shall be followed.
- (5) (a) There shall be a finishing programme for three days at the completion of internship.
- (b) This programme is designed for the interns and will consist of ten sessions spread over a period of three days. The program may include both online and offline modes of training. It is aimed to enlighten the interns on various career opportunities available after successful completion of the program and how to equip themselves to meet the requirements and fulfill their dreams.
- (c) After successful completion of this training the student will be able to:
- (i) list the various career opportunities available after successful completion of the degree program.
 - (ii) identify their Strengths and Weaknesses;
 - (iii) choose a career of their choice;
 - (iv) enumerate the requirements to be met to become a successful professional;
 - (v) demonstrate positive outlook and attitude towards the profession;
 - (vi) exhibit better skills in communication, problem solving, writing, team building, time management, decision making etc.;

- (vii) demonstrate ethical and professional values and be a compassionate and caring citizen / professional.
- (6) The finishing programme shall be as follows, namely:-
- (a) Job opportunities after successful completion of the program
 - (b) Study opportunities in India and abroad after successful completion of the program
 - (c) Entrepreneurship opportunities after successful completion of the program
 - (d) Research opportunities after successful completion of the program
 - (e) Public Service opportunities after successful completion of the program
 - (f) Training and awareness about Competitive exams
 - (g) Self analysis to choose the right option
 - (h) Building Interpersonal & Soft Skills including Interview skills, Leadership skills, Resume writing skills, problem solving and decision making skills
 - (i) Certificate writing and prescription writing and medico-legal issues relevant to the profession
 - (j) Loan assistance and other scholarship facilities available for establishment and study.
 - (k) Ethical / Professional and Social responsibilities after successful completion of internship
- (7) Activities during Internship shall consist of clinical work and project work.
- (a) (i) Clinical work in the Outpatient Department (OPD)s/ medical institution hospital/ memorandum of understanding hospital/ Primary Health Centre or Community Health Centre or Research institute of Central Council for research in Homoeopathy or Rural Hospital or district hospital or civil Hospital or any government hospital of modern medicine or homoeopathy medicine or National Accreditation Board and for Hospital accredited private hospital of Homoeopathy.
 - (ii) The daily working hours of intern shall be not less than eight hour and the intern shall maintain an e-log book/log book containing all the activities undertaken by him/her during internship.
 - (iii) The medical institution shall opt any one of the Option as specified below for completion of internship and the same shall be mentioned in its prospectus.
 - (A) Option I shall be divided into clinical training of ten months in the Homoeopathy hospital attached to the college and two months in Primary Health Centre or Community Health Centre or Research institute of Central Council for Research in Homoeopathy or Rural Hospital or District Hospital or Civil Hospital or any Government Hospital of Modern Medicine or Homoeopathy Medicine or National Accreditation Board for Hospital accredited private hospital of Homoeopathy.
 - (I) The interns shall be posted in any of the following centers where National Health Programs are being implemented and these postings shall be to get oriented and acquaint with the knowledge of implementation of National Health Programmes in regard to,-
 - (a) Primary Health Centre;
 - (b) Community Health Centre or Civil Hospital or District Hospital;
 - (c) Any recognized or approved Homeopathy Hospital or Dispensary;
 - (d) In a clinical unit/hospital of Central Council for Research in Homoeopathy.
 - (II) All the above institutions mentioned in clauses (a) to (d) shall have to be recognised by the concerned University or Government designated authority for providing such training.

- (III) During the two months internship training in Primary Health Centre or Research institute of Central Council for Research in Homoeopathy or Rural Hospital or Community Health Centre or District Hospital or any recognized or approved hospital of Modern Medicine or Homoeopathy Hospital or Dispensary, the interns shall:-
- (1) get acquainted with routine of the Primary Health Centre and maintenance of their records;
 - (2) get acquainted with the diseases more prevalent in rural and remote areas and their management;
 - (3) involve in teaching of health care methods to rural population and also various immunization programmes;
 - (4) get acquainted with the routine working of the medical or non-medical staff of Primary Health Centre and be always in contact with the staff in this period;
 - (5) develop research aptitude;
 - (6) get familiarized with the work of maintaining the relevant register like daily patient register, family planning register, surgical register, etc. and take active participation in different Government health schemes or programmes;
 - (7) participate actively in different National Health Programmes implemented by the State Government.
- (IV). The record of attendance during two months in Primary Health Center (PHC)/Community Health Center (CHC)/Dispensary must be maintained by the interns according to his posting and should be certified by the Medical Officer/Deputy medical superintendent/ Research officer/Resident Medical Officer (RMO)/Faculty/Outpatient department in-charge, where student undergone the training and shall be submitted to and counter signed by the principal of medical institution on monthly basis.
- (B) Option II shall consists of clinical training of twelve months in Homoeopathy hospital attached to the medical institution and the record of attendance during twelve months in hospital attached to medical institution shall be maintained by the intern according to his posting and shall be certified by the Medical Officer/Deputy medical superintendent/ Research officer/ Resident Medical Officer (RMO)/Faculty/ Outpatient Department (OPD) in-charge, where the intern undergo the training and shall also be submitted to and counter signed by Dean/ Principal of medical institution on monthly basis.
- (V) Division of Clinical work during posting in Option I and Option II. The clinical work during internship shall be conducted as per the following table, namely:-

Table-17

(Distribution of Internship duration)			
Serial Number	Departments	Option I	Option II
(1)	(2)	(3)	(4)
1.	Practice of Medicine Outpatient Department including Psychiatry and Yoga, Dermatology, and related specialties and respective section of Inpatient Department	two month;	three months;
2.	Surgery Outpatient Department including Operation theatre, related specialties and Ophthalmology, Ear Nose Throat(ENT) and respective section of Inpatient Department	two month;	two months;

3.	Gynecology and Obstetrics Outpatient Department, related specialties including Operation theatre, and respective section of Inpatient Department	two month;	two months;
4.	Pediatric Outpatient Department related specialties including Neonatal Intensive Care Unit, and respective section of Inpatient Department	one month;	two months;
5.	Community Medicine Outpatient Department, related specialties including Rural/Public Health /Maternal and Child Health and respective section of Inpatient Department	two month;	two months;
6.	Casualty	one month;	one month;
7.	Primary Health Centre or Community Health Centre or Research institute of Central Council for Research in Homoeopathy or Rural Hospital or District Hospital or Civil Hospital or any Government Hospital of Modern Medicine or Homoeopathy Medicine or NABH (National Accreditation Board for Hospitals) accredited private hospital of Homoeopathy	two month;	

(D)The intern shall undertake the following activities in respective department in the hospital attached to the College, namely: -

- (1) The intern shall be practically trained in practice of medicine to acquaint with and to make him competent to deal with following, namely: -
 - (a) all routine works such as case taking, investigations, diagnosis and management of patients with homoeopathic medicine;
 - (b) routine clinical pathological work such as hemoglobin estimation, complete haemogram, urine analysis, microscopic examination of blood parasites, sputum examination, stool examination, interpretation of laboratory data and clinical findings and arriving at a diagnosis and all pathological and radiological investigations useful for monitoring the status of different disease conditions;
 - (c) training in routine ward procedure and supervision of patients in respect of his diet, habits and verification of medicine schedule.
- (2) The intern shall be practically trained in Surgery to acquaint with and to make him competent to deal with following, namely:-
 - (a) Clinical examination, diagnosis and management of common surgical disorders according to homoeopathic principles using homoeopathic medicines;
 - (b) Management of certain surgical emergencies such as fractures and dislocations, acute abdomen;
 - (c) Intern shall be involved in pre-operative and post-operative managements;
 - (d) Surgical procedures in ear, nose, throat, dental problems, ophthalmic problems;
 - (e) Examinations of eye, ear, nose, Throat and Refractive error with the supportive instruments in Out-Patient Department; and
 - (f) Practical training of a septic and antiseptic techniques, sterilization;
 - (g) Practical use of local anesthetic techniques and use of anesthetic drugs;
 - (h) Radiological procedures, clinical interpretation of X-ray, Intra venous Pyelogram, Barium meal, Sonography and Electro Cardio Gram;
 - (i) Surgical procedures and routine ward techniques such as-
 - (i) suturing of fresh injuries;
 - (ii) dressing of wounds, burns, ulcers and similar ailments;
 - (iii) incision and drainage of abscesses;

- (iv) excision of cysts and;
 - (v) venesection;
- (3) The intern shall be practically trained in Gynecology and Obstetrics to acquaint with and to make him competent to deal with following, namely:-
- (a) Ante-natal and post-natal problems and their remedies, ante-natal and post-natal care;
 - (b) Management of normal and abnormal labors;
 - (c) Minor and major obstetric surgical procedures;
 - (d) All routine works such as case taking, investigations, diagnosis and management of common gynecological conditions with homoeopathic medicine;
 - (e) Screening of common carcinomatous conditions in women.
- (4) The intern shall be practically trained in pediatrics to acquaint with and to make him competent to deal with following, namely:-
- (a) Care of newborns along with immunization programme;
 - (b) Important pediatric problems and their homoeopathic management;
- (5) The intern shall be practically trained in Community Medicine to acquaint with and to make him competent to deal with following, namely:-
- (a) Programme of prevention and control of locally prevalent endemic diseases including nutritional disorders, immunization, management of infectious diseases, etc.;
 - (b) Family Welfare Planning programme;
 - (c) All National Health Programme of Central Government at all levels
 - (d) Homoeopathic prophylaxis and management in cases of epidemic/endemic/pandemic diseases.
- (6) The intern shall be practically trained in Emergency or Casualty management to acquaint with and to make him competent to deal with all emergency condition and participate actively in Casualty section of the hospital for identification of casualty and trauma cases and his first aid treatment and also procedure for referring such cases to the identified hospital.
- (b) The project work shall consist of the following, namely:-
- (a) Each intern will undertake a project utilizing the knowledge of Research Methodology and Biostatistics acquired in IVth Bachelor of Homoeopathic medicine and Surgery (B.H.M.S)
 - (b) It would be the responsibility of the intern to choose the topic of the subject (clinical/community/education) within the first month of the internship and shall communicate to guide/mentor allotted by Principal.
 - (c) The project shall run through three phases of planning (three months), data collection (three months) and finalization and writing (three months).
 - (d) The writing shall be as per the format taught in the course on research methodology and will be minimal one thousand five hundred words and it shall be type written and submitted in a spiral bond form as well as in the electronic format.
 - (e) The project shall end with a brief presentation to the IV Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S.) students.
 - (f) The principal shall assign a teacher to evaluate the project which will be with respect to the following:
 - (i) Originality of the idea
 - (ii) Scientific methodology followed in formulating the ideas and the designs

- (iii) Analysis
- (iv) Results and conclusion
- (v) Merits of writing
- (vi) The grades shall range from A (70% and above), B (60 - 70%), C50-60%) and D (below 50%)

(c) A Certificate shall be awarded to the intern stating the title of the project and grade received.

15. Electronic Logbook / Logbook. -(i) It shall be compulsory for an intern to maintain the record of procedures done/assisted/observed by him on day-to-day basis in a specified e-logbook/ logbook as the case may be and the intern shall maintain a record of work, which shall be verified and certified by the concerned Medical Officer or Head of the Unit or Department under whom he is placed for internship.

(ii) Failure to produce e-logbook/ logbook, complete in all respects certified by the concerned authority to the Dean / Principal / Director at the end of Internship Training Programme, may result in cancellation of his performance in any or all disciplines of Internship Training Programme.

(iii) The institution shall retain soft copy of the completed and certified –e log book/ logbook and available for further verification, if required.

16. Evaluation of Internship program. -(1) The evaluation system shall assess the skills of an intern while performing the minimum number of procedures as enlisted with an objective that successful learning of these procedures will enable the interns to conduct the same in his/her actual practice.

(2)The evaluation shall be carried out by respective Head of Department at the end of each posting and the reports shall be submitted to Head of the institute in Form-1.

(3)On completion of one year of compulsory rotatory internship including submission of project, the Head of the Institute shall evaluate all the assessment reports as specified in Form-1, as provided by Head of the Department at the end of respective posting and if found satisfactory, the intern shall be issued Internship Completion Certificate in Form-2 within seven working days.

(4)If performance of an intern is declared as unsatisfactory upon obtaining below fifteen marks as per Form-2 or less than fifty per cent. of marks, in an assessment in any of the Departments, he shall be required to repeat the posting in the respective department for a period of thirty percent. of the total number of days, laid down for that department in Internship Training and posting.

(5)The intern shall have the right to register his grievance in any aspect of conduct of evaluation and award of marks, separately to the concerned Head of the Department and Head of the Institution, within three days from the date of completion of his evaluation, and on receipt of such grievance, the Head of the Institution in consultation with the Head of the concerned Department shall redress and dispose of the grievance within seven working days.

17. Leave for interns.-(1) During compulsory rotatory internship of one year, fifteen days of leaves shall be permitted.

(ii)Any kind of absence beyond the period of fifteen days shall be extended accordingly.

18. Completion of internship.-(1) If there is any delay in the commencement of internship or break during internship due to unavoidable conditions, in such cases, internship period shall be completed within maximum period of twenty four months from the date of passing the qualifying examination of Fourth Final Professional Bachelor of Homoeopathic Medicine and Surgery and in such case, the student shall take prior permission from the Head of the institution in writing with all supporting documents thereof;

(2) It shall be the responsibility of the Head of the institution/college to scrutinise the documents, and assess the genuine nature of the request before issuing permission letter;

(3) if the student rejoins internship, he shall submit the request letter along with supporting document, in this regard to the head of institution/college.

19. Academic calendar: University, Institution/ College shall prepare academic calendar of a particular batch in accordance with the template of tentative academic calendar specified in Annexure II in these regulations and the same shall be circulated to students, hosted in respective websites, and followed accordingly.

20. Tuition fee. -Tuition fee as laid down and fixed by respective state fee regulation committee as applicable, shall be charged for four and half years study period only and no tuition fee shall be charged for extended duration of study in case of failing in examination or for any other reason and there shall not be any fee for doing internship in the same institute.

Dr. TARKESHWAR JAIN, President, (Homoeopathy Education Board)

[ADVT.-III/4/Exty./453/2022-23]

Appendix A

(See sub regulation (5) of regulation 4)

SCHEDULE relating to “SPECIFIED DISABILITY” referred to in Clause (zc) of Section 2 of the Rights of Persons with Disabilities Act, 2016 (49 of 2016), provides asunder:-

1. Physical disability-

- (a) Locomotor disability (a person’s inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both), including-
- (i) “Leprosy cured person” means a person who has been cured of leprosy but is suffering from-
- a) Loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
 - b) Manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
 - c) Extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression “leprosy cured” shall construed accordingly.
- (ii) “Cerebral palsy” means a group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly afterbirth.
- (iii) “Dwarfism” means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less.
- (iv) “Muscular dystrophy” means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for health of muscles. It is characterized by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissues.
- (v) “Acid attack victim” means a person disfigured due to violent assaults by throwing acid or similar corrosive substance.
- (b) Visual impairment-
- (i) “blindness” means a condition where a person has any of the following conditions, after best correction-
- a) Total absence of sight, or
 - b) Visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction, or
 - c) Limitation of the field of vision subtending an angle of less than 10degree.

- (ii) “Low-vision” means a condition where a person has any of the following conditions, namely:-
- a) Visual acuity not exceeding 6/18 or less than 20/60 up to 3/60 or up to 10/200 (Snellen) in the better eye with best possible corrections; or
 - b) Limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree.
- (c) Hearing impairment-
- (i) “Deaf” means persons having 70 DB hearing loss in speech frequencies in both ears;
 - (ii) “Hard of hearing” means person having 60 DB hearing loss in speech frequencies in both ears,
- (d) “Speech and language disability” means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes;
- (e) Intellectual disability a condition characterized by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in a dative behavior which covers a range of every day, social and practical skills, including-
- (i) “Specific learning disabilities” means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematic calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia.
 - (ii) “Autism spectrum disorder” means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person’s ability to communicate, understand relationships and relate to others and is frequently associated with unusual or stereotypical rituals or behaviors.
2. “Mental illness” means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviors, capacity to recognize reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person,
3. Disability caused due to-
- (a) Chronic neurological conditions, such as-
 - (i) “Multiple sclerosis” means an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other.
 - (ii) “Parkinson’s disease” means a progressive disease of the nervous system marked by tremor, muscular rigidity and slow, imprecise movement, chiefly affecting middle-aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine.
 - (b) Blood disorder-
 - (i) “Hemophilia” means an inherited disease, usually affecting only male but transmitted by women to their male children, characterized by loss or impairment of the normal clotting ability of blood so that a minor wound may result in fatal bleeding,
 - (ii) “Thalassemia” means a group of inherited disorders characterized by reduced or absence of haemoglobin.
 - (iii) “Sickle cell disease” means a hemolytic disorder characterised by chronic anaemia, painful events, and various complications due to associated tissue and organ damage “Hemolytic” refers to the destruction of cell membrane of

red blood cells resulting in the release of hemoglobin,

4. Multiple Disabilities (more than one of the above specified disabilities) including deaf, blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.
5. Any other category as may be notified by the Central Government from time to time.

Appendix B

(See sub-regulation (5) of regulation 4)

Guidelines regarding admission of students, with “Specified Disabilities” under the Rights of Persons with Disabilities Act, 2016 (49 of 2016), in Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S).

- (1) The “Certificate of Disability” shall be issued in accordance with the Rights of Persons with Disabilities Rules, 2017.
- (2) The extent of “specified disability” of a person shall be assessed in accordance with the guidelines published in the Gazette of India, Extraordinary, Part II, Section 3, Sub-section (ii), vide number S.O. 76 (E), dated the 4th January, 2018 under the Rights of Persons with Disabilities Act, 2016 (49 of 2016).
- (3) The minimum degree of disability should be forty percent. (Benchmark disability) in order to be eligible for availing reservation for persons with specified disability.
- (4) The term ‘Persons with Disabilities’ (PwD) shall be used instead of the term ‘Physically Handicapped’(PH)

TABLE 18

Serial Number	Disability Category	Type of Disabilities	Specified Disability	Disability Range		
				(5)		
(1)	(2)	(3)	(4)	Eligible for Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). Course, Not Eligible for	Eligible for Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). Course, Eligible for Persons with Disabilities Quota	Not Eligible for Course

				Persons with Disabilities Quota		
1.	Physical Disability	(A) Locomotor disability, including specified disabilities (a to f).	(a) Leprosy cured person* (b) Cerebral Palsy** (c) Dwarfism (d) Muscular Dystrophy (e) Acid attack victims	Less than 40% disability	40-80% disability- Persons with more than 80% disability may also be allowed on case to case basis and their function of incompetency will be the aid of assistive devices, if it is being used, to see if it is brought below 80%	More than 80%

		(f)Other* ** such as Amputation, Poliomyelitis, etc.		and whether they possess sufficient motor, ability as required to pursue and complete the Course satisfactorily.		
			<p>* Attention should be paid to loss of sensations in fingers and hands, amputation, as well as involvement of eyes and corresponding recommendations be looked at.</p> <p>** Attention should be paid to impairment of vision, hearing, cognitive function etc. and corresponding recommendations be looked at.</p> <p>*** Both hands intact, with intact sensations, sufficient strength and range of motion are essential to be considered eligible for Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). Course.</p>			
	(B) Visual Impairment(*)	(a) Blindness	Less than 40% disability (i.e. Category '0 (10%)' I(20%)' & II (30%)		Equal to or more than 40% disability (i.e. Category III and above)	
		(b) Low vision				
	(C) Hearing Impairment@	(a) Deaf	Less than 40% disability		Equal to or more than 40% disability	
		(b) Hard of hearing				
		<p>(*) Persons with visual impairment/ visual disability of more than 40% may be made eligible to pursue Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). Course and may be given reservation, subject to the condition that the visual disability is brought to a level of less than the benchmark of 40% with advanced low vision aids such as telescopes / magnifier.</p> <p>@ Persons with hearing disability of more than 40% may be made eligible to pursue Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). Course and may be given reservation, subject to the condition that the hearing disability is brought to a level of less than the benchmark of 40% with the aid of assistive devices.</p> <p>In addition to this, the individual should have a speech discrimination score of more than 60%.</p>				
	(D) Speech & language	Organic/neurological causes	Less than 40%		Equal to or more than	

		disability		disability		40% disability
--	--	------------	--	------------	--	----------------

	<p>For admission to Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). course the Speech Intelligibility Affected (SIA) score shall not exceed 3 (which will correspond to less than 40%) to be eligible to pursue the Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) course. The individuals beyond this score will not be eligible for admission to the Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) course.</p> <p>Persons with an Aphasia Quotient (AQ) upto 40% may be eligible to pursue Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). course but beyond that they will neither be eligible to pursue the Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) course nor will they have any reservation.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2.	Intellectual disability		(a) Specific learning disabilities (Perceptual disabilities, Dyslexia, Dyscalculia, Dyspraxia & Developmental aphasia)#	# Currently there is no quantification scale available to assess the severity of SLD; therefore the cut-off of 40% is arbitrary and more evidence is needed.		
				Less than 40% disability	Equal to or more than 40% disability but selection will be based on the learning competency evaluated with the help of the remediation/assisted technology/ aids/ infrastructural changes by the expert panel.	
			(b) Autism spectrum disorders	Absence or Mild Disability, Asperser syndrome (disability of 40-60% as per ISAA) where the individual is deemed fit for Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S). course by an expert panel	Currently, not recommended due to lack of objective method. However, the benefit of reservation/quot a may be considered in future after developing better methods of disability assessment.	Equal to or more than 60% disability or presence of cognitive/intellectual disability and/ or if the person is deemed unfit for pursuing Bachelor of Homoeopathic Medicine and Surgery course by an expert panel.

3.	Mental Behaviour		Mental illness	Absence or mild disability: less than 40% (under IDEAS)	Currently, not recommended due to lack of objective method to establish presence and extent of mental illness. However, the benefit of reservation/quota may be considered in future after developing better methods of disability assessment.	Equal to or more than disability or if the person
----	------------------	--	----------------	---------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------

4.	Disability caused due to	(a) Chronic neurological conditions	(i) Multiple Sclerosis	Less than 40% disability	40% 80% disability	More than 80% disability
			(ii) Parkinsonism			
		(b) Blood disorders	(i) Hemophilia	Less than 40% disability	40% 80% disability	More than 80% disability
			(ii) Thalassemia			
(iii) Sickle cell disease						
5.	Multiple disabilities including deafness blindness		More than one of the above specified disabilities	<p>Must consider all above while deciding in individual cases recommendations with respect to presence any of the above, namely, visual, hearing, speech & language disability, intellectual disability, and mental illness as a component of multiple disabilities.</p> <p>Combining formula as notified by the related Gazette Notification issued by the Govt. of India:</p> <p><u>$a+b (90-a)$</u></p> <p>90</p> <p>(where a=higher value of disability % and b=lower value of disability % as calculated for different disabilities) is recommended</p> <p>for computing the disability ar when more than one disabling condition is present in a given individual. This formula may be used in cases with multiple disabilities, and recommendations regarding admission and/or reservation made as per the specific disabilities present in a given individual</p>		

Note: For selection under PwD category, candidate shall be required to produce Disability Certificate before his scheduled date of counselling issued by the disability assessment boards as designated by concerned authority of Government of India.

Note: 2- if the seats reserved for the persons with disabilities in a particular category remain unfilled on account of unavailability of candidates, the seats shall be included in the annual sanctioned seats for the respective category.

Annexure -I
Foundation Programme

[See clause (b) of sub-regulation (1) of regulation 7]

BACKGROUND

Homoeopathic medical education in India requires orientation of the new entrants to a basic philosophical orientation, a need to think in an integrated and holistic manner, an ability to function in a team at the bedside and a capacity to invest in a life-long learning pattern. Homoeopathy, though more than 225 years old, is relatively young as a scientific discipline and has attracted several negative community exposure due to a variety of reasons. In India, we are aware that the students who enter the portals of a homoeopathic college rarely do so out of their volition. It is often an exercise as the last choice or one which is adopted as a stepping stone to a 'medical' degree. Hence, the mind-set of the new entrants is rarely informed, positive, and self-affirming.

However, we know that like all medical disciplines, homoeopathy training includes a wide spectrum of domains that involves exposure to human interactions and interpersonal relationships in various settings including hospital, community, clinics etc. The training is intense and demands great commitment, resilience and lifelong learning. It is desirable to create a period of acclimatization and familiarization to the new environment. This would include an introduction to the course structure, learning methods, technology usage, and peer interactions which would facilitate their smooth transition from junior college to homoeopathic college.

This is planned to be achieved through a dedicated 10 days exclusive "Foundation Programme", at the beginning of the BHMS course to orient and sensitize the students to various identified areas.

Goals and Objectives

Broad goals of the Foundation Programme in Homoeopathy include:

1. Orienting the students to various aspects of homoeopathic system of medicine;
2. Creating in them the conscious awareness of the 'Mission' as defined by Master Hahnemann;
3. Equipping them with certain basic, but important skills required for going through this professional course and taking care of patients;
4. Enhancing their communication, language, computer and learning skills;
5. Providing an opportunity for peer and faculty interactions and introducing an orientation to various learning methodologies.

Objectives

(a) The Objectives of the Foundation Programme are to:

Orient the learners to:

- (i) The medical profession and the mission of a homoeopath in society
- (ii) The BHMS Course
- (iii) Vision and Mission of the institute
- (iv) Concept of holistic and positive health and ways to acquire and maintain it
- (v) History of Medicine and Homoeopathy and the status of Homoeopathy in the world
- (vi) Medical ethics, attitudes and professionalism
- (vii) Different health systems available in the country
- (viii) Health care system and its delivery
- (ix) National health priorities and policies
- (x) Principles of primary care (general and community-based care)
- (xi) Concept of mentorship programme

(b) Enable the learners to appreciate the need to enhance skills in:

- (i) Language
- (ii) Observation, documentation & understanding of basic medical technologies
- (iii) Interpersonal relationships and team behavior
- (iv) Communication across ages and cultures

- (v) Time management
- (vi) Stress management
- (vii) Use of information technology
- (c) Train the learners to provide:
 - (i) First-aid/ Emergency management
 - (ii) Basic life support
 - (iii) Universal precautions and vaccinations
 - (iv) Patient safety and biohazard safety
- (d) Impart Language and Computer skills
 - (i) Local language programme
 - (ii) English language programme
 - (iii) Computer skills

These may be arranged as per the needs of the particular batch and extra coaching may be continued after the Foundation programme

Content and Methodology

The programme will be run in professional session which must be interactive.

The major components of the Foundation Programme include:

1) Orientation Program:

This includes orienting students to all the components mentioned below with special emphasis on the role of Homoeopathy and homoeopath in today's times.

2) Skills Module (Basic):

This involves skill sessions such as Basic Life Support/ Emergency Management, First aid, Universal Precautions and Biomedical Waste and Safety Management that students need to be trained prior to entering the patient care areas.

3) Field visits to Community and Primary Health Centre:

These visits provide orientation to the care delivery through community and primary health centres, and include interaction with health care workers, patients and their families.

4) Professional development including Ethics:

This is an introduction to the concept of Professionalism and Ethics and is closely related to Hahnemann's emphasis on the conduct of a physician. This component will provide students with understanding that clinical competence, communication skills and sound ethical principles are the foundation of professionalism. It will also provide understanding of the consequences of unethical and unprofessional behavior, value of honesty, integrity and respect in all interactions. Professional attributes such as accountability, altruism, pursuit of excellence, empathy, compassion and humanism will be addressed. It should inculcate respect and sensitivity for gender, background, culture, regional and language diversities. It should also include respect towards the differently abled persons. It introduces the students to the basic concept of compassionate care and functioning as a part of a health care team. It sensitizes students to "learning" as a behavior and to the appropriate methods of learning.

5) Enhancement of Language / Computer skills / Learning skills:

These are sessions to provide opportunity for the students from diverse background and language competence to undergo training for speaking and writing English, fluency in local language and basic computer skills. The students should be sensitized to various learning methodologies such as small group discussions, skills lab, simulations, documentation and concept of Self-Directed learning.

Structure of the program for students

Table 19: Foundation Programme			
Serial Number	Topic	Type of activity	Duration hours
(1)	(2)	(3)	(4)
1.	Welcome and Introduction to Vision/ Mission of the Institute	Lecture	1
2.	Mission and role of Homoeopathy and a Homoeopath in society including showcasing effects of Homoeopathy	Interactive discussion	3
3.	BHMS Course of study and introducing to first year faculty	Presentation	1
4.	Visit to institution / campus / facilities	Walking tour	2
5.	Concept of Holistic and Positive health	Interactive discussion	2
6.	History of Medicine and Homoeopathy and state of Homoeopathy in the world	Presentation	2
7.	Adult learning principles	Interactive discussion	2
8.	Health care system and delivery	Visit to PHC/ Urban Health Centre and interaction with staff	3
9.	Different health care systems recognized in the country and the concept of pluralistic health care systems	Presentation	1
10.	Primary community care	Interaction	2
11.	Basic life support	Demonstration video and practice	4
12.	Communication – its nature and importance in different social and professional settings	Practical with scenarios and enactment with observation	4
13.	Medical ethics – role in enhancing patient care	Role play	2
14.	Who is professional?	Debate between two sides on a topic	2
15.	Time management	Practical exercise	3
16.	First aid – principles and techniques	Demonstration and presentation	2
17.	National health priorities and policies	Presentation	1
18.	Importance of Mental Health and Hygiene to a medical student in the medical profession Stress management including importance of sports and extracurricular activities	Practical demonstration / video	4
19.	Concept and practice of mentoring	Interactive discussion	4
20.	Constitutional values, equality, gender sensitization and ragging policy	Presentation and Interactive discussion	3
21.	Universal precautions and vaccinations	Presentation followed by discussion	1
22.	Importance of Observation and Documentation in Homoeopathic practice	Practice exercise through video observation	4
23.	Team working	Game and debriefing	2
24.	Patient safety and biomedical hazards	Video and presentation	1
25.	Computer skills	Demonstration and practice of basic use of word, Excel and PPT	2
26.	Language skills	Language labs	2
	TOTAL		60

Annexure -II**PART A****TENTATIVE TEMPLATE OF ACADEMIC CALENDAR**

First Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S).

(18 MONTHS)

Serial Number	DATE / PERIOD	ACADEMIC ACTIVITY
(1)	(2)	(3)
1.	First working day of October	Course commencement
2.	10 working days	Foundation Programme
3	First periodic assessment	January- Internal Assessment (PA-1)
4.	Fourth Week of March	First Terminal Test -Internal Assessment (TT-1)
5	Second periodic assessment	June -Internal Assessment (PA-2)
6.	First week of September	Second Terminal Test -Internal Assessment (TT-2)
7.	Third periodic assessment	November – Internal Assessment – (PA-3)
8.	Second week of February to March	University Examination
9.	<i>First Working Day of April</i>	<i>Start of second professional year</i>
	<p>NOTE.-</p> <ol style="list-style-type: none"> 1. University / Institution / College shall specify dates and year while preparing academic calendar of that particular batch of students. The same is to be informed to students and displayed in respective websites. 2. Institution/College established in Extreme Weather Conditions may adjust the timings as required by maintaining the stipulated hours of teaching. However, the structure of academic calendar shall not be altered. 3. Academic calendar may be modified according to directions of National Commission for Homoeopathy issued from time to time. 	

PART-B**TENTATIVE TEMPLATE OF ACADEMIC CALENDAR**

Second/Third/ Fourth Professional Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S).

(12 MONTHS)

Serial Number	DATE / PERIOD	ACADEMIC ACTIVITY
(1)	(2)	(3)
1.	First working day of April	Course commencement
2.	Fourth week of July	First periodic - Internal Assessment (PT-1)
3.	Fourth week of September	First terminal examination- Internal Assessment (TT-1)
4.	Fourth week of December	Second periodic - Internal Assessment (PT-2)
5.	Third week of February	University Examination
6.	<i>First Working day of April</i>	<i>Commencement of third/fourth/internship professional year</i>

	<p>NOTE. -</p> <ol style="list-style-type: none"> 1. University/ Institution / College shall specify dates and year while preparing academic calendar of that particular batch of students. The same is to be informed to students and displayed in respective websites. 2. Institution / College established in Extreme Weather Condition may adjust the timing as required by maintaining the stipulated hour of teaching and however, the structure of academic calendar shall not be altered 3. Academic calendar may be modified according to directions of National Commission for Homoeopathy issued from time to time.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Annexure-III

GUIDELINES FOR ATTENDANCE MAINTENANCE (THEORY/PRACTICAL/CLINICAL/NON-LECTURE HOURS)

Institutes/colleges offering education in Homoeopathy are recommended to maintain online attendance system. However, in case physical registers are being maintained for recording attendance of various teaching/training activities, the following guidelines are to be followed:

- (1) Attendance is to be marked in cumulative numbering fashion:
 - (a) In case presence, it is to be marked as 1, 2, 3, 4, 5, 6.....soon;
 - (b) In case of absence, it must be marked as 'A';
 - (c) Example: P PPP A P P AA P P P.... may be marked as (1, 2, 3, 4, A, 5, 6, A, A, 7, 8,9...).
- (2) Avoid strictly marking 'P' for presence.
- (3) Separate register for theory and practical/clinical/non-lecture activities are to be maintained.
- (4) At the end of term or course or part of syllabus, the last number to be taken as total attendance.
- (5) The total attendance after student's signature is to be certified by respective Head of department (HOD) followed by approval by Principal.
- (6) In case of multiple terms, at the end of course all term attendance is to be summarised and percentage is to be calculated separately for theory and practical including clinical & non-lecture hours.

[Note : *If any discrepancy is found between Hindi and English version, the English version will be treated as final.]

FORM 1

[See sub- regulation (2) and (3) of regulation 16]

(NAME OF THE COLLEGE AND ADDRESS)

BACHELOR OF HOMOEOPATHIC MEDICINE AND SURGERY (B.H.M.S) COURSE

DEPARTMENT OF-----

CERTIFICATE OF ATTENDANCE AND ASSESSMENT OF INTERNSHIP

(1) Name of the Intern :

(2) Attendance during internship

Period of training

From-----to-----

- | | |
|----------------------------------|---|
| (a) Number of working days | : |
| (b) Number of days attended | : |
| (c) Number of days leave availed | : |
| (d) Number of days absent | : |

Assessment of Internship

Serial Number	Category	Marks obtained
(1)	(2)	(3)
1.	General	Maximum10
(a)	Responsibility and Punctuality	(____)outof2
(b)	Behavior with sub-ordinates, colleagues and superiors	(____)outof2
(c)	Documentation ability	(____)outof2
(d)	Character and conduct	(____)outof2
(e)	Aptitude for research	(____)outof2
2.	Clinical	Maximum20
(a)	Proficiency in fundamentals of subject	(____)outof4
(b)	Bedside manners & rapport with patient	(____)outof4
(c)	Clinical acumen and competency as acquired	(____)outof4
	(i) By performing procedures	
	(ii) By assisting in procedures	(____)outof4
	(iii) By observing procedures	(____)outof4
Total Score obtained		(____)out of30

Performance Grade of marks

Poor < 8, Below average 9-14, Average 15-21, Good 22-25, Excellent 26 and above

Note: An intern obtained unsatisfactory score (below 15) shall be required to repeat one third of the total period of posting in the concerned department.

Date:

Place:

Signature of the Intern

Signature of the Head of the Department and Office Seal

FORM 2

[See sub-regulations (3) and (4) of regulation 16]

(NAME OF THE COLLEGE AND ADDRESS)

(BACHELOR OF HOMOEOPATHIC MEDICINE AND SURGERY – (B.H.M.S)) COURSE CERTIFICATE OF COMPLETION OF COMPULSORY ROTATORY INTERNSHIP

This is to certify that _____ (name of the intern) an intern of _____ (name of the college and address), has completed his/her Compulsory Rotatory Internship at the _____ (Name of college, address and place of posting) for one year _____ to _____ in following departments.

TABLE 20

Serial Number.	Name of the Department	Period of training (From) (dd/mm/yyyy)	Period of training (to) (dd/mm/yyyy)
(1)	(2)	(3)	(4)
1.			
2.			
3.			
4.			
5.			

6.			
7.			
8.			

During the internship period, the conduct of the student is _____

Date:

Place:

Signature of the Internship in charge / Principal/Dean/Director with Office seal

Form-3

{See sub – regulation (4) and (7) of regulation 13}

Migration of Mr. / Miss _____ from _____ Homoeopathic Medical College _____ to _____ Homoeopathic Medical College _____

1. Date of admission in First Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) course
2. Date of passing First Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) University examination
3. Date of application
4. Number objection certificate from relieving college (enclosed) – Yes/No
5. Number objection certificate from relieving University (enclosed) – Yes/No
6. Number objection certificate from receiving college (enclosed) – Yes/No
7. Number objection certificate from receiving University (enclosed) – Yes/No
8. Number objection certificate from State Government wherein the relieving college is _____ located – Yes/ No
9. Affidavit, duly sworn before First Class Magistrate containing an undertaking that “I will study for full twelve months in existing class of Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) course in transferred Homoeopathic Medical College before appearing in the IInd Professional University examination” (enclosed) – Yes/No
10. Reasons for migration in brief (please enclose copy of proof) – Yes/No
11. Permanent address: _____”.

INTRODUCTION TO COMPETENCY BASED DYNAMIC CURRICULUM FOR FIRST BHMS PROFESSIONAL COURSE

(Applicable from Batch 2022-2023 onwards for 5 years or until further notification by
National Commission for Homoeopathy whichever is earlier)



HOMOEOPATHY EDUCATION BOARD

NATIONAL COMMISSION FOR HOMOEOPATHY

MINISTRY OF AYUSH, GOVERNMENT OF INDIA

JAWAHAR LAL NEHRU BHARTIYA CHIKITSA AVUM HOMOEOPATHY ANUSANDHAN BHAVAN

No.61-65, Institutional Area, opp. 'D' block, Janak Puri, New Delhi-110 058

INDEX

S.No	Description	Page Number
1	Foreword	02
2	Acknowledgement	03
1	Preamble	04
2	Steps Taken to Formulate CBDC Manual	07
3	Understanding The Competencies Table	20
4	Using The Competencies Table	23
5	Glossary	28

FOREWORD

New Education Policy 2020 has a focus on developing and shaping the education system with focus on pedagogical approach. It mentions that with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable.

In aligning with the NEP 2020, prime objective of National Commission for Homoeopathy is to provide a medical education system that improves access to quality and affordable medical education, ensures availability of adequate and high quality homoeopathic medical professionals in all parts of the country. We are amidst the shift from the traditional approaches of training to a focus on the application of learning through assessing competency acquired by the learner. The curriculum driven instructional model has been the standard method of teaching for more than century, but it is consistently failing to produce well educated citizens and lifelong learners. Medical sciences being high professional courses, there has to be a much greater emphasis on preventive healthcare and community medicine in all forms of healthcare education.

To achieve the prime objective, it's a pleasure and privilege to introduce transformation in curriculum of homoeopathy education which is competency based dynamic.

This curriculum guide can serve a number of purposes. The principal uses are,

- Foundation program in the very beginning after admissions will help students adapting the needs and for their preparedness for the whole course.
- Provide trainers with guidance and resources for conducting or supporting learning activities
- Provide learners with a resource that will support an 'instructor led' delivery and will be a useful reference for future application of the learning
- Providing learners and assessors with resources for understanding and completing assessments
- Serve as guide or resource for 'self-directed' learning

Each chapter is explicit and easy to digest, provides strategies to inspire conversation and action.

I hope teachers, administrators; leaders will find this guide as helpful for reworking our current educational system into a new, dynamic model of teaching & learning in all facets of Homoeopathy.

Dr. Anil Khurana,
Chairperson

ACKNOWLEDGEMENT

The task of formulating the Competency based Dynamic Curriculum (CBDC) in Homoeopathy has been a stupendous effort which would not have been possible without the vision, direction, and unstinting support of a number of eminent persons.

We can start with none other than the Honourable Prime Minister, Shri Narendra Modiji, who has envisioned the future of the youth through the formulation of the National Education Policy 2020 which has helped to bring about a paradigm shift from knowledge centric to competency-based education.

Honourable Minister of AYUSH, Shri Sarbananda Sonowalji and Minister of State for AYUSH, Dr Munjpara Mahendrabhai Kalubhai have taken effective steps for implementing the National Education Policy in the AYUSH sector. Secretary AYUSH, Vaidya Shri Rajesh Kotechaji has consistently emphasized the urgency, given the direction, and provided resources for structuring and implementing the changeover to Competency based Curriculum.

Chairperson of the National Commission of Homoeopathy (NCH), Dr Anil Khuranaji has been personally monitoring and encouraging us for taking orderly steps and planning for the formulation and implementation of the CBDC. All the esteem members of NCH have given their valuable suggestion while making the final draft of CBDC. Advisory Council of the National Commission for Homoeopathy has always supported the progressive changes which the NCH has been bringing about.

Dr Mangesh Jatkar, Member, Homoeopathy Education Board has kept a vigilant eye over the functioning of various committees constituted for formulating CBDC for First BHMS course. Dr. Rupali Bhalerao, for technical & editorial assistance to revamp this document and homoeopathy education board team including Dr. Kanika Malhotra for tirelessly working to meet every timeline of CBDC work.

Subject experts and convener for syllabus/curriculum designing, Dr K M Dhawale for formulating the syllabus and content which formed the base for this competency based dynamic curriculum.

Members of the core CBDC committee, Dr Munir Ahmed R, Dr Payal Bansal and Convener Dr. Bipin Jain for setting the framework and spending countless hours selflessly guiding this process. All the experts took out time and got trained in medical education technology and formulated the curriculum of their respective subject in record time. Team from Dr.D.Y.Patil Homoeopathic Medical College, Pune for contributing in the final shaping of this document.

Dr. Tarkeshwar Jain,
President, Homoeopathy Education Board

PREAMBLE TO THE COMPETENCY BASED DYNAMIC CURRICULUM

The National Commission for Homoeopathy (NCH) has undertaken major revisions in the educational regulations in the last year and has devised a new Syllabus to ensure that the student who completes the homoeopathic undergraduate course grows into a homoeopathic physician who is informed and capable of performing as a professional with competency to deliver services as required for addressing the health needs of the person and society at large. It is based on the premise that a correct adherence to homoeopathic principles and knowledge imparted will enable the physician to deliver results in all aspects of health, viz. preventive promotive, curative and rehabilitative.

There is a significant change in the approach and contents in the newly designed curriculum, with the intention of making it more coherent for the present and future needs of society. The designing of curriculum is based on the sound theories of educational methodology as applicable for the health professionals' education, and therefore, the outcomes are quite transparent and achievable.

The Homoeopathic Educational Board (HEB) is obliged by the NCH Act 26 (b) to "develop a competency based dynamic curriculum for Homoeopathy at all levels in accordance with the regulations made under this Act, in such manner that it develops appropriate skill, knowledge, attitude, values and ethics among the graduates, postgraduate and super-specialty students and enables them to provide healthcare, to impart medical education and to conduct medical research".

Competency based medical education (CBME) has been around in the medical world for more than three decades. It has undergone several revisions and adaptations through this period which has placed the NCH in an advantageous position to learn from the varied experiences of curriculum formulation, implementation and assessment.

It should be emphasized that the switch over to CBME involves a sea change in the understanding of the processes and outcomes for which all stakeholders need to be adequately sensitized and the teachers trained to minimize the difficulties inevitable in any transition. The following four pillars need a special mention to grasp the nature of the change being brought about (Frank Jason R, et al 2010).

1. The focus is on ensuring that the end user of the health care services is benefited. Hence it is important that the outcomes of the training are defined in clear terms so that the teacher, the student and the community are aware of what can be expected from the training.
2. The second logical focus is on bringing the abilities of the physician to the level when the outcomes defined above are realized. This involves the definition of the competencies required in the discharge of various functions of the physician. This would involve certain generic competencies such as problem solving or effective communication and certain specific ones related to the subject of study like. Anatomy, Materia Medica or others. This coupling of the outcome and abilities leads automatically to the third pillar.
3. We have been used to consider all training as time bound as the BHMS course is 5 1/2 years duration. But when we realize that the rate of mastering different abilities would vary from

student to student, we should de-emphasize the fixed period of training and instead look at how the student can be helped to master the specific competency.

4. The fourth pillar becomes the student herself/himself. The entire education and training become learner centred and hence the teacher takes a great effort in defining the outcomes, competencies, teaching and learning methods and most important of all, assessment which is predominantly formative and hence intends to shape the evolving capacities of the learner.

While formulating the competency based dynamic curriculum (CBDC) for the homoeopathy undergraduate, we must bear in mind the central role that homoeopathy philosophy and the principle of holistic care plays in the therapeutic actions of the homoeopathic interventions. This is a distinctive aspect which has hardly received the attention it deserves despite Hahnemann's clear recommendations in the first six Aphorisms of the Organon. The revised syllabus has brought this change and the formulation of the competency-based curriculum provides an opportunity to incorporate this approach at all levels of teaching and training. The implications lie in bringing about a sensitive and effective integration (horizontal/vertical/spiral) of all aspects of the syllabus throughout the five and half years of the undergraduate course.

There are five compelling factors that form the fulcrum to drive the change (Harris Peter, et al, 2010):

1. Design of curriculum: This needs careful attention due to its novelty. Homoeopathy, as a holistic discipline resting on the foundations of philosophy, needs a holistic approach from the first year itself. Several novel situations will need to be envisaged and catered to. And yet, a number of issues will remain. This is the dynamic nature of the enterprise, and we must be prepared to accept the well-known adage: Change, the only constant!
2. Teacher training: Our teachers have discharged the role of information providers and the teaching-learning process calls for a transformation in the role of the teacher (Sidhu Navdeep S. et al 2022). The future will need them to wear multiple hats and hence they will need to develop competencies viz. planner, facilitator, assessor, education manager, role model, etc, to be effective for these roles.
3. Assessment: Assessment practices must be based on a robust platform of validity, reliability, and objectivity, so that the tools of assessment blend fluidly with the academic flow. In this background, the focus is to shift the assessment approach from the monopoly of summative assessment to a significant allowance for formative assessment, which are supportive for learning and correction on-the-go.
4. Student issues: Along with the parents and the community, a significant re-orientation is called for while changing it from that of a 'last-minute' sprinter to a long range 'racer'! All stakeholders should be on the same page so that the processes can operate in a well-oiled manner. Glitches are to be expected when a largely 'rights' based social mind set has to shift gears to adopt a competency oriented one. Understanding that change needs patience and good will go a long way to make the latter orientation a way of life.
5. Systems: All educational systems from the colleges to universities need to incorporate the multiple changes within their systems. We are used to consider results as 'pass' and 'fail' with the latter carrying the stigma. While there is an

expressed need to wish to cater to all categories of learners – fast, normal, slow – the need to bring about changes in the systems is not so readily accepted. The institutions need to develop as 'learning organisations' that spur the 'growth mind-set' of its members – the teachers, students, and all those who are in the loop of curricular or co-curricular management.

The HEB considers the CBDC as a work in progress. Considerable thoughts and efforts are invested into the design and planning of the curriculum. But as has been mentioned above, this is a pioneering work and would always benefit from suggestions that spring from critical thinking and reflection subsequent to sincere attempts in implementation.

The next sections provide details of operational clarity to implement the program. Training of teachers is the key component which will make all the difference. The NCH is committed to make it happen and the cooperation of all stakeholders is earnestly solicited.

References

1. Frank Jason R, et al (2010) Competency-based medical education: theory to practice, *Medical Teacher*, 32:8, 638-645, DOI: 10.3109/0142159X.2010.501190
2. Harris Peter, Linda Snell, Martin Talbot, Ronald M. Harden & for the International CBME Collaborators (2010) Competency-based medical education: implications for undergraduate programs, *Medical Teacher*, 32:8, 646-650, DOI: 10.3109/0142159X.2010.500703
3. Sidhu Navdeep S. et al (2022): Competency domains of educators in medical, nursing, and health sciences education: An integrative review, *Medical Teacher*, DOI: 10.1080/0142159X.2022.2126758

[I - STEPS TAKEN TO FORMULATE HOMOEOPATHY CBDC MANUAL

In this section we will detail the process undertaken in the formulation of this manual. The account will be of use to the users viz. the academicians, teachers and students to better grasp the significance of the effort and the role that each would have to play. The subsequent section will outline the correct use of the manual in order to derive the maximum benefit.

I - Defining National and Institutional Goals and Programme Outcomes

The process of identifying competency is a complex one. Defining the outcome clearly helps in defining the relevant competency thus enabling a person acquiring it with relative ease. In case of the medical graduate, the outcome or goal is determined by the health care needs of the community as perceived by the statutory authorities and the ability of the particular health care system to respond to this need. India has a pluralistic health tradition and the community accesses the several health care systems to fulfil their multiple health needs. Scientific evidence is generally relied upon to determine and differentiate the role of each system in providing health care. This, however, may not always be forthcoming to the required degree of precision.

Considering the above, the NCH has formulated broad national goals which a Homoeopathic graduate would be expected to be able to achieve.

NATIONAL GOALS:

At the end of undergraduate program, the medical student should be able to:

- a. Recognize the strength of homoeopathy, its applicability and limitations in health care of society and the individual.
- b. Learn the integration of medical services for effective delivery of health care.
- c. Recognize the purpose of the National Health Policy and "Health for all" as a national goal and health right of all citizens and undergo training to achieve the realization of this social responsibility
- d. Achieve competence in the practice of homoeopathy with holistic approach, encompassing promotive, preventive, curative and rehabilitative aspects of common diseases.
- e. Develop a scientific temper, acquire educational experience for proficiency in profession and promote healthy living based on the tenets of homoeopathy.
- f. Become an exemplary citizen by observing medical ethics and fulfilling social and professional obligations so as to respond to national aspirations.
- g. Develop skills to perpetuate homoeopathy & practice it with zeal so that it stands parallel to other scientific healing methods.

In order to realize these goals, Homoeopathic institutions will need to prepare themselves with suitable infrastructure and processes so that the graduate is able to deliver on the National goals. The NCH has laid down the following goals for homoeopathic institutions.

INSTITUTIONAL GOALS:

In consonance with the national goals, each homoeopathic medical institution should evolve institutional goals to define the kind of trained homoeopathic professionals they intend to produce. The undergraduate students coming out of a homoeopathic medical institute should:

- a. Be competent in clinical diagnosis and homoeopathic management of the health problems of the individual and the community, commensurate with his/her position as a member of the health team at the primary, secondary or tertiary levels, using his/her clinical skills based on history, physical examination and relevant investigations.
- b. Be competent to use homoeopathic medicines scientifically for health problems in preventive, promotive, curative palliative and rehabilitative mode.
- c. Appreciate the rationale for the use of different therapeutic modalities & engage in cross-referral when required in the interest of the patient.
- d. Be able to appreciate the socio-psychological, cultural, economic and environmental factors affecting health and develop a humane attitude towards patients in discharging professional responsibilities.
- e. Be able to identify community health problems and learn to work to resolve these by understanding, designing, instituting corrective steps as per homoeopathic principles and evaluating outcome of such measures.
- f. Develop sensitivity to environmental sustainability and engage in community work towards achieving it with responsibility and commitment.
- g. Be trained in critical thinking, evidence-based practice and possess research aptitude and documentation skills necessary in professional work.
- h. Possess the attitude for lifelong learning and be ready to develop competencies as and when conditions of practice demand it.
- i. Be familiar with the basic factors which are essential for the implementation and integration of the National Health Programmes with homoeopathy including practical aspects of the following: (i) Family Welfare and Mother and Child Health (MCH) (ii) Sanitation and water supply (iii) Prevention and control of communicable and non-communicable diseases (iv) Immunization (v) Health Education.
- j. Acquire basic management skills in the area of human resources, materials and resource management related to homoeopathy in health care delivery, general and hospital management, principal inventory skills and counselling.
- k. Be able to work as an active and responsible partner in health care teams and acquire proficiency in communication skills with colleagues, patients and the community at large.
- l. Be competent to work in a variety of health care settings.

- m. Develop personal characteristics and attitudes required for professional life such as personal integrity, sense of responsibility and dependability and ability to relate to or show concern for other individuals.

When we look at the translation of these set of goals to the individual learner, we will be able to define these as follows:

GOALS OF THE LEARNER

Towards attaining the goals of this program, the homoeopathic graduate must be able to function in the following roles appropriately and effectively:

- a. Clinician who understands and provides holistic preventive, promotive, curative, palliative and rehabilitative care with compassion.
- b. Leader and member of the health care team and system with capabilities to collect, analyse, synthesize and communicate health data.
- c. Communicator with patients, families, colleagues and community.
- d. Lifelong learner committed to continuous improvement of skills and knowledge.
- e. Professional, who is committed to excellence, is ethical, responsive and accountable to patients, community and profession.

The above goals, though desirable, are broad. To realize them, the student entering into the undergraduate homoeopathic programme needs to be equipped with a set of competencies which would fall in the domains of knowledge, skills and attitudes. The broad goals need to be defined in specific actionable terms which will form the Programme outcomes. These will enable all the stakeholders to be clear of the nature of functioning expected from the homoeopathic physician at the end of the training. Accordingly, the team of resource persons worked together to formulate Programme Outcomes

PROGRAMME OUTCOMES:

At the end of the course of the undergraduate studies, the homoeopathic physician must

- 1) Develop the knowledge, skills, abilities and confidence as a primary care homoeopathic practitioner to attend to the health needs of the community in a holistic manner
- 2) Correctly assess and clinically diagnose common clinical conditions prevalent in the community from time to time
- 3) Identify and incorporate the socio-demographic, psychological, cultural, environmental & economic factors affecting health and disease in clinical work
- 4) Recognize the scope and limitation of homoeopathy in order to apply Homoeopathic principles for curative, prophylactic, promotive, palliative, and rehabilitative primary health care for the benefit of the individual and community

- 5) Be willing and able to practice homoeopathy as per medical ethics and professionalism.
- 6) Discern the scope and relevance of other systems of medical practice for rational use of cross referrals and role of life saving measures to address clinical emergencies
- 7) Develop the capacity for critical thinking, self-reflection and a research orientation as required for developing evidence based homoeopathic practice.
- 8) Develop an aptitude for lifelong learning to be able to meet the changing demands of clinical practice
- 9) Develop the necessary communication skills and enabling attitudes to work as a responsible team member in various healthcare settings and contribute towards the larger goals of national health policies such as school health, community health and environmental conservation.

Defining the Programme outcomes is a crucial step since this allows us to derive the competencies the homoeopathic graduate should possess at the end of the period of training. Care is taken to ensure that the National goals and Institutional goals are covered as much as possible by the various aspects of the Programme Outcomes. Further, the Outcomes for each academic year and of the period of internship will be formulated separately based on the Courses studied and the nature of clinical or community activities undertaken each year. Accordingly, the corresponding competencies for the respective years have been defined.

II - Deriving Competencies of the Homoeopathic Medical Graduate

Seven broad dimensions of practice were identified in which all actions of the homoeopathic physician in the context of our health care system could be classified (Englander, et al, 2013). The definition of these terms in our medical and social context are as follows:

Table 1: Dimensions of Practice of the Homoeopathic Physician

	Dimensions of Practice of the Homoeopathy Physician	Definition
1.	Knowledge for Homoeopathy Practice	Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care using homoeopathy as a means of intervention.

2.	Patient Care	Provides patient-centered, individualized care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.
3.	Interpersonal and Communication Skills	Demonstrates interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, families, and health professionals.
4.	Professionalism	Demonstrates a commitment to carrying out professional responsibilities and an adherence to ethical principles.
5.	Practice based learning and Improvement	Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.
6.	Health care systems	Demonstrate an awareness of and responsiveness to the larger context and system of health care in the country, as well as the ability to call effectively on other resources in the system to provide optimal health care.
7.	Scholarship	Demonstrate the qualities required to sustain lifelong personal and professional growth.

We now needed to draw up a list of generic competencies relevant for the training of the homoeopathic physician. These would subsequently be mapped on to the Programme Outcomes for each year. The list of generic competencies drawn up were subsumed under the 4 relevant areas of the functioning of the physician viz. cognitive, personal, interpersonal and in the community after referring to Kallioinen (2010), General Medical Council (2017) and Arora (2020).

Table 2: Generic competencies relevant to the functioning of the physician

Areas	Cognitive	Personal	Interpersonal	Community
	Analytical	Self-reflection	Empathetic	Ethical awareness
	Synthetic	Self-Awareness	Leadership	Community awareness
	Objective	Safety compliance	Team work	Safety awareness

	Organizing and Planning	Lifelong learning	Collaboration	
	Problem Solving	Compassion	Respect for Privacy and autonomy	
	Information gathering	Personal integrity	Communication skills - oral and written	
	Documentation	Healthy coping mechanisms	Executive ability	
	Information management	Flexibility		
	Creative thinking	Dealing with uncertainty		
	Holistic approach			
	System based thinking			

This now equips us to chart the generic competencies against the expanded functions of the physician in each of the areas mentioned in Table 1. The components of each of the areas has been expanded to include all actions which the trained physician would be expected to undertake. This also helps us to zero down on the tasks which the physician would need to be trained to perform. The series of seven tables below expands each of the areas, identifies the generic competencies and the component tasks.

Table 3: Charting of Generic Competencies and Tasks against the areas of functioning

	Areas of action	Generic Competencies	Component tasks
1	Knowledge (K) for Homoeopathy practice		
k-1	Describe the basic scientific principles underlying normal development, structure and function of genes, cells, organs and the body as a whole throughout the life cycle and correlate with concept of man	Integration of information	Information gathering Information management Synthesis of data Holistic approach

	as per Dr Hahnemann and other Homoeopathic masters		
k-2	Describe the aetiology and pathophysiology of major diseases and disorders, and their clinical, laboratory, radiographic and pathologic manifestations and correlate with Homoeopathic concept of disease	Integration of information Problem integration	Information gathering Information management System based thinking Analysis synthesis
k-3	Describe the epidemiology of disorders in populations and approaches designed to screen, detect, prevent, and treat disease in populations. - problem formulation- planning of intervention, treatment, evaluation- interpretation, integration and correlate with Homoeopathic concept of preservation of health and clinical management	Integration of information problem integration communication problem solving leadership skill team work communication	Information gathering Information management System based thinking Analysis Synthesis Organizing and planning Implementation evaluation
k-4	Describe the spectrum of	Problem solving	Information gathering

	therapies for common physical and mental disorders and recognize the relative efficacies and common adverse effects of these and their variations among different patients and populations and relate with different expression of chronic disease		Information management System based thinking Analysis Synthesis
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------

		Generic competencies	Component tasks
2	Patient care (PC)		
Pc1	Perform both a focused and comprehensive history and physical examination, develop diagnostic hypotheses, order and evaluate diagnostic tests, and formulate an appropriate plan of care using Homoeopathic concept of case taking with individualisation and Management	Problem solving	Information gathering Problem Integration Documentation Information management System based thinking Organising and planning Analysis and evaluation Holistic approach
Pc2	Perform core technical procedures, as would be expected of a beginning intern, and describe their indications,	Problem solving independent study	Information gathering

	contraindications, and potential complications.		Problem integration Problem formulation Implementation of plan and evaluation
Pc3	Recognize acute, life-threatening conditions and perform measures to stabilize the patient.	Problem solving	Information gathering Problem integration Problem formulation Implementation of plan and evaluation Dealing with uncertainty

		Generic competencies	Component tasks
3	Interpersonal and Communication Skills (ICS)		
Cs1	Communicate with patients and their families, counsel them in an effective, caring, and culturally competent manner as per the guidance of Hahnemann and different masters and current advances	Communication Objectivity Flexibility of thought	Information gathering Organising and planning Compassion Empathy Personal integrity Dealing with uncertainty Respect for privacy and autonomy
Cs2	Communicate, consult, collaborate, and work effectively as a member or leader of healthcare teams.	Communication Team member Leadership skills	Organising planning System based thinking Objectivity

			Communication written and oral Collaboration Executive ability
--	--	--	---------------------------------------------------------------------------------

		Competency generic	Component tasks
4	Professionalism (P)		
P1	Maintain a professional demeanour, while demonstrating responsibility, integrity, empathy, reliability, and attention to personal wellness as per the direction from Organon of medicine and homoeopathic masters	Problem solving	Ethical awareness Self-awareness Empathy Integrity Reliability
P2	Demonstrate ethical principles that govern the doctor-patient relationship, medical decision-making, and healthcare delivery.	Problem solving	Ethical awareness Respect for privacy and autonomy
P3	Provide compassionate, unbiased care to patients from diverse backgrounds	Problem solving	Compassion Objectivity Flexibility in thinking

		Generic competency	Component tasks
5	Practice-Based Learning and Improvement (PBLI)		
Pbl1	Utilize appropriate information technology for scientific and clinical problem-solving and decision-making	Problem solving Independent study	Information gathering Information management Documentation Creative thinking
Pbl2	Analyze and critically appraise the relevant medical literature	Information management	Analysis,

			Evaluation Critical thinking Creative thinking
Pbl3	Apply principles of evidence-based medicine, medical ethics, and cost-effectiveness to diagnosis, prognosis, and therapeutics.	Problem solving Objectivity Integration of information Problem integration	Analysis Evaluation Critical thinking Plan for implementation evaluation
Pbl4	Demonstrate the ability for lifelong self-directed learning.	Problem solving Objectivity Integration of information Problem integration Learning ability	Analysis Evaluation Critical thinking Plan for implementation Evaluation Lifelong learner

		Generic competency	Component tasks
6	Healthcare Systems (HCS)		
HCS1	Discuss the organization, financing, and delivery of healthcare services with particular awareness of healthcare disparities, the needs of the underserved, and the medical consequences of common societal problems.	Problem solving objectivity	Empathy Compassion Community awareness Analysis evaluation of information

			information management
HCS2	Define the core principles of healthcare quality, patient safety, and interprofessionalism	Problem solving objectivity	Problem definition Critical thinking Information management
HCS3	Participate in national programmes	Problem solving	Team work Communication Empathy Compassion

		Generic competency	Component tasks
7	Scholarship (S)		
S1	Define the scientific and ethical principles of biomedical research, including basic, translational, clinical, and population studies.	Integration of information Problem integration objectivity	Information management Critical thinking
S2	Identify a scholarly area of interest, formulate an investigative question, develop and implement methods to assess it, and communicate the results.	Problem solving objectivity Independent study	Analytical Evaluation Documentation Information management Critical thinking Personal integrity Ethical awareness Communication skill

With this background, we should be able to approach the Manual which is being issued in four parts for each year, the last manual also covering the period of internship. It will be noted that the Generic competencies and the Component tasks as in the Table 3 will be aligned with the specific competencies for each item of learning.

Considerable fresh thought has gone into the framing of this document of CBDC for the Homoeopathic graduate. The existing templates were unable to satisfy the very foundations on which homoeopathic practice rests and which have been extensively elaborated in the Preamble to the new Syllabus introduced in 2022. The two features which may be emphasized here are:

1. Close adherence to homoeopathic philosophy and principles at every stage of education and training
2. This in turn demands a rare amount of integration at horizontal, vertical and spiral forms

The next section will deal with how the Competency table was formulated and how it should be used.

References

1. Englander Robert, Cameron Terri, Ballard Adrian J., Dodge Jessica, Bull Janet, and Aschenbrener, Carol A. (2013) Toward a Common Taxonomy of Competency Domains for the Health Professions and Competencies for Physicians *Acad Med*. 88:1088–1094. doi: 10.1097/ACM.0b013e31829a3b2b
2. Kallioinen, Outi (2010) Defining and Comparing Generic Competences in Higher Education *European Educational Research Journal*; 1, 56
<http://dx.doi.org/10.2304/eerj.2010.9.1.56>
3. General Medical Council (2017) Generic professional capabilities framework accessed at https://www.gmc-uk.org/-/media/documents/generic-professional-capabilities-framework--2109_pdf-70417127.pdf on 5th December 2022
4. Arora Aman (2020) Building Generic Competencies Model Conference: International Conference on Recent Trends and Innovations in Business Management, Social Sciences and Technology - NCIBM 2020, New Delhi accessed at <https://www.researchgate.net/publication/345001112> on 5th December 2022

II - UNDERSTANDING THE COMPETENCIES TABLE

The Competency Table has been designed keeping in mind the Generic and specific competencies required by the learner to attain the overall Program Outcomes (PO) as well as Course Outcomes (CO) of all courses.

A. Methodology in preparation of the Competency Table

The following methodology was adopted in preparing the Competencies table for each course (or subject) of the BHMS program once the National and Institutional Goals, Programme Outcomes, Generic Competencies and component tasks were identified:

- ❖ Course Outcomes (CO) were identified for each course (or subject) that were in alignment with the National and Institutional Goals, Programme Outcomes (PO)
- ❖ Finalizing the syllabus or the list of topics which will help to achieve not only the Course Outcomes (CO) but also the overall Program Outcomes (PO)
- ❖ Identifying the Learning Objectives and Specific Learning Outcome (SLO) for each topic
- ❖ Aligning the Specific Learning Outcome (SLO) to the Generic and Specific Competencies that are to be achieved
- ❖ Identifying the level of Miller's Pyramid for each Specific Learning Objectives/ Outcome (SLO)
- ❖ Classifying each Specific Learning Outcome (SLO) as per Bloom's Taxonomy and Guibert's Level
- ❖ Distinguishing the Specific Learning Outcome (SLO) into 'Must know' or 'Desirable to know' or 'Nice to know' categories
- ❖ Choosing the appropriate Teaching Learning method/s and the assessment method/s required for achieving each objective or outcome
- ❖ Identifying the Horizontal, Vertical and Spiral Integration with other courses (or subjects) required for holistic understanding of the topic

We will now illustrate how the Competency table is to be read with respect to the Repertory Course (subject)

Illustrative Diagrammatic Representation of Competencies Table with example of the Repertory Course

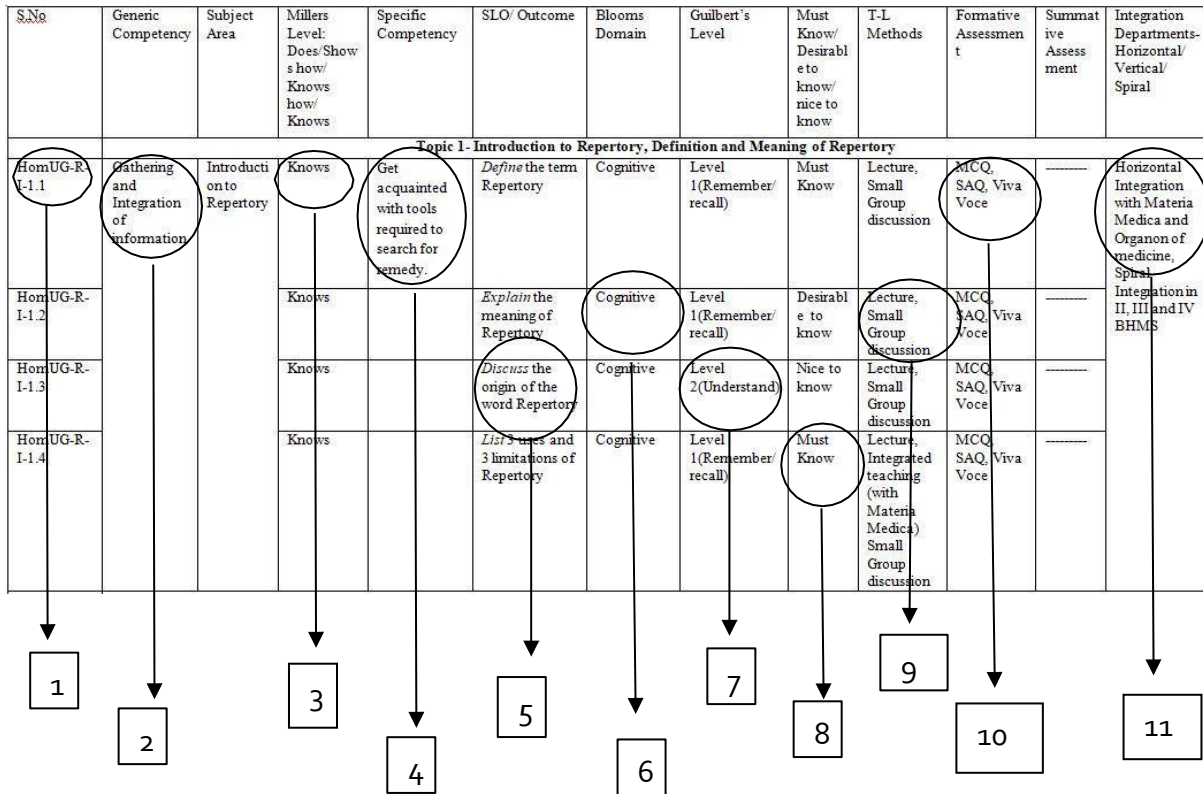


Table 4: Description of the Competencies table

S.No	Description
1	Unique number of the competency /outcome (Hom-UG-R-I-1.1) Hom-UG-R-I: Course Code 1.1: Topic number followed by serial number of the Specific Learning Objectives/ Outcome (SLO)
2	Generic Competency to be achieved from the topic
3	Mapping of the Level of Specific Learning Outcome (SLO) to Miller's Pyramid- Knows/ Knows How/ Shows How/ Does
4	Specific Competency to be acquired from the topic
5	Description of Specific Learning Outcome (SLO) for the topic

6	The Blooms Domain addressed by the Specific Learning Outcome (SLO)- Cognitive or Affective or Psychomotor Domain
7	Mapping of the Specific Learning Outcome (SLO) to Guibert's Level of Learning in the Cognitive or Affective or Psychomotor Domain
8	Classifying the Specific Learning Outcome (SLO) into Must know or desirable to know or nice to know areas
9	Teaching Learning methods
10	Assessment methods
11	Subjects that can be vertically or horizontally integrated to improve understanding. If the subject is taught for more than 1 year, it must be integrated spirally in all the years.

B. USING THE COMPETENCIES TABLE

A Competency Based Dynamic Curriculum necessitates that each topic in a course (or subject) be elaborated in terms of the outcomes that are to be achieved by the learner at the end of the particular topic. This in turn will help the learner to achieve the competencies at the course and overall, at the program level.

1. Linking the Specific learning Objective/ Outcome (SLO) to the Generic Competency, Specific Competency and Miller's Level

S.No	Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ Nice to know	T.L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
Topic 1- Introduction to Repertory, Definition and Meaning of Repertory												
HomUG-R-I-1.1	Gathering and Integration of information	Introduction to Repertory	Knows	Get acquainted with tools required to search for remedy.	Define the term Repertory	Cognitive	Level 1(Remember/ recall)	Must Know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	Horizontal Integration with Materia Medica and Organon of medicine, Spiral Integration in II, III and IV BHMS
HomUG-R-I-1.2			Knows		Explain the meaning of Repertory	Cognitive	Level 1(Remember/ recall)	Desirable to know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	
HomUG-R-I-1.3			Knows		Discuss the origin of the word Repertory	Cognitive	Level 2(Understand)	Nice to know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	
HomUG-R-I-1.4			Knows		List 3 uses and 3 limitations of Repertory	Cognitive	Level 1(Remember/ recall)	Must Know	Lecture, Integrated teaching (with Materia Medica) Small Group discussion	MCQ, SAQ, Viva Voce	-----	

Each Specific learning Objective/ Outcome (SLO) will help the learner to acquire Generic competencies (abilities that a basic homoeopathic doctor would be trusted to have acquired as a consequence of his / her learning) and Specific competencies (abilities that the student is expected to acquire in a focused area of expertise)

In the above table Introduction to a subject will help the learner to acquire a generic competency of gathering and Integrating knowledge & a specific competency of getting acquainted with the tools required to search for a Homoeopathic remedy.

The Specific learning Objective/ Outcome (SLO) also indicates at what level the competency is defined in the Miller's Pyramid which in the above example is at the level of 'Knows' – the ability to recall facts and ideas.

2. Specific learning Objective/ Outcome (SLO) for each topic

S.No	Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ Nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
Topic 1- Introduction to Repertory, Definition and Meaning of Repertory												
HomUG-R-I-1.1	Gathering and Integration of information	Introduction to Repertory	Knows	Get acquainted with tools required to search for remedy.	Define the term Repertory	Cognitive	Level 1 (Remember/ recall)	Must Know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	Horizontal Integration with Materia Medica and Organon of medicine, Spiral Integration in II, III and IV BHMS
HomUG-R-I-1.2			Knows		Explain the meaning of Repertory	Cognitive	Level 1 (Remember/ recall)	Desirable to know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	
HomUG-R-I-1.3			Knows		Discuss the origin of the word Repertory	Cognitive	Level 2 (Understand)	Nice to know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	
HomUG-R-I-1.4			Knows		List 3 uses and 3 limitations of Repertory	Cognitive	Level 1 (Remember/ recall)	Must Know	Lecture, Integrated teaching (with Materia Medica) Small Group discussion	MCQ, SAQ, Viva Voce	-----	



Specific Learning Objectives / Outcomes (SLOs) start with the "Action Verb" as per the Domain and describe what students should know or be able to do at the end of a learning session. The SLOs are written as per the Blooms Domain (Cognitive or Affective or Psychomotor) under which they are categorized.

In the above example four Specific Learning Objectives / Outcomes (SLOs) have been described that belong to the Cognitive domain.

3. Teaching Learning methods for each topic

S.No	Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ Nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
Topic 1- Introduction to Repertory, Definition and Meaning of Repertory												
HomUG-R-I-1.1	Gathering and Integration of information	Introduction to Repertory	Knows	Get acquainted with tools required to search for remedy.	Define the term Repertory	Cognitive	Level 1(Remember/ recall)	Must Know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	Horizontal Integration with Materia Medica and Organon of medicine, Spiral Integration in II, III and IV BHMS
HomUG-R-I-1.2			Knows		Explain the meaning of Repertory	Cognitive	Level 1(Remember/ recall)	Desirable to know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	
HomUG-R-I-1.3			Knows		Discuss the origin of the word Repertory	Cognitive	Level 2(Understand)	Nice to know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	
HomUG-R-I-1.4			Knows		List 3 uses and 3 limitations of Repertory	Cognitive	Level 1(Remember/ recall)	Must Know	Lecture, Integrated teaching (with Materia Medica) Small Group discussion	MCQ, SAQ, Viva Voce	-----	



The Teaching- Learning methods have been identified that are most suitable to the Specific Learning Objectives / Outcomes (SLOs) formed for each topic and as per the Domain of each of the Specific Learning Objectives / Outcomes (SLOs).

In the above example, Lectures, Integrated teaching and Small Group Discussion are the Teaching- Learning methods to be adopted for achieving the SLO.

The Teaching Learning Methods will vary as per the Specific Learning Objectives / Outcomes (SLO) and the Domains they cover.

4. Assessment methods for each topic

S.No	Generic Competency	Subject Area	Millers Level: Does/ Shows/ Knows/ how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ Nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
Topic 1- Introduction to Repertory, Definition and Meaning of Repertory												
HomUG-R-I-1.1	Gathering and Integration of information	Introduction to Repertory	Knows	Get acquainted with tools required to search for remedy.	Define the term Repertory	Cognitive	Level 1 (Remember/ recall)	Must Know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	Horizontal Integration with Materia Medica and Organon of medicine, Spiral Integration in II, III and IV BHMS
HomUG-R-I-1.2			Knows		Explain the meaning of Repertory	Cognitive	Level 1 (Remember/ recall)	Desirable to know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	
HomUG-R-I-1.3			Knows		Discuss the origin of the word Repertory	Cognitive	Level 2 (Understand)	Nice to know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	
HomUG-R-I-1.4			Knows		List 3 uses and 3 limitations of Repertory	Cognitive	Level 1 (Remember/ recall)	Must Know	Lecture, Integrated teaching (with Materia Medica) Small Group discussion	MCQ, SAQ, Viva Voce	-----	



The Assessment methods have been identified that are most suitable to the Specific Learning Objectives / Outcomes (SLOs) formed for each topic and as per the Domain of each Specific Learning Objectives / Outcomes (SLOs) to assess the learner

In the above example, Multiple Choice Questions (MCQ), Short Answer Questions (SAQ) and Viva Voce are the assessment methods to be adopted for assessing the SLO. The Assessment Methods will vary as per the SLO and the Domain it covers

5. Integrated Teaching

S.No	Genec Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ Nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
Topic 1- Introduction to Repertory, Definition and Meaning of Repertory												
HomUG-R-I-1.1	Gathering and Integration of information	Introducti onto Repertory	Knows	Get acquainted with tools required to search for remedy.	<i>Define</i> the term Repertory	Cognitive	Level 1 (Remember/ recall)	Must Know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	Horizontal Integration with Materia Medica and Organon of medicine, Spiral Integration in II, III and IV BHMS
HomUG-R-I-1.2			Knows		<i>Explain</i> the meaning of Repertory	Cognitive	Level 1 (Remember/ recall)	Desirable to know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	
HomUG-R-I-1.3			Knows		<i>Discuss</i> the origin of the word Repertory	Cognitive	Level 2 (Understand)	Nice to know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	-----	
HomUG-R-I-1.4			Knows		<i>List</i> 3 uses and 3 limitations of Repertory	Cognitive	Level 1 (Remember/ recall)	Must Know	Lecture, Integrated teaching (with Materia Medica) Small Group discussion	MCQ, SAQ, Viva Voce	-----	

Horizontal or Vertical Integrated Teaching with other subjects is required for a holistic understanding of the topic from different points of view.

The above topic should be integrated with other subjects of the same year for better understanding of the topic.

Spiral integration is required as the subject will be taught in II, III and IV BHMS and concepts taught in I BHMS will be utilized for further understanding of the subject.

III - Glossary of terms used in the template.

Goals

These are broad outcomes expected of a student at the end of the course of studies. These are to be contrasted with Objectives/Outcomes which are more specifically and narrowly defined.

Programme

A range of learning experiences offered to students in a formal manner over a period of one-to-four years leading to certificates/ diplomas/ degrees. Examples: BA (Economics) BSc (Physics). All possible formal degree Programmes are identified by UGC. BHMS is one such Programme

Programme Outcome

Programme Outcomes (POs) are what knowledge, skills and attitudes a graduate should have at the time of graduation. The Programme Outcomes of professional disciplines are identified at national level by the concerned accrediting agency. In this case, it would be the National Commission of Homoeopathy which would be involved.

Course

Course for the purpose of this Manual represents a subject e.g. Anatomy. In homoeopathic education some of the courses extend over several years e.g. Materia Medica. The relevance of this is in the formulation of Course Outcome

Course Outcome

Course Outcomes are statements that describe what students should be able to do at the end of a course. Where a Course extends over a number of years, it is necessary to define distinct Course Outcomes over the entire teaching programme of the subject. These will vary in depth and extent of the coverage of the subject.

Competency

An observable ability of a health professional, integrating multiple components such as knowledge, skills, values, and attitudes. Since competencies are observable, they can be measured and assessed to ensure their acquisition.

Generic competency:

Professional performances are denoted by certain demonstrable attributes that the learners imbibe and internalize as reflex activities. These are the abilities of the professional that characterize the quality and level of performance. The generic competencies therefore are the abilities that a basic homoeopathic doctor would be trusted to have acquired as a consequence of his / her learning. The examples include Information gathering, problem identification, etc. The generic competencies therefore refer to the overall frames of abilities.

Subject area:

Subject area is a chunk of content in a given subject. It could be a chapter, topic, sub-topic, etc.

Millers Levels:

Miller's Pyramid is a diagrammatic representation of the convergence of learning. It maps the pathway of learning to show a person gains the ability and competence in a series of increasingly progressive phases of learning.



The broad base of this pyramid - 'Knows' – has the ability to recall facts and ideas that form the bedrock of professional requirements. 'Knows How' is the next phase of learning, where the students gains the insight into the relationships between the various units of 'knows' and can relate them meaningfully to reach the 'knows how' capacity. These phases would largely be in the Cognitive Domain of Bloom's Taxonomy of Learning Objectives.

Learning is not just about knowing and knowing how, but also to enable that the 'know how' is put into practice. This is the third phase of Miller's Pyramid – the 'Shows How'. During this phase of learning, the student is able to demonstrate the reasoning ability that he / she has acquired in controlled or real situations. This ability also includes the psychomotor dimension of Bloom's Taxonomy. The summit of pyramid, i.e., 'Does' also includes the emotional aspect

of learning in the form of values, attitudes, communication, etc, that denote the 'Affective Domain' of Bloom's Taxonomy.

The Miller's Pyramid is a valuable tool to represent the increasing levels of competencies that the students need to acquire, and also a framework to assess the level of competency that is achieved. Interestingly, the framework focuses on what the learner would be doing, rather than on what the teacher would be doing.

Specific competency:

Specific competencies are the abilities that the student is expected to acquire in a focused area of expertise, which could be a discipline-based knowledge, a skill, an attitude, or a combination of these.

Specific Learning Objectives / Outcomes:

Specific Learning Objectives / Outcomes (SLOs) describe what students should know or be able to do at the end of a learning session, that they couldn't do before. These are written and communicated in a 'low context communication style', that is to say, whoever reads the SLO would have the same understanding that the person who wrote it had. That is, there would be no communication gap.

That is the reason why the SLOs are written specifically and exclusively as units of learning in one of the domains of Bloom, and further at one of the levels of Guilbert. This will ensure that the learning that is expected is clearly communication among all those who refer to it, including those who set the assessment and evaluate the student performance. Further, the SLOs are ALWAYS written with an ACTIVE verb, so as to make the statement observable and measurable.

Bloom's domain:

Bloom's Taxonomy of Educational Objectives is a tool for classifying learning under the categories of 'knowledge', 'skill', and 'attitude / value / communication', represented by the technical terms 'Cognitive', 'Psychomotor', and 'Affective' domains respectively. Each of these domains distinguish the dimension of learning in a particular area. The importance of such classification is that it offers a clear model for both teaching and students' assessment.

Guilbert's level:

Guilbert's Hierarchy is a tool that describes the various levels of learning that can be mapped and managed in the Bloom's domains of learning – cognitive, psychomotor, and affective. This tool also has the additional benefit to identify the appropriate teaching – learning methods / media, and also the assessment strategies.

In the 'knowledge' domain Guilbert's approach to learning proceeds from recall of facts to understanding / interpreting the different sets of data, and finally to the ability to make decisions and solve problems on the basis of the understanding / interpretation. This simple three-step process builds a sequential order of learning; it clearly brings out that decisions shall be made NOT on the basis of facts alone, but through a process of understanding and interpretation.

The 'skill' domain builds the learning from the stage of observing and imitation to gaining control over the skills and culminating in automatism of the skill. In simple terms, any skill will be learnt initially by observing its performance, and imitating the same in the sequential order. In the next phase, the learner tries to gain control over the skill initially under the supervision, and ultimately will be able to perform it independently.

Learning in the affective domain proceeds from the stage where the learner is open and receptive to the stimulus or trigger situation, responding to it in a desirable manner, and finally internalising the responses.

Priority of learning:

The priority of learning is represented as 'Must know', 'Desirable-to-know', and 'Nice-to-know'. Prioritisation is a critical component of curriculum design because it classifies the learning outcomes on the basis of their importance and usefulness for the ultimate professional standards. The priority of learning is objectively assigned by a formula that gives weightage on the basis of 'frequency and impact' of the learning for professional needs.

TL Method / Media:

The teaching-learning (TL) methods and media are the vehicles that enable the acquisition of stated outcomes. Teaching method is simply 'what the teacher does or what the teacher enables the students with', such as giving a lecture, conducting a demonstration, or facilitating a group discussion. Teaching-learning media is 'what the teacher or the students use' to enable the learning; with examples such as a board, or projector, or model, or specimen, among others.

The teaching-learning methods and media are specific to the domains and levels in the domains. It must also be remembered that learning is a continuum, and a range of methods and media would be appropriate in the different phases in the continuum of learning.

Assessment:

Assessment of learning is an important component of curriculum. This measures the performance of the students in comparison to the expected outcomes of learning. Therefore the learning outcomes must be stated and communicated clearly and objectively to all the stakeholders of education. Assessment strategy is based on the domain and the level of domain in which the outcome is to be measured. Assessment could be judgemental for the extent and quality of outcomes, when it is called 'assessment of learning', or it could also be supportive for learning, when it is called as 'assessment for learning'. There are two major approaches to assessment – formative, and summative. The tools of assessment are provided in the annexure.

Formative Assessment:

Formative assessment is NOT judgmental, in that it does not brand the learner as 'pass' or 'fail'. The formative assessments measure the extent and quality of learning with reference to the expected learning outcomes, so that the students can be given feedback to improve on their performance. The formative assessments promote mastery learning, that is to say, each student achieves the stated level of mastery of performance because of the feedback and support. Formative assessment is also called as continuous assessment.

Summative Assessment:

Summative assessment has the mandate to judge the achievement of the learner at the end of a period of learning, and label him / her as 'pass' or 'fail, assign a rank, approve for eligibility to be promoted or eligibility to be admitted to a course. These assessments also serve as quality check to ensure that those who are being certified conform to a minimum standard of professional competence.

Integration:

Integration of learning is an essential requirement for aligning various data points of knowledge and skills for getting a holistic understanding and enabling a unified performance. Integration can be achieved at various dimensions and at various levels.

The dimensions of integration could be temporal in the form of Horizontal, Vertical, or Spiral. Horizontal integration is the alignment of learning on a longitudinal timeline, where the comparable contents of various subjects in the same term or year are integrated, for example the structure from anatomy, function from physiology, symptoms from Materia medica, and rubrics from repertory in the pre-clinical phase of BHMS.

Vertical integration is seen in the subjects that build on the pre-existing knowledge and skills of another subject. For example, the integration between the basic sciences such as anatomy, physiology, and biochemistry for the para-clinical learning such as in pathology, and the integration of basic and para-clinical skills into clinical learning.

Spiral integration is where a subject is recurring at various levels in the same course. For example, Materia medica is learnt from the first to final BHMS, and the focus of the subject is not the same in each year. There would be iteration of the same knowledge from different perspectives and capabilities across the different phases of BHMS.

The levels of integration represent the increasing approximation of knowledge from different subjects, so as to reach an approximation of fusion. The attempt to integration may begin with arranging the comparable contents of different subjects at the same cross sections of timeline. Further, there could be positioning the content of one subject into another subject to bring some kind of co-existence. Still further, the contents can be seamlessly merged to create an aligned learning content. Such integrative efforts can bring about holistic learning for a meaningful homeopathic capacity-building.

COMPETENCY BASED DYNAMIC CURRICULUM FOR FIRST BHMS PROFESSIONAL COURSE

(Applicable from Batch 2022-2023 onwards for 5 years or until further notification by
National Commission for Homoeopathy whichever is earlier)

(Anatomy, Histology and Embryology)



HOMOEOPATHY EDUCATION BOARD
NATIONAL COMMISSION FOR HOMOEOPATHY
MINISTRY OF AYUSH, GOVERNMENT OF INDIA

JAWAHAR LAL NEHRU BHARTIYA CHIKITSA AVUM HOMOEOPATHY ANUSANDHAN BHAVAN

No.61-65, Institutional Area, opp. 'D' block, Janak Puri, New Delhi-110 058

FINAL VERSION OF COMPETANCY BASED CURRICUUM FOR ANATOMY FOR FIRST BHMS COURSE

Subject- Human Anatomy

Subject Code: Hom UG-AN

SI No	Description	Page Number
1	Preamble	2-3
2	Program Outcomes (PO)	3
3	Course Outcomes (CO)	3-4
4	Teaching Hours	4-6
5	Course Content	6-34
6	Teaching Learning Methods	34-36
7	Content Mapping (Competencies Table)	36-110
8	Practical Topics (Non-Lecture Activities)	110-111
9	Assessment	111-121
10	List of Recommended Books	122-123
11	List of Contributors	124

1. PREAMBLE

Anatomy is a study of the structural organization and development of man from gross to cellular aspects along with exploring the interrelationship of different tissues, organs and systems.

An important aspect for the homoeopathic student to grasp is the essentially holistic approach emphasized by Hahnemann. From that perspective, study of anatomy is not a study of isolated organs, parts or tissues but that of a hierarchical system which is intimately interconnected and functions with a purpose of striking balance when in a state of adaptation. The subtle ways in which this balance is lost through a malfunctioning of the vital force needs to be appreciated. This can occur when anatomy is taught with applied anatomy in the background.

While anatomy explores the structural organization of man, physiology gives us an understanding of the functional organization of the human being. These subjects, which are in reality the two sides of the coin, need to be taught interdependently. This enables the student to develop an insight into the essential interconnection of both in normal health and how both these alter when the disease process gets initiated in the system. This will also reduce the number of teaching hours due to avoiding duplication of information. While the clinical integration is taking place, homoeopathic connection is emphasized when the relevance of the Homoeopathic subjects being taught in the 1st year (Philosophy, Materia Medica, Pharmacy and Repertory), is simultaneously brought to the forefront and hence student-centered teaching of the first BHMS year be achieved.

Advances in the understanding of tissues and cell structures which subsume functions of the organs and systems can afford a fertile area for exploring the action of drugs of Materia medica.

2. PROGRAMME OUTCOMES

At the end of BHMS program, a student should;

1. Develop the competencies essential for primary health care in clinical diagnosis and treatment of diseases through the judicious application of homoeopathic principles.
2. Recognize the scope and limitation of homoeopathy and to apply the Homoeopathic Principles for curative, prophylactic, promotive, palliative, and rehabilitative primary health care for the benefit of the individual and community.
3. Discern the relevance of other systems of medical practice for rational use of cross referral and life saving measures, so as to address clinical emergencies.
4. Develop capacity for critical thinking and research aptitude as required for evidence based homoeopathic practice.
5. Demonstrate aptitude for lifelong learning and develop competencies as and when conditions of practice demand.
6. Be competent enough to practice homoeopathy as per the medical ethics and professionalism.
7. Develop the necessary communication skills to work as a team member in various healthcare setting and contribute towards the larger goals of national policies such as school health, community health, environmental conservation.
8. Identify and respect the socio-demographic, psychological, cultural, environmental & economic factors that affect health and disease and plan homoeopathic intervention to achieve the sustainable development Goal.

3. COURSE OUTCOMES

At the end of the I BHMS course, I BHMS student should be able to;

1. Discuss the evolution of life and the developmental anatomy and genetics of human.
2. Explain the ethics of Anatomy, such as Anatomy act, Body donation & receiving procedure and its legal aspects, develop respect to the human cadaver.
3. Differentiate the structural organization of man from micro to macro and its evolution from embryo.

4. Correlate the structural organization of man with functional organization and its applied aspect.
5. Apply anatomy knowledge to achieve vertical integration with clinical subjects.
6. Correlate structural organization of man with Homeopathic Philosophy and concept of man, Homoeopathic Materia Medica, Repertory and Pharmacy.
7. Correlate structural organization in interpreting different investigations.

4. TEACHING HOURS

Sl. No.	Subject	Theoretical Lecture	(Non – Lecture hours) Practical / Tutorials / Seminars / Clinical Postings
01	Anatomy	325 hrs.	330hrs.

Theory (hrs)	Non-lecture (hrs)	
325	Practical	Non-lecture activities
	250	80
Total – 655 hours		

a. TEACHING HOURS (THEORY)

Paper-I

Sl. No	List of Topics	Term	Teaching Hours
1	General Anatomy	I	32
2	Head, Neck & Face	II	50
3	Central Nervous System	II	30
4	Upper Extremities	I	35
5	Embryology	I	20

Paper-II			
Sl. No	List of Topics	Term	Teaching Hours
1	Thorax	II	28
2	Abdomen & Pelvis	III	70
3	Lower Extremities	III	40
4	Histology	I	20

b. TEACHING HOURS (PRACTICAL)

Sl. No	List of Topics	Term	Teaching Hours
1	Head, Neck & Face	II	56
2	Central Nervous System	II	16
3	Upper Extremities	I	34
4	Thorax	II	30
5	Abdomen & Pelvis	III	50
6	Lower Extremities	III	40
7	Histology	I	24

5. COURSE CONTENT: Syllabus Planning**a. Theory:**

- a. Syllabus should start with revision of some of important topics of BIOLOGY (To connect Biology to Medical Science), origin of Earth and Environment, Origin of LIFE-Evolution of Human Lives.
- b. The complete course of Human Anatomy should be subdivided in number of modules according to topics/regions/systems.
- c. Syllabus of other subjects of same course should be planned out where the maximum integration (Vertical & Horizontal) of topics is possible.
- d. Theory/Practical/Tutorial/Case based learning should be arranged in parallel.
- e. Each module should be planned according to the need of system-Co-relation with Homoeopathy & time dimension (number of hours).
- f. At the end of each module knowledge should be assessed by arranging joint seminars (application of classroom knowledge to practical understanding).

g. The curriculum includes the following;

1. Anatomy Act.
2. Body donation procedure and its legal aspects.
3. Develop respect to the human cadaver, empathy towards diseased and sense of gratification for the voluntary body donors and their families.
4. Anatomy and Ethics.

b. Practical

- a. Dissection of whole Human Body, Demonstration of dissected parts and small group discussions.
- b. Identification of histological slides, related to tissue & organs.
- c. Students shall maintain Practical/Dissection & Histology record.

THEORY

Sl. No.	Topics	No. of hours	Term
1.	GENERAL ANATOMY		I
	1. Modern concepts of cell and its components; cell division, types with their significance	2	
	2. Basic tissues	2	
	3. Genetics <ol style="list-style-type: none"> i. DNA & RNA ii. Chromosomes iii. Genes iv. Inheritances 	6	

Sl. No.	Topics	No. of hours	Term
	v. Genetic basis of diseases and Integration with homoeopathic concept of miasmatic influence		
	4. Basics of General Anatomy- i. Definition and subdivisions of Anatomy ii. History of Anatomy iii. Anatomical terms of position & movement iv. Skin, superficial and deep fasciae v. Muscles vi. Bones vii. Joints viii. Blood vessels ix. Lymphatic system x. Nerves xi. Glands: types and classification	1 1 2 2 2 2 2 2 2 2 2	
	5. Revision	2	
	Total Hours	32	
2.	DEVELOPMENTAL ANATOMY (EMBRYOLOGY)		I
	1. Introduction 2. Spermatogenesis 3. Oogenesis 4. Fertilization 5. Cleavage and implantation 6. Bilaminar germ disc formation 7. Gastrulation: Germ layers & Derivatives	1 1 1 1 2 2 3 1	

Sl. No.	Topics	No. of hours	Term
	8. Intraembryonic mesoderm derivatives: Somites	1	
	9. Ossification	1	
	10. Notochord	1	
	11. Folding of the embryonic: formation of primitive gut	2	
	12. Placenta	1	
	13. Revision	2	
	Total Hours	20	
3.	HISTOLOGY (General)		I
	1. Introduction	1	
	2. Epithelial tissue	2	
	3. Connective tissue	2	
	4. Cartilage	1	
	5. Bone	1	
	6. Muscle	2	
	7. Nervous tissue	1	
	8. Skin	2	
	9. Lymphoid organs	2	
	10. Blood vessels	2	

Sl. No.	Topics	No. of hours	Term
	11. Glands	2	
	12. Revision	2	
	Total Hours	20	
4.	UPPER EXTREMITY		I
	1. Introduction	1	
	2. Pectoral region and axilla	2	
	3. Mammary Gland	2	
	4. Brachial plexus	2	
	5. Axillary artery	1	
	6. Back and Intermuscular spaces around scapula	2	
	7. Shoulder Joint	2	
	8. Musculocutaneous and axillary nerves	1	
	9. Arm and cubital fossa; brachial artery	2	
	10. Fore arm: Muscles, nerves and blood vessels (Superficial and Deep Flexors and Extensors)	4	
	11. Radial artery	1	
	12. Ulnar artery	1	

Sl. No.	Topics	No. of hours	Term
	13. Median nerve	2	
	14. Ulnar nerve	1	
	15. Radial nerve	2	
	16. Elbow joint and radio-ulnar articulations	2	
	17. Wrist joint	1	
	18. Flexor and extensor retinacula	1	
	19. Palmar aponeurosis and spaces in palmar spaces	2	
	20. Venous drainage of upper extremity	1	
	21. Revision	2	
	Total Hours	35	
5.	LOWER EXTREMITY		
	1. Introduction	1	
	2. Lumbar plexus and femoral nerve	2	
	3. Front of thigh	2	
	4. Femoral Triangle and Femoral artery	2	
	5. Median compartment of thigh and obturator nerve	2	

Sl. No.	Topics	No. of hours	Term	
	6. Gluteal region	2		
	7. Sacral plexus and sciatic nerve, tibial and common peroneal nerves	4		
	8. Back of the thigh Popliteal fossa	2		
	9. Hip joint	2		
	10. Front of the leg and dorsum of the foot: Anterior tibial artery, deep peroneal nerve	4		
	11. Back of the leg: Tibial nerve and posterior tibial artery	3		
	12. Side of the leg: Superficial peroneal nerve	2		
	13. Retinacula around the ankle	1		
	14. Sole of foot	2		
	15. Knee Joint	2		
	16. Ankle joint	1		
	17. Arches of foot	2		
	18. Venous drainage of lower extremity	2		
	19. Revision	2		
	Total Hours	40		
6.	THORAX			II

Sl. No.	Topics	No. of hours	Term
	1. Introduction	1	
	2. Trachea	1	
	3. Pleura	1	
	4. Lungs	3	
	5. Mediastinum	2	
	6. Pericardium and Heart	4	
	7. Blood supply of heart	2	
	8. Superior mediastinum: Arch of aorta	1	
	9. Superior mediastinum: Superior Vena cava	1	
	10. Inferior Vena Cava	1	
	11. Posterior mediastinum: Azygous vein & Thoracic duct	2	
	12. Posterior mediastinum: Oesophagus & Descending thoracic aorta	2	
	13. Diaphragm	1	
	14. Systemic embryology: Development of Heart and lung	3	
	15. Systemic histology: Trachea and Lung	1	
	16. Revision	2	
	Total Hours	28	

Sl. No.	Topics	No. of hours	Term
7.	ABDOMEN, PELVIS & PERINEUM		III
	1. Introduction	1	
	2. Anterior Abdominal wall	2	
	3. Peritoneum	2	
	4. Stomach	2	
	5. Liver	2	
	6. Gall bladder and Extrahepatic biliary apparatus	2	
	7. Spleen	1	
	8. Duodenum	1	
	9. Pancreas	2	
	10. Jejunum and Ileum, Superior mesenteric artery	2	
	11. Caecum & appendix	2	
	12. Large intestine	2	
	13. Portal venous system	2	
	14. Kidney	2	
	15. Supra renal glands	1	

Sl. No.	Topics	No. of hours	Term
	16. Abdominal aorta	1	
	17. Posterior abdominal wall	1	
	18. Urinary bladder	2	
	19. Ureter	1	
	20. Prostate gland	2	
	21. Ovary	1	
	22. Uterus	2	
	23. Fallopian tube	1	
	24. Scrotum and testis	2	
	25. Vas deferens	1	
	26. Rectum	1	
	27. Anal canal	1	
	28. Walls of pelvis including pelvic diaphragm	2	
	29. Perineum: superficial and deep perineal pouches	3	
	30. Ischiorectal fossa	1	
	31. Systemic embryology: Development of digestive system	4	
	32. Systemic embryology: Development of urogenital organs	2	

Sl. No.	Topics	No. of hours	Term
	33. Systemic histology: Digestive system	4	
	34. Systemic histology: Urinary system & supra renal gland	2	
	35. Systemic histology: Male reproductive system	2	
	36. Systemic histology: Female reproductive system	2	
	37. Revision	6	
	Total Hours	70	
8.	HEAD, NECK & FACE		II
	1. Introduction	1	
	2. Scalp	2	
	3. Face: muscles, nerves and blood vessels	2	
	4. Lachrymal apparatus	1	
	5. Side of the neck: Posterior triangle	1	
	6. Front of the neck: Anterior triangle and its subdivisions	3	
	7. Deep cervical fascia	1	
	8. Back of the neck: Suboccipital triangle	1	
	9. Contents of vertebral canal	1	

Sl. No.	Topics	No. of hours	Term
	10. Parotid gland	1	
	11. Submandibular gland	1	
	12. Muscles of mastication	1	
	13. Temporomandibular joint	1	
	14. Thyroid gland	2	
	15. Cranial cavity: Dura mater, Dural venous sinuses & Pituitary gland	3	
	16. Contents of the orbit	1	
	17. Extraocular muscles	1	
	18. Oral cavity	1	
	19. Soft palate and palatine tonsil	1	
	20. Tongue	1	
	21. Pharynx	2	
	22. Larynx	2	
	23. Nose and paranasal air sinuses	2	
	24. Ear: EAC & middle ear, inner ear	2	
	25. Eustachian tube	1	
	26. Eyeball	2	

Sl. No.	Topics	No. of hours	Term
	27. Common & Internal carotid artery	1	
	28. External carotid artery	2	
	29. Vertebral artery	1	
	30. Internal Jugular vein	1	
	31. Systemic histology: Thyroid gland, Pituitary gland and Tongue	3	
	32. Systemic embryology: Pharyngeal arches: derivatives	1	
	33. Revision	3	
	Total Hours	50 hrs	
9.	CENTRAL NERVOUS SYSTEM: BRAIN		II
	1. Introduction	1	
	2. Meninges & CSF	1	
	3. Spinal cord	1	
	4. Medulla oblongata	1	
	5. Pons	1	
	6. Cerebellum	1	
	7. Fourth ventricle	1	

Sl. No.	Topics	No. of hours	Term
	8. Mid-brain	1	
	9. Diencephalon: Thalamus & Hypothalamus	2	
	10. Third Ventricle	1	
	11. Lateral Ventricle	1	
	12. Cerebrum: external features	2	
	13. Functional areas of cerebral cortex	1	
	14. Basal ganglia	1	
	15. White matter of cerebrum: Corpus callosum & Internal capsule	2	
	16. Blood supply of brain	2	
	17. Cranial nerves	6	
	18. Systemic embryology: Development of Brain	2	
	19. Revision	2	
	Total Hours	30	

Total – 325 hrs

PRACTICAL

Sl. No.	Topics	No. of hours	Term
1.	GENERAL HISTOLOGY		I
	1. Epithelial tissue: Simple & Stratified	4	
	2. Connective tissue: Loose/Areolar & Adipose	2	
	3. Connective tissue: Cartilages	2	
	4. Connective tissue: Compact bone (L.S, T.S) and Spongy bone	2	
	5. Muscle tissue: Skeletal (L.S, T.S), Smooth and Cardiac	2	
	6. Nervous tissue: Peripheral nerve (T.S) & Nerve fibre (L.S)	2	
	7. Skin: Thick & Thin	2	
	8. Lymphoid organs: Lymph node, Spleen, Thymus & Tonsil	4	
	9. Blood vessels: Large artery, Medium sized artery & Large vein	2	
	10. Glands: Serous, Mucous & Mixed	2	
	Total Hours	24	
2.	UPPER EXTREMITY		I
	1. Introduction	2	
	Osteology		
	2. Clavicle	2	
	3. Scapula	2	

Sl. No.	Topics	No. of hours	Term
	4. Humerus	2	
	5. Radius	2	
	6. Ulna	2	
	7. Articulated hand	2	
	8. Surface Markings in upper extremity	2	
	Dissection		
	9. Pectoral region	2	
	10. Axilla	2	
	11. Back & Shoulder	2	
	12. Arm: Front & Cubital fossa and Back of the arm	2	
	13. Front of Forearm & palm of hand	4	
	14. Back of Forearm & Dorsum of Hand	2	
	15. Joints of upper extremity	2	
	16. Radiology of upper extremity	2	
	Total Hours	34	
3.	HEAD, NECK & FACE	II	
	1. Introduction	2	

Sl. No.	Topics	No. of hours	Term
	Osteology		
2.	Skull	6	
3.	Mandible	2	
4.	Hyoid bone	2	
5.	Cervical vertebrae: Typical & Atypical	2	
6.	Surface Markings in head, neck & face.	2	
	Dissection		
7.	Scalp	2	
8.	Face	2	
9.	Posterior triangle of neck	2	
10.	Anterior triangle of neck	2	
11.	Back of neck	2	
12.	Cranial cavity & Contents of vertebral canal	4	
13.	Deep dissection of neck	2	
14.	Orbit & Eyeball	2	
15.	Ear	2	
16.	Parotid region	2	

Sl. No.	Topics	No. of hours	Term
	17. Temporal & infratemporal region	2	
	18. Sub mandibular region	2	
	19. Mouth, Tongue & Pharynx	2	
	20. Nose & Larynx	2	
	21. Temporo-Mandibular joint & joints of Neck	2	
	22. Radiological anatomy of Head, Neck and Face	2	
	Systemic Histology-		
	23. Thyroid gland (including parathyroid)	2	
	24. Pituitary gland	2	
	25. Revision	2	
	Total Hours	56	
4.	CENTRAL NERVOUS SYSTEM		
	1. Introduction	2	
	Demonstration		
	2. Parts of the brain	4	
	3. Spinal cord	2	

Sl. No.	Topics	No. of hours	Term	
	4. Ventricles (model)	2		
	5. Radiology of brain	2		
	Systemic Histology			
	6. Nervous tissue: Cerebrum & Cerebellum	2		
	7. Revision	2		
	Total Hours	16		
5.	THORAX		II	
	1. Introduction	2		
	Osteology			
	2. Sternum. Ribs: Typical & Atypical	2		
	3. Thoracic vertebrae: Typical & Atypical	2		
	Surface Marking	4		
	Dissection			
	4. Anterior Thoracic wall, Intercostal space & contents	2		
	5. Pleura & Lungs	4		
	6. Contents of superior mediastinum & Pericardium	2		
7. Heart: External features	2			

Sl. No.	Topics	No. of hours	Term
	8. Interior of Heart with valves of heart	2	
	9. Contents of posterior Mediastinum	2	
	10. Radiological anatomy	2	
	Systemic Histology		
	11. Trachea & Lung	2	
	12. Revision	2	
	Total Hours	30	
6.	LOWER LIMB		III
	1. Introduction	2	
	Osteology		
	2. Hip Bone	2	
	3. Femur & Patella	2	
	4. Tibia	2	
	5. Fibula	2	
	6. Articulated Foot	2	
	7. Surface Marking	2	
	Dissection		

Sl. No.	Topics	No. of hours	Term
	8. Front of thigh	4	
	9. Medial side of thigh	2	
	10. Gluteal region	2	
	11. Back of thigh & Popliteal fossa	2	
	12. Front of Leg & Dorsum of Foot	2	
	13. Leg: Medial, Lateral & Back of Leg	4	
	14. Sole of Foot	4	
	15. Joints of the lower extremity	2	
	16. Radiology lower extremity	2	
	17. Revision	2	
	Total Hours	40	
7.	ABDOMEN & PELVIS		III
	1. Introduction	2	
	2. Osteology		
	3. Lumbar Vertebrae	2	
	4. Sacrum and joints	2	
	5. Articulated Pelvis: Male & female	2	

Sl. No.	Topics	No. of hours	Term
	6. Surface Marking	4	
	Dissection		
	7. Anterior abdominal wall	2	
	8. External genitalia of Male	2	
	9. Abdominal cavity: Positions & Relations of viscera, Peritoneum, Greater & Lesser sac	2	
	10. Stomach & Spleen	2	
	11. Small intestine (Jejunum & Ileum) & Large intestine	2	
	12. Duodenum & Pancreas	2	
	13. Liver, Gall bladder & blood vessels of Digestive system	2	
	14. Kidney & Suprarenal gland	2	
	15. Posterior Abdominal wall & Diaphragm	2	
	16. Walls of the pelvis & Pelvic cavity : position & relations of viscera, Perineum	2	
	17. Urinary bladder, Urethra & Prostate	2	
	18. Ovary, Uterus, Fallopian tubes, Vagina	2	
	19. Sigmoid colon, Rectum & Anal canal	2	

Sl. No.	Topics	No. of hours	Term
	20. Radiological anatomy	2	
	Systemic Histology		
	21. Digestive system: Basic structure of GIT	2	
	22. Digestive system: Liver & Gall bladder, Pancreas	2	
	23. Urinary system: Kidney, Ureter & Suprarenal gland	2	
	24. Male Reproductive system: Testis & Prostate	2	
	25. Female Reproductive system: Ovary & Uterus	2	
	Total Hours	50	
Total Practical hours		250 Hours	

Non-Lecture activities

Sl. No	Non-Lecture Teaching Learning methods	Time Allotted per Activity (in Hours)
1.	Seminars/ Workshops	10
2.	Group Discussions	10
3.	Problem based learning	10

4.	Integrated Teaching	15
5.	Case Based Learning	10
6.	Self-directed Learning	15
7.	Tutorials, Assignments and projects	10
Sub total		80
8.	Practical	250
Total		330

Description of Non-Lecture Activities

Sl. No	Non-Lecture Teaching Learning methods	Time Allotted per Activity (in Hours)	Topics
1.	Seminars/ Workshops	10	Seminars: Guest Seminars, Student Seminars of Fast Learners can be conducted on any topic of Anatomy. E.g.: Shoulder joint, Liver etc. Workshop: Workshop can be arranged on important topics of Anatomy. E.g.: Abdomen, Thorax, CNS etc.
2.	Group Discussions	10	Group discussions can be conducted during practical hours on any topic of Practical and dissection. E.g.: Heart, Lungs, actions of joints etc.
3.	Problem based learning	10	Problem based learning can be conducted on any applied anatomy topic. E.g.: Bell's palsy, Frozen shoulder, Varicose veins etc.
4.	Integrated Teaching	15	A] Horizontal Integration

			<p>Physiology: Any topic related to Physiology can be conducted. E.g.: Anatomy: Physiology Seminar on Respiratory System.</p> <p>Homoeopathic Subjects: Any topic related to Homoeopathic Materia Medica, Repertory, Organon of Medicine. E.g.:</p> <p>a) Integrated lecture with HMM - Homoeopathic drugs related to organs of Abdomen.</p> <p>b) Integrated lecture with Repertory – Rubrics related to structures of Thorax.</p> <p>c) Integrated lecture with Organon –Miasmatic influence on heredity.</p> <p>d) Integrated lecture with Homoeopathic Pharmacy - Action of Homoeopathic drugs on cellular level.</p> <p>B] Vertical Integration</p> <p>Gynecology – E.g.: Any topic related on female reproductive System.</p> <p>Surgery – E.g.: Integrated lecture on radiology.</p> <p>Medicine – E.g.: Embryological basis of major congenital anomalies of heart</p>
5.	Case Based Learning	10	Case Based Learning can be conducted on any clinical topic of anatomy by presenting a case scenario with the help of Simulation or Audiovisual aid in the classroom. E.g.: A case of Bell’s Palsy for the topic Facial Nerve, A case of Wrist drop for the topic Radial Nerve etc.

6.	Self-Directed Learning	15	Self-Directed Learning can be conducted for any topic of Anatomy. E.g.: Functional areas of cerebrum, Actions of Facial muscles.
7.	Tutorials, Assignments, Projects	10	Tutorials, Assignments, projects can be conducted on any topic of anatomy at the end of the topic.

6. TEACHING LEARNING METHODS

General Instructions

- (a) Instructions in anatomy should be so planned as to present a general working knowledge of the structure of the human body both at micro and macro level and should correlate with function. Topics/syllabus should be planned out in parallel with other subjects for better understanding & to achieve integration.
- (b) The amount of detail which a student is required to memorise should be reduced to the minimum but should connect to syllabus of other subjects and applied anatomy.
- (c) Major emphasis should be laid on functional anatomy of the living subject rather than on the static structures of the cadaver and on general anatomical positions and broad relations of the viscera, muscles, blood vessels, nerves and lymphatics and study of the cadaver is the only means to achieve this.
- (d) Students should know the basic applied anatomy & should not be burdened with minute anatomical details which have no clinical significance.
- (e) Only such details which have professional or general educational value for the Homoeopathic medical students need to be focused.
- (f) Normal radiological anatomy may also form part of practical or clinical training and the structure of the body should be presented linking functional aspects.
- (g) A good part of theoretical lectures on anatomy can be transferred to tutorial classes with the demonstrations/ Projection / Dissection.
- (h) Case based learning should be conducted for the students on various clinical conditions with the help of case scenario, simulation or Audiovisual aids as a Non-Lecture activity.
- (i) Seminars and group discussions to be arranged periodically with view of presenting these subjects in an integrated manner.

- (j) More stress on demonstrations and tutorials should be given. Emphasis should be laid on the general anatomical positions and broad relations of the viscera, muscles, blood vessels, nerves and lymphatics.
- (k) There should be joint seminars with the departments of Physiology and Biochemistry, Repertory, HMM, Philosophy and Pharmacy which should be organized wherever necessary as per the topic.
- (l) There should be a close correlation in the teaching of gross Anatomy, Histology, Embryology and Genetics and the teaching of Anatomy, Physiology including Biochemistry along with Homoeopathic subjects shall be integrated.

Though dissection of the entire body is essential for the preparation of the student for his clinical studies, the burden of dissection can be reduced and much saving of time can be affected with considerable reduction of the number of topographical details while following the above points.

The purpose of dissection is to give the student an understanding of the body-Structure from Macro to Micro correlate to its function- Functional anatomy to integrate with Physiology and the dissection should be designed to achieve this goal.

Dissection should be preceded by a course of lectures on the general structure of the organ or the system under discussion and then its function. In this way anatomical and physiological knowledge can be presented to students in an integrated form and the instruction of the whole course of anatomy and physiology made interesting, lively practical or clinical. Syllabus of all the subjects of First BHMS course should be structured to run parallel, horizontally & vertically as far as possible to achieve maximum integration.

Students should be able to identify anatomical specimens and structures displayed in the dissection. Teaching and Demonstration methods should be supported with latest software/Practical/Charts/slides/Working or 3D Diagrams, Audio-Visual/ Multimedia presentation/Simulation to train clinical application.

The Teaching Learning activities in Anatomy requires change in structure & process in order to be more skill based & providing hands on experience.

The Teaching Learning methods with respect to Anatomy may be covered in the following manner:

- a. **Class Room Lectures** – Oral Presentation, Board Work, Power point Presentation. **Tutorials** on the topics covered.
- b. **Assignments** – For Slow Learners

- c. **Practical Class** – Demonstration, Dissection, Surface Marking, Histology, Radiology
- d. **Student Activities** – Working out the Assignments, Projects, PowerPoint presentations as assigned
- e. **Case based Learning & Problem Based Learning (CBL & PBL)** for students to understand the application of knowledge of Anatomy with Clinical subjects.
- f. **DOAP (Demonstration – Observation – Assistance – Performance)** For Clinical Anatomy.

7. CONTENT MAPPING (COMPETENCY TABLE)

- 1. General Anatomy
- 2. Developmental anatomy (Embryology)
- 3. Regional anatomy (Upper and Lower Extremities, Thorax, Abdomen, Pelvis & Perineum, Head, Neck & Face and Brain)
 - 3.1 Each of the region will be studied under the following headings
 - (a) Osteology
 - (b) Syndesmology and Arthrology (Joints)
 - (c) Myology
 - (d) Angiology
 - (e) Neurology
 - (f) Splanchnology (Viscera/Organ)
 - (g) Histology
 - (h) Surface anatomy
 - (i) Applied anatomy
 - (j) Radiographic anatomy
 - (k) Correlation with homoeopathic subjects

Semester - I

1. Topic: General Anatomy

Learning Outcomes (LO): At the end of general anatomy, I-BHMS student must;

1. Describe the structure of a cell, its components and their function.
2. Recall the terminologies used in Anatomy.
3. Classify bones, muscles, joints and nerves
4. Mention the homoeopathic drugs indicated for particular tissue/organ involvement.
5. Practice Ethics related to the learning of Anatomy.

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
---------	--------------------	--------------	--------------------------------------------------------------------------	---------------------	-----------------------------------------------------------------------------------	----------------	------------------	----------------------------------------------------------	--------------------------------	----------------------	----------------------	----------------------	------------------------------------------

Hom UG-AN-1.1	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	General Anatomy	K	Concept of cell as structural and functional unit of the body	1. Define cell 2. Name the components of cell 3. Mention their functions of cell organelle 4. Mention the types of cell division 5. explain their significance	Cognitive	Level 1 (Remember/recall)	1. MK 2. MK 3. MK 4. MK 5. DK	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-1.2			K	Understanding of the four basic tissues that make up organs and systems	1. Describe the structure and location 2. Mention the characteristics 3. Function of each of the basic tissues	Cognitive	Level 1 (Remember/recall)	1. MK 2. MK 3. MK	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-1.3. i			K	Understand role of DNA in carrying the genetic code and RNA in gene expression	1. Describe the structure of DNA and RNA 2. List the functions of DNA and RNA	Cognitive	Level 1 (Remember/recall)	1. DK 2. DK	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Summative Assessment	Integration Horizontal/ Vertical
----------------	---------------------------	---------------------	----------------------------	----------------------------	------------------------------------------------------------------------------------------	-----------------------	-------------------------	------------------------------------------------	---------------------------------------	-----------------------------	-----------------------------	-----------------------------	-----------------------------------------

Hom UG- AN- 1.3. ii	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	General Anatomy	K	Describe the role of chromosomes in transfer or genetic material & role in cell division	1. Definition and number 2. Karyotyping 3. Barr body 4. Chromosomal abnormalities	Cognitive	Level 1 (Remember/recall)	1. MK 2. DK 3. NK 4. DK	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)
Hom UG- AN- 1.3. iii			K	Explain the concept of Gene as unit of inheritance	1. Definition 2. Functions 3. Types and location	Cognitive	Level 1 (Remember/recall)	1. MK 2. MK 3. DK	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)
Hom UG- AN- 1.3. iv			KH	Describe the types of inheritance and their role in hereditary diseases	1. Definition 2. Define autosomal inheritance 3. Define sex linked inheritance 4. Define mitochondrial inheritance	Cognitive	Level 2 (Remember/recall)	1. MK 2. DK 3. DK 4. NK	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-1.3. v	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	General Anatomy	KH	Describe the genetic basis of diseases	<ol style="list-style-type: none"> Mention the types of genetic abnormalities Describe the genetic basis of Down's syndrome Explain miasmatic influence on heredity 	Cognitive	Level 2 (understand/interpret)	<ol style="list-style-type: none"> DK DK NK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V) Organon (H)
Hom UG-AN-1.4.i			K	Definition and subdivisions of anatomy	<ol style="list-style-type: none"> Definition of anatomy List the subdivisions of anatomy Recall the methods of study in each subdivision of anatomy 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> MK DK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	-
Hom UG-AN-1.4. ii			K	History of Anatomy	<ol style="list-style-type: none"> Recall the evolution of anatomy as a science Enumerate the major contributors and their work 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> NK NK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	-

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-1.4.iii	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	General Anatomy	K & KH	Anatomical Terms of position & movement	<ol style="list-style-type: none"> 1. Define anatomical terms of position and movement 2. Apply the anatomical terms 3. Demonstrate the movements 	Cognitive & Psychomotor	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 	Lecture Demonstration Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	-	
Hom UG-AN-1.4.iv			K	Skin, Superficial and Deep fasciae	<ol style="list-style-type: none"> 1. Describe the structure, appendages of skin 2. Mention the functions of skin 3. Describe superficial fascia and its distribution 4. Describe deep fascia and its functions 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> 1. MK 2. MK 3. DK 4. MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)	
Hom UG-AN-1.4.v			K & KH	Muscles	<ol style="list-style-type: none"> 1. Classify muscles 2. Classify skeletal muscles based on fascicular architecture and their blood and nerve supply 3. Explain the actions of skeletal muscles 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. DK 3. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)	

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-14.vi	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	General Anatomy	K & KH	Bones	<ol style="list-style-type: none"> Describe the structure and functions of bones Classify bones Describe the parts of growing long bone Explain the blood supply of long bone 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H)
Hom UG-AN-1.4.vii			K	Joints	<ol style="list-style-type: none"> Define joints Classify joints Describe the structure of synovial joint Classify synovial joints Mention the blood and nerve supply of joints 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> MK MK MK DK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H)
Hom UG-AN-1.4.viii			K	Blood vessels	<ol style="list-style-type: none"> Describe the types of blood vessels Explain anastomosis & arteriovenous anastomosis Describe the types of blood circulation Describe foetal circulation 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-14. ix	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	General Anatomy	K	Lymphatic system	<ol style="list-style-type: none"> Define the lymphatic system and mention its functions Enumerate the components of lymphatic systems Define mucosa associated lymphatic tissue and bronchus associated lymphatic tissue 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> MK MK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H)
Hom UG-AN-1.4x			K & KH	Nerves	<ol style="list-style-type: none"> Classify nervous system Describe neuron & neuroglia Describe the formation of typical spinal nerve Differentiate sympathetic and parasympathetic nervous systems 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H)
Hom UG-AN-1.4. xi			K & KH	Glands	<ol style="list-style-type: none"> Define a gland Describe exocrine and endocrine glands Classify exocrine glands Classify endocrine glands 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK MK DK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H)

Hom UG- AN- 1.5			K	Cell, Tissues, organs, Organ System	Describe the action of Homoeopathic drugs on cellular level.	Cognitive	Level 1 (Remember/ recall)	NK	Integrate d lecture	Viva Voce	-	Pharmacy , Homoeopat hic Materia Medica (H),
--------------------------	--	--	---	-------------------------------------------------	--------------------------------------------------------------------	-----------	----------------------------------	----	------------------------	--------------	---	-------------------------------------------------------

2. Topic: Developmental Anatomy (Embryology)

Learning Outcomes (LO): At the end of embryology, I-BHMS student should be able to;

1. Describe evolution of life on earth and the developmental anatomy and genetics.
2. Explain the structural organization of man from micro to macro and its evolution from embryo.
3. Explain the evolution of different organs and systems from the embryo.
4. Enumerate the homoeopathic drugs indicated for particular genetic or developmental defect.

Embryology

SI. No.	Generic Competency	Subject Area	Millers: K/KH/SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-2.1	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Embryology	K & KH	Introduction to embryology	<ol style="list-style-type: none"> 1. Define embryology 2. Enumerate the parts of male and female reproductive systems 3. Correlate meiosis with gametogenesis 4. Describe menstrual cycle 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. MK 3. DK 4. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Obstetrics and Gynecology (V)
Hom UG-AN-2.2			K & KH	Spermatogenesis	<ol style="list-style-type: none"> 1. Define spermatogenesis 2. Describe the process of spermatogenesis 3. Describe spermiogenesis 4. Describe the structure of spermatozoon 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-2.3			K & KH	Oogenesis	<ol style="list-style-type: none"> 1. Define Oogenesis 2. Describe the process of oogenesis 3. Describe formation of graafian follicle 4. Compare spermatogenesis and oogenesis 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Obstetrics and Gynecology (V)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-2.4 & 2.5	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Embryology	K & KH	Fertilization	<ol style="list-style-type: none"> 1. Define fertilization 2. Describe the process of fertilization 3. Describe the process of cleavage and formation of blastocyst 4. Explain the clinical correlation with IVF 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. NK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H)
Hom UG-AN-2.6			K	Formation of bilaminar germ disc	<ol style="list-style-type: none"> 1. Describe the formation of amniotic cavity and yolk sac 2. Describe the formation of bilaminar germ disc 3. Describe the formation of extraembryonic mesoderm 4. Define chorion and amnion 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	-
Hom UG-AN-2.7			K	Gastrulation	<ol style="list-style-type: none"> 1. Define Gastrulation 2. Describe the formation of prochordal plate 3. Describe the formation of primitive streak 4. Describe the formation of germ layers 5. Mention derivatives of each germ layer 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. DK 5. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-2.8	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthetic	Embryology	K	Intra embryonic mesoderm and formation of somites	<ol style="list-style-type: none"> Describe the parts of intra embryonic mesoderm Describe the formation of somites and their derivatives Define Sclerotome, myotome and dermatome 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> MK MK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-2.9			K	Ossification	<ol style="list-style-type: none"> Define ossification Mention the types of ossification Describe intramembranous ossification Describe endochondral ossification 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> MK MK DK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-2.10			K	Notochord	<ol style="list-style-type: none"> Describe the formation of notochord Mention the function and fate of notochord Describe the formation of neural tube 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> MK MK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	-

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-2.11	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthetic	Embryology	K	Folding of the embryonic disc and formation of primitive gut tube	<ol style="list-style-type: none"> 1. Explain the sagittal folding of embryo 2. Explain the transverse folding of embryo 3. Describe the parts of primitive gut tube 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	-
Hom UG-AN-2.12			K	Placenta	<ol style="list-style-type: none"> 1. Define amnion and chorion 2. Define decidua 3. Describe the formation of placenta 4. Mention the functions of placenta 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> 1. DK 2. DK 3. MK 4. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	-
Hom UG-AN-2.13			K	Stages of development	<ol style="list-style-type: none"> 1. Describe the Development of embryo and layers of suppression. 2. Enumerate the homoeopathic drugs indicated for particular genetic or developmental defect 	Cognitive	Level 1 (Remember/recall)	1. NK	Integrated lecture	Viva Voce	-	Organon (H), Homoeopathic Materia Medica (H)

3. Topic: General Histology

Learning Outcomes (LO): At the end of embryology, I-BHMS student should be able to;

1. Describe microscopic structure of the basic tissues and clinically relevant structures.
2. Correlate the histological features with their functions.
3. Explain the possible changes in cells, tissues and organs due to injury or disease.

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-3.1	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Histology	K & KH	Introduction to histology	<ol style="list-style-type: none"> 1. Define histology 2. Describe parts of microscope 3. Explain the use of microscope 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-3.2			K	Epithelial tissue	<ol style="list-style-type: none"> 1. Define epithelium 2. Mention the characteristics of epithelial tissue 3. Classify epithelia 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-3.3			K & KH	Connective tissue	<ol style="list-style-type: none"> 1. Define connective tissue 2. Mention the characteristics of connective tissue 3. Classify connective tissue 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. M 3. MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-3.4	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Histology	K	Cartilage	<ol style="list-style-type: none"> 1. Classify cartilages 2. Describe the microscopic structure of hyaline cartilage 3. Describe the microscopic structure of fibro cartilage 4. Describe the microscopic structure of elastic cartilage 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-3.5			K	Bone	<ol style="list-style-type: none"> 1. Describe haversian system 2. Describe the microscopic structure of L S and T S of compact bone 3. Describe the microscopic structure of spongy bone 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-3.6			K	Muscle	<ol style="list-style-type: none"> 1. Classify muscle tissue 2. Describe the microscopic structure of L S and T S of skeletal muscle 3. Describe the microscopic structure of smooth muscle 4. Describe the microscopic structure of cardiac muscle 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-3.7	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Histology	K	Nervous tissue	<ol style="list-style-type: none"> Describe nerve Describe T S of peripheral nerve Describe L S of peripheral nerve 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> MK MK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-3.8			K	Skin	<ol style="list-style-type: none"> Describe microscopic structure of thin skin Describe microscopic structure of thick skin Describe appendages of skin 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> MK MK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-3.9			K	Lymphoid organs	<ol style="list-style-type: none"> Mention lymphoid organs Describe the microscopic structure of lymph node, Describe the microscopic structure of tonsil Describe the microscopic structure of thymus Describe the microscopic structure of spleen 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> MK MK MK MK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-3.10	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Histology	K	Blood vessels	<ol style="list-style-type: none"> 1. Classify blood vessels 2. Describe the microscopic structure of large artery 3. Describe the histology of medium sized artery 4. Describe the microscopic structure of large vein 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-3.11			K	Glands	<ol style="list-style-type: none"> 1. Classify glands based on type of secretion 2. Describe the microscopic structure of serous gland 3. Describe the microscopic structure of mucous gland 4. Describe the microscopic structure of mixed gland 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)

4.Topic: Upper Extremities

Learning Outcomes (LO): At the end of Upper Extremities, I-BHMS student should be able to;

1. Describe the anatomy of the bones of the upper extremities, their blood supply and applied anatomy.
2. Describe anatomy of the joints of the upper extremities, their blood supply, action and applied anatomy.
3. Describe the muscles of the upper extremities, their origin, insertion, nerve supply, action and applied anatomy.
4. Explain anatomy of the vessels and nerves of the upper extremities, their course, muscles they supply, relations and applied anatomy.
5. Describe the anatomy of mammary gland with its applied anatomy.
6. Describe the anatomy of axilla.
7. Enumerate homoeopathic drugs and rubrics indicated for particular involvement of bones, muscles, joints, nerves, blood vessels.

Sr No.	Generic Competency	Subject Area	Millers: K/KH/SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
HomUG-AN-4.2, 4.6, 4.9, 4.10, 4.18 and 4.19	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/ Information management/ synthesis	Upper Extremity	K & KH	Anatomic al features of Pectoral region and axilla Back and Intermuscular spaces around scapula Arm and cubital fossa Fore arm Flexor and extensor retinacula Palmar aponeurosis and spaces in palmar spaces	<ol style="list-style-type: none"> Describe the contents of the regions of upper extremity Recall the attachments, nerve supply and actions of the muscles in the regions Describe the main joint, blood vessels and nerves in the region. Identify the surface land marks in the region for surface marking 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
HomUG-AN-4.4, 4.5 4.9 to 4.12 & 4.20			K	Main blood vessels of the upper limb: Axillary artery, brachial artery Radial artery and ulnar artery and superficial veins of upper extremity	<ol style="list-style-type: none"> Describe the origin, extent, parts, branches and distribution of main arteries Describe superficial and deep palmar arches Describe the venous drainage of upper extremity Describe their applied anatomy 		Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. LAQ Viva Voce	Physiology (H)
HomUG-AN-4.8, 4.10, 4.13 to 4.15			K	Describe the Anatomy of nerves of Upper extremity Median nerve, Ulnar nerve, Radial nerve, Musculocutaneous nerve and Axillary nerve	<ol style="list-style-type: none"> Describe the formation, course and relations of main nerves of the upper extremity Mention their branches and their distribution Describe the applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. LAQ Viva Voce	Physiology (H) Medicine (V) Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
HomUG-AN-4.4	Problem formulation/ Integration of Knowledge/ Information gathering/Practical	Upper Extremity	K	Describe the anatomy of Brachial plexus	<ol style="list-style-type: none"> 1. Define nerve plexus 2. Enumerate the root value of Brachial plexus 3. Mention the stages of formation of Brachial plexus 4. Name the branches of Brachial plexus 5. Enlist the deformities due to injuries to Brachial plexus 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. MK 5. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ, Viva Voce	Physiology H)
HomUG-AN-4.3			K	Describe the anatomy of Breast (Mammary gland)	<ol style="list-style-type: none"> 1. Define location & extent of breast 2. Describe structure of breast 3. Describe the relations, blood supply and nerve supply 4. Explain the lymphatic drainage of breast 5. Describe applied anatomy of breast 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. MK 5. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ, Viva Voce	Surgery (V)

HomUG-AN-4.7, 4.16 &4.17			K	Describe the Anatomy of joints of Upper extremity Shoulder, Elbow, Radio-ulnar and wrist joints	<ol style="list-style-type: none"> 1. Enumerate the joints of upper extremity 2. Describe the articulating surfaces, ligaments, blood and nerve supply of joints of upper extremity 3. Describe the movements of joints upper extremity 4. Describe the applied anatomy of joints of upper extremity 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ, Viva Voce	Surgery (V)
HomUG-AN-4.18			K	Structures of upper extremity	<ol style="list-style-type: none"> 1. Enumerate the homoeopathic drugs related to structures of upper extremity. 2. Enumerate the rubrics related to structures of upper extremity. 	Cognitive	Level 1 (Remember/recall)	NK	Integrated Lecture	Viva voce		Homoeopathic Materia Medica (H), Repertory (H).

5. Topic: Lower Extremity

Learning Outcomes (LO): At the end of Lower Extremities, I-BHMS student should be able to;

1. Describe the anatomy of the bones of the lower extremities, their blood supply, and applied anatomy.
2. Describe the anatomy of the joints of the lower extremities, their blood supply, action and applied anatomy.
3. Describe the anatomy of the muscles of the lower extremities, their origin, insertion, nerve supply, action and applied anatomy.
4. Describe the anatomy of the vessels and nerves of the lower extremities, their course, muscles they supply, relations and applied anatomy.
5. Enumerate the homoeopathic drugs indicated for particular involvement of bones, muscles, joints, nerves, blood vessels.

Sr. No	Generic Competency	Subject Area	Millers: K/KH/SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
HomUG-AN-5.3 to 5.6, 5.8, 5.10 To 5.14	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/ Information management/ synthesis	Lower Extremity	K & KH	Front of the thigh, Femoral triangle, Medial side of thigh, Gluteal region, Back of the thigh and popliteal fossa, Front of the thigh and dorsum of the foot, Back & side of the leg, retinacula and sole of the foot	<ol style="list-style-type: none"> Describe Contents of the regions of lower extremity Recall the attachments, nerve supply and actions of the muscles in the regions Describe the main joint, blood vessels and nerves in the region. Identify the surface land marks in the region for surface marking 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
HomUG-AN-5.4, 5.8 5.10 to 5.11, 5.14 & 5.18			K	Main blood vessels of the upper extremity: Femoral artery, Popliteal artery, Anterior tibial & Posterior tibial and Dorsalis pedis artery	<ol style="list-style-type: none"> Describe the origin, extent, parts, branches and distribution of main arteries Describe superficial and deep plantar arches Describe the venous drainage of lower extremity Describe their applied anatomy 		Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. LAQ Viva Voce	Physiology (H)
HomUG-AN-5.2, 5.5,5.7, 5.10 to 5.12, 5.14			K	Describe morphology nerves of lower extremity Femoral, obturator, Sciatic, common peroneal and Tibial nerves	<ol style="list-style-type: none"> Describe the formation, course and relations of main nerves of the lower extremity Mention their branches and their distribution Describe the applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. LAQ Viva Voce	Physiology (H) Medicine (V) Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical	
Hom UG-AN- 5.2 & 5.7	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/ Information management/ synthesis	Lower Extremity	K	Describe the anatomy of Lumbar & Sacral plexuses	<ol style="list-style-type: none"> 1. Define nerve plexus 2. Enumerate the root value of the plexuses 3. Describe the formation of the plexuses 4. Name the branches of sacral and lumbar plexus 5. Enlist the deformities due to injuries to lumbar & sacral plexuses 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. MK 5. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ, Viva Voce	Physiology (H)	
HomUG-AN-5.9, 5.15 to 5.17				K	Describe the Anatomy of joints of Lower extremity Hip, Knee and Ankle Arches of the foot	<ol style="list-style-type: none"> 1. Describe the articulating surfaces, ligaments, blood and nerve supply of joints of lower extremity 2. Describe the movements of joints lower extremity 3. Describe the applied anatomy of joints of lower extremity 4. Describe the formation of arches of foot 5. Describe the applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ, Viva Voce	Surgery (V)
Hom UG-AN- 5.18				K	Structures of lower extremity	<ol style="list-style-type: none"> 1. Enumerate the homoeopathic drugs related to structures of lower extremity. 2. Enumerate the rubrics related to structures of lower extremity. 	Cognitive	Level 1 (Remember/recall)	NK	Integrated Lecture	Viva voce		Homoeopathic Materia Medica (H), Repertory (H).

6. Topic: Thorax

Learning Outcomes (LO): At the end of Thorax, I-BHMS student should be able to;

1. Describe the parts of Respiratory and Cardiovascular system with their applied anatomy.
2. Enumerate the homoeopathic drugs and rubrics related to thorax.

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) / Knows how (KH) / Shows how (SH) / Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG-AN-6.1 & 6.2	Problem formulation/ Integration of Information Knowledge/	Thorax	K	Introduction & Trachea	<ol style="list-style-type: none"> 1. Describe the Boundaries and content of thoracic cage 2. Describe the morphology of trachea 3. Mention the Blood supply and nerve supply 4. Describe the applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 1. MK 2. DK 3. DK 4. DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H)
Hom UG-AN-6.3				K	Pleura	<ol style="list-style-type: none"> 1. Define pleura 2. Mention the layers 3. Describe the parts of parietal pleura 4. Mention its blood and nerve supply 5. Describe its applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. DK 5. DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, LAQ, Viva Voce

Hom UG- AN- 6.4			K	Lungs	<ol style="list-style-type: none"> 1. Describe the external features of the lung 2. Compare the features of right and left lungs 3. State the blood supply and nerve supply 4. Explain the broncho-pulmonary segments and their applied aspect 	Cognitive	Level 1 (Remember/ recall)	<ol style="list-style-type: none"> 1. MK 2. DK 3. DK 4. MK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. LAQ Viva Voce	Physiology (H) Medicine (V)
--------------------------	--	--	---	-------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------	----------------------------------	------------------------------------------------------------------------------------------------------	------------------------------------	--------------	-------------------------------------	---------------------------------------

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) / Knows how (KH) / Shows how (SH) / Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG-AN-6.5	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Thorax	K	Mediastinum	<ol style="list-style-type: none"> 1. Define mediastinum 2. Describe the boundaries of mediastinum 3. Mention the contents of each mediastinum 4. Describe its applied aspect 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ, Viva Voce	Physiology (H)
Hom UG-AN-6.6			K	Pericardium and Heart	<ol style="list-style-type: none"> 4. Describe the morphology of the pericardium 5. Describe the external features of the heart 6. Describe the internal features of the chambers of heart 7. Describe the applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 4. MK 5. MK 6. MK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H)
Hom UG-AN-6.7			K	Blood supply of heart	<ol style="list-style-type: none"> 1. Mention the arteries and veins supplying the heart 2. Describe the course and distribution of right and left coronary arteries 3. Describe the course and drainage of coronary sinus 4. Describe the applied aspect 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. MK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, LAQ, Viva Voce	Physiology (H) Medicine (V)

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG-AN-6.8	Knowledge/ Skills/Information Integration of Practical Problem formulation/ gathering/Practical Information	Thorax	K	Superior mediastinum: Arch of aorta	<ol style="list-style-type: none"> Describe the extent, course, convexities of arch of aorta Mention the relations Name the branches Describe the applied aspect 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-6.9			K	Superior mediastinum: Superior Vena cava	<ol style="list-style-type: none"> Describe the formation of SVC Describe its course and relations Name the tributaries Describe it applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK MK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Surgery (V)
Hom UG-AN-6.10			K	Posterior mediastinum: Azygous vein & Thoracic duct	<ol style="list-style-type: none"> Describe the origin, course and tributaries of azygos vein Mention the relations Describe the origin, course and tributaries of thoracic duct Mention the relations of thoracic duct Describe their applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> DK DK DK DK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) / Knows how (KH) / Shows how (SH) / Does (D)	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG-AN-6.11	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Thorax	K	Posterior mediastinum: Oesophagus & Descending thoracic aorta	<ol style="list-style-type: none"> Describe the morphology and relations of the oesophagus Mention constrictions in its course Mention the blood supply and nerve supply Describe the extent, branches and relations of descending thoracic aorta Describe the applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-6.12			K	Diaphragm	<ol style="list-style-type: none"> Describe the attachments, nerve supply and actions of diaphragm Mention the major openings in the diaphragm and structures passing through it. Describe the nerve and blood supply Describe its applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK DK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)

Hom UG- AN- 6.13			K	Systemic embryology: Development of Heart and lung	<ol style="list-style-type: none"> Describe the formation of primitive heart tube Describe the formation of the atria and ventricles of the heart Explain the embryological basis of major congenital anomalies of heart Describe formation of lung 	Cognitive	Level 1 (Remember/recall)	6. DK 7. DK	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)
Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D)	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG- AN- 6.14	Problem formulation/ Integration of Knowledge/ Information gathering/Practical	Thorax	K	Systemic histology: Trachea and Lung	<ol style="list-style-type: none"> Describe the microscopic structure of trachea and lung Correlate with their functions Explain the applied aspect and correlate with histopathology 	Cognitive	Level 1 (Remember/recall)	1. MK 2. MK 3. MK	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Pathology (V)

Hom UG- AN- 6.15			K	Structures of Thorax.	1. Enumerate the homoeopathic drugs related to thorax. 2. Enumerate the rubrics related to thorax.	Cognitive	Level 1 (Remem ber/ recall)	NK	Integrated lecture	Viva Voce	-	Homoeopat hic Materia Medica (H), Repertory. (H)
---------------------------	--	--	---	--------------------------	-------------------------------------------------------------------------------------------------------------	-----------	--------------------------------------	----	-----------------------	--------------	---	--------------------------------------------------------------

Learning Outcomes (LO): At the end of Abdomen, I-BHMS student should be able to;

1. Describe the anatomy of the abdomen and pelvic organs with their applied anatomy.
2. Enumerate the homoeopathic drugs and rubrics indicated for involvement of the abdominal and pelvic organs.

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-7.1	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Abdomen, Pelvis & Perineum	K	Introduction	<ol style="list-style-type: none"> 1. Describe the regions of abdominal cavity 2. Name the contents of abdominal cavity and pelvic cavity 3. Describe perineum 	Cognitive	Level 1 (Remember)	<ol style="list-style-type: none"> 1. MK 2. MK 3. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-7.2			K & KH	Anterior abdominal wall	<ol style="list-style-type: none"> 1. Describe the muscles of anterior abdominal wall and their actions 2. Describe the boundaries and contents of inguinal canal 3. Explain the applied anatomy of inguinal canal 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. MK 3. DK 4. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Surgery (V)

Hom UG- AN- 7.3			K & KH	Peritoneum	<ol style="list-style-type: none"> 1. Define peritoneum 2. Describe greater sac, lesser sac and epiploic foramen 3. Describe the folds of peritoneum 4. Describe recto-uterine pouch and hepatorenal pouch 5. Define mesoappendix, transverse mesocolon and sigmoid mesocolon 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. MK 5. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Surgery (V)
--------------------------	--	--	--------------	------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------	-------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	---------	--------------	-----------------------------	-------------

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG- AN- 7.4	Problem formulation/ Integration of Knowledge/ Information	Abdomen, Pelvis & Perineum		Stomach	<ol style="list-style-type: none"> 1. Describe the morphology of stomach 2. Describe the relations of stomach 3. Describe the interior of stomach 4. Describe the blood and nerve supply of stomach 5. Explain the applied anatomy of stomach 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. MK 5. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ LAQ Viva Voce	Physiology (H) Surgery (V)

rHom UG- AN- 7.5			K & KH	Liver	<ol style="list-style-type: none"> Describe the morphology of liver Describe the ligaments of liver through porta hepatis Describe the blood and nerve supply of liver Explain the applied anatomy of liver 	Cognitive	Level 1 (Remem ber) & Level 2 (underst and)	<ol style="list-style-type: none"> MK MK MK DK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ LAQ Viva Voce	Physiology (H) Surgery (V)
Hom UG- AN- 7.6			K & KH	Extra hepatic biliary apparatus	<ol style="list-style-type: none"> Mention the parts of extra hepatic biliary apparatus Describe the morphology of gall bladder and its interior Describe the blood and nerve supply of gall bladder Describe the formation of bile duct Describe the applied anatomy 	Cognitive	Level 1 (Remem ber) & Level 2 (underst and)	<ol style="list-style-type: none"> MK MK MK DK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Physiology (H) Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG- AN- 7.7	Problem formulation/ Integration of Knowledge/	domen, Pelvis &	K & KH	Spleen	<ol style="list-style-type: none"> Describe the morphology of spleen Describe the ligaments of spleen Describe the functions of spleen and its applied anatomy 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK NK DK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Physiology (H) Surgery (V)

Hom UG- AN- 7.8			K & KH	Duodenum	1. Describe the morphology of duodenum 2. Describe interior of duodenum 3. Describe the blood and nerve supply of duodenum 4. Describe the applied anatomy	Cognitive	Level 1 (Remember) & Level 2 (understand)	1. MK 2. NK 3. DK 4. DK	Lecture	MCQ, SAQ.	MCQ, SAQ LAQ Viva Voce	Physiology (H) Surgery (V)
Hom UG- AN- 7.9			K & KH	Pancreas	1. Describe the morphology of pancreas 2. Describe duct system of pancreas 3. Describe the blood and nerve supply and applied anatomy	Cognitive	Level 1 (Remember) & Level 2 (understand)	1. MK 2. NK 3. DK	Lecture	MCQ, SAQ.	MCQ, SAQ LAQ Viva Voce	Physiology (H) Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG- AN- 7.10	Problem formulation/ <small>Integration of</small>	Abdomen, Pelvis &	K & KH	Jejunum, Ileum and Superior mesenteric artery	1. Mention the characteristics of small intestine 2. State the differences between jejunum and ileum 3. Describe the origin, branches and distribution of superior mesenteric artery	Cognitive	Level 1 (Remember) & Level 2 (understand)	1. MK 2. NK 3. DK	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Physiology (H) Surgery (V)

Hom UG- AN- 7.11			K & KH	Caecum and appendix	<ol style="list-style-type: none"> 1. Mention the morphology of caecum and vermiform appendix 2. Describe their relations, blood and nerve supply 3. Describe the applied anatomy 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. NK 3. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Surgery (V)
Hom UG- AN- 7.12			K & KH	Large intestine	<ol style="list-style-type: none"> 1. Mention the parts of large intestine 2. Mention the characteristics of large intestine 3. Mention the differences between large and small intestines Describe the applied anatomy 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. DK 3. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG- AN- 7.13	Problem formulation/ Integration of Knowledge/	Abdomen, Pelvis & Perineum	K & KH	Portal venous system	<ol style="list-style-type: none"> 1. Define portal vein 2. Describe its formation, course and relations 3. Mention the tributaries 4. Mention the sites of portacaval anastomosis and its applied anatomy 	Cognitive	Level 1 (Remem ber) & Level 2 (underst and)	<ol style="list-style-type: none"> 1. MK 2. MK 3. DK 4. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ LAQ Viva Voce	Surgery (V)

Hom UG- AN- 7.14			K & KH	Kidney	<ol style="list-style-type: none"> Describe the morphology of kidney Mention the relations of the kidneys Describe the structure of kidney in coronal section Describe the blood supply of kidneys Explain the applied anatomy 	Cognitive	Level 1 (Remem ber) & Level 2 (underst and)	<ol style="list-style-type: none"> MK MK DK DK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ LAQ Viva Voce	Physiology (H) Surgery (V)
Hom UG- AN- 7.15			K & KH	Supra renal glands	<ol style="list-style-type: none"> Describe the morphology of supra renal glands Mention their relations Mention the functions Describe the blood supply of supra renal glands Explain the applied anatomy 	Cognitive	Level 1 (Remem ber) & Level 2 (underst and)	<ol style="list-style-type: none"> MK DK DK DK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Physiology (H) Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
---------	--------------------	--------------	------------------------	---------------------	--------------------------------------------------------------------------------------	----------------	------------------	--------------------------------------------	--------------------------------	----------------------	----------------------	----------------------------------

Hom UG- AN- 7.16	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Abdomen, Pelvis & Perineum	K & KH	Abdominal aorta	<ol style="list-style-type: none"> 1. Describe the origin and extent of abdominal aorta 2. Mention the relations 3. Name the branches 4. Describe the course and distribution of coeliac trunk 5. Describe the course and distribution of coeliac trunk 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. DK 3. MK 4. DK 5. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ LAQ Viva Voce	Surgery (V)
Hom UG- AN- 7.17			K & KH	Posterior abdominal wall and Inferior vena cava	<ol style="list-style-type: none"> 1. Name the structures in the posterior abdominal wall 2. Describe the origin, course relations and tributaries of inferior vena cava 3. Describe the applied anatomy 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. DK 2. MK 3. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Surgery (V)
Hom UG- AN- 7.18			K & KH	Urinary bladder	<ol style="list-style-type: none"> 1. Describe the morphology of urinary bladder 2. Describe the relations of urinary bladder 3. Describe the ligaments of urinary bladder 4. Describe the applied anatomy 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. MK 3. DK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ LAQ Viva Voce	Surgery (V)

SI. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-7.19	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Abdomen, Pelvis & Perineum	K & KH	Ureter	<ol style="list-style-type: none"> Describe the extent and parts of ureter Describe the course and relations Describe the applied anatomy 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Surgery (V)
Hom UG-AN-7.20			K & KH	Prostate gland	<ol style="list-style-type: none"> Describe the morphology of prostate gland Describe the relations of prostate gland Describe the applied anatomy 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Surgery (V)
Hom UG-AN-7.21			K & KH	Ovary	<ol style="list-style-type: none"> Describe the morphology of ovary Describe the relations of ovary Name the ligaments of ovary Mention the blood supply of ovary Describe the applied anatomy of ovary 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK MK NK DK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Physiology (H) Obstetrics and Gynecology (V)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-7.22	Problem formulation/ Integration of Knowledge/ Information gathering/Practical	Abdomen, Pelvis & Perineum	K & KH	Uterus	<ol style="list-style-type: none"> Describe the morphology of uterus Describe the relations of Uterus Name the ligaments and supports of uterus Mention the blood supply of uterus Describe the applied anatomy of uterus 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK MK NK DK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ Viva Voce	Physiology (H) Obstetrics and Gynecology (V)
Hom UG-AN-7.23			K & KH	Fallopian tube	<ol style="list-style-type: none"> Describe the morphology of fallopian tube Describe the relations of fallopian tube Describe the applied anatomy of fallopian tube 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Physiology (H) Obstetrics and Gynecology (V)
Hom UG-AN-7.24			K & KH	Scrotum and Testis	<ol style="list-style-type: none"> Describe the morphology of scrotum Mention its blood and nerve supply Describe the morphology of testis Describe the applied anatomy of testis 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK DK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ Viva Voce	Physiology (H) Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-7.25	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Abdomen, Pelvis & Perineum	K & KH	Vas deferens	<ol style="list-style-type: none"> Mention the extent of ductus deferens, its course and relations Mention its blood and nerve supply Describe the applied anatomy of vas deferens 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK DK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ Viva Voce	Surgery (V)
Hom UG-AN-7.26			K & KH	Rectum	<ol style="list-style-type: none"> Describe the morphology of rectum and its relations Mention its blood and nerve supply Describe the applied anatomy of rectum 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ Viva Voce	Surgery (V)
Hom UG-AN-7.27			K & KH	Anal canal	<ol style="list-style-type: none"> Describe the morphology of anal canal and its relations Mention its blood and nerve supply Describe the applied anatomy of anal canal 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ Viva Voce	Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-7.28	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Abdomen, Pelvis & Perineum	K & KH	Wall of pelvis including pelvic diaphragm	<ol style="list-style-type: none"> Describe the structures that form the walls and pelvic diaphragm Describe the main blood vessels and nerves pelvis and perineum Describe their applied aspect 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK DK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Surgery (V)
Hom UG-AN-7.29			K & KH	Perineum: superficial and deep perineal pouches	<ol style="list-style-type: none"> Define perineum and mention its sub divisions Describe the boundaries and contents of superficial and deep perineal pouches Describe the applied anatomy 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Surgery (V)
Hom UG-AN-7.30			K & KH	Ischiorectal fossa	<ol style="list-style-type: none"> Describe the morphology of ischiorectal fossa Mention the contents Describe the applied anatomy of anal canal 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> MK MK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ Viva Voce	Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-7.31 & 7.32	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Abdomen, Pelvis & Perineum	K & KH	Systemic embryology: Development of Digestive system and Urogenital system	<ol style="list-style-type: none"> 1. Explain the process of formation of primitive and development of digestive system including liver and pancreas 2. Explain the process of development of kidney, urinary bladder and ureter 3. Explain the process of formation of male and female gonads and reproductive organs. 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. DK 2. DK 3. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Surgery (V)
Hom UG-AN-7.33 to 7.36			K & KH	Systemic histology: Microscopic structure of Digestive, urinary, reproductive systems and Supra renal gland	<ol style="list-style-type: none"> 1. Describe the microscopic structure of digestive, urinary, reproductive systems and supra renal gland 2. Correlate with their functions 3. Explain the applied aspect and correlate with histopathology 	Cognitive	Level 1 (Remember) & Level 2 (understand)	<ol style="list-style-type: none"> 1. MK 2. MK 3. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Surgery (V)

Hom UG- AN- 7.37			K	Structures of Abdomen & Pelvis.	1.Enumerate the homoeopathic drugs related to Structures of Abdomen & Pelvis. 2. Enumerate the rubrics related to Structures of Abdomen & Pelvis.	Cognitive	Level 1 (Remember/ recall)	NK	Integrate d lecture	Viva Voce	-	Homoeopat hic Materia Medica (H), Repertory. (H)
---------------------------	--	--	---	---------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------	----------------------------------	----	------------------------	--------------	---	--------------------------------------------------------------

8.Topic: Head Neck Face & Special Senses

Learning Outcomes (LO): At the end of Head Neck & Face, I-BHMS student should be able to;

1. Describe the anatomy of the bones of the Head Neck & Face, their blood supply, and applied anatomy.
2. Describe the anatomy of the joints of the Head Neck & Face, their blood supply, action and applied anatomy.
3. Explain the anatomy of the muscles of the Head Neck & Face, their origin, insertion, nerve supply, action and applied anatomy.
4. Describe the atomy of the vessels and nerves of the Head Neck & Face, their course, muscles they supply, relations and applied anatomy.
5. Describe the triangles of the Neck with its applied anatomy.
6. Identify a particular bone of Head Neck & Face on X-Ray.
7. Describe the structure of the special senses organs with its applied anatomy.
8. Enumerate the homoeopathic drugs and rubrics related to structures of HNF.

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) / Knows how (KH) / Shows how (SH) / Does (D)	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical (V)
Hom UG-AN-8.1 and 8.2	Problem formulation/ Integration of Information Knowledge/	Head, Neck and Face	K	Introduction & Scalp	<ol style="list-style-type: none"> 1. Mention the main areas of the head and neck region 2. Describe the layers of the scalp 3. Enumerate the blood and nerves supplying the scalp 4. Describe the applied anatomy of scalp 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. MK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ, Viva Voce	Surgery (V)
Hom UG-AN-8.3		Head, Neck and Face	K	Face – Muscle, Nerve and Blood vessels	<ol style="list-style-type: none"> 1. Name the muscles of facial expression 2. Mention the blood and nerve supply of face 3. Explain related applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG-AN-8.4	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Head, Neck and Face	K	Lachrymal apparatus	<ol style="list-style-type: none"> 1. Mention the components of lachrymal apparatus 2. Describe the location and function of each of the components of lachrymal apparatus 3. Describe their applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Surgery (V)
Hom UG-AN-8.5			K	Side of the neck: Posterior triangle	<ol style="list-style-type: none"> 1. Define triangles of neck 2. Describe the boundaries and contents of posterior triangle 3. Describe applied aspect 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 1. MK 2. MK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. LAQ Viva Voce	Surgery (V)
Hom UG-AN-8.6			K	Front of the neck and Anterior triangle	<ol style="list-style-type: none"> 1. Describe the sub divisions of anterior triangle 2. Describe the boundaries and contents of carotid triangle and digastric triangle 3. Describe the principal neurovascular bundle of the neck 4. Describe the applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. Dk 4. DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG-AN-8.7	Knowledge/ Skills/Information	Head, Neck and Face	K	Deep Cervical fascia	<ol style="list-style-type: none"> Describe the parts of deep cervical fascia Describe the attachments and modifications Explain applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Surgery (V)
Hom UG-AN-8.8	Integration gathering/Practical		K	Back of the neck: suboccipital triangle	<ol style="list-style-type: none"> Describe the features of the back of the neck Describe the boundaries and contents of occipital triangle 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Surgery (V)
Hom UG-AN-8.9	Problem formulation/ Information gathering		K	Content of the Vertebral Canal	<ol style="list-style-type: none"> List the contents of the vertebral canal Describe the meninges of the spinal cord Describe the internal vertebral plexus of veins and their applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> DK DK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) I/ Vertical(V)
Hom UG-AN-8.10	Problem formulation/ Integration of Knowledge/ Skills/Information gathering/Practical Information	Head, Neck and Face	K	Parotid Gland	<ol style="list-style-type: none"> Describe the surfaces, border and relations of parotid gland Mention the blood and nerve supply of the parotid gland List the structures inside the parotid gland and parotid duct Describe the clinical aspect 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK DK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ, Viva Voce	Surgery (V)
Hom UG-AN-8.11			K	Submandibular gland	<ol style="list-style-type: none"> Describe the morphology of submandibular gland Mention its blood and nerve supply Describe the applied aspect 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Surgery (V)
Hom UG-AN-8.12			K	Muscles of Mastication	<ol style="list-style-type: none"> Name the muscles of mastication Describe their attachments, nerve supply and actions Describe related applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG-AN-8.13	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Head, Neck and Face	K	Temporo-Mandibular Joint	<ol style="list-style-type: none"> Describe the articulation of TM joint Enumerate the ligaments of the joint Describe the relations Explain the movements of the joint Describe its applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Surgery (V)
Hom UG-AN-8.14			K	Thyroid Gland	<ol style="list-style-type: none"> Describe the location, external features and relations Describe the blood and nerve supply Describe its development Explain the applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. LAQ Viva Voce	Surgery (V)
Hom UG-AN-8.15			K	Cranial cavity: Dura mater, Dural venous sinuses & Pituitary gland	<ol style="list-style-type: none"> Describe the contents of cranial cavity Describe morphology of pituitary gland and its clinical importance Describe the folds of dura mater Classify dural venous sinuses Explain anatomy and clinical importance of cavernous sinus 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK MK MK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) / Knows how (KH) / Shows how (SH) / Does (D)	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical (V)
Hom UG-AN-8.16	Problem formulation/ Integration of Knowledge/ Skills/Information gathering/Practical Information	Head, Neck and Face	K	Contents of the Orbit	<ol style="list-style-type: none"> Name the contents of orbit Describe the fasciae around eye ball Describe the course and distribution of ophthalmic nerve Describe blood vessels in the orbit Describe the connections and distribution of ciliary ganglion 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Surgery (V) Medicine (V)
Hom UG-AN-8.17			K	Extra Ocular Muscles	<ol style="list-style-type: none"> Name the extra ocular muscles Describe their attachments, nerve supply and actions Discuss the clinical anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H)
Hom UG-AN-8.18			K	Oral cavity	<ol style="list-style-type: none"> Describe the parts and structure of tooth Explain blood and nerve supply of tooth Describe applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> DK DK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H) Medicine (V)

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG-AN-8.19	Knowledge/ Skills/Information	Head, Neck and Face	K	Soft palate and palatine tonsil	<ol style="list-style-type: none"> Describe the structure, muscles, blood and nerve supply of soft palate Define Waldayer's lymphatic ring Describe the features, blood and nerve supply of palatine tonsil Describe the applied anatomy of palatine tonsil 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK NK MK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Surgery (H)
Hom UG-AN-8.20	Integration of Practical		K	Tongue	<ol style="list-style-type: none"> Describe the parts, features of the tongue Describe the blood and nerve supply of tongue Describe applied anatomy of tongue 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-8.21	Problem formulation/ Information gathering/Practical		K	Pharynx	<ol style="list-style-type: none"> Describe the parts of the pharynx and their features Describe the constrictors of pharynx Describe the blood and nerve supply Describe its applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ.LAQ Viva Voce	Physiology (H) Medicine (V)

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG-AN-8.22	Knowledge/ Skills/Information of Integration/Practical gathering/Problem formulation/ Information	Head, Neck and Face	K	Larynx	<ol style="list-style-type: none"> Describe the cartilages of larynx Describe the interior of larynx Describe its blood and nerve supply Explain its applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ, Viva Voce	Physiology (H)
Hom UG-AN-8.23			K	Nose and paranasal air cavities	<ol style="list-style-type: none"> Describe the features, blood and nerve supply of nasal septum and lateral wall of the nose Describe the features, blood and nerve supply of paranasal air sinuses Describe its applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H) Surgery (V)
Hom UG-AN-8.24			K	Ear: middle ear cavity	<ol style="list-style-type: none"> Mention the parts of the ear Describe the parts, boundaries and contents of middle ear cavity Describe features of ear ossicles Describe the applied anatomy of middle ear cavity 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK DK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, LAQ, Viva Voce	Surgery (V) Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG-AN-8.25	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information	Head, Neck and Face	K	Eustachian tube	<ol style="list-style-type: none"> Describe the parts of the auditory tube Describe its relations Mention the blood and nerve supply Describe its clinical anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK DK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Surgery (V)
Hom UG-AN-8.26			K	Eyeball	<ol style="list-style-type: none"> Describe the structure and location Mention the characteristics Function of each of the basic tissues 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)
Hom UG-AN-8.27			K	Common & Internal carotidartery	<ol style="list-style-type: none"> Describe the origin, course relations and branches of CCA Describe the origin, parts, course relations and distribution of ICA Describe their applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> DK DK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Surgery (V)

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) / Knows how (KH) / Shows how (SH) / Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG-AN-8.28	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/Information management/synthesis	Head, Neck and Face	K	External carotid artery	<ol style="list-style-type: none"> Describe the origin, parts, course relations and distribution of ECA Describe the course, relations and distribution of facial, lingual, maxillary and superficial temporal arteries Describe their applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ, Viva Voce	Physiology (H)
Hom UG-AN-8.29			K	Vertebral artery and middle meningeal artery	<ol style="list-style-type: none"> Describe the parts, course, relations and branches of vertebral artery Describe the parts, course, relations and branches of middle meningeal artery Describe its applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H)
Hom UG-AN-8.30			K	Internal Jugular vein	<ol style="list-style-type: none"> Describe the formation of IVC Describe the course and relations of IVC Name the tributaries Describe the applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> DK DK DK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H) Medicine (V)

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG-AN-8.31	Problem formulation/ Integration of Information Knowledge/	Head, Neck and Face	K	Systemic histology: Thyroid gland, Pituitary gland and Tongue	<ol style="list-style-type: none"> Describe the microscopic structure of thyroid gland, pituitary gland and tongue Correlate with their functions Explain the applied aspect and correlate with histopathology 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Pathology (V)
Hom UG-AN-8.32			K	Systemic embryology: Pharyngeal arches: derivatives	<ol style="list-style-type: none"> Describe the formation of pharyngeal arches Name the derivatives of pharyngeal arches Describe the formation of tongue and thyroid gland 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H)
Hom UG-AN-8.33			K	Structures of HNF	<ol style="list-style-type: none"> Enumerate the homoeopathic drugs related to the structures of HNF Enumerate the rubrics related to the structures of HNF. 	Cognitive	Level 1 (Remember/recall)	NK	Integrated Lecture	Viva voce	-	Homoeopathic Materia Medica (H), Repertory (H)

9.Topic- Brain- CNS System

Learning Outcomes (LO): At the end of CNS, I-BHMS student should be able to;

1. Describe the structure of Brain and CNS with their applied anatomy.
2. Classify nervous system and identify the parts of the brain and their features and internal structure.
3. Describe the origin and course of cranial nerves.
4. Enumerate the homoeopathic drugs and rubrics related to the structures of CNS.

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) I/ Vertical(V)
Hom UG-AN-9.1	Problem formulation/ Integration of Information Knowledge/	CENTRAL NERVOUS SYSTEM: BRAIN	K	Introduction	<ol style="list-style-type: none"> Describe the parts of the nervous system Mention the parts of the brain Describe the structure of neuron and neuroglia Describe the applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ, LAQ, Viva Voce	Physiology (H)
Hom UG-AN-9.2		K	Meninges & CSF	<ol style="list-style-type: none"> Describe the layers of meninges Define Cisterns Describe the ventricles Describe the formation, circulation and functions of the CSF Describe the applied anatomy 	Cognitive	Level 1 (Remember/recall)	<ol style="list-style-type: none"> MK MK MK DK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ, Viva Voce	Physiology (H) Medicine (V)	

Hom UG- AN- 9.3			K	Spinal cord	<ol style="list-style-type: none"> Describe the morphology of spinal cord Describe the structure in T.S Mention the main contents of gray and white matter of SC Mention the blood supply of spinal cord Describe the applied anatomy 	Cognitive	Level 1 (Remem ber/ recall)	<ol style="list-style-type: none"> DK DK DK DK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)
--------------------------	--	--	---	-------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------	--------------------------------------	------------------------------------------------------------------------------------------------------	------------------------------------	--------------	----------------------------------	---------------------------------------

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) / Knows how (KH) / Shows how (SH) / Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG- AN- 9.4	Problem formulation/ Integration of Knowledge/ Information	CENTRAL NERVOUS SYSTEM:	K	Medulla oblongata	<ol style="list-style-type: none"> Describe the external features Describe the internal structures in the transverse sections Describe the blood supply Describe the applied anatomy 	Cognitive	Level 1 (Remem ber/ recall)	<ol style="list-style-type: none"> MK DK DK MK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)
Hom UG- AN- 9.5			K	Pons	<ol style="list-style-type: none"> Describe the external features Describe the structures in the transverse section Describe the blood supply Describe the applied anatomy 	Cognitive	Level 1 (Remem ber/ recall)	<ol style="list-style-type: none"> MK MK DK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)

Hom UG- AN- 9.6			K	Cerebellum	<ol style="list-style-type: none"> Describe the location and external features Describe the division and connections of cerebellum Enumerate cerebellar peduncles Name intra cerebellar nuclei Describe the blood supply Describe the applied anatomy 	Cognitive	Level 1 (Remem ber/ recall)	<ol style="list-style-type: none"> MK MK DK DK DK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. LAQ Viva Voce	Physiology (H) Medicine (V)
--------------------------	--	--	---	------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------	--------------------------------------	------------------------------------------------------------------------------------------------------------------	------------------------------------	--------------	-------------------------------------	---------------------------------------

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG- AN- 9.7	Problem formulation/ Integration of Knowledge/ Information	CENTRAL NERVOUS SYSTEM:	K	Fourth ventricle	<ol style="list-style-type: none"> Describe the boundaries of the ventricle Explain the features Mention the structures in the floor of IV Ventricle Describe the applied anatomy 	Cognitive	Level 1 (Remem ber/ recall)	<ol style="list-style-type: none"> MK MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)
Hom UG- AN- 9.8			K	Mid-brain	<ol style="list-style-type: none"> Describe the external features Describe the structures in the transverse section Describe the blood supply Describe the applied anatomy 	Cognitive	Level 1 (Remem ber/ recall)	<ol style="list-style-type: none"> MK MK DK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ.Viva Voce	Physiology (H) Medicine (V)

Hom UG- AN- 9.9			K	Diencephalon: Thalamus & Hypothalamus	<ol style="list-style-type: none"> Name the parts of diencephalon Describe the nuclei of thalamus and its functions Describe the nuclei and functions of hypothalamus Explain clinical significance 	Cognitive	Level 1 (Remem ber/ recall)	<ol style="list-style-type: none"> DK DK DK DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)
--------------------------	--	--	---	---------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------	--------------------------------------	------------------------------------------------------------------------------------------	------------------------------------	--------------	----------------------------------	---------------------------------------

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG- AN- 9.10	formulation/ of Knowledge/	CENTRAL NERVOUS SYSTEM:	K	Third Ventricle	<ol style="list-style-type: none"> Describe the boundaries of the ventricle Explain the features Name the structures in the floor of III Ventricle Describe the applied anatomy 	Cognitive	Level 1 (Remem ber/ recall)	<ol style="list-style-type: none"> MK MK MK DK 	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)
Hom UG- AN- 9.11	Problem Integration		K	Lateral Ventricle	<ol style="list-style-type: none"> Describe the boundaries of the ventricle Explain the features Describe the applied anatomy 	Cognitive	Level 1 (Remem ber/ recall)	<ol style="list-style-type: none"> MK MK MK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H)

Hom UG- AN- 9.12			K	Cerebrum: external features	1. Describe the external features 2. Name major sulci and Gyri 3. Describe the applied anatomy	Cognitive	Level 1 (Remem ber/ recall)	1. DK 2. DK 3. DK	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)
---------------------------	--	--	---	-----------------------------------	------------------------------------------------------------------------------------------------------	-----------	--------------------------------------	-------------------------	------------------------------------	--------------	----------------------------------	---------------------------------------

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG- AN- 9.13	formulation/ of Knowledge/	CENTRAL NERVOUS SYSTEM:	K	Functional areas of cerebral cortex	1. Mention the functional area and their importance 2. Describe the applied anatomy	Cognitive	Level 1 (Remem ber/ recall)	1. MK 2. DK	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)
Hom UG- AN- 9.14	Problem Integration		K	Basal ganglia	1. Name the basal ganglia 2. Describe their location and blood supply 3. Describe the applied anatomy	Cognitive	Level 1 (Remem ber/ recall)	1. MK 2. MK 3. DK	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)

Hom UG- AN- 9.15			K	White matter of cerebrum: Corpus callosum & Internal capsule	<ol style="list-style-type: none"> 1. Classify white matter of cerebrum 2. Describe the parts of corpus callosum 3. Describe the parts and composition of internal capsule 4. Mention the blood supply of internal capsule 	Cognitive	Level 1 (Remem ber/ recall)	4. DK 5. DK	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)
---------------------------	--	--	---	-----------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------	--------------------------------------	----------------	------------------------------------	--------------	----------------------------------	---------------------------------------

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) /Knows how (KH) / Shows how (SH) /Does (D) K/KH/ SH/D	Specific Competency	Specific learning objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert s level	Must know (MK) / Desire to know (DK) / Nice to know (NK)	Teaching Learning Method/Media	Formative Assessment	Summative Assessment	Integration Horizontal (H) / Vertical(V)
Hom UG- AN- 9.16	formulation/ of Knowledge/	CENTRAL NERVOUS SYSTEM:	K	Blood supply of brain	<ol style="list-style-type: none"> 1. Mention the blood supply to the brain 2. Explain the formation, branches and distribution of circle of Willis 3. Describe the applied anatomy 	Cognitive	Level 1 (Remem ber/ recall)	1. MK 2. MK 3. DK	Lecture	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)
Hom UG- AN- 9.17	Problem Integration		K	Cranial nerves	<ol style="list-style-type: none"> 1. Describe the origin, course, branches and distribution of major cranial nerves 2. Describe applied anatomy 	Cognitive	Level 1 (Remem ber/ recall)	1. MK 2. MK 3. MK	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)

Hom UG- AN- 9.18			K	Systemic embryology: Development of Brain	<ol style="list-style-type: none"> Describe the formation and fate of neural tube List the derivatives of neural crest Describe the formation of eye ball Describe the formation of pituitary gland 	Cognitive	Level 1 (Remember/ recall)	<ol style="list-style-type: none"> DK DK Dk DK 	Lecture Group discussion	MCQ, SAQ.	MCQ, SAQ. Viva Voce	Physiology (H) Medicine (V)
Hom UG- AN- 9.19			K	Structures of CNS	<ol style="list-style-type: none"> Enumerate the homoeopathic drugs related to the structures of CNS. Enumerate the rubrics related to the structures of CNS. 	Cognitive	Level 1 (Remember/ recall)	NK	Integrated Lecture	Viva voce	-	Homoeopa thic Materia Medica (H), Repertory (H)

PRACTICAL:**Topic – Histology**

Learning Outcome- At the end of Histology, I-BHMS student should be able to;

- Describe a particular organ and tissue through its histological features.

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) / Knows How (KH) / Shows How (SH) / Does (D)	Specific Competency	Specific learning Objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/ Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG- AN- 1.1- 1.10 3.23 3.24 4.6 5.11 7.24 to 7.29	Problem formulation/ Integration of Knowledge/ Information gathering/ Practical Skills/ Information management/ synthesis	Histology	K	Histological & functional Correlation basic tissues and organs of the body	<ol style="list-style-type: none"> 1. Identify the tissue/organ under microscope 2. Draw & label a schematic diagram to indicate the microscopic structure 3. Discuss Its characteristic features 4. Correlate the microscopic structure with its normal function 	Cognitive Psychomotor	Level 1 (Remember / Recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. MK 4. DK 	DOPS session	Spotting/OSPE/Practical Performance	Practical performance / Checklist	Physiology (H) Pathology (V)

Upper Extremities

Learning Outcomes (LO): At the end of Upper Extremity, I-BHMS student should be able to;

1. Describe the anatomy of the bones of the upper extremity, their blood supply, and applied anatomy.
2. Describe the anatomy of the joints of the upper extremity, their blood supply, action and applied anatomy.
3. Describe the anatomy of the muscles of the upper extremity, their origin, insertion, nerve supply, action and applied anatomy.

4. Describe the anatomy of the vessels and nerves of the upper extremity, their course, muscles they supply, relation and applied anatomy.
5. Identify a particular bone and joint of upper extremity on X-Ray.
6. Trace the course of the vessels and nerves of the upper extremity on the cadaver.

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) / Knows How (KH) / Shows How	Specific Competency	Specific learning Objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/ Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-2.1 to 2.7	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/ Information management/ synthesis	Upper Extremity	K	Osteology of upper extremity	<ol style="list-style-type: none"> 1. Describe the laterality and general features of the bone 2. Describe the major attachments 3. Describe ossification 4. Describe the applied anatomy 5. Draw the surface marking of the major structures in the regions using surface landmarks 	Cognitive	Level 1 (Remember / Recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. NK 4. DK 	Demonstration	Spotting/OSPE/Practical Performance	Practical/ Check list	Surgery (V)
Hom UG-AN-2.8 to 2.14			K	Dissection/ Demonstration	<ol style="list-style-type: none"> 1. Describe the important surface land marks in the region 2. Identify major muscles, blood vessels and nerves including fascial structures of clinical importance 3. Identify articular surfaces of major joints 	Cognitive Psychomotor	Level 1 (Remember / Recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. NK 4. DK 				

					4. Correlate features and normal functioning of joints							
Hom UG- AN- 2.15			K	Radiological anatomy of upper extremity	1. Describe the normal appearance and relationship of bones and joints in a normal radiograph (X-ray) of the region	Cognitive	Level 1 (Remember / Recall)	1. MK				

Topic: Head Neck Face

Learning Outcomes (LO): At the end of Head Neck & Face, I-BHMS student should be able to;

1. Describe the anatomy of the bones of the Head Neck & Face, their blood supply and applied anatomy.
2. Describe the anatomy of the joints of the Head Neck & Face, their blood supply, action and applied anatomy.
3. Describe the anatomy of the muscles of the Head Neck & Face, their origin, insertion, nerve supply, action and applied anatomy.
4. Describe the anatomy of the vessels and nerves of the Head Neck & Face, their course, muscles they supply, relation and applied anatomy.
5. Identify individual bones of Head Neck & Face on X-Ray.
6. Demonstrate the projection of structures of Head, Neck & Face on the cadaver.

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) / Knows How (KH) / Shows How (SH) / Does (D)	Specific Competency	Specific learning Objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/ Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-3.1 to 3.6	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/ Information management/ synthesis	Upper Extremity	K	Osteology of Head, Neck & Face	<ol style="list-style-type: none"> Describe the general features of the skull, hyoid bone, cervical vertebrae & mandible Describe the major attachments on mandible Mention clinically significant ossification features Draw the surface marking of the major structures in the regions using surface landmarks 	Cognitive	Level 1 (Remember / Recall)	<ol style="list-style-type: none"> MK MK NK DK 	Demonstration	Spotting/OSPE/Practical Performance	Practical/ Check list	Surgery (V)
Hom UG-AN-3.7 to 3.21			K	Dissection/ Demonstration	<ol style="list-style-type: none"> Describe the important surface land marks in the region Identify major viscera, muscles, blood vessels and nerves including fascial structures of clinical importance Identify articular surfaces of major joints Correlate features and normal functioning of joints 	Cognitive Psychomotor	Level 1 (Remember / Recall)	<ol style="list-style-type: none"> MK MK NK DK 				
Hom UG-AN-3.22			K	Radiological anatomy of Head, Neck & Face	<ol style="list-style-type: none"> Describe the normal appearance and relationship of bones and joints in a normal 	Cognitive	Level 1 (Remember / Recall)	<ol style="list-style-type: none"> MK 				

					radiograph (X-ray) of the region							
--	--	--	--	--	----------------------------------	--	--	--	--	--	--	--

Topic- Brain- CNS System

Learning Outcomes (LO): At the end of CNS, I-BHMS student should be able to;

1. Describe the anatomy of the Brain and its applied anatomy.
2. Classify CNS and describe the parts of brain.

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) / Knows How (KH) / Shows How (SH) / Does (D)	Specific Competency	Specific learning Objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/ Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
4. 1 to 4.5	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/ Information management/ synthesis	Central Nervous System	K	Describe normal features of brain and spinal cord	<ol style="list-style-type: none"> 1. Identify parts of brain on a specimen/model 2. Describe normal location and relationship of brain and spinal cord 3. Describe its applied anatomy 	Cognitive Psychomotor	Level 1 (Remember / Recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. DK 	DOAP session	Spotting/OSPE/Practical Performance	Practical performance / Checklist	Physiology (H) Pathology (V)

Topic: Thorax

Learning Outcomes (LO): At the end of Thorax, I-BHMS student should be able to;

1. Describe the anatomy of the Respiratory and Cardiovascular system with their applied anatomy.
2. Identify the organs of the Respiratory and Cardiovascular system.
3. Explain features of X-ray thorax.
4. Demonstrate surface projection of thoracic organs.

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) / Knows How (KH)/ Shows How (SH)/ Does (D)	Specific Competency	Specific learning Objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/ Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
---------	--------------------	--------------	------------------------------------------------------------------------	---------------------	--------------------------------------------------------------------------------------	----------------	------------------	-----------------------------------------------	---------------------------------	----------------------	----------------------	-------------------------------------

Hom UG- AN- 5.1 to 5.3	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/ Information management/ synthesis	Upper Extremity	K	Osteology of Thorax	<ol style="list-style-type: none"> Describe the general features of the sternum, ribs and thoracic vertebrae Describe the major attachments on mandible Mention clinically significant ossification features Draw the surface marking of the major structures in the regions using surface landmarks 	Cognitive Psychomotor	Level 1 (Remember / Recall)	<ol style="list-style-type: none"> MK MK NK DK 	Demonstration	Spotting/OSPE/Practical Performance	Practical/ Check list	Surgery (V)
Hom UG- AN- 5.4 to 5.9			K	Dissection/ Demonstration	<ol style="list-style-type: none"> Describe the important surface land marks in the region Describe the morphology of lung and its relations. Describe the external features of heart and interior of its chambers Identify major contents of superior and posterior mediastina 	Cognitive Psychomotor	Level 1 (Remember / Recall)	<ol style="list-style-type: none"> MK MK NK DK 				
Hom UG- AN- 5.10			K	Radiological anatomy of Thorax	<ol style="list-style-type: none"> Interpret normal chest radiograph in conventional P-A view 	Cognitive	Level 1 (Remember / Recall)	<ol style="list-style-type: none"> MK 				

Topic: Lower Extremities

Learning Outcomes (LO): At the end of Lower Extremity, I-BHMS student should be able to;

- Describe the anatomy of the bones of the Lower extremity, their blood supply and applied anatomy.
- Describe the anatomy of the joints of the Lower extremity, their blood supply, action and applied anatomy.
- Describe the anatomy of the muscles of the Lower extremity, their origin, insertion, nerve supply, action and applied anatomy.

4. Describe the anatomy of the vessels and nerves of the Lower extremity, their course, muscles they supply, relations and applied anatomy.
5. Identify a particular bone and joint of Lower extremity on X-Ray.
6. Trace the course of the vessels and nerves of the Lower extremity on the cadaver.

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) / Knows How (KH) / Shows How (SH) / Does (D)	Specific Competency	Specific learning Objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know/ Desire to know/ Nice to know	Teaching Learning Method/ Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical
Hom UG-AN-6.1 to 6.7	Problem formulation/ Integration of Knowledge/ Information gathering/ Practical Skills/ Information management/ synthesis	Upper Extremity	K	Osteology of lower extremity	<ol style="list-style-type: none"> 1. Describe the laterality and general features of the bones of the region 2. Describe the major attachments 3. Mention clinically important ossification features 4. Draw the surface marking of the major structures in the regions using surface landmarks 	Cognitive Psychomotor	Level 1 (Remember / Recall)	<ol style="list-style-type: none"> 1. MK 2. MK 3. NK 4. DK 	Demonstration	Spotting/OSPE/Practical Performance	Practical/ Check list	Surgery (V)
Hom UG-AN-6.8 to 6.15			K	Dissection/ Demonstration	<ol style="list-style-type: none"> 1. Describe the important surface land marks in the region 2. Identify major muscles, blood vessels and nerves including fascial structures of clinical importance 3. Identify articular surfaces of major joints 	Cognitive Psychomotor	Level 1 (Remember / Recall)	<ol style="list-style-type: none"> 5. MK 6. MK 7. NK 8. DK 				

					4. Correlate features and normal functioning of joints							
Hom UG-AN-6.16			K	Radiological anatomy of Lower extremity	2. Describe the normal appearance and relationship of bones and joints in a normal radiograph (X-ray) of the region	Cognitive	Level 1 (Remember / Recall)	1. MK				

Topic: Abdomen

Learning Outcomes (LO): At the end of Abdomen, I-BHMS student should be able to;

1. Describe the anatomy of the Abdominal and pelvic organs with their applied anatomy.
2. Identify the abdominal and pelvic organs in dissection.
3. Explain features of plain X-ray abdomen and pelvis.
4. Demonstrate surface projection of Abdominal and pelvic organs.

Sl. No.	Generic Competency	Subject Area	Millers: Knows (K) / Knows How (KH) / Shows How (SH) / Does (D)	Specific Competency	Specific learning Objectives: At the end of the session student should be able to	Bloom's Domain	Guilbert's level	Must know / Desire to know / Nice to know	Teaching Learning Method/ Media	Formative Assessment	Summative Assessment	Integration Horizontal/ Vertical

Hom UG- AN- 7.1 to 7.6	Problem formulation/ Integration of Knowledge/ Information gathering/Practical Skills/ Information management/ synthesis	Upper Extremity	K	Osteology of Abdomen & Pelvis	<ol style="list-style-type: none"> Describe the general features of the lumbar vertebra, Sacrum & Pelvis Describe the major attachments on sacrum Mention clinically significant ossification features Draw the surface marking of the major structures in the regions using surface landmarks 	Cognitive Psychomotor	Level 1 (Remember / Recall)	<ol style="list-style-type: none"> MK MK NK DK 	Demonstration	Spotting/OSPE/Practical Performance	Practical/ Check list	Surgery (V)
Hom UG- AN- 7.7 to 7.22			K	Dissection/ Demonstration	<ol style="list-style-type: none"> Describe the important surface land marks in the region Identify the abdominal viscera and describe major surface & internal features Identify pelvic viscera and describe their features and relations 	Cognitive Psychomotor	Level 1 (Remember / Recall)	<ol style="list-style-type: none"> MK MK NK DK 				
Hom UG- AN- 7.23			K	Radiological anatomy of Abdomen & Pelvis	<ol style="list-style-type: none"> Interpret a normal radiograph (X-ray) of the abdomen and pelvis in different commonly used views 	Cognitive	Level 1 (Remember / Recall)	1. MK				

8. Practical Topics (Non-Lecture Activities)

Sl. No	Non-Lecture Teaching Learning methods	Time Allotted per Activity (in Hours)
9.	Seminars/ Workshops	10
10.	Group Discussions	10
11.	Problem based learning	10
12.	Integrated Teaching	15
13.	Case Based Learning	10
14.	Self-Directed Learning	15
15.	Tutorials, Assignments & projects	10
	Sub total	80
16.	Practical	250
	Total	330

9. ASSESSMENT

Assessment Summary - Number of papers and Mark Distribution

Sl. No.	Course Code	Papers	Theory	Practical	Viva Voce	Internal Assessment- Practical	Electives Grade Obtained		Grand Total
1.	Hom UG-AN	2	200	100	80	20			400

Scheme of Assessment (formative and Summative)

Sl. No	Professional Course	1 st term (1-6 Months)	2 nd Term (7-12 Months)	3 rd Term (13-18 Months)	
1.	First Professional BHMS	1 st PA + 1 ST TT	2 nd PA+2 ND TT	3 rd PA	UE
		1 st PA – 4 th month 1 st TT – 6 th month	2 nd PA – 9 th month 2 nd TT – 12 th month	3 rd PA - 14 th month	17 th month

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

Evaluation Methods for Assessment

Sl. No	Evaluation Criteria
1.	Theory, Practical, Viva voce Performance
2.	Theory: MCQs, SAQs and LAQs (MEQ - Modified Essay Questions/Structured Questions)

I. Theory Question Paper Layout

Paper-1 (100 marks)		
General Anatomy, Head, face and neck, Central nervous System, Upper extremities and Embryology.		
1.	MCQ	10 marks
2.	SAQ	40 marks

3.	LAQ	50 marks
Paper-2 (100 marks) Thorax, Abdomen, Pelvis, Lower extremities and Histology (micro anatomy).		
1.	MCQ	10 marks
2.	SAQ	40 marks
3.	LAQ	50 marks

I. Distribution of marks (Theory)

Paper-I						
Sl. No	A	B	C	D		
				Type of Questions and marks allotted "Yes" can be asked. "No" should not be asked.		
	List of Topics	Term	Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1.	General Anatomy	I	Refer Next Table	Yes	Yes	No
2.	Head, Neck & Face	II		Yes	Yes	Yes
3.	Central Nervous System	II		Yes	Yes	Yes
4.	Upper Extremities	I		Yes	Yes	Yes
5.	Embryology	I		Yes	Yes	No

Paper-II						
Sl. No	A	B	C	D		
				Type of Questions and marks allotted "Yes" can be asked. "No" should not be asked.		
	List of Topics	Term	Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1.	Thorax	II	Refer Next Table	Yes	Yes	Yes
2.	Abdomen, Pelvis & Perineum	III		Yes	Yes	Yes
3.	Lower Extremities	III		Yes	Yes	Yes
4.	Histology	I		Yes	Yes	No

Theme table

Paper-I

Theme*	Topics	Term	Marks	MCQ's	SAQ's	LAQ's
A	General Anatomy	I	12	Yes	Yes	No
B	Upper Extremities	I	27	Yes	Yes	Yes
C	Embryology	I	12	Yes	Yes	No
D	Head, Neck and Face	II	32	Yes	Yes	Yes
E	Central nervous System	II	17	Yes	Yes	Yes

Paper-II

Theme*	Topics	Term	Marks	MCQ's	SAQ's	LAQ's
A	Lower Extremities	III	27	Yes	Yes	Yes
B	Thorax	II	28	Yes	Yes	Yes
C	Abdomen, Pelvis & Perineum	III	37	Yes	Yes	Yes
D	Histology	I	8	Yes	Yes	No

Question paper Blue Print

Paper-I

A Question Serial Number	B Type of Question	Question Paper Format (Refer table 4 F II Theme table for themes)
Q1	Multiple choice Questions (MCQ) 10 Questions	<ol style="list-style-type: none"> 1. Theme A 2. Theme A 3. Theme B 4. Theme B 5. Theme C 6. Theme C

	<p>1 mark each</p> <p>All compulsory</p> <p>Must know part: 7 MCQ</p> <p>Desirable to know: 2 MCQ.</p> <p>Nice to know: 1 MCQ</p>	<p>7. Theme D</p> <p>8. Theme D</p> <p>9. Theme E</p> <p>10. Theme E</p>
Q2	<p>Short answer Questions (SAQ)</p> <p>eight Questions</p> <p>5 Marks Each</p> <p>All compulsory</p> <p>Must know part: 6 SAQ</p> <p>Desirable to know: 2 SAQ</p>	<p>1. Theme A</p> <p>2. Theme A</p> <p>3. Theme B</p> <p>4. Theme C</p> <p>5. Theme C</p> <p>6. Theme D</p> <p>7. Theme D</p> <p>8. Theme E</p>
Q3	<p>Long answer Questions (LAQ)</p> <p>Five Questions</p> <p>10 marks each</p> <p>All compulsory</p> <p>All questions on must know</p> <p>No Questions on Nice to know and Desirable to know</p>	<p>1. Theme B</p> <p>2. Theme B</p> <p>3. Theme D</p> <p>4. Theme D</p> <p>5. Theme E</p>

Paper-II

A Question Number	B Serial Type of Question	Question Paper Format (Refer table II Theme table for themes)
Q1	Multiple choice Questions (MCQ) 10 Questions 1 mark each All compulsory Must know part:7 MCQ Desirable to know: 2 MCQ. Nice to know: 1 MCQ	<ol style="list-style-type: none"> 1. Theme A 2. Theme A 3. Theme B 4. Theme B 5. Theme B 6. Theme C 7. Theme C 8. Theme D 9. Theme D 10. Theme D
Q2	Short answer Questions (SAQ) eight Questions 5 Marks Each All compulsory Must know part: 7 SAQ Desirable to know: 2 SAQ Nice to know: 1 SAQ	<ol style="list-style-type: none"> 1. Theme A 2. Theme A 3. Theme A 4. Theme B 5. Theme C 6. Theme C 7. Theme C 8. Theme D
Q3	Long answer Questions (LAQ) five Questions 10 marks each All compulsory All questions on must know No Questions on Nice to know and Desirable to know	<ol style="list-style-type: none"> 1. Theme A 2. Theme B 3. Theme B 4. Theme C 5. Theme C

**II. Scheme of Practical and Viva voce Examination and distribution of marks
(Practical 100 marks – Viva voce 80 marks + Internal assessment 20 marks: Total 200 marks)**

Scheme of Practical Examination	
<p>1. Spotters: 4 (5 marks each)</p> <p>A. Histology Slide – 2 (5 marks each)</p> <p style="margin-left: 20px;">a) Identification – 1 mark</p> <p style="margin-left: 20px;">b) Draw and label – 2 marks</p> <p style="margin-left: 20px;">c) Two identification features – 2 marks</p> <p>B. Radiology – 2 X-RAYS (5 marks each)</p> <p style="margin-left: 20px;">a) Identification of X-Ray and its view – 1 mark</p> <p style="margin-left: 20px;">b) Identification of features – 4 marks</p>	20 marks
2. Osteology - Bones of Upper Extremity, Lower Extremity, Skull, Ribs and Vertebrae.	20 marks
3.Viscera - Organs from Thorax, Abdomen and CNS.	20 marks
4. Knowledge of dissected parts - Dissected Specimens of Upper and Lower Extremities.	20 marks
2. Surface marking	10 marks
3. Journal – Practical record of Anatomy including Histology and dissection card.	10 marks

Total	100 Marks
--------------	------------------

Viva voce Max. Marks - 80 + Internal assessment marks – 20	
Total marks	100 marks

9B - Scheme of Assessment (formative and Summative)

Sr. No	Professional Course	1 st term (1-6 Months)			2 nd Term (7-12 Months)			3 rd Term (13-18 Months)	
1	First Professional BHMS	1 st PA	1 ST TT		2 nd PA	2 ND TT		3 rd PA	UE
		20 Marks Practical/Viva	100 Marks Theory	100 Marks Practical/ Viva	20 Marks Practical/Viva	100 Marks Theory	100 Marks Practical/ Viva	20 Marks Practical/Viva	

For Internal assessment, Only Practical/Viva marks will be considered. Theory marks will not be counted)

Method of Calculation of Internal Assessment Marks for Final University Examination:

PA1 Practical/Viva (20 Marks)	PA2 Practical/Viva (20 Marks)	PA3 Practical/Viva (20 Marks)	Periodical Assessment Average $\frac{PA1+PA2+PA3}{3}$	TT1 Practical/Viva (100 Marks)	TT2 Practical/Viva (100 Marks)	Terminal Test Average $\frac{TT1+TT2}{200*20}$	Final Internal Assessment Marks
A	B	C	D	E	F	G	D+G/2

PA- Periodical Assessment, TT- Terminal Test, UE- University Examination

10. List of recommended books –

Standard Books

- Garg K, B.D. Chaurasia's Human Anatomy Regional & Applied, Dissection & Clinical. Upper limb & Thorax. CBS Publishers & Distributors Pvt Ltd, New Delhi.
- Garg K, B.D. Chaurasia's Human Anatomy Regional & Applied, Dissection & Clinical. Lower limb & Abdomen. CBS Publishers & Distributors Pvt Ltd, New Delhi
- Garg K, B.D. Chaurasia's Human Anatomy Regional & Applied, Dissection & Clinical. Head, Neck & Brain. CBS Publishers & Distributors Pvt Ltd, New Delhi
- Singh V. General Anatomy. Elsevier; New Delhi

- Singh V. *Anatomy of Head, Neck & Brain*. Elsevier; New Delhi.
- Singh V. *Anatomy of Upper limb & Thorax*. Elsevier; New Delhi
- Singh V. *Anatomy of Abdomen & Lower limb*. Elsevier; New Delhi
- Singh V. *Anatomy of Clinical embryology*. Elsevier; New Delhi
- Garg K, Indira Bahl, Mohini Kaul. *Textbook of Histology*. Ed. 5. CBS Publishers & Distributors Pvt Ltd, New Delhi
- Halim A. *Surface and Radiological Anatomy*. CBS Publishers & Distributors Pvt Ltd, New Delhi
- Khurana A, Khurana I, Garg K B.D. *Chaurasia's Dream Human Embryology*, CBS Publishers & Distributors Pvt Ltd, New Delhi
- Loukas M, Benninger B, Tubbs R S. *Gray's Clinical Photographic Dissector of Human Body*. Elsevier; Philadelphia
- Romanes G J. *Cunningham's Manual of Practical Anatomy. Upper & Lower limb*. Oxford Medical Publisher; Oxford
- Romanes G J. *Cunningham's Manual of Practical Anatomy. Abdomen & Pelvis*. Oxford Medical Publisher; Oxford
- Romanes G J. *Cunningham's Manual of Practical Anatomy. Head & Neck*. Oxford Medical Publisher; Oxford

Reference books

- Eroschenko VP. *Di'fiore's Atlas of Histology with functional correlation*. Lippincot, William, Wilkins; London
- Gunasegaran JP. *Text book of Histology & Practical Guide*. Elsevier; New Delhi.
- Hansen JT. *Netter's Atlas of Human Anatomy*. South Asian Ed. Elsevier; New Delhi
- Mescher AL. *Junquera's Basic Histology Text & Atlas*. Lange; New York
- Mortan DA, Peterson KD, Albretine K. H. *Gray's Dissection Guide for Human Anatomy*. Elsevier; London
- RomanesGJ. *Cunningham's Textbook of Anatomy*. Oxford Medical Publisher; Oxford
- Ross & Wilson. *Anatomy and Physiology in Health and Illness*. Elsevier; London
- Singh, Inderbir. *Human Embryology*. Jaypee; New Delhi
- Sinnathamby CS. *Snell's Clinical Anatomy for Medical Students*. Lippincot, William, Wilkins; London
- Standing Susan. *Gray's Anatomy The Anatomical Basis of Clinical Practice*. Elsevier; London
- Tortora GJ & Derrickson B. *Anatomy & Physiology*. New Delhi: Wiley; New Delhi.

9. LIST OF CONTRIBUTORS

Dr E S J Prabhu Kiran, M D (Hom)

Principal, Professor & HOD, Department of Anatomy

Fr Muller Homoeopathic Medical College, Mangalore, Karnataka.

Dr. Vaishali Rahuldeep Khobragade

Professor & H.O.D. Department of Anatomy

Dr. D.Y. Patil Homoeopathic Medical College & Research Centre, Pune, Maharashtra.

Dr Bharat Panchal

HOD, Anatomy Dept. Smt Malini Kishore Sanghvi Homoeopathic Medical College Karjan, Gujarat.

Dr. Gautam Ash

Former HOD, Pratap Chandra Memorial HMC, Kolkata, West Bengal.

COMPETENCY BASED DYNAMIC CURRICULUM FOR FIRST BHMS PROFESSIONAL COURSE

(Applicable from Batch 2022-2023 onwards for 5 years or until further notification by National Commission for Homoeopathy whichever is earlier)

(Human physiology & Biochemistry)



HOMOEOPATHY EDUCATION BOARD

NATIONAL COMMISSION FOR HOMOEOPATHY

MINISTRY OF AYUSH, GOVERNMENT OF INDIA

JAWAHAR LAL NEHRU BHARTIYA CHIKITSA AVUM HOMOEOPATHY ANUSANDHAN BHAVAN

No.61-65, Institutional Area, opp. 'D' block, Janak Puri, New Delhi-110 058

Course- Human physiology & Biochemistry

Course code: Hom UG - PB

INDEX

S.No	Description	Page No
1	Preamble	02
2	Program Outcomes (PO)	03
3	Course Outcome (CO)	04
4	Teaching Hours	05
5	Course Content	09
6	Teaching Learning Methods	15
7	Content Mapping (Competencies Table)	16
8	Practical Topics	69
9	Assessment	71
10	List of Recommended Books	75
11	List of Contributors	76

1. PREAMBLE

Physiology studies the functional organization of man at several levels like atom, chemical, cells, tissues, organ systems and the whole body to understand fundamental mechanisms that operate in a living organism. The underlying goal is to explain the operations in a living organism.

Besides satisfying a natural curiosity about how humans function, the study of physiology is of central importance in medicine and related health sciences, as it underpins advances in our understanding of disease and our ability to treat it more effectively. It is also important from psychological and philosophical viewpoints, helping us to understand the different systems. Homoeopathic Philosophy postulates the force animating every cell as the Vital Force which helps in homoeostasis. When it is deranged due to web of causes, disease develops.

Homoeopath must understand Man in a holistic way which would help him to deliver the therapeutic action for the purpose of bringing about a cure. Understanding the structural organisation i.e., Anatomy along with psychological organisation go hand in hand. Their interplay maintains health and delivers optimum function for healthy living and progressing towards higher purpose as per Hahnemannian guidelines. Hence physiology needs to be integrated horizontally with Anatomy, Materia Medica, Organon of Medicine, Psychology & Pharmacy as well as vertically with Pathology, Surgery, Obstetrics & Gynaecology, Community Medicine, Practice of Medicine & Repertory for better grasp of health, disease and process of cure.

Advances in biochemical processes have been occurring at an astonishing pace. The action of homoeopathic medicines does occur at sub-cellular levels. Hence an in-depth understanding and correlation of the processes in health and disease can open up a whole new way of understanding Homoeopathic drugs and their far-reaching effects.

2.PROGRAMME OUTCOMES:

At the end of the course of the undergraduate studies, the homoeopathic physician must

- 1) Develop the knowledge, skills, abilities and confidence as a primary care homoeopathic practitioner to attend to the health needs of the community in a holistic manner
- 2) Correctly assess and clinically diagnose common clinical conditions prevalent in the community from time to time
- 3) Identify and incorporate the socio-demographic, psychological, cultural, environmental & economic factors affecting health and disease in clinical work
- 4) Recognize the scope and limitation of homoeopathy in order to apply Homoeopathic principles for curative, prophylactic, promotive, palliative, and rehabilitative primary health care for the benefit of the individual and community
- 5) Be willing and able to practice homoeopathy as per medical ethics and professionalism.
- 6) Discern the scope and relevance of other systems of medical practice for rational use of cross referrals and role of life saving measures to address clinical emergencies
- 7) Develop the capacity for critical thinking, self reflection and a research orientation as required for developing evidence based homoeopathic practice.
- 8) Develop an aptitude for lifelong learning to be able to meet the changing demands of clinical practice
- 9) Develop the necessary communication skills and enabling attitudes to work as a responsible team member in various healthcare settings and contribute towards the larger goals of national health policies such as school health, community health and environmental conservation.

3. Course Outcomes (COs):

At the end of the course the student will be able to:

1. Discuss the Homoeopathic concept of health in relation to integrated body structure and functions.
2. Explain the normal functioning of the human body at all levels of organization.
3. Relate the concept of homoeostasis with relevant ideas in Anatomy, Materia medica and Organon of Medicine at BHMS I level .
4. Elucidate the physiological aspects of normal growth and development with focus on evolution.
5. Correlate micro functions at cellular level with macro functions at organ-system level.
6. Use necessary communication skills required for history-taking of the patient & relating various clinical findings in the patient.
7. Perform experiments in haematology, clinical physiology & biochemistry as required for the study of physiological phenomena and for assessment of normal function.
8. Identify the normal values of haematology, clinical physiology & biochemistry.
9. Perform clinical – physiological examination under supervision.
10. Correlate knowledge of Organon & Materia Medica with Physiology.
11. Explain the integrated responses of the organ systems of the body to physiological and pathological stresses.

4. TEACHING HOURS

Sr No.	Subject	Theoretical Lecture	Practical / Tutorial / Seminar / Clinical Posting
01	PHYSIOLOGY & BIOCHEMISTRY	325 hrs.	330 hrs.

Theory Wise Teaching Hours Distribution – 325 Hours

Sr. No	Paper-I	Teaching Hours
	List of System	
1	General Physiology	20
2	Bio Physics Science	15
3	Skin & The Integumentary System	15
4	Body fluids & Immune mechanism	35
5	Nerve Muscle physiology	15
6	Cardiovascular system	20
7	Respiratory and Environmental Physiology	25
8	Renal Physiology	20
	Total	165
Sr. No	Paper-II	Teaching Hours
	List of System	
1	Central Nervous System	35
2	Endocrinology	30
3	Reproduction	15
4	Special Senses	20
5	Digestion and Nutrition	35
6	Biochemistry	25
	Total	160

Practical / Clinical Physiology / OPD Wise Teaching Hours Distribution – 330 Hours

Physiology – Practical – lab work			
No	Practical	Demonstration / Performance	Number of Teaching Hours
HAEMATOLOGY			
1	Study of the Compound Microscope	Performance	05
2.	Collection of Blood Samples	Performance	05
3	Estimation of Haemoglobin Concentration	Performance	05
4	Determination of Haematocrit	Demonstration	05
5	Hemocytometry	Performance	05
6	Total RBC Count	Performance	10
7	Determination of RBC Indices	Demonstration	05
8	Total Leucocytes Count (TLC)	Performance	10
9	Preparation And Examination Of Blood Smear	Performance	10
10	Differential Leucocyte Count (DLC)	Performance	10
11	Absolute Eosinophil Count	Demonstration	05
12	Determination of Erythrocyte Sedimentation Rate	Demonstration	05
13	Determination of Blood Groups	Performance	05
14	Determination of Bleeding Time and Coagulation Time	Performance	05
BIOCHEMISTRY			
1	Demonstration of Uses Of Instruments Or Equipment	Demonstration	05
2	Qualitative Analysis of Carbohydrates, Proteins And Lipids	Performance	10
3	Normal Characteristics of Urine	Performance	04
4	Abnormal Constituents of Urine	Performance	10
5	Quantitative Estimation of Glucose, Total Proteins, Uric Acid in Blood	Performance	05
6	Liver Function Tests	Demonstration	04
7	Kidney Function Tests	Demonstration	04
8	Lipid Profile	Demonstration	04
9	Interpretation and Discussion of Results of Biochemical Tests	Demonstration	04
	Total		140

CLINICAL PHYSIOLOGY			
1	Case Taking & Approach to pt	Performance	05
2	General Concept Of Examination	Performance	10
3	Examination of muscles, joints,	Performance	10
4	Cardio-Vascular System – Blood Pressure Recording, Radial Pulse, ECG, Clinical Examination	Performance	15
5	Nervous System- Clinical Examination	Performance	15
6	Respiratory System- Clinical Examination, Spirometry, Stethography	Performance	15
7	Special Senses- Clinical Examination	Performance	15
8	Reproductive System- Diagnosis of Pregnancy	Performance	05
9	Gastrointestinal System- Clinical Examination	Performance	10
	Total		100
OPD – APPLIED PHYSIOLOGY			
1	OPD (Applied Physiology)	Demonstration & Performance	90
	TOTAL		90

Semester Wise Distribution of Theory, Practical, Clinical Physiology & OPDs

Sr. No	Theory, Practical, Clinical Physiology & OPDs
SEMESTER - 1	
Module 1. Organization of the human body	Theory : <ul style="list-style-type: none"> • General physiology • Bio Physics Science • Skin & The integumentary System Clinical Physiology : <ul style="list-style-type: none"> • Case Taking & Approach to Patient • General concept of examination.
Module 2 Principals of Support System & Movements with transportation	Theory : <ul style="list-style-type: none"> • Body Fluid & Immune Mechanism • Nerve Muscles Physiology

	<p>Practical :</p> <ul style="list-style-type: none"> • Study of the Compound Microscope • Collection of Blood Samples • Estimation of Haemoglobin Concentration • Determination of Haematocrit • Haemocytometry • Total RBC Count • Determination of RBC Indices • Total Leucocytes Count (TLC) • Preparation And Examination Of Blood Smear • Differential Leucocyte Count (DLC) • Absolute Eosinophil Count • Determination of Erythrocyte Sedimentation Rate • Determination of Blood Groups • Determination of Bleeding Time and Coagulation Time <p>Clinical Physiology : Examination of muscles, joints,</p>
<p>4th Month – 5 days PA 6th Month – 10 days TT – including Viva Voce</p>	
<p>SEMESTER – 2</p>	
<p>Module 3. Vital Maintenance of the human body</p>	<p>Theory :</p> <ul style="list-style-type: none"> • Cardiovascular System • Respiratory & Environmental Physiology <p>Clinical Physiology :-</p> <ul style="list-style-type: none"> • Cardio-Vascular System – Blood Pressure Recording, Radial Pulse, ECG, Clinical Examination • Respiratory System- Clinical Examination, Spirometry, Stethography • OPD (Applied Physiology)

<p>Module 4. Control system of the human body with continuity</p>	<p>Theory :</p> <ul style="list-style-type: none"> • Central Nervous System • Endocrinology <p>Clinical Physiology :</p> <ul style="list-style-type: none"> • Nervous System- Clinical Examination • Special Senses- Clinical Examination • Reproductive System – Diagnosis of pregnancy • OPD
<p>9th Month – 5 days PA 12th Month – 10 days TT – including Viva Voce</p>	
<p>SEMESTER - 3</p>	
<p>Module 5. Energy maintenance of human body</p>	<p>Theory :</p> <ul style="list-style-type: none"> • Reproductive System • Special Senses • Digestion System & Nutrition • Renal Physiology • Bio-Chemistry <p>Practical : -</p> <ul style="list-style-type: none"> • Demonstration of Uses Of Instruments Or Equipment • Qualitative Analysis of Carbohydrates, Proteins And Lipids • Normal Characteristics of Urine • Abnormal Constituents of Urine • Quantitative Estimation of Glucose, Total Proteins, Uric Acid in Blood • Liver Function Tests • Kidney Function Tests • Lipid Profile • Interpretation and Discussion of Results of Biochemical Tests <p>Clinical Physiology :-</p>

	<ul style="list-style-type: none">• Gastrointestinal System- Clinical Examination• OPD
14 th Month – 5 days PA	
18 th Month – 12 days TT – including Viva Voce – University exam	

5.COURSE CONTENT

1. The purpose of a course in physiology is to enable the students to learn the functions, processes and inter-relationship of the different organs and systems of the normal disturbance in disease so that the student is familiar with normal standards of reference while diagnosing deviations from the normal, and while treating the patients.
2. There can be no symptoms of disease without vital force animating the human organism and it is primarily the vital force which is maintaining state of health
3. Physiology shall be taught from the stand point of describing physical processes underlying them in health;
4. Applied aspect of every system including the organs is to be stressed upon while teaching the subject.
5. Correlation with Organon and philosophy especially the concept of health and its derangement the interplay of different cell, tissue organ and system, their representation in repertory and integration in HMM
6. There should be close co-operation between the various departments while teaching the different systems;

7. There should be joint courses between the two departments of anatomy and physiology so that there is maximum co-ordination in the teaching of these subjects;
8. Seminars should be arranged periodically and lecturers of anatomy, physiology and bio-chemistry should bring home the point to the students that the integrated approach is more meaningful.

THEORY:-

1. GENERAL PHYSIOLOGY:

- Introduction to cellular physiology
- Cell Junctions
- Transport through cell membrane and resting membrane potential Body fluids compartments
- Homeostasis

2. BIO-PHYSICAL SCIENCES

- Filtration Ultra-filtration Osmosis
- Diffusion Adsorption Hydrotropy, Colloid
- Donnan Equilibrium Tracer elements Dialysis
- Absorption Assimilation Surface tension

3. SKIN &THE INTEGUMENTARY SYSTEM

- Skin & Integumentary System
- Layers of Skin
- Function of Skin
- Sweat
- Body temperature and its regulation

4. BODY FLUID & IMMUNE MECHANISM

- Blood
- Plasma Proteins
- Red Blood Cells
- Erythropoiesis
- Haemoglobin and Iron Metabolism

- Erythrocyte Sedimentation Rate
- Packed Cell Volume and Blood Indices
- Haemolysis and Fragility of Red Blood Cells
- White Blood Cell
- Immunity
- Platelets
- Haemostasis
- Coagulation of Blood
- Blood groups
- Blood Transfusion
- Blood volume
- Reticulo-endothelial System and Tissue Macrophage Lymphatic System and Lymph
- Tissue Fluid and Oedema

5. NERVE MUSCLE PHYSIOLOGY

- Physiological properties of nerve fibres
- Nerve fibre- types, classification, function, Degeneration and regeneration of peripheral nerves
- Neuro-Muscular junction
- Physiology of Skeletal muscle
- Physiology of Cardiac muscle
- Physiology of Smooth muscle
- EMG

6. CARDIO-VASCULAR SYSTEM

- Introduction to cardiovascular system Properties of cardiac muscle
- Cardiac cycle
- General principles of circulation Heart sounds
- Regulation of cardiovascular system
- Normal and abnormal Electrocardiogram (ECG)
- Cardiac output

- Heart rate
- Arterial blood pressure
- Radial Pulse
- Regional circulation- Cerebral, Splanchnic, Capillary, Cutaneous & skeletal muscle circulation.
- Cardiovascular adjustments during exercise

7. RESPIRATORY SYSTEM AND ENVIRONMENTAL PHYSIOLOGY

- Physiological anatomy of respiratory tract
- Mechanism of respiration: Ventilation, diffusion of gases
- Transport of respiratory gases Regulation of respiration Pulmonary Function Test
- High altitude and space physiology Deep sea physiology
- Artificial respiration
- Effects of exercise on respiration

8. CENTRAL NERVOUS SYSTEM

- Introduction to nervous system Neuron
- Neuroglia
- Receptors
- Synapse
- Neurotransmitters
- Reflex
- Spinal cord
- Somato-sensory system and somato-motor system Physiology of pain
- Brain stem, Vestibular apparatus
- Cerebral cortex
- Thalamus
- Hypothalamus
- Internal capsule
- Basal ganglia
- Limbic system

- Cerebellum – Posture and equilibrium
- Reticular formation
- Proprioceptors
- Higher intellectual function Electroencephalogram (EEG)
- Physiology of sleep
- Cerebro-spinal fluid (CSF) Autonomic Nervous System (ANS)

9. ENDOCRINOLOGY

- Introduction of endocrinology and importance of PNEI axis Hormones and hypothalamo- hypophyseal axis
- Pituitary gland
- Thyroid gland
- Parathyroid
- Endocrine functions of pancreas Adrenal cortex
- Adrenal medulla
- Endocrine functions of other organs

10. REPRODUCTIVE SYSTEM

- Male reproductive system-testis and its hormones; seminal vesicles, prostate gland, semen.
- Introduction to female reproductive system
- Menstrual cycle
- Ovulation
- Menopause
- Infertility
- Pregnancy and parturition Placenta
- Pregnancy tests
- Mammary glands and lactation Fertility
- Foetal circulation

11. SPECIAL SENSES

- Eye: Photochemistry of vision, Visual pathway, Pupillary reflexes, Colour vision, Errors of refraction
- Ear: Auditory pathway, Mechanism of hearing, Auditory defects

- Sensation of taste: Taste receptors, Taste pathways
- Sensation of smell: Olfactory receptors, olfactory, pathways Sensation of touch

12. DIGESTIVE SYSTEM & NUTRITION

- Introduction to digestive system
- Composition and functions of digestive juices
- Physiological anatomy of Stomach, Pancreas, Liver and Gall bladder, Small intestine, Large intestine
- Movements of gastrointestinal tract
- Gastrointestinal hormones
- Digestion and absorption of carbohydrates, proteins and lipids

13. RENAL PHYSIOLOGY

- Physiological anatomy of kidneys and urinary tract
- Fluid & electrolyte with acid base balance need to be include
- Renal circulation
- Urine formation: Renal clearance, glomerular filtration, tubular reabsorption, selective secretion, concentration of urine, acidification of urine
- Renal functions tests
- Micturition

14. BIO-CHEMISTRY THEORY

- Carbohydrates: (Chemistry, Metabolism, Glycolysis, TCA, HMP, Glycogen synthesis and degradation, Blood glucose regulation)
- Lipids: (Chemistry, Metabolism, Intestinal uptake, Fat transport, Utilization of stored fat, Activation of fatty acids, Beta oxidation and synthesis of fatty acids)
- Proteins: (Chemistry, Metabolism, Digestion of protein, Transamination, Deamination Fate of Ammonia, Urea cycle, End products of each amino acid and their entry into TCA cycle)
- Enzymes: (Definition, Classification, Biological Importance, Diagnostic use, Inhibition)
- Vitamins: (Daily requirements, Dietary source, Disorders and physiological role)
- Minerals (Daily requirement, Dietary Sources, Disorders and physiological role) mineral metabolism
- Organ function tests

PRACTICAL & CLINICAL PHYSIOLOGY:-

No	Practical	Demonstration / Performance
Haematology		
1	Study of the Compound Microscope	Performance
2.	Collection of Blood Samples	Performance
3	Estimation of Haemoglobin Concentration	Performance
4	Determination of Haematocrit	Demonstration
5	Hemocytometry	Performance
6	Total RBC Count	Performance
7	Determination of RBC Indices	Demonstration
8	Total Leucocytes Count (TLC)	Performance
9	Preparation And Examination Of Blood Smear	Performance
10	Differential Leucocyte Count (DLC)	Performance
11	Absolute Eosinophil Count	Demonstration
12	Determination of Erythrocyte Sedimentation Rate	Demonstration
13	Determination of Blood Groups	Performance
14	Determination of Bleeding Time and Coagulation Time	Performance
Biochemistry		
1	Demonstration of Uses Of Instruments Or Equipment	Demonstration
2	Qualitative Analysis of Carbohydrates, Proteins And Lipids	Performance
3	Normal Characteristics of Urine	Performance
4	Abnormal Constituents of Urine	Performance
5	Quantitative Estimation of Glucose, Total Proteins, Uric Acid in Blood	Performance
6	Liver Function Tests	Demonstration
7	Kidney Function Tests	Demonstration
8	Lipid Profile	Demonstration
9	Interpretation and Discussion of Results of Biochemical Tests	Demonstration
Clinical Physiology & OPD		
1	Case Taking & Approach to pt	Performance
2	General Concept Of Examination	Performance

3	Examination of muscles, joints,	Performance
4	Cardio-Vascular System – Blood Pressure Recording, Radial Pulse, ECG, Clinical Examination	Performance
5	Respiratory System- Clinical Examination, Spirometry, Stethography	Performance
6	Nervous System- Clinical Examination	Performance
7	Special Senses- Clinical Examination	Performance
8	Reproductive System- Diagnosis of Pregnancy	Performance
9	Gastrointestinal System- Clinical Examination	Performance
10	OPD	Demonstration & Performance

6. TEACHING LEARNING METHODS

Different teaching-learning methods must be apply for understanding holistic and integrated way of physiology. There has to be classroom lectures, small group discussions, case discussion where case based learning (CBL) and problem based learning (PBL). In the applied physiology, Case discussion (CBL-PBL) methods are helpful for students. AV – Methods for demonstration of physiological processes will be very helpful. In process of Clinical Physiology – DOAP (Demonstration – Observation – Assistance – Performance) is very well applicable.

Practical & Clinics are the best medium to demonstrate all physiological processes in objective ways. They help us to understand and explain the physiological signs. Haematological & Biochemistry practical are done in laboratory, where one can apply the DOAP (Demonstration – Observation – Assistance – Performance) & OSPE (Objective Structured Practical Examination) methods. All this should be recorded in the journal.

In the clinics / OPD / IPD / Bed side there shall be exposure of Clinical & Applied Physiology. These can be demonstrated by DOAP (Demonstration – Observation – Assistance – Performance) & OSCE (Objective Structured Clinical Examination) methods. These methods are more objective, and t will help students to develop the attitude as clinicians. In these type of exposure students has to observe the teachers or consultants and able to corelate what they have learned in clinical physiology classes. They do not have to examine the patient by themselves but only observe the teachers. They can keep the record of all physiological function which are disturbed.

Other Innovative methods include preparation of charts and models.

7.CONTENT MAPPING (COMPETENCY TABLE)

SEMESTER – 1

Topic No	1
Theory	General Physiology
Practical	-
Clinical Physiology	Case Taking & Approach to Patient

Learning Outcome: -

At the end of the chapter General Physiology, the student must be able to –

- Discuss the principles of cellular physiology.
- Classify cell junctions.
- Explain the process of transport through cell membrane
- Describe the resting membrane potential.
- Categorise body fluids compartments.
- Explain the concept of homeostasis

S.No	Generic competency	Subject area	Miller's Level	Specific competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know/ desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-PB 1.1	Integration Of Information (K-1)	Introduction & Cell	Knows	Definition & general introduction	Define Physiology.	Cognitive	Level 1 (Remember / recall)	Must know	Lecture, Small group discussion	MCQs	-	
Hom UG-PB 1.2			Knows How		Discuss the importance of learning physiology in a homoeopathic course	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	Viva Voce	Organon
Hom UG-PB 1.3			Knows How		Discuss the Internal & external	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	

					environment of Body							
Hom UG-PB 1.4	Integration Of Information (K-1)	Homeostasis	Knows How W	Describe and discuss the principles of homeostasis	Explain the regulation of internal environment	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine Pathology Organon
Hom UG-PB 1.5			Knows How		Explain homoeostasis & it's control	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	LAQs, Viva Voce	
Hom UG-PB 1.6	Integration Of Information (K-1)	The Cellular Level Organisation	Knows How	Describe the structure and functions of a mammalian cell	Describe the structure of cell	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Anatomy Pathology
Hom UG-PB 1.7			Knows How		Describe the functions of cell	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Pathology Organon
Hom UG-PB 1.8			Knows		List the organelles present in cell	Cognitive	Level 1 (Remember / recall)	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	
Hom UG-PB 1.9			Knows		Enumerate the functions of organelles	Cognitive	Level 1 (Remember / recall)	Must Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Pathology
Hom UG-PB 1.10			Knows		List the name of intracellular junction	Cognitive	Level 1 (Remember / recall)	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 1.11			Knows How		Discuss the importance of intracellular Junction	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	MCQs	Viva Voce	Anatomy

Hom UG-PB 1.12	Integration Of Information (K-1)		Knows How	To understand transport mechanisms across cell membranes	Explain Passive transportation	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 1.13			Knows How		Explain Active Transportation	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 1.14			Knows How		Explain Vesicular Transportation	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 1.15	Information Gathering , Integration Of information, Problem Integration (K-2)	Clinical & Applied Physiology	Shows How	To conduct History taking	Demonstrate history taking process	Affective	Level 1 Receiving	Must know	Demonstration, Role Play	Observation	DOPS	

Topic No	2
Theory	Bio Physics Science
Practical	-
Clinical Physiology	-

Learning Outcomes: -

At the end of the chapter Bio Physics Science, the student must be able to –

- Define biophysics.
- Illustrate the biophysical activity across the cell membrane.
- Explain membrane potential.
- Describe the chemical bond & solution.

S.No	Generic competency	Subject area	Miller's Level	Specific competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-PB 2.1	Integration Of Information (K-1)	Bio Physics Science	Knows	To understand the bio-Physical science of cell membrane	Define the terms Filtration& Ultrafiltration	Cognitive	Level 1 (Remember / recall)	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 2.2			Knows		Define intra cellular communication	Cognitive	Level 1 (Remember / recall)	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 2.3			Knows		Define the terms adsorption & Absorption	Cognitive	Level 1 (Remember / recall)	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 2.4			Knows		Define the terms Hydro trophy, Dialysis & Assimilation	Cognitive	Level 1 (Remember / recall)	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry Medicine
Hom UG-PB 2.5			Knows		Define Surface Tension	Cognitive	Level 1 (Remember / recall)	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry Medicine
Hom UG-PB 2.6	Integration Of Information (K-1)		Knows How	Discuss the Membrane Physiology & Membrane Potential	Explain Action Potential	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 2.7			Knows		Define Donnan Equilibrium	Cognitive	Level 1 (Remember / recall)	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry

Hom UG-PB 2.8			Knows		Define Transmembrane Potential	Cognitive	Level 1 (Remember / recall)	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 2.9			Knows How		Explain nerve action potential	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 2.10			Knows		Define Tracer Elements	Cognitive	Level 1 (Remember / recall)	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 2.11			Knows		Define Rhythmicity of some excitable tissues	Cognitive	Level 1 (Remember / recall)	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 2.12	Integration Of Information (K-1)	The Chemical Level Organisation	Knows How	Understand the chemical bonds	Describe the Ionic Bond	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 2.13			Knows How		Describe the covalent bond	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 2.14			Knows How		Describe the Hydrogen Bond	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	Biochemistry
Hom UG-PB 2.15	Integration Of Information (K-1)		Knows	Understand the inorganic Compound & Solution	Define the terms Colloid, Solution & Suspension	Cognitive	Level 1 (Remember / recall)	Desirable to know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 2.16			Knows How		Discuss the characteristics of acids, Base & Salts	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 2.17			Knows How		Discuss acid - base balance & its application to the concept of pH	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry

Hom UG-PB 2.18			Knows How		Describe the maintaining of pH: Buffer System	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Biochemistry
----------------------	--	--	--------------	--	--------------------------------------------------------	-----------	--------------------------------------	-----------	---------------------------------------	------	-----------------------	--------------

Topic No	3
Theory	Skin & The Integumentary System
Practical	-
Clinical Physiology	Demonstration of General Examination

Learning Outcomes: -

At the end of the chapter Skin & the Integumentary System, the student must be able to –

- Discuss the functions of skin, nail, and hair.
- Conduct examination of the Integumentary System under supervision.

S.No	Generic competency	Subject area	Miller's Level	Specific competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know/ desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-PB 3.1	Integration Of Information (K-1)	Skin & The Integumentary System	Knows How	Understand the Structure & function of Skin	Discuss layers of skin with their functions	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Medicine Organon Materia Medica Pharmacy
Hom UG-PB 3.2			Knows How		Relate the structure of hair with its function	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Anatomy
Hom UG-PB 3.3			Knows How		Relate the structure of nail with its function	Cognitive	Level 2 Understand / interpret	Desirable To Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 3.4			Knows How		Relate the structure of different glands of skin with their functions	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 3.5			Knows How		Describe the glands of skin	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	
Hom UG-PB 3.6			Knows How		Explain the regulation of body temperature through skin	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine
Hom UG-PB 3.7			Information Gathering , Integration Of information,		Clinical & Applied	Shows How	To demonstrate General examination	Demonstrate the examination of Skin & Mucus Membrane	Psycho Motor	Level 1 Observe / Imitate	Must know	DOAP

Hom UG-PB 3.8	Problem Integration (K-2)	Physiology	Shows How		Demonstrate the examination of Conjunctive, Nail & Glands	Psycho Motor	Level 1 Observe / Imitate	Must know	DOAP	Observation	OSCE	Medicine
---------------	---------------------------	------------	-----------	--	-----------------------------------------------------------	--------------	---------------------------	-----------	------	-------------	------	----------

Topic No	4
Theory	Nerve Muscle Physiology
Practical	-
Clinical Physiology	Demonstrate effect of mild, moderate and severe exercise and record changes in cardiorespiratory parameters Perform Ergography, Examination of muscles, joints,

Learning Outcomes: -

At the end of the chapter Nerve Muscle Physiology, the student must be able to –

- Discuss the properties and functions of neurons.
- Illustrate a neuromuscular junction.
- Classify muscle fibres.
- Describe the properties of skeletal, cardiac, and smooth muscle fibres.
- Demonstrate effect of mild, moderate and severe exercise and record changes in cardiorespiratory parameters.

- Perform Ergography under supervision.

S.No	Generic competency	Subject area	Miller's Level	Specific competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-PB 4.1	Integration Of Information (K-1)	Nerve Muscle Physiology	Knows	To understand the functional anatomy of Nerve fibers	Define Neuron	Cognitive	Level 1 (Remember/recall)	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 4.2			Knows How		Explain structure and function of neuroglia	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 4.3	Integration Of Information (K-1)		Knows	To understand the physiological properties of nerve fibers	Define the terms Excitability & Conductivity	Cognitive	Level 1 (Remember/recall)	Desirable To Know	Lecture, Small group discussion	SAQs	SAQs Viva Voce	
Hom UG-PB 4.4			Knows How		Discuss graded & action potential	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	
Hom UG-PB 4.5	Integration Of Information (K-1)		Knows How	To understand the degeneration & regeneration of neuron	Discuss the causes & grade of injury	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine
Hom UG-PB 4.6			Knows How		Identify the stages of degeneration	Cognitive	Level 2 Understand / interpret	Desirable To Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Pathology
Hom UG-PB 4.7			Knows How		Discuss the stages of regeneration	Cognitive	Level 2 Understand / interpret	Desirable To Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 4.8	Integration Of Information (K-1)		Knows How	To describe Neuromuscular Junction	Illustrate the Structure of Neuro-Muscular Junction	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy

Hom UG-PB 4.9			Knows How		Discuss the Neuromuscular Transmission	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	Anatomy
Hom UG-PB 4.10			Knows How		Discuss Disorders of neuromuscular Junction	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion, CBL, PBL	MCQs	SAQs, Viva Voce	Medicine
Hom UG-PB 4.11	Integration Of Information (K-1)		Knows How	To understand the physiological properties of Skeletal Muscle	Illustrate the mechanism of skeletal muscle contraction. Describe the general mechanism of muscle contraction.	Cognitive	Level 2 Understand / interpret	Desirable To Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 4.12			Knows How		Discuss Molecular mechanism	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	
Hom UG-PB 4.13			Knows How		Discuss Energetic of muscle contraction	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	Anatomy
Hom UG-PB 4.14			Knows How		Discuss Excitation of skeletal muscle	Cognitive	Level 2 Understand / interpret	Desirable To Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 4.15		Integration Of Information (K-1)			Knows How	To understand the physiological properties of Smooth Muscle	Explain Contraction of smooth muscle	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs
Hom UG-PB 4.16			Knows How	Explain Nervous & hormonal control of smooth muscle contraction	Cognitive		Level 2 Understand / interpret	Desirable To Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine

Hom UG-PB 4.17	Integration Of Information (K-1)		Knows How	To understand the physiological properties of Cardiac Muscle	Illustrate Functional Anatomy of cardiac Muscle	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Anatomy
Hom UG-PB 4.18			Knows How		Explain process of excitability & contractility	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 4.19			Knows How		Explain properties of cardiac muscle	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine
Hom UG-PB 4.20			Knows How		Discuss the disorders of Skeletal Muscles	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 4.21	Information Gathering , Integration Of information, Problem Integration (K-2)	Clinical & Applied Physiology Of Muscle	Shows How	Demonstrate effect of mild, moderate and severe exercise and record changes in cardio - respiratory parameters	Measure the parameters of cardio-pulmonary changes during exercise	Psycho Motor	Level 2 Control	Must Know	Demonstration	Observation	OSCE	Medicine
Hom UG-PB 4.22			Shows How	Perform Ergography	Demonstrate the sequence of performing ergography.	Psycho Motor	Level 1 Observe / Imitate	Nice to know	Demonstration	Observation	OSCE	Medicine

Topic No	5
Theory	Body Fluid & Immune Mechanism
Practical	Hematology
Clinical Physiology	

Learning Outcomes: -

At the end of the chapter on Body Fluid & Immune System & Hematology, the student must be able to –

- Describe the composition and functions of blood components
- Describe the origin, Forms, Variations and functions of plasma Protein
- Illustrate the synthesis of Haemoglobin
- Describe RBC formation (erythropoiesis) and its regulation
- Describe WBC formation (granulopoiesis) and its regulation
- Classify Anaemias & Jaundice
- Explain the role of lymphoid tissues in immune responses
- Classify different types of immunity
- Describe the development and regulation of immunity.
- Explain the formation and functions of platelets.
- Illustrate the physiological basis of haemostasis
- Describe different blood groups
- Discuss the clinical importance of blood grouping

- Describe blood transfusion
- Estimate Hb, RBC, TLC, RBC indices, DLC, Blood groups, BT/CT

S.No	Generic competency	Subject area	Miller's Level	Specific competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-PB 5.1	Integration Of Information (K-1)	Blood Fluid and It's Constituents	Knows How	Describe the composition and functions of blood components	Discuss the composition of Blood	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	LAQs, Viva Voce	Anatomy
Hom UG-PB 5.2			Knows How		Describe the function of blood	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Anatomy Pathology Medicine
Hom UG-PB 5.3			Knows		Define serum	Cognitive	Level 1 recall	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Pathology Medicine
Hom UG-PB 5.4			Knows How		Explain the difference between serum & Plasma	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 5.5	Integration Of Information (K-1)		Knows How	Describe the origin, Forms, Variations and functions of plasma Protein	Discuss the origin of plasma protein	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 5.6			Knows How		Explain the forms and functions of plasma proteins	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Pathology

Hom UG-PB 5.7			Knows How		Identify the relation of diet to plasma protein	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 5.8	Integration Of Information (K-1)		Knows How	Describe and discuss the synthesis and functions of Haemoglobin	Illustrate the structure of Haemoglobin	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 5.9			Knows How		Discuss the synthesis of Haemoglobin	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 5.10			Knows		Define Normal function of Haemoglobin	Cognitive	Level 1 recall	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Biochemistry Materia Medica
Hom UG-PB 5.11			Knows		State normal Value of different varieties of Haemoglobin	Cognitive	Level 1 recall	Must know	Lecture, Small group discussion	MCOs	SAQs, Viva Voce	Medicine
Hom UG-PB 5.12			Knows How		Explain Iron metabolism	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 5.13		Integration Of Information (K-1)			Knows How	Describe RBC formation (erythropoiesis & its regulation) and its functions	Discuss the normal structure of RBC with its morphology	Cognitive	Level 2 Understand / interpret	Desire to Know	Lecture, Small group discussion	SAQs
Hom UG-PB 5.14			Knows How	discuss stages and regulation of erythropoiesis	Cognitive		Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 5.15			Knows How	Discuss the fate of RBC	Cognitive		Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 5.16			Knows How	Discuss the hemolysis	Cognitive		Level 2 Understand / interpret	Desirable to Know	Lecture, Small group	SAQs	SAQs, Viva Voce	Medicine FMT

									discussion, CBL				
Hom UG-PB 5.17	Information Gathering ,Integration Of information		Knows How	Describe different types of anemia & Jaundice	Classify the anemia according to their morphology & etiology	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion, CBL, PBL	MCQs	LAQs, Viva Voce	Medicine, Pathology	
Hom UG-PB 5.18	, Problem Integration (K-2)		Knows How		Discuss the different anemia	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion, CBL, PBL	MCQs	LAQs, Viva Voce	Medicine, Pathology Materia Medica Repertory	
Hom UG-PB 5.19			Knows How		Enumerate the different abnormal functions in anaemia	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion, CBL, PBL	SAQs	SAQs, Viva Voce	Medicine	
Hom UG-PB 5.20			Knows How		Discuss the fate of bilirubin	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion, CBL	SAQs	SAQs, Viva Voce	Medicine, Pathology Materia Medica Repertory	
Hom UG-PB 5.21			Knows How		Explain Physiological Jaundice	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion, CBL	SAQs	SAQs, Viva Voce	Materia Medica Repertory	
Hom UG-PB 5.22			Knows How		Explain Jaundice in new-born	Cognitive	Level 2 Understand / interpret	Nice to Know	Lecture, Small group discussion, CBL	SAQs	SAQs, Viva Voce	Medicine Materia Medica Repertory	
Hom UG-PB 5.23	Integration Of Information (K-1)		Knows How	Describe WBC formation (granulopoiesis	Explain different condition of leucocyte count in our body	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine Pathology	

Hom UG-PB 5.24			Knows How) and its regulation	Classify different type of WBCs	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Pathology
Hom UG-PB 5.25			Knows How		Discuss the function of WBCs as per their classification	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Pathology Medicine
Hom UG-PB 5.26			Knows How		Discuss the phagocytosis	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Pathology
Hom UG-PB 5.27			Knows How		Discuss the stages of leucopoiesis with its regulation	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 5.28			Knows How		Discuss the conditions that cause abnormal value of leucocyte	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine Surgery Pathology
Hom UG-PB 5.29	Integration Of Information (K-1)		Knows How	Describe the formation of platelets, functions and variations.	Discuss the structure & function of Platelets	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine Pathology
Hom UG-PB 5.30			Knows How		Describe the Thrombopoiesis	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 5.31			Knows How		Discuss its count & variation of platelets	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine
Hom UG-PB 5.32	Integration Of		Knows How	Describe the physiological	Describe the process of coagulation	Cognitive	Level 2 (Understand / interpret)	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Pathology Materia Medica

Hom UG-PB 5.33	Information (K-1)		Knows How	basis of haemostasis	Discuss the mechanism of haemostasis	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 5.34			Knows How		Explain stages of clotting mechanism	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Pathology Medicine
Hom UG-PB 5.35	Integration Of Information (K-1)		Knows How	Describe the clinical importance of blood coagulation	Discuss hemorrhagic disorder	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion, CBL	MCQs	SAQs, Viva Voce	Medicine
Hom UG-PB 5.36	Integration Of Information (K-1)		Knows	Describe different blood groups	Classify the ABO blood group system	Cognitive	Level 1 Recall	Must Know	Lecture, Small group discussion	SAQs	LAQs Viva Voce	Pathology
Hom UG-PB 5.37			Knows How		Discuss Landsteiner's Law	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Pathology Medicine
Hom UG-PB 5.38	Integration Of Information (K-1)		Knows How	Discuss the clinical importance of blood grouping	Describe Rhesus Blood Group	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 5.39			Knows How		Discuss Rh Incompatibility	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine, Pathology Obstetrics & Gynaecology
Hom UG-PB 5.40	Integration Of Information (K-1)		Knows How	Describe blood transfusion	Discuss the importance of Blood transfusion	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Surgery Medicine
Hom UG-PB 5.41			Knows		List causes for Blood transfusion reaction	Cognitive	Level 1 Recall	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Pathology Medicine

Hom UG-PB 5.42	Integration Of Information (K-1)	Immune Mechanism	Knows How	Explain the role of lymphoid tissues in immune responses	Discuss Tissue Macrophage system	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Pathology Medicine
Hom UG-PB 5.43			Knows How		Describe the morphology and functions of Lymphocytes & Plasma cell	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Pathology
Hom UG-PB 5.44			Knows How		Explain the functions of spleen	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine
Hom UG-PB 5.45			Knows How		Discuss the formation and functions of Lymph	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 5.46	Integration Of Information (K-1)		Knows	Define and classify different types of immunity.	Define Immunity	Cognitive	Level 1 (Remember, recall)	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Pathology Medicine Organon
Hom UG-PB 5.47			Knows How		Explain different type of immunity	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	MCQs	LAQs, Viva Voce	Pathology Medicine
Hom UG-PB 5.48	Integration Of Information (K-1)		Knows How	Describe the development of immunity and its regulation	Discuss development of immune response	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Pathology
Hom UG-PB 5.49			Knows How		Discuss Auto - immunity & Hypersensitivity	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Pathology Medicine
Hom UG-PB 5.50			Knows How		Discuss Immunodeficiency Diseases	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Pathology Medicine
Hom UG-PB 5.51	Information Gathering ,Integration	Hematology Practical	Shows How	Estimate Hb, RBC, TLC, RBC indices, DLC,	Estimate Hb in the given sample	Psycho Motor	Level 2 (Control)	Must know	DOAP	Observation	Checklist	Pathology Medicine

Hom UG-PB 5.52	Of information , Problem Integration (K-2)			Knows How	Blood groups, BT/CT	Interpret results of Hb estimation	Cognitive	Level 2 Understand / interpret	Must know	DOAP	Observation	Checklist	Pathology Medicine
Hom UG-PB 5.53				Shows How		Perform RBC Total Count Estimation	Psycho Motor	Level 2 (Control)	Must know	DOAP	Observation	Checklist	Pathology
Hom UG-PB 5.54				Knows How		Interpret the results of RBC Total Count Estimation	Cognitive	Level 2 Understand / interpret	Must know	DOAP	Observation	Checklist	Pathology
Hom UG-PB 5.55				Shows How		Perform WBC Total Count Estimation	Psycho Motor	Level 2 (Control)	Must know	DOAP	Observation	Checklist	Pathology Medicine
Hom UG-PB 5.56				Knows How		Interpret the results of WBC Total Count Estimation	Cognitive	Level 2 Understand / interpret	Must know	DOAP	Observation	Checklist	Pathology Medicine
Hom UG-PB 5.57				Shows How		Perform WBC DC estimation	Psycho Motor	Level 2 (Control)	Must know	DOAP	Observation	Checklist	Pathology
Hom UG-PB 5.58				Knows How		Interpret the results of WBC DC estimation	Cognitive	Level 2 Understand / interpret	Must know	DOAP	Observation	Checklist	Pathology
Hom UG-PB 5.59				Shows How		Record RBC indices	Psycho Motor	Level 2 (Control)	Must know	DOAP	Observation	Checklist	Pathology Medicine
Hom UG-PB 5.60				Knows How		Evaluate RBC indices	Cognitive	Level 2 Understand / interpret	Must know	DOAP	Observation	Checklist	Pathology Medicine
Hom UG-PB 5.61				Shows How		Perform Blood Group identification	Psycho Motor	Level 2 (Control)	Must know	DOAP	Observation	Checklist	Pathology
Hom UG-PB 5.62				Shows How		Perform BT / CT	Psycho Motor	Level 2 (Control)	Must know	DOAP	Observation	Checklist	Pathology

Hom UG-PB 5.63	Information Gathering ,Integration Of information , Problem Integration (K-2)	Knows How	Describe steps for reticulocyte and platelet count	Interpret the results of BT / CT	Cognitive	Level 2 Understand / interpret	Must know	DOAP	Observation	Checklist	Pathology
Hom UG-PB 5.64		Shows How		Record ESR	Psycho Motor	Level 2 (Control)	Must know	Demonstration	Observation	Checklist	Pathology
Hom UG-PB 5.65		Knows How		Interpret the results of ESR estimation	Cognitive	Level 2 Understand / interpret	Must know	DOAP	Observation	Checklist	Pathology
Hom UG-PB 5.66		Shows How		Record Reticulocyte count	Psycho Motor	Level 1 (Observe / Imitate)	Nice to know	Demonstration	Observation	Observation	Pathology
Hom UG-PB 5.67		Knows How		Interpret the results of Reticulocyte count	Cognitive	Level 2 Understand / interpret	Must know	DOAP	Observation	Checklist	Pathology Medicine
Hom UG-PB 5.68		Shows How		Record Platelet Count	Psycho Motor	Level 1 (Observe / Imitate)	Nice to know	Demonstration	Observation	Observation	Pathology
Hom UG-PB 5.69		Knows How		Interpret the results of Platelet Count	Cognitive	Level 2 Understand / interpret	Must know	DOAP	Observation	Checklist	Pathology Medicine

SEMESTER – 2

Topic No	6
Theory	Cardio Vascular System
Practical	
Clinical Physiology	Cardio-Vascular System – Blood Pressure Recording, Radial Pulse, ECG, Clinical Examination

Learning Outcomes: -

At the end of chapter on Cardio Vascular System & its examination, the student must be able to –

- Describe the functional anatomy of the heart, with respect to its chambers, valves, input and output vessels, AV ring and electrical discontinuity, Conducting system, Coronary supply.
- Describe the properties of cardiac muscle including its morphology, electrical, mechanical and metabolic functions.
- Discuss the events occurring during the cardiac cycle
- Illustrate the haemo-dynamics of circulatory system
- Explain the regulation of cardiac output
- Describe the normal mode of conduction of the cardiac impulse
- Explain coronary, cerebral, capillary, pulmonary& splanchnic circulation
- List the major diseases of cardiovascular system,
- Record Pulse, blood pressure, and ECG
- Perform the clinical examination of cardiovascular system

S.No	Generic competency	Subject area	Miller's Level	Specific competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-PB 6.1	Integration Of Information (K-1)	Cardio Vascular System	Knows How	Describe the functional anatomy of heart including chambers, Sounds	Describe the chambers of heart	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Human Anatomy
Hom UG-PB 6.2			Knows How		Discuss the valves & the walls of heart	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Human Anatomy
Hom UG-PB 6.3	Integration Of Information (K-1)		Knows How	Describe Pacemaker tissue and conducting system.	Explain the pacemaker of heart.	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine – Cardiology
Hom UG-PB 6.4			Knows How		Describe the conducting system	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Anatomy

Hom UG-PB 6.5	Integration Of Information (K-1)	Knows How	Describe the properties of cardiac muscle including its morphology, electrical, mechanical and metabolic functions	Discuss the Morphological Properties of heart	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Anatomy
Hom UG-PB 6.6		Knows How		Discuss the electrical properties of heart	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 6.7		Knows How		Discuss the mechanical & metabolic Properties of heart	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	Anatomy
Hom UG-PB 6.8	Integration Of Information (K-1)	Knows	Discuss the events occurring during the cardiac cycle	Define Cardiac cycle	Cognitive	Level 1 (Remember / recall)	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine
Hom UG-PB 6.9		Knows How		Discuss the events of cardiac cycle	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 6.10		Knows How		Explain the pressure changes during cardiac cycle	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 6.11		Knows How		Explain the ECG changes during each cardiac cycle	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine
Hom UG-PB 6.12	Integration Of Information (K-1)	Knows	Discuss heart sounds	Define Heart Sound	Cognitive	Level 1 (Remember / recall)	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine
Hom UG-PB 6.13		Knows How		Explain different heart sounds with their measurement technique	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	LAQs, Viva Voce	

Hom UG-PB 6.14			Knows How		Discuss the clinical importance of Murmurs & Triple heart sound	Cognitive	Level 2 Understand / interpret	Must know	Lecture, PBL, Small group discussion	SAQs	SAQs, Viva Voce	Medicine Surgery
Hom UG-PB 6.15	Integration Of Information (K-1)		Knows How	Describe the physiology of electrocardiogram (E.C.G),	Discuss normal ECG with it's waves and intervals	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine
Hom UG-PB 6.16			Knows How		Explain in electrocardiography with unipolar & bipolar recording.	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 6.17		Information Gathering ,Integration Of information Problem Integration (K-2)			Knows How	Discuss arrhythmia, heart block and myocardial Infarction	Classify arrhythmias	Cognitive	Level 2 Understand / interpret	Must know	Lecture, PBL, Small group discussion	SAQs
Hom UG-PB 6.18			Knows How	Explain Different degree of heart block. Explain Myocardial Infarction	Cognitive		Level 2 Understand / interpret	Desirable to Know	Lecture, PBL , Small group discussion	SAQs	SAQs, Viva Voce	Medicine Pathology Materia Medica Repertory
Hom UG-PB 6.19	Integration Of Information (K-1)		Knows	Describe haemo-dynamics of circulatory system	List the functions of circulation	Cognitive	Level 1 Recall	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 6.20			Knows		State the functions of heart	Cognitive	Level 1 Recall	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 6.21			Knows How		Discuss the pressure changes in vascular system	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	MCQs	Viva Voce	
Hom UG-PB 6.22			Knows		Recall the structure of the blood vessels	Cognitive	Level 1 Recall	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy

Hom UG-PB 6.23	Integration Of Information (K-1)		Knows How	Describe the factors affecting heart rate,	Identify the factors affecting heart rate and how it affects	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 6.24			Knows How		Discuss the mechanism of control of heart rate	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 6.25	Integration Of Information (K-1)		Knows	Describe the regulation of cardiac output	Define cardiac output	Cognitive	Level 1 (Remember / recall)	Must know	Lecture, Small group discussion	SAQs	LAQs Viva Voce	Materia Medica Repertory
Hom UG-PB 6.26			Knows How		Discuss the distribution of cardiac output	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine
Hom UG-PB 6.27			Knows How		Discuss the factors affecting cardiac output	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 6.28			Knows How		Discuss in detail the Control mechanism of cardiac output	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 6.29			Integration Of Information (K-1)			Knows How	Understand the blood pressure regulation	Discuss the importance of blood pressure	Cognitive	Level 2 Understand / interpret	Must know	Lecture, PBL, Small group discussion
Hom UG-PB 6.30	Knows	State the factors affecting arterial blood pressure		Cognitive		Level 1 Recall		Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine
Hom UG-PB 6.31	Knows How	Discuss the determinants of arterial blood pressure		Cognitive		Level 2 Understand / interpret		Must Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine

Hom UG-PB 6.32			Knows How		Describe regulation of arterial blood pressure	Cognitive	Level 2 Understand / interpret	Must know	PBL, Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine
Hom UG-PB 6.33	Integration Of Information (K-1)		Knows How	Describe coronary, cerebral, capillary, pulmonary & splenic circulation	Discuss the capillary circulation	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	
Hom UG-PB 6.34		Knows How	Discuss the Coronary circulation		Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine Pathology	
Hom UG-PB 6.35		Knows How	Discuss the Cerebral circulation		Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine Pathology	
Hom UG-PB 6.36		Knows How	Discuss the Splenic circulation		Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	Medicine	
Hom UG-PB 6.37		Knows How	Discuss Pulmonary circulation		Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine	
Hom UG-PB 6.38		Information Gathering ,Integration Of information, Problem Integration (K-2)	Knows How		Describe the mechanism of shock, syncope & Hypertension	Explain mechanism responsible for shock & syncope	Cognitive	Level 2 Understand / interpret	Must know	CBL, Lecture, Small group discussion	SAQs	SAQs, Viva Voce
Hom UG-PB 6.39	Knows How		Discuss the mechanism of hypertension	Cognitive		Level 2 Understand / interpret	Must know	CBL, Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine Pathology Materia Medica Organon	
Hom UG-PB 6.40	Information Gathering ,Integration Of information, Problem	Shows How	Record blood pressure at rest and in different grades of	Measure the blood pressure in resting & different grade of exercise	Psycho-motor	Level 2 (Control)	Must know	Demonstration	Observation	OSCE	Medicine	
Hom UG-PB 6.41		Knows How	Exercise and postures	Discuss the variation between	Cognitive	Level 2 (Understanding)	Must know	CBL, Lecture,	Observation	OSCE	Medicine	

	Integration (K-2)				different blood pressure values after measurement				Small group discussion			
Hom UG-PB 6.42	Information Gathering ,Integration Of	Shows How	Record pulse at rest and in different grades of	Measure pulse at rest and in different grades of exercise	Psycho-motor	Level 2 (Control)	Must know	Demonstration	Observation	OSCE	Medicine	
Hom UG-PB 6.43	information, Problem Integration (K-2)	Knows How	Exercise and postures	Discuss the variation between different arterial pulse value after measurement	Cognitive	Level 2 (Understand)	Must know	CBL, Lecture, Small group discussion	Observation	OSCE	Medicine	
Hom UG-PB 6.44	Information Gathering, Integration of information, Problem Integration (K-2)	Shows How	Record ECG	Record ECG in a volunteer.	Psycho-motor	Level 2 (Control)	Desirable to know	Demonstration	Observation	OSCE	Medicine	
		Knows		Identify the features of a normal ECG.	Cognitive	Level 1 (Recall)	Nice to Know	CBL, Lecture, Small group discussion		OSCE		
Hom UG-PB 6.45	Information Gathering, Integration Of	Shows How	Demonstrate the correct clinical examination of	Locate the Apex beat	Psycho-motor	Level 2 (Control)	Must know	Demonstration	Observation	OSCE	Human Anatomy	
Hom UG-PB 6.46	information, Problem Integration (K-2)	Shows How	the cardio vascular system	Auscultate for heart sound	Psycho-motor	Level 2 (Control)	Must know	Demonstration	Observation	OSCE	Medicine	
Hom UG-PB 6.47		Shows How		Identify different heart sounds	Psycho-motor	Level 2 (Control)	Must know	Demonstration	Observation	OSCE	Medicine	

Topic No	7
Theory	Respiratory & Environmental Physiology
Practical	
Clinical Physiology	Respiratory System- Clinical Examination, Spirometry, Stethography

Learning Outcomes: -

At the end of the chapter of Respiratory & Environmental Physiology, the student must be able to –

- Describe the functional anatomy of respiratory tract.
- Describe the mechanics of normal respiration
- Describe pressure changes during ventilation
- Describe lung volume and capacities
- Describe the transport of respiratory gases
- Describe the regulation of respiration
- Demonstrate the correct clinical examination of the respiratory system in a normal volunteer.

S.No	Generic competency	Subject area	Miller's Level	Specific competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-PB 7.1	Integration Of Information (K-1)	Respiratory & Environmental Physiology	Knows How	Describe the functional anatomy of respiratory tract	Identify the different parts of upper respiratory tract	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 7.2			Knows How		Describe the importance of different parts of lower respiratory tract	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Anatomy

Hom UG-PB 7.3			Knows How		Identify the different parts of tracheo – bronchial tree, Respiratory membrane & pleura	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 7.4			Knows How		Explain the properties of Gases	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 7.5			Knows How		Discuss non-respiratory function of respiratory system	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 7.6	Integration Of Information (K-1)		Knows How	Describe the mechanics of normal respiration	Discuss the mechanism of Inspiration	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 7.7		Knows How	Discuss the mechanism of Expiration		Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy	
Hom UG-PB 7.8	Integration Of Information (K-1)		Knows How	Describe pressure changes during ventilation	Discuss intra-pulmonary pressure	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 7.9		Knows How	Discuss intra pleural pressure		Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine	
Hom UG-PB 7.10	Integration Of Information. (K-1)		Knows How	Describe lung volume and capacities,	Discuss static lung volume & capacities	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine
Hom UG-PB 7.11		Knows How	Discuss dynamic lung volume and capacities		Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine	
Hom UG-PB 7.12	Integration Of		Knows How	Describe alveolar surface tension	Define surface tension	Cognitive	Level 1 (Remember / recall)	Desirable To Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine

Hom UG-PB 7.13	Information (K-1)		Knows How		Discuss the significance of lung surfactant	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 7.14	Integration Of Information (K-1)		Knows How	Describe the transport of respiratory gases	Describe the Oxygen transportation	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 7.15		Knows How	Explain the carbon dioxide transportation		Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce		
Hom UG-PB 7.16	Information Gathering ,Integration Of information, Problem Integration (K-2)		Knows How	Describe the regulation of respiration	Discuss the nervous regulation of respiration	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 7.17		Knows How	Discuss the Chemical regulation of respiration		Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce		
Hom UG-PB 7.18		Knows How	Discuss the physio clinical aspect of Apnea		Cognitive	Level 2 Understand / interpret	Must know	PBL, Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine	
Hom UG-PB 7.19		Knows How	Discuss the physio clinical aspect of Dyspnoea, Asphyxia, Oxygen toxicity		Cognitive	Level 2 Understand / interpret	Must know	PBL, Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine FMT Materia Medica	
Hom UG-PB 7.20		Know	Describe the physio clinical aspect of hypoxia		Cognitive	Level 1 (Recall)	Must know	PBL, Lecture, Small group discussion	MCQs	LAQs, Viva Voce	Medicine	
Hom UG-PB 7.21	Knows	Classify hypoxia. Define Cyanosis	Cognitive	Level 1 Recall	Must know	PBL, Lecture, Small group discussion	MCQS, SAQs	SAQs, Viva Voce	Pathology Medicine			

Hom UG-PB 7.22	Information Gathering ,Integration Of		Knows How	Describe the principles and methods of artificial respiration,	Discuss the principles of artificial respiration	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 7.23	information, Problem Integration (K-2)		Knows How		Discuss the Methods of artificial respiration	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 7.24	Integration Of Information (K-1)		Knows How	Describe the physiology of high altitude and deep sea diving	Discuss the pressure changes during high altitude	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 7.25			Knows How		Discuss the effect during Rapid & slow ascent on high altitude	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 7.26			Knows How		Discuss the pressure changes during Deep sea diving	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 7.27	Information Gathering ,Integration Of information, Problem Integration (K-2)		Shows How	Perform the clinical examination of the respiratory system in a normal volunteer	Perform the technique to assess normal respiratory rate, expansion of chest, in resting as well as exercise condition through inspection and palpation	Psycho-motor	Level 2 (Control)	Must know	Demonstration	Observation	Checklist	Medicine
Hom UG-PB 7.28			Shows How		Perform percussion on the chest	Psycho-motor	Level 2 (Control)	Must know	Demonstration	Observation	Checklist	Medicine

Hom UG-PB 7.29			Shows How		Perform the auscultation on different parts of lungs.	Psycho- motor	Level 2 (Control)	Must know	Demonstrati on	Observ ation	Checklist	Medicine
----------------------	--	--	--------------	--	----------------------------------------------------------------	------------------	----------------------	-----------	-------------------	-----------------	-----------	----------

Topic No	8
Theory	Central Nervous System
Practical	
Clinical Physiology	Nervous System- Clinical Examination

Learning Outcomes: -

At the end of chapter of Central Nervous System, the student must be able to –

- Map the organization of nervous system.
- State the functions and properties of synapse.
- Explain the functions and properties of receptors

- Describe the functions and properties of reflex.
- Discuss the mechanism of chemical transmission in the nervous system.
- Describe somatic sensations & sensory tracts.
- Describe and discuss motor tracts & mechanism of maintenance of muscle tone.
- Describe the physiology of vestibular apparatus, Control of body movements, posture and equilibrium.
- Describe structure and functions of autonomic nervous system
- Explain the functions, lesion & sensory disturbance of Spinal cord
- Describe functions of cerebral cortex, basal ganglia, thalamus, hypothalamus, cerebellum and limbic system
- Describe behavioural and EEG characteristic during Sleep.
- Describe the physiological basis of memory, learning and speech
- Perform the clinical examination of the nervous system in a volunteer or on a simulator.

S.No	Generic competency	Subject area	Miller's Level	Specific competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-PB 8.1	Integration Of Information (K-1)	Nervous System	Knows	Describe the organization of nervous system	Identify the parts of central nervous system – brain & spinal cord with its function	Cognitive	Level 1 (Remember / recall)	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 8.2			Knows How		Discuss the developmental aspect of central nervous system	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 8.3			Knows		Classify nervous system	Cognitive	Level 1 (Remember / recall)	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 8.4			Knows How	Describe the functions and properties of synapse.	Illustrate the physiological anatomy of synapse	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Anatomy

Hom UG-PB 8.5			Knows How		Discuss the electrical events occurring at synapses	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	
HomUG -PB 8.6			Knows How		Discuss the properties of synapse.	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	
HomUG -PB 8.7	Integration Of Information (K-1)		Knows	Describe the functions and properties of receptors	Define receptor	Cognitive	Level 1 (Remember / recall)	Desirable to know	Lecture, Small group discussion	SAQs MCQs	SAQs Viva Voce	Anatomy
Hom UG-PB 8.8		Knows	Classify the sensory receptors.		Cognitive	Level 1 (Remember / recall)	Desirable to Know	Lecture, Small group discussion	MCQs	LAQs, Viva Voce	Anatomy	
Hom UG-PB 8.9		Knows How	Describe the Cutaneous receptor		Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce		
Hom UG-PB 8.10		Knows How	explain the properties of receptor		Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce		
Hom UG-PB 8.11		Integration Of Information (K-1)	Knows How		Describe the functions and properties of reflex.	Discuss reflex arc	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce
Hom UG-PB 8.12	Knows		Classify reflexes	Cognitive		Level 1 (Remember / recall)	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Medicine	
Hom UG-PB 8.13	Knows How		Discuss the properties of reflex	Cognitive		Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce		
Hom UG-PB 8.14	Integration Of Information (K-1)	Knows	Describe the mechanism of chemical transmission in the nervous system.	Classify neuro-transmitters	Cognitive	Level 1 (Remember / recall)	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine	
Hom UG-PB 8.15		Knows How		Explain the different types of neuro-transmitter	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce		

Hom UG-PB 8.16	Integration Of Information (K-1)		Knows	Describe somatic sensations & sensory tracts	Define sensory system	Cognitive	Level 1 (Remember / recall)	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	
Hom UG-PB 8.17			Knows How		Discuss different sensory tracts of spinal cord	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQ, Viva Voce	Anatomy
Hom UG-PB 8.18			Knows How		Describe the sensory tracts of spinal cord	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Medicine
Hom UG-PB 8.19			Knows How		Explain the somato-sensory cortex	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs MCQs	SAQs Viva Voce	Anatomy Medicine
Hom UG-PB 8.20			Knows How		Explain the somatic sensation – touch, pressure, pain, temperature, proprioception	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion Demonstration	SAQs MCQs	SAQs, Viva Voce	Anatomy Medicine Materia Medica Repertory
Hom UG-PB 8.21	Information Gathering ,Integration Of information, Problem Integration (K-2)		Knows How	Describe motor tracts & mechanism of maintenance of muscle tone	Discuss motor areas	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Anatomy
Hom UG-PB 8.22			Knows How		Discuss different motor tracts of spinal cord	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Anatomy Medicine
Hom UG-PB 8.23			Knows How		Discuss the motor tracts of spinal cord	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Anatomy Medicine
Hom UG-PB 8.24			Knows How		Discuss the clinical significance of Motor tracts of spinal cord	Cognitive	Level 2 Understand / interpret	Must know	CBL, Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Anatomy Medicine Materia Medica

Hom UG-PB 8.25	Information Gathering ,Integration Of information,	Knows How	Describe the physiology of vestibular apparatus, Control of body	Discuss the physiological anatomy of vestibular apparatus	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Anatomy Medicine
Hom UG-PB 8.26	Problem Integration (K-2)	Knows How	movements, posture and equilibrium	Explain the functions of vestibular apparatus	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Medicine Materia Medica
Hom UG-PB 8.27		Knows How		Discuss the common vestibular dysfunctions	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Medicine Materia Medica
Hom UG-PB 8.28		Knows How		Describe structure and functions of Autonomic nervous system (ANS)	Differentiate between somatic and autonomic nervous system	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs MCQs	Viva Voce
Hom UG-PB 8.29	Integration Of Information (K-1)	Knows How	nervous system (ANS)	Describe the divisions of Autonomic nervous system	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 8.30		Knows How		Discuss the responses of effector organ to autonomic nerve impulse	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	
Hom UG-PB 8.31		Knows		Explain the functions, lesion & sensory disturbance of Spinal cord	List the functions of Spinal cord	Cognitive	Level 1 (Remember / recall)	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce
Hom UG-PB 8.32	Information Gathering ,Integration Of information, Problem	Knows How	sensory disturbance of Spinal cord	Illustrate the transection of spinal cord	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine, Surgery
Hom UG-PB 8.33	Integration (K-2)	Knows How		Describe the sensory disturbances of spinal cord	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine

Hom UG-PB 8.34	Information Gathering ,Integration Of information, Problem Integration (K-2)		Knows How	Describe functions of cerebral cortex, basal ganglia, thalamus, hypo - thalamus, cerebellum and limbic system and their abnormalities	Discuss the connections & functions of cerebral cortex	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Anatomy Medicine – Psychiatry Repertory	
Hom UG-PB 8.35					Knows How	Discuss the connections& functions of Basal Ganglia	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Medicine – Psychiatry
Hom UG-PB 8.36					Knows How	Explain the connections & functions of Thalamus	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Medicine – Psychiatry Repertory
Hom UG-PB 8.37					Knows How	Explain the connections& functions of Hypothalamus	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Anatomy Medicine – Psychiatry Materia Medica Repertory
Hom UG-PB 8.38					Knows How	Discuss the connections & functions of Limbic system	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy, Psychology, Medicine – Psychiatry Materia Medica
Hom UG-PB 8.39					Knows How	Explain the connections& functions of Cerebellum	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Anatomy Medicine – Psychiatry Materia Medica
Hom UG-PB 8.40					Knows How	Explain the cerebellar lesions	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Pathology Medicine – Psychiatry Materia Medica

Hom UG-PB 8.41	Integration Of Information (K-1)		Knows How	Describe behavioral and EEG characteristic during Sleep and mechanism responsible for its production	Discuss the importance of EEG	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	
Hom UG-PB 8.42			Knows How		Explain the Physiological Basis of EEG	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	
Hom UG-PB 8.43			Knows How		Discuss the factors affecting sleep	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 8.44			Knows How		Describe the Physiological changes during sleep	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 8.45			Knows		Classify the types of sleep	Cognitive	Level 1 (Remember / recall)	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	Medicine
Hom UG-PB 8.46			Knows How		Discuss the factors controlling sleep cycle	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	Anatomy Medicine
Hom UG-PB 8.47	Information Gathering ,Integration Of information, Problem Integration (K-2)		Knows How	Describe the physiological basis of memory, learning And speech	Discuss the mechanism and development of speech	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Medicine
Hom UG-PB 8.48			Knows How		Describe the physiological basis of learning	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Medicine Materia Medica Repertory
Hom UG-PB 8.49			Knows How		Discuss the physiological basis of memory.	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 8.50			Knows How		Discuss the applied physiology of memory	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine Materia Medica Repertory

Hom UG-PB 8.51	Information Gathering ,Integration Of information, Problem Integration (K-2)		Shows How	Perform the clinical examination of the nervous System : Higher functions, sensory system, motor system, reflexes, cranial nerves in a normal volunteer or simulated Environment	Perform examination of cranial nerves	Psycho-motor	Level 2 (Control)	Must know	Demonstration	Observation	Checklist OSCE	Anatomy Medicine
Hom UG-PB 8.52			Shows How		Perform examination for speech	Psycho-motor	Level 2 (Control)	Must know	Demonstration	Observation	Checklist OSCE	Anatomy Medicine
Hom UG-PB 8.53			Shows How		Conduct the assessment of muscle tone	Psycho-motor	Level 2 (Control)	Must know	Demonstration	Observation	Checklist OSCE	Anatomy Medicine
Hom UG-PB 8.54			Shows How		Conduct the assessment of muscle power	Psycho-motor	Level 2 (Control)	Must know	Demonstration	Observation	Checklist OSCE	Anatomy Medicine
Hom UG-PB 8.55			Shows How		Perform the clinical examination for reflexes	Psycho-motor	Level 2 (Control)	Must know	Demonstration	Observation	Checklist OSCE	Anatomy Medicine
Hom UG-PB 8.56			Shows How		Perform Cutaneous sensory examination	Psycho-motor	Level 2 (Control)	Must know	Demonstration	Observation	Checklist OSCE	Anatomy Medicine
Hom UG-PB 8.57			Shows How		Perform the clinical examination of gait and posture	Psycho-motor	Level 2 (Control)	Must know	Demonstration	Observation	Checklist OSCE	Anatomy Medicine

Topic No	9
Theory	Endocrine System
Practical	
Clinical Physiology	Reproductive System – Diagnosis of pregnancy

Learning Outcomes: -

At the end of chapter of Endocrine System& Diagnosis of pregnancy, the student must be able –

- Explain the mechanism of action of steroid, protein and amine hormones.
- Describe the regulation of secretion of hormones by hypothalamus.
- Discuss the synthesis, secretion, Transport, Physiological action, regulation & effect of altered secretion of-Pituitary gland; Thyroid gland; Para Thyroid glands; Adrenal glands; and Pancreatic Gland.
- Explain the physiology of Thymus &Pineal Glands, and the local hormones.

S.No	Generic competency	Subject area	Miller's Level	Specific competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-PB 9.1	Integration Of Information (K-1)	Endocrine system	Knows	Describe the mechanism of action of steroid, protein And amine hormones	Define hormones	Cognitive	Level 1 (Remember/ recall)	Desirable to Know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	
Hom UG-PB 9.2			Knows How		Discuss the characteristic of hormones	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Psychology
Hom UG-PB 9.3			Knows How		Classify the hormones as per their chemistry	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Biochemistry

Hom UG-PB 9.4	Integration Of Information (K-1)		Knows How	Describe the regulation of secretion of hormones by hypothalamus	Discuss the regulation of hormone from the hypothalamus	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Anatomy Medicine
Hom UG-PB 9.5			Knows How		Discuss the homoeostatic mechanism of secretion of hormone through Hypothalamus	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine
Hom UG-PB 9.6	Integration Of Information (K-1)		Knows How	Discuss the synthesis, secretion, Transport, Physiological action, regulation & effect of altered secretion of Pituitary gland	Discuss the physiological anatomy of pituitary gland	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Anatomy Materia Medica
Hom UG-PB 9.7			Knows How		Explain the secretion of anterior pituitary hormone	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Anatomy Materia Medica
Hom UG-PB 9.8			Knows How		Explain the secretion of growth hormone	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	
Hom UG-PB 9.9			Knows How		Describe the functions of growth hormone	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	
Hom UG-PB 9.10			Knows		List the factors affecting growth hormone	Cognitive	Level 1 Recall	Nice to know	Lecture, Small group discussion	SAQs MCQs	Viva Voce	
Hom UG-PB 9.11			Knows How		Discuss the effects of altered secretion of	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Anatomy Medicine

				growth hormone								
Hom UG-PB 9.12			Knows How	Explain the actions and control of secretion of prolactin	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Anatomy Obstetrics & Gynaecology	
Hom UG-PB 9.13			Knows How	Discuss the secretion of posterior Pituitary hormones	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Anatomy	
Hom UG-PB 9.14			Knows How	Explain the functions of ADH	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce		
Hom UG-PB 9.15			Knows How	Discuss the functions of Oxytocin	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Medicine Obstetrics & Gynaecology	
Hom UG-PB 9.16			Knows How	Describe pituitary insufficiency	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Anatomy Medicine	
Hom UG-PB 9.17	Integration Of Information (K-1)		Knows How	Describe the synthesis, secretion, Transport,	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Materia Medica Repertory	
Hom UG-PB 9.18			Knows How	Physiological action, regulation & effect of altered	Cognitive	Level 2 Understand / interpret	Must know	CBL, Lecture, Small group discussion	SAQs	LAQs, Viva Voce		

Hom UG-PB 9.19			Knows How	secretion of Thyroid gland	Explain the transport & metabolism of thyroid hormone	Cognitive	Level 2 Understand / interpret	Desirable to Know	CBL, Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 9.20			Knows How		Discuss the regulation and action of thyroid hormone	Cognitive	Level 2 Understand / interpret	Must know	CBL, Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 9.21			Knows How		Explain the effect of altered secretion of Thyroid hormone	Cognitive	Level 2 Understand / interpret	Must know	CBL, Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine
Hom UG-PB 9.22	Integration Of Information (K-1)		Knows How	Explain the synthesis, secretion, Transport,	Discuss the calcium & phosphate metabolism	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	Biochemistry Medicine Materia Medica
Hom UG-PB 9.23			Knows How	Physiological action, regulation & effect of altered secretion of Para Thyroid gland.	Discuss the action of parathormone	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	
Hom UG-PB 9.24			Knows How		Describe the action of Calcitonin	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 9.25			Knows How		Discuss the role of Calcitonin in the maintenance of calcium homoeostasis in body	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Biochemistry Medicine Materia Medica

Hom UG-PB 9.26			Calcitonin		Discuss the effect of altered secretion of para thyroid hormone	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Medicine
Hom UG-PB 9.27	Integration Of Information (K-1)		Calcitonin	Describe the synthesis, secretion, Transport, Physiological action, regulation & effect of altered secretion of Adrenal gland	Discuss the physiological anatomy of Adrenal Cortex gland	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	Anatomy
Hom UG-PB 9.28			Calcitonin		Describe the formation, secretion, and functions of Glucocorticoid hormone	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 9.29			Knows How		Describe the formation, secretion, and functions of Mineralocorticoid hormone	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 9.30			Knows How		Describe the formation, secretion, and functions of Sex hormones	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 9.31			Knows How		Explain the effects of altered secretion of Adrenal cortex hormone	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine

Hom UG-PB 9.32			Knows How		Discuss the physiological anatomy of Adrenal Medullary gland	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 9.33	Integration Of Information (K-1)		Knows How	Describe the synthesis, secretion, Transport, Physiological action, regulation & effect of altered secretion of Pancreatic Gland	Explain the physiological anatomy of Pancreatic gland	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Materia Medica
Hom UG-PB 9.34		Knows How	Discuss the action and regulation of Glucagon		Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce		
Hom UG-PB 9.35		Knows How	Discuss the action and regulation of Insulin		Cognitive	Level 2 Understand / interpret	Must know	CBL, Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine Materia Medica	
Hom UG-PB 9.36		Knows How	Describe the effects of altered secretion of Pancreatic Hormone		Cognitive	Level 2 Understand / interpret	Must know	CBL, Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Pathology Medicine	
Hom UG-PB 9.37		Integration Of Information (K-1)	Knows How		Describe the physiology of Thymus & Pineal Gland	Describe the functions of hormone of thymus gland	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce
Hom UG-PB 9.38	Knows How		Discuss the functions of hormone of pineal gland	Cognitive		Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce		
Hom UG-PB 9.39	Knows How		Describe the Physiology of Local hormones	State the functions of Local hormones	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs MCQs	Viva Voce		

Hom UG-PB 9.40	Information Gathering ,Integration Of information , Problem Integration (K-2)		Shows How	Describe the diagnosis of pregnancy	Demonstrate the diagnosis of pregnancy through Urine pregnancy Strip	Psycho Motor	Level 2 (Control)	Must know	Demonstrati on	Observ ation	Checklist	Obs&Gynec
----------------------	----------------------------------------------------------------------------------------------------	--	--------------	-------------------------------------------	----------------------------------------------------------------------------------	-----------------	----------------------	-----------	-------------------	-----------------	-----------	-----------

SEMESTER – 3

Topic No	10
Theory	Reproductive System
Practical	
Clinical Physiology	

Learning Outcomes: -

At the end of the chapter on Reproductive System, the student must be able to –

- Describe the onset, progression, and stages puberty.
- Describe the structure and functions of male reproductive system.
- Describe the physiological effects of male sex hormone.
- Describe female reproductive system & functions of ovary and its Control.
- Describe menstrual cycle with hormonal, uterine and ovarian changes.
- Describe the physiological effects of female sex hormones.
- Discuss the contraceptive methods for male and female.
- Discuss the physiology of pregnancy, parturition & lactation.

S.No	Generic competency	Subject area	Miller's Level	Specific competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-PB 10.1	Integration Of Information (K-1)	Reproductive System	Knows	Describe the onset, progression, and stages puberty. List causes and expressions of early and delayed puberty	Define puberty	Cognitive	Level 1 (Remember / recall)	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Psychology Obstetrics & Gynaecology
Hom UG-PB 10.2			Knows How		Discuss the role of LH & FSH in development of puberty	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Anatomy Psychology Obstetrics & Gynaecology
Hom UG-PB 10.3			Knows How		Explain puberty for its onset, and stages. Describe the causes for delayed & precocious puberty.	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Psychology Obstetrics & Gynaecology
Hom UG-PB 10.4			Integration Of Information (K-1)	Knows How	Describe the structure and functions of male	Describe the structure of male reproductive system	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce

Hom UG-PB 10.5			Knows How	reproductive system.	Explain the function of male reproductive system.	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 10.6	Integration Of Information (K-1)		Knows How	Describe the physiological effects of male sex hormone	Explain the functions of testis as an endocrine gland.	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	SAQs, Viva Voce	Psychology Medicine
Hom UG-PB 10.7			Knows How		Discuss the role of testosterone	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine Obstetrics & Gynaecology
Hom UG-PB 10.8	Integration Of Information (K-1)		Knows How	Describe the functions of testis and control of Spermatogenesis & factors modifying it	Discuss the process of spermatogenesis	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Anatomy Medicine
Hom UG-PB 10.9			Knows How		Discuss the factors affecting spermatogenesis	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 10.10	Integration Of Information (K-1)		Knows How	Describe female reproductive system & functions of ovary and its Control.	Describe structure the female reproductive tract	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Obstetrics & Gynaecology
Hom UG-PB 10.11			Knows How		Discuss the functions of female reproductive tract	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Obstetrics & Gynaecology
Hom UG-PB 10.12			Knows How		Discuss the role of ovary as an endocrine gland. List the hormones secreted by ovary.	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Obstetrics & Gynaecology

Hom UG-PB 10.13	Integration Of Information (K-1)		Knows How	Describe menstrual cycle with hormonal, uterine and ovarian changes	Discuss the ovarian changes during menstrual cycle	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Obstetrics & Gynaecology
Hom UG-PB 10.14			Knows How		Discuss the Uterine changes during menstrual cycle	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs MCQs	LAQs, Viva Voce	Obstetrics & Gynaecology
Hom UG-PB 10.15			Knows How		Discuss the Vaginal changes during menstrual cycle	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Obstetrics & Gynaecology
Hom UG-PB 10.16	Integration Of Information (K-1)		Knows How	Describe the physiological effects of female sex hormones	Discuss the Gonadotrophin changes during menstrual cycle	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Obstetrics & Gynaecology Materia Medica
Hom UG-PB 10.17			Knows How		Discuss the changes during menopause	Cognitive	Level 2 Understand / interpret	Must know	CBL, Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Obstetrics & Gynaecology
Hom UG-PB 10.18			Knows How		Describe the contraceptive methods for male and female.	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	MCQs	Viva Voce	Obstetrics & Gynaecology Community Medicine
Hom UG-PB 10.19			Knows How		Describe the contraceptive methods for female	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	MCQs	Viva Voce	Obstetrics & Gynaecology Community Medicine
Hom UG-PB 10.20	Integration Of Information (K-1)		Knows How	Discuss the physiology of pregnancy, parturition & lactation.	Discuss the fertilization & implantation of ovum	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Obstetrics & Gynaecology
Hom UG-PB 10.21			Knows How		Explain the role of placenta as an endocrine organ. List the placental hormones	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Obstetrics & Gynaecology

Hom UG-PB 10.22			Knows How		Discuss the process of parturition	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Obstetrics & Gynaecology Materia Medica
Hom UG-PB 10.23			Knows How		Describe the role of prolactin Hormone	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Obstetrics & Gynaecology
Hom UG-PB 10.24			Knows How		Explain the process of lactation	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Obstetrics & Gynaecology Community Medicine Materia Medica

Topic No	11
Theory	Special Senses
Practical	
Clinical Physiology	Special Senses – Clinical Examination

Learning Outcomes: -

At the end of the chapter on Special senses, the student must be able to –

- Discuss perception of smell and taste sensation
- Discuss patho-physiology of altered smell and taste sensation
- Discuss functional anatomy of ear and auditory pathways & physiology of hearing
- Discuss functional anatomy of eye, physiology of image formation, physiology of vision including colour vision, refractive errors, colour blindness, physiology of pupil and light reflex
- Discuss the physiological basis of lesion in visual pathway
- Demonstrate the testing of visual acuity, colour and field of vision; hearing; smell; and taste sensation in volunteer or simulated environment

S.No	Generic competency	Subject area	Miller's Level	Specific Competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-PB 11.1	Integration Of Information (K-1)	Special Senses	Knows How	Describe the perception of smell sensation	Discuss the sensation of olfaction	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Surgery - ENT
Hom UG-PB 11.2			Knows How		Discuss the olfactory receptor, olfactory pathway	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQ, Viva Voce	Anatomy
Hom UG-PB 11.3			Knows How		Discuss the physiology of olfaction	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 11.4			Knows How		Discuss the altered sensation of smell	Cognitive	Level 2 Understand / interpret	Must know	CBL, Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine
Hom UG-PB 11.5	Integration Of Information (K-1)	Special Senses	Knows How	Describe perception of taste sensation	Discuss the sensation of Taste	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Surgery – ENT Materia Medica Repertory
Hom UG-PB 11.6			Knows How		Discuss the taste receptor.	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQ, Viva Voce	Anatomy
			Shows How		Draw the taste pathway	Psycho motor	Level 2. Control	Must Know	Demonstration	Observation	DOPS	Anatomy
Hom UG-PB 11.7			Knows How		Discuss the physiology of Taste	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	

Hom UG-PB 11.8		Knows How		Discuss the altered sensation of Taste	Cognitive	Level 2 Understand / interpret	Desirable to know	CBL, Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine Materia Medica
Hom UG-PB 11.9	Integration Of Information (K-1)	Knows How	Describe the functional anatomy of ear & auditory pathways	Describe the physiological anatomy of ear	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Surgery – ENT Materia Medica
Hom UG-PB 11.10		Shows How		Map the Auditory Pathway	Psycho motor	Level 2. Control	Must Know	Demonstration	Observation	Checklist	Anatomy ENT
Hom UG-PB 11.11		Knows How		Describe the mechanism of hearing	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Surgery - ENT
Hom UG-PB 11.12		Knows How		Discuss the altered sensation of Hearing	Cognitive	Level 2 Understand / interpret	Must know	CBL, Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine Surgery – ENT Materia Medica
Hom UG-PB 11.13		Integration Of Information (K-1)		Knows How	Describe the functional anatomy of eye	Explain the structure & function of eye.	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs
Hom UG-PB 11.14	Integration Of Information (K-1)	Knows How	Describe the physiology of image formation	Describe the visual pathway	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 11.15		Knows How		Discuss the principles of optics, visual acuity, Visual reflex	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Surgery – Ophthalmology
Hom UG-PB 11.16	Information Gathering ,Integration Of	Knows How	Describe the physiology of vision including colour vision	Discuss the photochemistry of vision	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Surgery – Ophthalmology

Hom UG-PB 11.17	information, Problem Integration (K-2)		Knows How		Discuss the photopic & scotopic vision	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Surgery – Ophthalmology
Hom UG-PB 11.1. 8			Knows How		Discuss the visual adaptation, visual accommodation & night blindness	Cognitive	Level 2 Understand / interpret	Desirable to know	PBL, Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Surgery – Ophthalmology Materia Medica
Hom UG-PB 11.19	Information Gathering ,Integration Of information, Problem Integration (K-2)		Knows How	Describe the refractive errors and colour blindness	Discuss the different types of refractive errors	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	MCQs	LAQs, Viva Voce	Surgery – Ophthalmology Materia Medica Repertory
Hom UG-PB 11.20			Knows How		Discuss the colour blindness	Cognitive	Level 2 Understand / interpret	Desirable to know	CBL, Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Surgery – Ophthalmology Materia Medica
Hom UG-PB 11.21			Knows		List the causes of Nystagmus	Cognitive	Level 1 Recall	Nice to know	CBL, Lecture, Small group discussion	SAQs	Viva Voce	Surgery – Ophthalmology Materia Medica
Hom UG-PB 11.22			Shows How		Demonstrate Testing of visual acuity, colour and field of vision in a volunteer	Perform the testing of visual acuity, colour and field of vision	Psycho Motor	Level 2 (Control)	Desirable to know	Demonstration	Observation	Checklist
Hom UG-PB 11.23	Knows How	Interpret the testing of visual acuity, colour and field of vision	Cognitive	Level 2 Understand / interpret		Nice to know	CBL, Lecture, Small group discussion	SAQs	Viva Voce	Surgery – Ophthalmology Materia Medica		
Hom UG-PB 11.24	Information Gathering ,Integration		Shows How	Demonstrate testing of hearing in a	Perform the testing of hearing in a volunteer	Psycho Motor	Level 2 (Control)	Desirable to know	Demonstration	Observation	Checklist	Surgery – ENT

Hom UG-PB 11.25	Of information, Problem Integration (K-2)		Knows How	volunteer	Interpret the testing of hearing in a volunteer	Cognitive	Level 2 Understand / interpret	Nice to know	CBL, Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Surgery – Ophthalmology Materia Medica
Hom UG-PB 11.26	Information Gathering, Integration Of information, Problem Integration (K-2)		Shows How	Demonstrate testing for smell in a volunteer	Perform testing for smell in a volunteer	Psycho Motor	Level 2 (Control)	Desirable to know	Demonstration	Observation	Checklist	Surgery – ENT
Hom UG-PB 11.27			Knows How		Interpret testing for smell in a volunteer	Cognitive	Level 2 Understand / interpret	Nice to know	CBL, Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Surgery – Ophthalmology Materia Medica
Hom UG-PB 11.27	Information Gathering, Integration Of		SHOW HOW	Demonstrate testing for taste sensation in volunteer	Perform testing for taste sensation in volunteer	Psycho Motor	Level 2 (Control)	Must know	Demonstration	Observation	Checklist	Anatomy Surgery – ENT
Hom UG-PB 11.29	information, Problem Integration (K-2)		Knows How		Interpret testing for taste sensation in volunteer	Cognitive	Level 2 Understand / interpret	Nice to know	CBL, Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Surgery – ENT

Topic No	12
Theory	Digestive System & Nutrition
Practical	Liver Function Test
Clinical Physiology	Gastrointestinal system clinical examination

Learning Outcomes: -

At the end of the chapter Digestive system & Nutrition, the student must be able to –

- Describe the structure, Function & Innervation of digestive system.
- Describe the composition, mechanism of secretion, function & regulation of saliva.
- Describe the movement of oesophagus.
- Describe the composition, mechanism of secretion, function & regulation of gastric juice.
- Describe the composition, mechanism of secretion, function & regulation of pancreatic juice.
- Describe the structure & function of liver & Gall bladder.
- Describe the composition, mechanism of secretion, function & regulation of Bile.
- Describe the composition, mechanism of secretion, function & regulation of Small Intestine.
- Describe the movement of gastrointestinal tract, it's regulation & function.
- Describe the movement of large intestine & defecation as a process.
- Describe the physiology of digestion and absorption of nutrients.
- Observe the procedure for Liver Function Test.
- Perform examination for gastrointestinal system on a volunteer.

S.No	Generic competency	Subject area	Miller's Level	Specific competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-PB 12.1	Integration Of Information (K-1)	Digestive System	Knows How	Describe the structure, Function &	Discuss the importance of digestive system	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy

Hom UG-PB 12.2		& Nutrition	Knows	Innervation of digestive system	Recall the structure of digestive system	Cognitive	Level 1 Recall	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy	
Hom UG-PB 12.3			Knows		Recognize the structure of small intestine	Cognitive	Level 1 Recall	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy	
Hom UG-PB 12.4			Knows		Identify the structure of large intestine	Cognitive	Level 1 Recall	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy	
Hom UG-PB 12.5	Integration Of Information (K-1)		Knows	Describe the composition, mechanism of secretion, function & regulation of saliva	Classify salivary glands. Mention the innervation of salivary glands.	Cognitive	Level 1 Recall	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Materia Medica	
Hom UG-PB 12.6			Knows How		Discuss composition of saliva	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	LAQs, Viva Voce	Biochemistry	
Hom UG-PB 12.7			Knows How		Discuss functions of saliva	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine Materia Medica	
Hom UG-PB 12.8			Knows How		Describe mechanism of salivary secretion	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce		
Hom UG-PB 12.9			Knows How		Discuss the control of salivary secretion	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce		
Hom UG-PB 12.10			Knows How		Explain the clinical relevance of salivary gland & salivary secretion	Cognitive	Level 2 Understand / interpret	Desirable to Know	PBL, Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine Materia Medica	
Hom UG-PB 12.11			Knows How		Describe the movement of oesophagus	Describe the process of mastication.	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 12.12			Knows How			Explain the stages of swallowing	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	LAQs, Viva Voce	Anatomy Medicine

Hom UG-PB 12.13			Knows How		Discuss the role of upper & lower oesophageal sphincter	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	
Hom UG-PB 12.14			Knows		List the common oesophageal motility disorders	Cognitive	Level 1 Recall	Nice to Know	CBL, Lecture, Small group discussion	SAQs	Viva Voce	Medicine Surgery
Hom UG-PB 12.15	Integration Of Information (K-1)		Knows	Describe the composition, mechanism of secretion, function & regulation of Gastric Juice	Recall the macro and micro structure of stomach	Cognitive	Level 1 Recall	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 12.16			Knows How		Discuss the functions of stomach	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Anatomy
Hom UG-PB 12.17			Knows How		Discuss the composition & functions of gastric juice	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCOs	LAQs, Viva Voce	Biochemistry
Hom UG-PB 12.18			Knows How		Discuss the mechanism & regulation of gastric juice secretion	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine
Hom UG-PB 12.19			Knows How		Discuss the process of digestion in stomach	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 12.20			Knows How		Discuss the movements of stomach	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 12.21			Knows		Mention the three phases of vomiting	Cognitive	Level 1 Recall	Nice to know	CBL, Lecture, Small group discussion	SAQs	Viva Voce	Medicine Materia Medica Repertory

Hom UG-PB 12.22	Integration Of Information (K-1)		Knows	Describe the composition, mechanism of secretion, function & regulation of Pancreatic Juice	Recall the macro and micro structure of Pancreas	Cognitive	Level 1 Recall	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 12.23			Knows How		Discuss the composition & functions of pancreatic juice	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Biochemistry
Hom UG-PB 12.24			Knows How		Discuss the mechanism & regulation of pancreatic juice secretion	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine
Hom UG-PB 12.25			Knows How		Describe exocrine pancreatic insufficiency	Cognitive	Level 2 Understand / interpret	Desirable to Know	CBL, Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine Materia Medica Repertory
Hom UG-PB 12.26	Integration Of Information (K-1)		Knows How	Describe the structure & function of liver & Gall bladder	Discuss the structure & functions of Liver	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 12.27			Knows How		Explain the signs of liver insufficiency	Cognitive	Level 2 Understand / interpret	Desirable to Know	CBL, Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Medicine
Hom UG-PB 12.28			Knows How		Describe the structure & functions of gall bladder	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Repertory
Hom UG-PB 12.29	Integration Of Information (K-1)		Knows How	Describe the composition, mechanism of secretion, function & regulation of Bile	Discuss the composition & function of liver bile	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 12.30			Knows How		Discuss the composition &	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Biochemistry

				function of gall bladder bile									
Hom UG-PB 12.31			Knows How	Describe the control & mechanism of bile secretion	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce			
Hom UG-PB 12.32			Knows How	Describe the clinical significance of liver functions.	Cognitive	Level 2 Understand / interpret	Desirable to know	CBL, Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine	Materia Medica	
Hom UG-PB 12.33			Knows How	Describe the clinical significance of Gall Bladder functions	Cognitive	Level 2 Understand / interpret	Desirable know	CBL, Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine	Surgery	
Hom UG-PB 12.34	Integration Of Information (K-1)		Knows	Describe the composition, mechanism of secretion, function & regulation of Small intestine	Recognise the macro and micro structure of Small intestine	Cognitive	Level 1 Recall	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy	Repertory
Hom UG-PB 12.35			Knows How		Discuss the composition & functions of Succus Entericus	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	LAQs, Viva Voce	Biochemistry	
Hom UG-PB 12.36			Knows How		Discuss the mechanism & regulation of secretions of Succus Entericus	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce		
Hom UG-PB 12.37			Knows How		Describe the process of digestion in small intestine	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce		
Hom UG-PB 12.37			Knows How		Describe the Malabsorption Syndrome	Cognitive	Level 2 Understand / interpret	Nice to Know	CBL, Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine	Materia Medica

Hom UG-PB 12.39	Integration Of Information (K-1)		Knows How	Describe the movement of gastrointestinal tract, it's regulation & function.	Explain peristalsis as intestinal movement	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Materia Medica
Hom UG-PB 12.40			Knows How		Describe segmentation as intestinal movement	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 12.41			Knows How		Discuss the clinical importance of small intestine	Cognitive	Level 2 Understand / interpret	Desirable to Know	CBL, Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 12.42	Integration Of Information (K-1)		Knows How	Describe the movement of large intestine & defecation as a process.	Discuss the movements of large intestine	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 12.43			Knows How		Describe the process of absorption & secretion in large intestine	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Materia Medica
Hom UG-PB 12.44			Knows How		Discuss the process of defecation	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Repertory
Hom UG-PB 12.45			Knows How		Discuss the clinical significance of large intestine	Cognitive	Level 2 Understand / interpret	Desirable to know	CBL, Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Medicine
Hom UG-PB 12.46	Integration Of Information (K-1)		Knows How	Describe the physiology of digestion and absorption of nutrients	Discuss the digestion & absorption of carbohydrates	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 12.47			Knows How		Discuss the digestion & absorption of Fats	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 12.48			Knows How		Discuss the digestion &	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs SAQs	LAQs, Viva Voce	

				absorption of Proteins								
Hom UG-PB 12.49			Knows How	Discuss absorption of water, electrolytes	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce		
Hom UG-PB 12.50			Knows How	Describe the absorption of vitamins & minerals	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce		
Hom UG-PB 12.51	Information Gathering ,Integration Of information, Problem Integration (K-2)		Shows How	Observe the process of conducting liver function test	Psycho Motor	Level 1 (Observe / Imitate)	Nice to know	Demonstration	Observation	Checklist	Medicine	
Hom UG-PB 12.52	Information Gathering ,Integration Of information, Problem Integration (K-2)		Shows How	Demonstrate the Gastrointestinal system examination	Psycho Motor	Level 2 (Control)	Desirable to know	Demonstration	Observation	Checklist	Anatomy Medicine	
Hom UG-PB 12.53			Knows How	Interpret the findings of inspection of gastrointestinal system in clinical examination	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Anatomy Medicine	
Hom UG-PB 12.54			Shows How	Perform the palpation of gastrointestinal system in the clinical examination	Psycho Motor	Level 2 (Control)	Desirable to know	Demonstration	Observation	Checklist	Anatomy Medicine	

Hom UG-PB 12.55			Knows How	Interpret the findings of palpation of gastrointestinal system in clinical examination	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Anatomy Medicine
Hom UG-PB 12.56			Shows How	Perform the percussion of gastrointestinal system in the clinical examination	Psycho Motor	Level 2 (Control)	Desirable to know	Demonstration	Observation	Checklist	Anatomy Medicine
Hom UG-PB 12.57			Knows How	Interpret the findings of percussion of gastrointestinal system in clinical examination	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Anatomy Medicine
Hom UG-PB 12.58			Shows How	Perform the auscultation of gastrointestinal system in the clinical examination	Psycho Motor	Level 2 (Control)	Desirable to know	Demonstration	Observation	Checklist	Anatomy Medicine
Hom UG-PB 12.59			Knows How	Interpret the findings of auscultation of gastrointestinal system in clinical examination	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Anatomy Medicine

Topic No	13
Theory	Renal Physiology
Practical	Kidney Function Test
Clinical Physiology	

Learning Outcomes: -

At the end of the chapter Renal Physiology, the student must be able to –

- Describe structure & functions of the kidneys.
- Explain the role of renin-angiotensin system.
- Describe the mechanism of urine formation.
- Describe the process of filtration, secretion & reabsorption in kidney.
- Describe the concentration and diluting mechanism in the kidney.
- Describe the renal regulation of acid-base balance.
- Describe the physiology of micturition.
- Describe the Renal Function Tests.

S.No	Generic competency	Subject area	Miller's Level	Specific Competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-PB 13.1	Integration Of Information (K-1)	Renal Physiology	Knows	Describe structure & functions of the kidneys.	Recognize the structure of kidney & nephron	Cognitive	Level 1 Recall	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Materia Medica
Hom UG-PB 13.2			Knows How		Discuss the functions of kidney	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 13.3			Knows How		Discuss the organization and function of glomerulus	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Anatomy Medicine
Hom UG-PB 13.4			Knows		Classify the type of nephrons	Cognitive	Level 1 Recall	Must Know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Anatomy
Hom UG-PB 13.5			Knows How		Describe the structure and functions of juxtaglomerular apparatus	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Anatomy
Hom UG-PB 13.6	Integration Of Information (K-1)		Knows How	Explain the role of renin – angiotensin system	Explain the secretions from juxtaglomerular apparatus & their regulation	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Medicine
Hom UG-PB 13.7	Integration Of Information (K-1)		Knows How	Describe the mechanism of urine formation	Explain the process of glomerular filtration	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 13.8			Knows How		Describe the regulation of Glomerular Filtration Rate	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	

Hom UG-PB 13.9			Knows How		Discuss the mechanism of GFR. Explain the factors affecting GFR	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 13.10	Integration Of Information (K-1)		Knows How	Describe the process of filtration, secretion & reabsorption in kidney	Discuss the general considerations of reabsorption & secretion	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	MCQs	LAQs, Viva Voce	Medicine
Hom UG-PB 13.11			Knows How		Describe the renal transport mechanisms throughout the tubular segments	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Biochemistry
Hom UG-PB 13.12			Knows How		Describe the transport of individual substances in different segments of renal tubule	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	MCQs	Viva Voce	
Hom UG-PB 13.13		Integration Of Information (K-1)			Knows How	Describe the concentration and diluting mechanism in the kidney	Discuss the general consideration of urine concentration mechanism	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs
Hom UG-PB 13.14			Knows How	Describe the counter current multipliers	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce	Biochemistry	
Hom UG-PB 13.15			Knows How	Discuss the counter current exchangers	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	MCQs	SAQs, Viva Voce		

Hom UG-PB 13.16	Information Gathering ,Integration Of		Knows How	Describe the renal regulation of acid – base balance	Discuss the renal regulation of acid-base balance	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Biochemistry
Hom UG-PB 13.17	information, Problem Integration (K-2)		Knows How		Describe the physiology of micturition	Describe the buffer system in the kidney	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce
Hom UG-PB 13.18	Integration Of Information (K-1)		Knows	Define micturition		Cognitive	Level 1 (Remember / recall)	Desirable to Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 13.19			Knows How	Discuss the nerve supply of urinary bladder		Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce	Anatomy
Hom UG-PB 13.20			Knows How	Describe the micturition reflex	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Anatomy	
Hom UG-PB 13.21	Information Gathering ,Integration Of information, Problem		Shows How	Describe the Kidney function teste	Perform the physical, chemical, and microscopical examination of urine	Psycho Motor	Level 2 (Control)	Must know	Demonstration	Observation	OSCE	Biochemistry
Hom UG-PB 13.22	Integration (K-2)		Knows How		Recognize the normal values of physical, chemical, and microscopical examination of urine	Cognitive	Level 2 Understand / interpret)	Must know	Lecture, Small group discussion	SAQs	LAQ, Viva Voce	Biochemistry
Hom UG-PB 13.23			Shows How		Perform examination for the abnormal constituents of urine	Psycho Motor	Level 2 (Control)	Must know	Demonstration	Observation	Checklist	Biochemistry Medicine

Hom UG-PB 13.24			Knows How		Interpret the results of examination for the abnormal constituents of urine	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQ, Viva Voce	Biochemistr y Medicine
Hom UG-PB 13.25			Knows How		Interpret the renal clearance test for glomerular function	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQ, Viva Voce	Biochemistr y Medicine
Hom UG-PB 13.26			Knows How		Interpret the renal clearance test for Tubular function.	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	LAQ, Viva Voce	Biochemistr y Medicine

Topic No	14
Theory	Biochemistry
Practical	Biochemistry Practical of carbohydrate, lipid, protein, Urine normal & abnormal constituents
Clinical Physiology	

Learning Outcomes: -

At the end of the chapter Biochemistry, the student must be able to –

- Describe the lipid, carbohydrate, and protein metabolisms.
- Describe the enzymes and their activities.
- Describe the role of Vitamins.
- Perform the quantitative estimation of Glucose, Total Proteins, Uric Acid in Blood.
- Perform the Lipid Profile.

S.No	Generic competency	Subject area	Miller's Level	Specific Competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral							
Hom UG-PB 14.1	Integration Of Information (K-1)	Biochemistry	Knows How	Describe the lipid Metabolism.	Explain the biosynthetic and catabolic pathways	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	Viva Voce								
Hom UG-PB 14.2			Knows How									Explain the importance of lipids in the body.	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 14.3			Knows How									Explain the different	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small	SAQs	SAQs, Viva Voce	

					properties of lipids.				group discussion					
Hom UG-PB 14.4	Integration Of Information (K-1)		Knows How	Describe the Carbohydrate metabolism	Discuss different types of carbohydrates.	Cognitive	Level 2 Understand / interpret	Must know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce			
Hom UG-PB 14.5			Knows		List major functions of carbohydrates.	Cognitive	Level 1 Recall	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce			
Hom UG-PB 14.6			Knows How		Discuss the food sources of carbohydrates.	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce			
Hom UG-PB 14.7			Knows How		Explain the processes of glycolysis	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce			
Hom UG-PB 14.8			Knows How		Explain the process of gluconeogenesis	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce			
Hom UG-PB 14.9			Knows How		Describe the process of ATP production through oxidative phosphorylation	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce			
Hom UG-PB 14.10		Integration Of Information (K-1)			Knows How	Describe the Protein Metabolism	Discuss the special features of protein Metabolism	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 14.11					Knows How		Discuss the functions of intact amino acid	Cognitive	Level 2 Understand / interpret	Nice to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	

Hom UG-PB 14.12			Knows How		Discuss the oxidation of amino acid	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	
Hom UG-PB 14.13			Knows How		Discuss the synthesis of proteins	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Physiology
Hom UG-PB 14.14			Knows How		Discuss the function of nitrogenous part	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 14.15			Knows How		Discuss the exogenous & endogenous protein metabolism	Cognitive	Level 2 Understand / interpret	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 14.16	Integration Of Information (K-1)		Knows How	Describe the enzymes and their activities.	Discuss the concept of enzyme, chemical reactions, catalyst and substrates.	Cognitive	Level 2 Understand / interpret	Desirable to know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Physiology
Hom UG-PB 14.17			Knows		Mention the major functions of enzymes.	Cognitive	Level 1 Recall	Must Know	Lecture, Small group discussion	SAQs	LAQs, Viva Voce	Physiology
Hom UG-PB 14.18			Knows How		Discuss the importance of enzymes in the body.	Cognitive	Level 2 Understand / interpret	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Physiology
Hom UG-PB 14.19	Integration Of Information (K-1)		Knows	Describe the role of Vitamins	Define vitamin	Cognitive	Level 1 (Remember / recall)	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Physiology Community Medicine

Hom UG-PB 14.20			Knows		Classify vitamins	Cognitive	Level 1 Recall	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 14.21			Knows		Mention common vitamin deficiencies		Level 1 Recall	Desirable to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Physiology Medicine Community Medicine
Hom UG-PB 14.22	Information Gathering , Integration Of information , Problem Integration (K-2)		Knows	Demonstration of Uses Of Instruments Or Equipment	List the use of different instruments in biochemistry experiments	Cognitive	Level 1 Recall	Must Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	
Hom UG-PB 14.23			Shows How	Demonstrate the Qualitative Analysis of Carbohydrates , Proteins And Lipids	Perform the qualitative analysis of carbohydrate	Psycho Motor	Level 2 (Control)	Must Know	Demonstration	Observation	Checklist	Pathology
Hom UG-PB 14.24			Knows How		Interpret the results of Qualitative analysis of carbohydrate	Cognitive	Level 2 Understand / interpret	Nice to Know	Lecture, Small group discussion	SAQs	Viva Voce	Pathology
Hom UG-PB 14.25			Shows How		Observe the qualitative analysis of Protein	Psycho Motor	Level 1 (Observe / Imitate)	Desirable to Know	Demonstration	Observation	Checklist	Pathology
Hom UG-PB 14.26			Knows How		Interpret the results of Qualitative analysis of Protein	Cognitive	Level 2 Understand / interpret	Nice to Know	Lecture, Small group discussion	SAQs	Viva Voce	Pathology
Hom UG-PB 14.27			Shows How		Perform the qualitative analysis of Lipid	Psycho Motor	Level 2 (Control)	Nice to Know	Demonstration	Observation	Checklist	Pathology
Hom UG- PB 14.28			Knows How		Interpret the results of	Cognitive	Level 2 Understand / interpret	Nice to Know	Lecture, Small	SAQs	Viva Voce	Pathology

				Qualitative analysis of Lipid				group discussion				
Hom UG-PB 14.29	Information Gathering ,Integration Of information , Problem Integration (K-2)	Shows How	Perform the quantitative estimation of Glucose, Total Proteins, Uric Acid in Blood	Perform the Quantitative estimation of glucose	Psycho Motor	Level 3 (Automatism)	Must Know	Demonstration	Observation	Checklist	Pathology	
Hom UG-PB 14.30		Knows How		Interpret the results of Qualitative analysis of glucose	Cognitive	Level 2 Understand / interpret	Nice to Know	Lecture, Small group discussion	SAQs	Viva Voce	Pathology	
Hom UG-PB 14.31		Shows How		Perform the Quantitative estimation of Total proteins	Psycho Motor	Level 3 (Automatism)	Must Know	Demonstration	Observation	Checklist	Pathology	
Hom UG-PB 14.32		Knows How	Interpret the results of Qualitative analysis of total protein	Cognitive	Level 2 Understand / interpret	Nice to Know	Lecture, Small group discussion	SAQs	Viva Voce	Pathology		
Hom UG-PB 14.33		Shows How	Observe the Quantitative estimation of Uric Acid	Psycho Motor	Level 1 (Observe / Imitate)	Nice to Know	Demonstration	Observation	Checklist	Pathology		
Hom UG-PB 14.34		Knows How	Interpret the results of Quantitative estimation of Uric acid	Cognitive	Level 2 Understand / interpret	Nice to Know	Lecture, Small group discussion	SAQs	SAQs, Viva Voce	Pathology		
Hom UG-PB 14.35		Shows How	Perform the Lipid Profile	Observe the laboratory testing for Lipid profile	Psycho Motor	Level 1 (Observe / Imitate)	Must Know	Demonstration	Observation	OSCE	Pathology	
Hom UG-PB 14.36		Knows How	Interpret the results of Lipid profile testing	Cognitive	Level 2 Understand / interpret	Nice to Know	Lecture, Small group discussion	SAQs	Viva Voce	Pathology		

					done in a laboratory							
--	--	--	--	--	-------------------------	--	--	--	--	--	--	--

Asse

8. PRACTICAL TOPICS

PRACTICAL & CLINICAL PHYSIOLOGY:-

<u>No</u>	<u>Practical</u>	<u>Demonstration / Performance</u>
HAEMATOLOGY		
1	Study of the Compound Microscope	Performance
2.	Collection of Blood Samples	Performance
3	Estimation of Haemoglobin Concentration	Performance
4	Determination of Haematocrit	Demonstration
5	Hemocytometry	Performance
6	Total RBC Count	Performance
7	Determination of RBC Indices	Demonstration
8	Total Leucocytes Count (TLC)	Performance
9	Preparation And Examination Of Blood Smear	Performance
10	Differential Leucocyte Count (DLC)	Performance
11	Absolute Eosinophil Count	Demonstration
12	Determination of Erythrocyte Sedimentation Rate	Demonstration
13	Determination of Blood Groups	Performance
14	Determination of Bleeding Time and Coagulation Time	Performance
BIOCHEMISTRY		
1	Demonstration of Uses Of Instruments Or Equipment	Demonstration
2	Qualitative Analysis of Carbohydrates, Proteins And Lipids	Performance
3	Normal Characteristics of Urine	Performance
4	Abnormal Constituents of Urine	Performance
5	Quantitative Estimation of Glucose, Total Proteins, Uric Acid in Blood	Performance
6	Liver Function Tests	Demonstration
7	Kidney Function Tests	Demonstration

8	Lipid Profile	Demonstration
9	Interpretation and Discussion of Results of Biochemical Tests	Demonstration
CLINICAL PHYSIOLOGY & OPD		
1	Case Taking & Approach to pt	Performance
2	General Concept Of Examination	Performance
3	Examination of muscles, joints,	Performance
4	Cardio-Vascular System – Blood Pressure Recording, Radial Pulse, ECG, Clinical Examination	Performance
5	Respiratory System- Clinical Examination, Spirometry, Stethography	Performance
6	Nervous System- Clinical Examination	Performance
7	Special Senses- Clinical Examination	Performance
8	Reproductive System- Diagnosis of Pregnancy	Performance
9	Gastrointestinal System- Clinical Examination	Performance
10	OPD (Applied Physiology)	Demonstration & Performance
SPOTTING		
1	Haematology	
2	Bio-Chemistry	
3	Clinical Physiology	

9. ASSESSMENT

PHYSIOLOGY THEME TABLE

PAPER – 1

Theme*	Topics	Term	Marks	MCQ's	SAQ's	LAQ's
A	General Physiology	I	07	Yes	Yes	No
B	Biophysics Science	I	07	Yes	Yes	No
C	Body fluids& Immune Mechanism	I	26	Yes	Yes	Yes
D	Cardiovascular system	II	16	Yes	Yes	Yes
E	Respiratory system	II	16	Yes	Yes	Yes
F	Excretory system	III	16	Yes	Yes	Yes
G	Skin & The Integumentary System	I	06	Yes	Yes	No
H	Nerve Muscle physiology system	I	06	Yes	Yes	No

QUESTION PAPER BLUE PRINT

UNIVERSITY EXAM PAPER-I – 100 MARKS

MCQs – 10 Marks.

SAQs – 40 Marks.

FAQs – 50 Marks

Question Serial Number	Type of Question	Question Paper Format (Refer Theme table for themes)
Q1	Multiple choice Questions (MCQ) All questions compulsory 1 mark each	<ol style="list-style-type: none"> 1. Theme A 2. Theme A 3. Theme B 4. Theme B 5. Theme C 6. Theme D 7. Theme E 8. Theme F 9. Theme G 10. Theme H
Q2	Short answer Questions(SAQ)	<ol style="list-style-type: none"> 1. Theme A

	All questions compulsory 5 Marks Each	<ol style="list-style-type: none"> 2. Theme B 3. Theme C 4. Theme D 5. Theme E 6. Theme F 7. Theme G 8. Theme H
Q3	Long answer Questions (LAQ) All questions compulsory 10 marks each	<ol style="list-style-type: none"> 1. Theme C 2. Theme C 3. Theme D 4. Theme E 5. Theme F

PAPER – 2

Theme*	Topics	Term	Marks	MCQ's	SAQ's	LAQ's
A	Endocrine system	II	21	Yes	Yes	Yes
B	Central Nervous System	II	21	Yes	Yes	Yes
C	Digestive system and Nutrition	III	16	Yes	Yes	Yes
D	Reproductive system	III	17	Yes	Yes	Yes
E	Sense organs	III	17	Yes	Yes	Yes
F	Biochemistry	III	08	Yes	Yes	No

UNIVERSITY EXAM PAPER-II – 100 MARKS

MCQs – 10 Marks.

SAQs – 40 Marks.

FAQs – 50 Marks

Question Serial Number	Type of Question	Question Paper Format (Refer Theme table for themes)
Q1	Multiple choice Questions (MCQ) All questions compulsory 1 mark each	1) Theme A 2) Theme B 3) Theme C 4) Theme D 5) Theme D 6) Theme E 7) Theme E 8) Theme F 9) Theme F 10) Theme F
Q2	Short answer Questions (SAQ) All questions compulsory 5 Marks Each	1) Theme A 2) Theme A 3) Theme B 4) Theme B 5) Theme C 6) Theme D 7) Theme E 8) Theme F
Q3	Long answer Questions (LAQ) All questions compulsory 10 marks each	1) Theme A 2) Theme B 3) Theme C 4) Theme D 5) Theme E

Distribution of Marks for Practical Exam:

Practical Exam: 100 Marks	
Haematology	20 marks
Bio-chemistry	20 marks
Clinical Physiology	20 marks
Spotting - 10 Spots	30 marks
Journal	10 marks
Viva: 80 Marks	
Viva Voce	80 marks
Internal Assessment: 20	
IA	20

The Pass Marks in Each Component of the Examination shall be 50%.

9B - Scheme of Assessment (formative and Summative)

Sr. No	Professional Course	1 st term (1-6 Months)			2 nd Term (7-12 Months)			3 rd Term (13-18 Months)	
		1 st PA	1 ST TT		2 nd PA	2 ND TT		3 rd PA	UE
1	First Professional BHMS	20 Marks Practical/Viva	100 Marks Theory	100 Marks Practical/ Viva	20 Marks Practical/Viva	100 Marks Theory	100 Marks Practical/ Viva	20 Marks Practical/Viva	

For Internal assessment, Only Practical/Viva marks will be considered. Theory marks will not be counted)

Method of Calculation of Internal Assessment Marks for Final University Examination:

PA1 Practical/Viva (20 Marks)	PA2 Practical/Viva (20 Marks)	PA3 Practical/Viva (20 Marks)	Periodical Assessment Average $PA1+PA2+PA3/3$	TT1 Practical/ Viva (100 Marks)	TT2 Practical/ Viva (100 Marks)	Terminal Test Average $TT1+TT2/200*20$	Final Internal Assessment Marks
A	B	C	D	E	F	G	$D+G/2$

PA- Periodical Assessment **TT-** Terminal Test **UE-** University Examination

10. LIST OF RECOMMENDED BOOKS

THEORY

TEXT BOOKS

1. John N A (2023) Chatterjee C C. Text Book of Physiology 14th Edition. CBS Publication. (CBDC based)
2. Tortora G (2020). Principles of Anatomy & Physiology. Wiley Publication.
3. Jain A (2021). Text Book of Physiology Vol – 1 & 2. Avichal Publishing Company.
4. Reddy L P(2023)Fundamentals of Medical Physiology. CBS Publishers and Distributors(CBDC based)

REFERENCE BOOKS

1. Hall J. (2020). Guyton & Hall Text book of Medical Physiology. Elsevier Publication.
2. Khurana I (2021). Essential Medical Physiology. Elsevier Publication.

PRACTICAL & CLINICAL PHYSIOLOGY:-

1. Varshney VP, Bedi M, (2023) Ghai's Textbook of Practical Physiology: 10th Edition. Jaypee Brothers Medical Publisher (CBDC based)
2. John N Aet al (2021) C C Chatterjee's Manual of Practical Physiology: CBS Publishers and Distributors(CBDC based)
3. Jain A. (2019) Manual of Practical Physiology. 6th ed. Arya Publications.
4. Glynn M., William D. (2017). Hutchison's Clinical methods. 24th edition Elsevier Publication

9. LIST OF CONTRIBUTORS

Dr. Chirag Shah

Professor & HOD, Department of Human Physiology & Biochemistry

Smt. M. K. Sanghvi Homoeopathic Medical College, Miyagam-Karjan - 391240

Dr. Juhi Gupta

Assistant Professor,

Government Homoeopathic Medical College & Hospital, AYUSH Parisar, Bhopal 462003

Dr. Shishir Mathur

Professor & Vice Principal,

Dr. MPK Homoeopathic College, Hospital & Research Centre, Jaipur

Dr Ajay Chaudhary,

COMPETENCY BASED DYNAMIC CURRICULUM FOR FIRST BHMS PROFESSIONAL COURSE

(Applicable from Batch 2022-2023 onwards for 5 years or until further notification by National Commission for Homoeopathy whichever is earlier)

(Homoeopathic Pharmacy)



HOMOEOPATHY EDUCATION BOARD

NATIONAL COMMISSION FOR HOMOEOPATHY

MINISTRY OF AYUSH, GOVERNMENT OF INDIA

JAWAHAR LAL NEHRU BHARTIYA CHIKITSA AVUM HOMOEOPATHY ANUSANDHAN BHAVAN

No.61-65, Institutional Area, opp. 'D' block, Janak Puri, New Delhi-110 058

Course-Homoeopathic Pharmacy**Course code:** Hom-UG-HP**INDEX**

Sr. No	Description	Page Number
1	Preamble	02
2	Program Outcomes (PO)	03
3	Course Outcomes (CO)	04
4	Teaching Hours	05
5	Course Content	13
6	Teaching Learning Methods	21
7	Content Mapping (Competencies Table)	22
8	Practical Topics	107
9	Assessment	110
10	List of Recommended Books	115
11	List of Contributors	122

1. PREAMBLE

Pharmacy holds a unique place in Homoeopathic practice and education. It involves knowledge of sources of drugs and the process through which these are processed to obtain dynamic, potent homoeopathic drugs for use at the bedside. It encompasses knowledge of drug action, drug proving, methods of Quality testing, standardization & storage with up to date information of changing drug laws related to Homoeopathic Pharmaceutical Industry & Homoeopathy.

We all know the travails which Master went through while establishing the right to manufacture and dispense what he had so painfully discovered. The challenges have not lessened in the modern era when 'scientific' evidence has been gathered for dubbing Homoeopathic medicines as nothing more than a placebo. It is important that the entrant to our science is introduced to the scientific nature of the process employed to prepare our medicines and he develops confidence in the soundness of the practices as well as its efficacy. The student should also appreciate the more than 250 year advance that Hahnemann was able to establish of Homoeopathic science. We now know that Homoeopathy is the 'greenest' of all medical systems in existence and that is sustainable, eco-friendly and the most economic while being effective over a wide range of conditions.

The way that this can be conveyed is by adopting an integrated approach to Pharmacy education and training. Effective linkages with the subjects of Homoeopathic Philosophy and Materia Medica will be able to convey the strong roots that the practice of Pharmacy has not only in the philosophical approach but also the experimental results as seen through the proving from which the world of Materia Medica has evolved.

Simultaneously, the recent advances in the bio-physical and quantum physics has opened new avenues to address the age-old question of how homoeopathic medicines act. A host of researchers are already doing work which the student needs to be made conversant with. That will produce an insight of the way new researches and developments in related fields of the 21st century are able to start explaining Hahnemann's insights of the 18th! This will also firmly root the student in the first year itself to being a participant in ongoing research related to the discipline which will be his own. Hence the teacher of Pharmacy has a crucial role to play in being abreast of the developments in the field and lend to the student the excitement that becomes a part of teaching-learning.

2. PROGRAMME OUTCOMES

At the end of BHMS program, a student must

- 1) Develop the knowledge, skills, abilities and confidence as a primary care homoeopathic practitioner to attend to the health needs of the community in a holistic manner
- 2) Correctly assess and clinically diagnose common clinical conditions prevalent in the community from time to time
- 3) Identify and incorporate the socio-demographic, psychological, cultural, environmental & economic factors affecting health and disease in clinical work
- 4) Recognize the scope and limitation of homoeopathy in order to apply Homoeopathic principles for curative, prophylactic, promotive, palliative, and rehabilitative primary health care for the benefit of the individual and community
- 5) Be willing and able to practice homoeopathy as per medical ethics and professionalism.
- 6) Discern the scope and relevance of other systems of medical practice for rational use of cross referrals and role of life saving measures to address clinical emergencies
- 7) Develop the capacity for critical thinking, self reflection and a research orientation as required for developing evidence based homoeopathic practice.
- 8) Develop an aptitude for lifelong learning to be able to meet the changing demands of clinical practice
- 9) Develop the necessary communication skills and enabling attitudes to work as a responsible team member in various healthcare settings and contribute towards the larger goals of national health policies such as school health, community health and environmental conservation.

3.COURSE OUTCOMES

At the end of the course of Homoeopathic Pharmacy, I BHMS Student will be able to

1. Explain the principles that govern homoeopathic pharmacy.
2. Discuss the pharmacognosical basis of homoeopathic drugs with respect to their identification, nomenclature, source, part used, method of collection and preparation.
3. Prepare homoeopathic medicines from their respective sources according to the different scales & methods of potentisation on a small scale in the laboratory.
4. Describe the pharmacology of homoeopathic drugs with respect to the types of drug action, sphere of action and pharmacological action of homoeopathic drugs integrated with Homoeopathic Materia Medica, Anatomy and physiology.
5. Relate the methodology of Homoeopathic Drug Proving integrated with Organon of Medicine.
6. Apply the principles of Homoeopathic Posology in different health care setting like OPD/IPD integrated with Organon of Medicine and Homoeopathic Materia Medica.
7. State the methods of standardization and quality control of homoeopathic medicines to ensure the genuineness of homoeopathic medicines.
8. Explain the principles of pharmaconomy, dispensing and preservation of homoeopathic medicines.
9. Engage the principles of pharmaco-vigilance, and adverse drug reaction in relation to homoeopathic medicines.
10. Write an ideal prescription.
11. Evaluate the scope for research in homoeopathic pharmacy in the context of the recent advancements in pharmaceutical sciences

1. TEACHING HOURS

Sr No.	Subject	Theoretical Lecture	Practical + Posting at IPD/OPD/Hospital Dispensing Section
01	Homeopathic Pharmacy	100 hrs.	110 hrs.

Teaching Hours (Theory)

A. List of Topics		B.Term	C.Teaching Hours
a) General Concepts and Orientation:			
History of Pharmacy with emphasis on emergence of Homoeopathic Pharmacy.	Definition of Pharmacy & Homoeopathic Pharmacy Concept of Drug substance, Drug, Medicine & Remedy Forming Basic concept of other AYUSH Schools of Pharmacy (Ayurveda, Siddha, Sowa Rigpa & Unani Pharmacy)	I	03
Homoeopathic Pharmacy Basics	Sources of Homoeopathic Pharmacy Branches of Pharmacy Scope of Homoeopathic Pharmacy Specialty and originality of Homoeopathic Pharmacy The Principles of Homoeopathy	I	04

	<p>Law of Similia, Simplex & Minimum</p> <p>Theory of Chronic Disease & Vital Force</p> <p>Doctrine of Drug Proving & Drug Dynamisation</p>		
Homoeopathic Pharmacopoeia	<p>The Evolution, History & Development of Homoeopathic Pharmacopoeias throughout the world (year wise Publications) – GHP, BHP, HPUS, FHP</p> <p>Official –(HPI) & Unofficial Pharmacopoeias – (M Bhattacharya & Co's Homoeopathic Pharmacopoeia</p> <p>Encyclopaedia of Homoeopathic Pharmacopoeia – P N Verma, Homoeopathic Pharmaceutical Codex)</p> <p>Monograph, Contents of Monograph with its individual importance</p>	I	04
Ideal laboratory	<p>Pre requisites of ideal Laboratory (General Laboratory), Laboratory safety Rules</p> <p>Role of Laboratory in Homoeopathic Pharmacy Education</p>	I	02
Weights and measurements.	<p>Metrology</p> <p>Basics & Units of Apothecary System, British Imperial System, Metric System</p> <p>Interrelationship between various systems of Weight & Measure</p> <p>Concept on Domestic Measures with Metric Equivalent</p>	I	01

Nomenclature	The Basic Rules of Nomenclature Nomenclature of Homoeopathic Drugs Important terminologies like scientific names, common names, synonyms Anomalies in Nomenclature	1	02
Pioneers of Homoeopathic Pharmacy	Role & contributions of Pioneers in development of Homoeopathic Pharmacy	1	02
b) Raw Material: Drugs and Vehicles			
Source of drugs in Homoeopathy	Different sources - Plant kingdom, Animal kingdom, Mineral kingdom, Nosodes, Sarcodes, Imponderabilia, Synthetic source, New Sources - Allersode, Isodes with reference to their clinical utility Introduction to Bowel Nosodes, Tissue remedies	1	07
Collection of drug substances	General and Specific guidelines for collecting drugs from all available sources	1	03
Vehicles.	Definition, classification, General Use Source, Properties & Particular use of Vehicles with respect to List Provided in Appendix D Preparation – Commercial Lactose, Alcohol Purity tests – Water, Alcohol, Sugar of Milk	1	06
c) Homoeopathic Pharmaceutics:			

Mother tincture and its preparation	Extraction – Principles & Various Methods Old Method (Based on Class I to IX) Concept of Uniform Drug Strength Estimation of Moisture Content - Necessity New Method/Modern Approach of Homoeopathic Drug Preparation	II	07
Various Scales of Potentization in Homoeopathic pharmacy.	History of development, Introducer, Designation, Preparation, Administration & Application with respect to - Centesimal Scale, Decimal Scale & 50 Millesimal Scale	II	03
Drugs Dynamisation	The Evolution of Dynamisation Concept in Homoeopathy Potentisation & its types The Merits of Potentisation Succussion & Trituration Various types of Potency– Fluxion Potency, Jumping Potency, Back Potency, Single Vial Potency, Multiple Vial Potency, Mixed Vial Potency Post-Hahnemannian Potentization Techniques	II	06
External applications	Scope of administration of External Applications in Homoeopathic Practice Dr Hahnemann's View as per Organon (5 th & 6 th Ed) Preparation & Uses of lotion, glycerol, liniment	II	05

	and ointment. Commercial Preparation of Ointment		
Posology	Basic principles of Homoeopathic Posology Related aphorisms of Organon of medicine. Criteria for Selection of Potency & Repetition of Dose Various Kinds of Dose, Emphasis on Minimum Dose	III	06
Prescription	Prescription Writing Important Abbreviations Parts & Contents of Prescription Merits & Demerits of Prescription Writing	III	02
Dispensing of Homoeopathic Medicines	Various Dosage Forms – Solid, Liquid Dosage Forms, Methods of Dispensing	II	02
Placebo.	Concept of Homoeopathic Placebo The Philosophy of administration of placebo Concept of Placebo Effect	II	01
Pharmaconomy	Routes of Homoeopathic drug administration.	II	02
Preservation	Preservation Rules – Raw Materials Drug Substance, Mother Preparations, Finished products & Vehicles	II	02

d) Pharmacodynamics			
▪ Doctrine of Signature.	Basic Concept, Its Evolution & Application in Ancient Medical System Supporters of the Doctrine Dr Hahnemann's view on the Doctrine	II	01
▪ Drug Proving.	Homoeopathic Pharmacodynamics With reference to aphorisms 105 – 145 of Organon of Medicine – 6 th Ed) Post Hahnemannian Drug Proving Homoeopathic Pathogenetic Trial (HPT) CCRH & Other Protocols on HPT Other Noted Provers & their work on Drug Proving	III	06
▪ Adverse Reactions	Drug Basic Idea, Reporting of ADE Drug safety with Ref to HPI Medication errors, Causality Assessment Incompatible Remedies	II	02
▪ Pharmaco-vigilance.	Pharmacovigilance in Homoeopathy Activities of Pharmacovigilance Centres Awareness on Medicinal Preparations against Homoeopathic Principles – Patents, Combinations	II	02
▪ Pharmacological	listed in Appendix-A (Any 15)	III	05

study of drugs			
e) Quality Control:			
<ul style="list-style-type: none"> Standardisation Homoeopathy 	in Different Methods of Standardisation Quality Control of Raw Materials – Various Evaluation techniques In Process Quality Control Quality Control of finished products – Various standard parameters	II	02
<ul style="list-style-type: none"> Industrial pharmacy. 	Good Manufacturing Practices (GMP) Schedule M1	II	02
<ul style="list-style-type: none"> Homoeopathic pharmacopoeia laboratory (HPL) 	Functions and Activities of HPL relating to quality control of drugs. Pharmacopoeia Commission for Indian Medicines	II	01
f) Legislations pertaining to Homoeopathic Pharmacy:		III	04
The Drugs and Cosmetics Act, 1940 (23 of 1940)			
Drugs and Cosmetics Rules, 1945			
Medicinal and Toilet Preparations (Excise Duties) Act, 1955 (16 of 1955)			
Drugs and Magic Remedies (Objectionable Advertisements) Act, 1954 (21 of 1954)			
The Narcotic Drugs and Psychotropic Substances Act, 1985 (61 of 1985)			
Dangerous Drug Act, 1930			

g) Recent Advances in Homoeopathic Pharmacy	III	02
<p>Modern theories related with Homoeopathic Drug action</p> <ul style="list-style-type: none"> ▪ Principles of Drug action ▪ Introduction to Nanomedicine ▪ Molecular Mechanism of Drug Action ▪ Mechanism of Action of Homoeopathic Medicines 		
<p>Scope of Research in Homoeopathic Pharmacy</p> <ul style="list-style-type: none"> ▪ Drug Discovery ▪ Principles of New Drug discovery ▪ Clinical evaluation of New Drugs ▪ Pre-Clinical Research in Homoeopathic Pharmacy 	III	01
h) Homoeopathic Pharmacy - Relationships	III	02
Relation of Homoeopathic Pharmacy with Anatomy		
Relation of Homoeopathic Pharmacy with Physiology		
<p>Relation of Homoeopathic Pharmacy with Materia Medica</p> <p>With reference to Source of Drugs, Identification, Common Name of Drugs, Role of Drug Proving & Other Types of Proving in construction of Materia Medica, Clinical Verification</p> <p>Family wise study of Sphere of action – Solanaceae, Loganiaceae, Compositae, Liliaceae, Anacardiaceae, Rubiaceae etc</p>		

Teaching Hours (Practical)

Homoeopathic Pharmacy Practicals		Teaching Hours	Peyton's 4 step assessment criteria
	Particulars of Experiments		
1	Estimation of size of globules	2	Execution
2	Medication of globules (Small Scale)	2	Execution
3	Purity test of Sugar of milk	2	Comprehension & Execution
4	Purity test of water	2	Comprehension & Execution
5	Purity test of Ethyl alcohol	2	Comprehension & Execution
6	Determination of Specific gravity of a given liquid Vehicle & identifying the same.	2	Execution
7	Preparation of dispensing alcohol from strong alcohol.	1	Comprehension & Execution
8	Preparation of dilute alcohol from strong alcohol.	1	Comprehension & Execution
9	Trituration of drug in Old Method (One each of Class VII, VIII & IX)	3	Execution
10	Trituration of one drug as per HPI	1	Execution
11	Succussion in decimal scale from Mother Tincture (Prepared in Old Method) to 3X potency.	2	Execution
12	Succussion in decimal scale from Mother Tincture (Prepared in New Method) to 3X potency	2	Execution
13	Succussion in centesimal scale from Mother Tincture (Prepared in Old Method) to 3C	2	Execution
14	Succussion in centesimal scale from Mother Tincture (Prepared in New Method) to 3C	2	Execution
15	Conversion of Trituration to liquid potency: Decimal scale 6X to 8X potency.	1	Execution

16	Conversion of Trituration to liquid potency: Centesimal scale 3C to 4C potency.	1	Execution
17	Preparation of 0/2 potency (Solid form) (LM scale) of 1 Drug from 3 rd Degree Trituration.	2	Execution
18	Preparation of external applications – Lotion	1	Execution
19	Preparation of external applications – Glycerol	1	Execution
20	Preparation of external applications – Liniment	1	Execution
21	Preparation of external applications – Ointment	1	Execution
22	Writing of prescription & Dispensing the Medicine in Water with preparation of Doses	1	Execution
23	Writing of prescription & Dispensing the Medicine in Sugar of Milk with Preparation of Doses	1	Execution
24	Preparation of mother tinctures according to Old Hahnemannian method (Class I, II, III, IV)	8	Execution
25	Preparation of mother solutions according to Old Hahnemannian method (Class Va, Vb, VIa, VIb)	4	Execution

5. COURSE CONTENT

A. THEORY

Table 4: Homoeopathic Pharmacy Theory	
a) General Concepts and Orientation:	
History of Pharmacy with emphasis on emergence of Homoeopathic Pharmacy.	Definition of Pharmacy & Homoeopathic Pharmacy Concept of Drug substance, Drug, Medicine & Remedy Forming Basic concept of other AYUSH Schools of Pharmacy (Ayurveda, Siddha, Sowa Rigpa & Unani Pharmacy)
Homoeopathic Pharmacy Basics	Sources of Homoeopathic Pharmacy Branches of Pharmacy Scope of Homoeopathic Pharmacy Specialty and originality of Homoeopathic Pharmacy The Principles of Homoeopathy Law of Similia, Simplex & Minimum Theory of Chronic Disease & Vital Force Doctrine of Drug Proving & Drug Dynamisation

Homoeopathic Pharmacopoeia	<p>The Evolution, History & Development of Homoeopathic Pharmacopoeias throughout the world (year wise Publications) – GHP, BHP, HPUS, FHP</p> <p>Official –(HPI) & Unofficial Pharmacopoeias –</p> <p>(M Bhattacharya & Co's Homoeopathic Pharmacopoeia</p> <p>Encyclopaedia of Homoeopathic Pharmacopoeia – P N Verma, Homoeopathic Pharmaceutical Codex)</p> <p>Monograph, Contents of Monograph with its individual importance</p>
Ideal laboratory	<p>Pre requisites of ideal Laboratory (General Laboratory), Laboratory safety Rules</p> <p>Role of Laboratory in Homoeopathic Pharmacy Education</p>
Weights and measurements.	<p>Metrology</p> <p>Basics & Units of Apothecary System, British Imperial System, Metric System</p> <p>Interrelationship between various systems of Weight & Measure</p> <p>Concept on Domestic Measures with Metric Equivalents</p>
Nomenclature	<p>The Basic Rules of Nomenclature</p> <p>Nomenclature of Homoeopathic Drugs</p> <p>Important terminologies like scientific names, common names, synonyms</p> <p>Anomalies in Nomenclature</p>
Pioneers of Homoeopathic Pharmacy	<p>Role & contributions of Pioneers in development of Homoeopathic Pharmacy</p>
b) Raw Material: Drugs and Vehicles	

Source of drugs in Homoeopathy	Different sources - Plant kingdom, Animal kingdom, Mineral kingdom, Nosodes, Sarcodes, Imponderabilia, Synthetic source, New Sources - Allersode, Isodes with reference to their clinical utility Introduction to Bowel Nosodes, Tissue remedies
Collection of drug substances	General and Specific guidelines for collecting drugs from all available sources
Vehicles.	Definition, classification, General Use Source, Properties & Particular use of Vehicles with respect to List Provided in Appendix D Preparation – Commercial Lactose, Alcohol Purity tests – Water, Alcohol, Sugar of Milk
c) Homoeopathic Pharmaceutics:	
Mother tincture and its preparation	Extraction – Principles & Various Methods Old Method (Based on Class I to IX) Concept of Uniform Drug Strength Estimation of Moisture Content - Necessity New Method/Modern Approach of Homoeopathic Drug Preparation
Various Scales of Potentization in Homoeopathic pharmacy.	History of development, Introducer, Designation, Preparation, Administration & Application with respect to - Centesimal Scale, Decimal Scale & 50 Millesimal Scale

Drugs Dynamisation	<p>The Evolution of Dynamisation - Concept in Homoeopathy</p> <p>Potentisation & its types</p> <p>The Merits of Potentisation</p> <p>Succussion & Trituration</p> <p>Various types of Potency– Fluxion Potency, Jumping Potency, Back Potency, Single Vial Potency, Multiple Vial Potency, Mixed Vial Potency</p> <p>Post-Hahnemannian Potentization Techniques</p>
External applications	<p>Scope of administration of External Applications in Homoeopathic Practice</p> <p>Dr Hahnemann's View as per Organon (5th& 6th Ed)</p> <p>Preparation & Uses of lotion, glycerol, liniment and ointment.</p> <p>Commercial Preparation of Ointment</p>
Posology	<p>Basic principles of Homoeopathic Posology</p> <p>Related aphorisms of Organon of medicine.</p> <p>Criteria for Selection of Potency & Repetition of Dose</p> <p>Various Kinds of Dose, Emphasis on Minimum Dose</p>
Prescription	<p>Prescription Writing</p> <p>Important Abbreviations</p> <p>Parts & Contents of Prescription</p> <p>Merits & Demerits of Prescription Writing</p>
Dispensing of Homoeopathic Medicines	<p>Various Dosage Forms – Solid, Liquid Dosage Forms,</p> <p>Methods of Dispensing</p>

Placebo.	Concept of Homoeopathic Placebo The Philosophy of administration of placebo Concept of Placebo Effect
Pharmaconomy	Routes of Homoeopathic drug administration.
Preservation	Preservation Rules – Raw Materials Drug Substance, Mother Preparations, Finished products & Vehicles
d) Pharmacodynamics	
<ul style="list-style-type: none"> ▪ Doctrine of Signature. 	<p>Basic Concept, Its Evolution & Application in Ancient Medical System</p> <p>Supporters of the Doctrine</p> <p>Dr Hahnemann's view on the Doctrine</p>
<ul style="list-style-type: none"> ▪ Drug Proving. 	<p>Homoeopathic Pharmacodynamics</p> <p>With reference to aphorisms 105 – 145 of Organon of Medicine – 6th Ed)</p> <p>Post Hahnemannian Drug Proving</p> <p>Homoeopathic Pathogenetic Trial (HPT)</p> <p>CCRH & Other Protocols on HPT</p> <p>Other Noted Provers & their work on Drug Proving</p>
<ul style="list-style-type: none"> ▪ Adverse Reactions Drug 	<p>Basic Idea, Reporting of ADE</p> <p>Drug safety with Ref to HPI</p> <p>Medication errors, Causality Assessment</p> <p>Incompatible Remedies</p>

<ul style="list-style-type: none"> ▪ Pharmaco-vigilance. 	Pharmacovigilance in Homoeopathy Activities of Pharmacovigilance Centres Awareness on Medicinal Preparations against Homoeopathic Principles – Patents, Combinations
<ul style="list-style-type: none"> ▪ Pharmacological study of drugs 	listed in Appendix-A (Any 15)
e) Quality Control:	
<ul style="list-style-type: none"> • Standardisation in Homoeopathy 	Different Methods of Standardisation Quality Control of Raw Materials – Various Evaluation techniques In Process Quality Control Quality Control of finished products – Various standard parameters
<ul style="list-style-type: none"> • Industrial pharmacy. 	Good Manufacturing Practices (GMP) Schedule M1
<ul style="list-style-type: none"> • Homoeopathic pharmacopoeia laboratory (HPL) 	Functions and Activities of HPL relating to quality control of drugs. Pharmacopoeia Commission for Indian Medicines
f) Legislations pertaining to Homoeopathic Pharmacy:	
The Drugs and Cosmetics Act, 1940 (23 of 1940)	
Drugs and Cosmetics Rules, 1945	
Medicinal and Toilet Preparations (Excise Duties) Act, 1955 (16 of 1955)	
Drugs and Magic Remedies (Objectionable Advertisements) Act, 1954 (21 of 1954)	
The Narcotic Drugs and Psychotropic Substances Act, 1985 (61 of 1985)	

Dangerous Drug Act, 1930

g) Recent Advances in Homoeopathic Pharmacy

Modern theories related with Homoeopathic Drug action

1. Principles of Drug action
2. Introduction to Nanomedicine
3. Molecular Mechanism of Drug Action
4. Mechanism of Action of Homoeopathic Medicines

Scope of Research in Homoeopathic Pharmacy

1. Drug Discovery
2. Principles of New Drug discovery
3. Clinical evaluation of New Drugs
4. Pre-Clinical Research in Homoeopathic Pharmacy

h) Homoeopathic Pharmacy - Relationships

Relation of Homoeopathic Pharmacy with Anatomy

Relation of Homoeopathic Pharmacy with Physiology

Relation of Homoeopathic Pharmacy with Materia Medica

With reference to Source of Drugs, Identification, Common Name of Drugs, Role of Drug Proving & Other Types of Proving in construction of Materia Medica, Clinical Verification

Family wise study of Sphere of action – Solanaceae, Loganiaceae, Compositae, Liliaceae, Anacardiaceae, Rubiaceae etc

B. Practical – Lab Work – Field – Clinical Hospital Work

1. Laboratory Work –

Practical Class (Experiments) - Maintaining Record of Experiments Conducted

(Principle, Requirements, Calculation if applicable, Process, Label, Conclusion/Inference)

Practical Class (Demonstration) – Maintaining Records of Practical Demonstrated

(Principle, Requirements, Calculation if applicable, Process, Label, Conclusion/Inference)

Field Visits-

- A) **Maintain File/Report on Visit to GMP Compliant Large Scale Medicine Manufacturing Unit (Format should be as per Appendix – E)**
- B) **Maintain File/Report on Visit to Medicinal Plant Garden (Format should be as per Appendix - F)**

Activity –

- (a) **Clinical Hospital Work** – Maintain Record (Activities/Posting in Dispensing Section, Prescriptions based on Homoeopathic Principles in IPD/OPD) – Record to be maintained as per format in Appendix G
- (b) **Seminar** – Maintain Record on Seminar Presentation on Topics of Homoeopathic Pharmacy as assigned – Record to be maintained as per Appendix - H
- (c) **Herbarium** – Maintenance of 30 Plant Drug Substances Samples

B. PRACTICALS

Table 5 : Homoeopathic Pharmacy Practicals

Sr No.	Particulars of Experiments
1	Estimation of size of globules

2	Medication of globules (Small Scale)
3	Purity test of Sugar of milk
4	Purity test of water
5	Purity test of Ethyl alcohol
6	Determination of Specific gravity of a given liquid Vehicle & identifying the same.
7	Preparation of dispensing alcohol from strong alcohol.
8	Preparation of dilute alcohol from strong alcohol.
9	Trituration of drug in Old Method (One each of Class VII, VIII & IX)
10	Trituration of one drug as per HPI
11	Succussion in decimal scale from Mother Tincture (Prepared in Old Method) to 3X potency.
12	Succussion in decimal scale from Mother Tincture (Prepared in New Method) to 3X potency
13	Succussion in centesimal scale from Mother Tincture (Prepared in Old Method) to 3C
14	Succussion in centesimal scale from Mother Tincture (Prepared in New Method) to 3C
15	Conversion of Trituration to liquid potency: Decimal scale 6X to 8X potency.
16	Conversion of Trituration to liquid potency: Centesimal scale 3C to 4C potency.
17	Preparation of 0/2 potency (Solid form) (LM scale) of 1 Drug from 3 rd Degree Trituration.
18	Preparation of external applications – Lotion
19	Preparation of external applications – Glycerol
20	Preparation of external applications – Liniment
21	Preparation of external applications – Ointment
22	Writing of prescription & Dispensing the Medicine in Water with preparation of Doses

23	Writing of prescription & Dispensing the Medicine in Sugar of Milk with Preparation of Doses
24	Preparation of mother tinctures according to Old Hahnemannian method (Class I, II, III, IV)
25	Preparation of mother solutions according to Old Hahnemannian method (Class Va, Vb, VIa, VIb)

Demonstration

1. Homoeopathic pharmaceutical instruments and appliances with their cleaning (List provided in Appendix C)
2. Estimation of moisture content using water bath
3. Paper chromatography & TLC of any mother tincture
4. Laboratory methods – Sublimation, distillation, decantation, filtration, crystallization.
5. Preparation of mother tincture – Maceration and Percolation
6. Study & demonstration of Drug Substances (listed in Appendix B)-
 - i) Macroscopic Characteristic (Any 15)
 - ii) Microscopic characteristic (Any 05)
7. Study & demonstration of vehicles (Solid, Liquid & Semi solid – as available)
8. Microscopical study of Trituration (One drug up to 3X Potency)
9. Medication of Globule (Large Scale)

Activities

1. Collection of 30 drugs for herbarium
2. Visit to a Large-scale manufacturing unit of Homoeopathic medicine (GMP compliant).
3. Visit to a Medicinal Plant /Botanical Garden & shall keep details Visit report
4. Clinical Class: Visit to IPD, OPD to take note on prescriptions as per Homoeopathic Principles & keep record

5. Visit to Hospital dispensing section to observe & gain knowledge on Dispensing techniques & Keep Records

Demonstration

1. Homoeopathic pharmaceutical instruments and appliances with their cleaning (List provided in Appendix C)-06 Hours

2. Estimation of moisture content using water bath-02 Hours

3. Paper chromatography & TLC of any mother tincture-04 Hours

4. Laboratory methods – Sublimation, distillation, decantation, filtration, crystallization.-04 Hours

5. Preparation of mother tincture – Maceration and Percolation- 04 Hours

6. Study & demonstration of Drug Substances (listed in Appendix B)- 10 Hours

i) Macroscopic Characteristic (Any 15)

ii) Microscopic characteristic (Any 05)

7. Study & demonstration of vehicles (Solid, Liquid & Semi solid – as available)- 02 Hours

8. Microscopical study of Trituration (One drug up to 3X Potency)-02 Hours

9. Medication of Globule (Large Scale)-1 Hour

Clinical Hospital Work – Maintain Record (Activities/Posting in Dispensing Section, Prescriptions based on Homoeopathic Principles in IPD/OPD) – Record to be maintained as per format in Appendix G- 20 Hours

Seminar – Maintain Record on Seminar Presentation on Topics of Homoeopathic Pharmacy as assigned- 07 Hours

6.TEACHING LEARNING METHODS

The Teaching Learning activities in Homoeopathic Pharmacy requires change in structure & process in order to be more skill based & providing hands on experience. The Teaching Learning methods with respect to Homoeopathic Pharmacy may be covered in the following manner –

- a) **Class Room Lectures** – Oral Presentation, Board Work, Power point Presentation
- b) **Tutorials** – Special Classes on Doubt Clearing of Completed topics/Chapters, Special Classes for Slow Learners (involving Students in Groups comprising 5-10)
- c) **Practical Class** – Demonstration & Explanation of the Experiments, this would follow by conduction of the Experiment by the students on their own, write up of the Experiment conducted
- d) **Clinical Class** – Visit to IPD/OPD for gaining Knowledge on Prescription writing, Administration of Homoeopathic medicines based on Homoeopathic Posology, Visiting Hospital Pharmacy to observe & Gain Knowledge on dispensing techniques
- e) **Field Visit** – Visit to One GMP Compliant Homoeopathic Manufactory.

Visit to One Medicinal Plant Garden
- f) **Student Activities** – Working out the Assignments, Projects, Power point presentations as assigned

7.CONTENT MAPPING (COMPETENCY TABLE)

Topic: History of Pharmacy

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to –

Interpret the difference in concept of Pharmacy in different AYUSH systems of medicine

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/ Nice to know	Teaching Learning Method	Assessment /Evaluation		Integration
										Formative	Type (Summative)	
Ho mU G- HP- 1.1. 1	Integra tion of Knowl	History of Pharmac y with emphasis to emergen ce of	Knows	Must be able to interpr et the differe nce in	Define Pharmacy	Cogniti ve	Lvel1 Recal l	Must Know	1.Lecture Demonstrations 2. Small Group Discussions/ 3.Peer teaching (Think-Pair-Share,	1.Structur ed Oral Examinati on 2. Tutorials	Theory & Viva Voce	Horizontal with Organon of Medicine

	edge	Homoeopathic Pharmacology		concept of Pharmacy among various systems of AYUSH					Jigsaw Strategy) 4. Quiz 5. Student Seminars 6. Integrated Teaching with Organon of Medicine	3. Assignments 4. MCQ's 5. 2 marks question 6.SAQ's and LAQ's				
Ho mU G- HP- 1.1. 2	Synthesis and application of knowledge		Knows	Define Homoeopathic Pharmacy		Level 1 Recall	Must know							
Ho mU G- HP- 1.1. 3			Knows	Describe the Basic concepts of Different schools of Pharmacy with reference to AYUSH		Level 2 Understand	Nice to Know							
Ho m- UG- HP- 1.1. 4			Knows	Differentiate between Drug-Medicine-Remedy		Level 2 Understand	Must know							

TOPIC: Basics of Homoeopathic Pharmacy

Topic: Basics of Homoeopathic Pharmacy

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to –
Enumerate the fundamental Principles of Homoeopathic Pharmacy

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/Nice to know	Teaching - Learning Method	Assessment /Evaluation		Integration
										Formative	Summative	
Ho mU G- HP- 1.2. 1	Integration of Knowledge Synthesis and	Basics of Homoeopathic Pharmacy	Knows	Must be able to state the fundamental Principles governi	1.Enumerate the Sources of Homoeopathic Pharmacy	Cognitive	Level 1 Recall	Must Know	1.Lecture Demonstrations 2. Small Group Discussions / Peer	1.Structured Oral Examination 2. Tutorials 3. Assignm	SAQ MCQ LAQ Viva Voce	

Ho mU G- HP- 1.2. 2	Applic ation of knowl edge		Knows	ng Homoe opathic Pharma cy	2.Explai n the Branch es of Homoe opathic Pharma cy		Level 2	Must Know	teaching (Think-Pair- Share, Jigsaw Strategy) 3. Quiz 4. Student Seminars 5. Guest Lecture 6. Problem based learning	ents 4. MCQ's 5. 2 marks question 6.SAQ's and LAQ's		
Ho mU G- HP- 1.2. 3			Knows	3.Illustr ate the Scope of Homoe opathic Pharma cy	Level 2		Must Know					
Ho m- UG HP- 1.2. 4			Knows	4.Descr ibe the Original ity & Special ty of Homoe opathic Pharma cy	Level 2		Must Know					
Ho mU G-			Knows	5.Explai n the Funda	Level 2		Must Know					

HP-1.2.5					mental Principles, Laws & Doctrines related to Homoeopathic Pharmacy		ending						
----------	--	--	--	--	----------------------------------------------------------------------	--	--------	--	--	--	--	--	--

TOPIC: Nomenclature of Homoeopathic Medicines

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to –
State the basic rules of Nomenclature of Homoeopathic medicines

Sr. No	Generic Competencies	Subject Area	Miller's Level Does / Shows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/	Teaching Learning Method	Assessment /Evaluation	
										Formative	Summative

			ws how/ Know w					Nice to know						
Hom UG- HP- 1.3.1	Integrati on of Knowled ge	Nomencla ture of Homoeop athic Medicines	Know ws	Must be able to describe the principles followed in nomenclature of Homoeopathic medicines	1.State the Basic rules of Nomenclatu re	Cognitive	Level 1 Recall	Must Know	1.Lecture Demonstrati ons 2. Small Group Discussions/ Peer teaching (Think-Pair- Share, Jigsaw Strategy) 3. Quiz 4. Student Seminars	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question	SAQ Viva Voce			
Hom UG- HP- 1.3.2	Synthesi s and Applicati on of knowled ge		Know ws									2.Describe the nomenclatu re of Homoeopat hic Drugs	Level 2 Unders tanding	Must Know
Hom UG- HP- 1.3.3			Know ws									3.Enumerat e the important terminologi es related to Nomenclatu re	Level 1 Recall	Must Know

Hom UG- HP- 1.3.4			Knows		4. Define Scientific Name		Level 1 Recall	Must Know				
Hom UG- HP- 1.3.5			Knows		5. Define Common Name		Level 1 Recall	Must Know				
Hom UG- HP- 1.3.6			Knows		6. Enumerate the advantages of Scientific Name	Cognitive	Level 1 Recall	Must Know				
Hom UG- HP- 1.3.7			Knows		7. Enumerate the Advantages of Common Name	Cognitive	Level 1 Recall	Must know				
Hom UG- HP- 1.3.8			Knows		8. Identify the existing anomalies in Nomenclature of Homoeopathic Medicines	Cognitive	Level 3 Problem Solving	Nice to know	1. Lecture Demonstration 2. Procedural Skills Teaching 3. Problem Based Learning			

TOPIC: Pioneers of Homoeopathic Pharmacy

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to.-

State the Contribution of various Pioneers in the field of Homoeopathic Pharmacy

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/ Nice to know	Teaching Learning Method	Assessment /Evaluation	
										Formative	Summative
Ho mU G- HP- 1.4. 1	Integrati on of Knowled ge Synthesi s and Applicati on of knowled	Pioneers of Homoeopa thic Pharmacy	Know s	Must be able to state the contributi ons of various pioneers in the field of Homoeopa thic Pharmacy	1.Outline the contributions of the Pioneers of Homoeopath y in the field of Homoeopathi c Pharmacy	Cognitive	Level 1 Recall	Nice to Know	1.Lecture Demonstrations 2. Small Group Discussions/ 3. Quiz 4. Student Seminars	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question	SAQ MCQ Viva Voce

ge												
----	--	--	--	--	--	--	--	--	--	--	--	--

TOPIC: Pharmacopoeia

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able abide by the homoeopathic pharmacopoeia guidelines for preparation of homoeopathic medicines.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's levels	Must to know/ desirable to know/ Nice to know	Teaching Learning Method	Assessment /Evaluation	
										Formative	Summative
Hom UG-HP-	Problem solution	Pharmacopoeia	Knows	Must be able to abide by the	1. Define Pharmacopoeia	Cognitive	Level 1 Recall	Must Know	1.Lecture 1.Demonstrations	1.Structured Oral	SAQ MCQ

1.5.1	Integration of Knowledge			homoeopathic pharmacopoeia guidelines for preparation of homoeopathic medicines.					2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy)	Examination	Viva Voce
Hom UG-HP-1.5.2	Synthesis and application of knowledge		Knows		2. Enumerate the different types of homoeopathic pharmacopoeia with suitable examples.	Level 1	Must Know	Recall		2. Tutorials	
Hom UG-HP.1.5.3			Knows		3. Explain the different types of homoeopathic pharmacopoeia.	Level 2	Must Know	Understanding	3. Quiz	3. Assignments	
Hom UG-HP-1.5.4			Knows		4. Explain HPI in detail	Level 2	Must Know	Understanding	4. Student Seminars	4. MCQ's	
Hom UG-HP-1.5.5			Knows		5. Explain what is monograph?	Level 2	Must Know	Understanding		5. 2 marks question	
										6.SAQ's, LAQ's	
										7.Proj ects	

							ng				
Hom UG- HP- 1.5.6			Knows how		6. Apply the guidelines laid down in the official homoeopathic pharmacopoeia w.r.t. identification, collection, preservation, preparation and dispensing of homoeopathic medicine	Cognitive	Level 3 Problem solving	Nice to know	1. Practical Demonstration 2. Lecture Demonstration 3. Projects 4. Herbarium 5. Journal	1. DOPS 2. OSPE 3. Evaluation of projects 4. Evaluation of Journal & Herbarium	SAQ MCQ QLAQ Viva Voce Practical Examination / Checklist
Hom UG- HP- 1.5.7			Knows how		7. Demonstrate care, professionalism & commitment & follow all the guidelines	Affective	Level 1 Receiving	Nice to know	1. Practical Demonstration 2. Lecture Demonstration	1. DOPS 2. OSPE 3. Evaluation	Viva Voce

					meticulously as given in official homoeopathic pharmacopoeia w.r.t. identification, collection, preservation, preparation and dispensing of homoeopathic medicine				3. Projects 4. Herbarium 5. Journal	of projects 4. Evaluation of Journal & Herbarium	
--	--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	-------------------------------------------	-----------------------------------------------------	--

TOPIC: Plant Kingdom

Topic: Plant Kingdom

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to identify the plant drug substances for preparation of homoeopathic medicines.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/	Specific Competenci	Specific Learning	Bloom's	Guilber t's	Must to	Teaching - Learning	Assessment /Evaluation
--------	----------------------	--------------	----------------------	---------------------	-------------------	---------	-------------	---------	---------------------	------------------------

			Shows how/ Knows how/ Know	es	Objectives	Domain	Levels	know/ desirable to know/ Nice to know	Method	Formative	Type Summative
Hom UG- HP- 1.6.1	Integration of knowledge Synthesis and application of knowledge Classroom to herbarium and lab transfer	Sources of drugs	Knows	Must be able to identify the plant drug substances for preparation of homoeopat hic medicines.	1. Explain in detail the part used and drug prepared from plant kingdom	Cognitiv e	Level 2 Unders tanding	Must know	1.Lecture Demonstr ations 2. Small Group Discussion s/ Peer teaching (Think- Pair- Share, Jigsaw Strategy)	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question 6.SAQ's and LAQ's	SAQ MCQ LAQ Viva Voce
Hom UG- HP- 1.6.2			Knows		2. List any 4 examples of drugs from particular part of the plant.		Level 1 Recall	Must know	3. Quiz 4. Student Seminars 5. Guest	7. Herbarium	

Hom UG- HP- 1.6.3			Knows		3. Explain classification of plant kingdom with examples.		Level 2 Unders tanding	Must know	Lecture 6. Problem based learning 7. Flipped Classroom 8. Videos		
Hom UG- HP- 1.6.4			Does		4. Identify the plant and its parts used for preparation of homoeopathic medicines	Cogniti ve	Level 3 Proble m solving	Must know	1.Practical Demonstration 2.Procedu ral Skills Teaching 3. Herbarium 4. Experi ential learning (Projects)	1.DOPS 2. OSPE 3. Herbarium	Practi cal Exami nation
Hom UG- HP- 1.6.5			Shows how		5.Demonstrate care while identifying & collecting the plant drug	Affectiv e	Level 1 Receivi ng	Nice to know	1.Lecture Demonstration 2. Problem Based	1.Herbarium	Practi cal Exami nation

					substances				Learning		
--	--	--	--	--	------------	--	--	--	----------	--	--

TOPIC: Animal Kingdom

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to identify the animal drug substances for preparation of homoeopathic medicines.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/Nice to know	Teaching - Learning Method	Assessment /Evaluation	
										Formative	Summative

Hom UG- HP- 1.7.1	Integration of knowledge Synthesis and application of knowledge Classroom to herbarium and lab transfer	Sources of drugs	Knows	Must be able to identify the animal drug substanc es for preparati on of homoeop athic medicine s.	1. Explain the part used and drug prepare d from animal kingdo m	Cogniti ve	Level 2 Underst anding	Must know	1.Lecture Demonstra tions 2. Small Group Discussions / Peer teaching (Think- Pair-Share, Jigsaw Strategy) 3. Quiz 4. Student Seminars 5. Guest Lecture 6. Problem based learning 7. Flipped Classroom 8. Videos	1.Structure d Oral Examinatio n 2. Tutorials 3. Assignment s 4. MCQ's 5. 2 marks question 6.SAQ's and LAQ's 7. Herbarium	LAQ SAQ MCQ Viva Voce
Hom UG- HP- 1.7.2			Knows		2. List any 4 exampl es of drugs from particul ar part of the animal.		Level 1 Recall	Must Know			

Hom UG- HP- 1.7.3			Knows		3. Explain classific ation of animal kingdo m		Level 2 Underst anding	Must Know			
Hom UG- HP- 1.7.4			Does		4. Identify the animal and its parts used for prepara tion of homoe opathic medicin es	Cogniti ve	Level 3 Proble m Solving	Must Know	1.Practical Demonstra tion 2.Procedur al Skills Teaching 3. Herbarium 4. Experientia l learning (Projects)	1.DOPS 2. OSPE 3. Herbarium	Practical Examina tion
Hom UG- HP- 1.7.5			Shows how		5.Demo nstrate care while identify ing & collecti ng the animal	Affecti ve	Level 1 Receivi ng	Must Know	1.Lecture Demonstra tion 2. Problem Based Learning	1.Herbariu m	Practical Examina tion

					drug substances							
--	--	--	--	--	-----------------	--	--	--	--	--	--	--

TOPIC: Mineral Kingdom

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to identify the mineral drug substances for preparation of homoeopathic medicines.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/Nice to know	Teaching - Learning Method	Assessment /Evaluation	
										Formative	Summative
Hom UG-HP-1.8.1	Integration of knowledge Synthesis and application of knowledge Classroom to	Sources of drugs	Knows	Must be able to identify the mineral drug substances for preparation of	1. Explain the part used and drug prepared from mineral kingdom	Cognitive	Level 2 Understanding	Must know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching	1.Structured Oral Examination 2. Tutorials 3. Assignme	LAQ SAQ MCQ Viva Voce

	herbarium and lab transfer			homoeopathic medicines.					(Think-Pair-Share, Jigsaw Strategy)	nts	
Hom UG-HP-1.8.2			Knows		2. List any 4 examples of drugs from prepared from minerals.		Level 1 Recall	Must know	3. Quiz	4. MCQ's	
Hom UG-HP-1.8.3			Knows		3. Explain the classification of mineral kingdom		Level 2 Understanding	Must know	4. Student Seminars	5. 2 marks question	
Hom UG-HP-1.8.4			Does		4. Identify the mineral used for preparation of homoeopathic medicines	Cognitive	Level 3 Problem solving	Must know	5. Guest Lecture	6.SAQ's and LAQ's	
									6. Problem based learning	7. Herbarium	
									7. Flipped Classroom		
									8. Videos		
									1.Practical Demonstration	1.DOPS	Practical Examination
									2.Procedural Skills Teaching	2. OSPE	
									3. Herbarium	3. Herbarium	
									4.		

									Experiential learning (Projects)		
Hom UG-HP-1.8.5			Shows how		5.Demonstrate care while identifying &collecting the mineral drug substances	Affective	Level 1 Receiving	Nice to know	1.Lecture Demonstration 2. Problem Based Learning	1.Herbarium	Practical Examination

TOPIC: Sarcodes &Nosodes

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to identify the drug substances from nosodes and sarcodes for preparation of homoeopathic medicines.

Sr. No	Generic Compet	Subject	Miller's	Specific Competenc	Specific Learning	Bloom's	Guilbert's Levels	Must to	Teaching Learning	-	Assessment /Evaluation
--------	----------------	---------	----------	--------------------	-------------------	---------	-------------------	---------	-------------------	---	------------------------

	encies	Area	Level Does/ Shows how/ Knows how/ Know	ies	Objectives	Domain		know/ desirabl e to know/Ni ce to know	Method	Formative	Summative
Ho mU G- HP- 1.9. 1	Integrat ion of knowle dge Synthesi s and applicat ion of knowle dge	Sour ces of drug s	Knows	Must be able to identify the drug substances from nosodes and sarcodes for preparatio n of homoeopat	1. Explain the part used and drug prepared from nosodes	Cognitiv e	Level 2 Understand ing	Must know	1.Lecture Demonstrati ons 2. Small Group Discussions/ Peer teaching (Think-Pair- Share, Jigsaw Strategy)	1.Structure d Oral Examinatio n 2. Tutorials 3. Assignment s 4. MCQ's 5. 2 marks question	LAQ SAQ MCQ Viva Voce
Ho mU G- HP- 1.9. 2	Classroom to herbari um and lab transfer		Knows	hic medicines	2. List any 4 examples of drugs from prepared from nosodes.		Level 1 Recall	Must Know	3. Quiz 4. Student Seminars 5. Guest Lecture 6. Problem	6.SAQ's and LAQ's	

Ho mU G- HP 1.9. 3			Knows		3. Explain classification of nosodes.		Level 2 Understand ing	Must Know	based learning 7. Flipped Classroom 8. Videos		
Ho mU G- HP 1.9. 4			Knows		4.Explain the part used and drug prepared from sarcodes		Level 2 Understand ing	Must Know			
Ho mU G- HP 1.9. 5			Knows		5. List any 4 examples of drugs from prepared from sarcodes		Level 1 Recall	Must Know			
Ho mU G- HP 1.9. 6			Knows		6. Explain classification of sarcodes		Level 2 Understand ing	Must Know			

Ho mU G- HP 1.9. 7			Does		7. Identify the sarcodes/nosodes used for preparation of homoeopathic medicines	Cognitive	Level 3 Problem solving	Must know	1. Practical Demonstration 2. Procedural Skills Teaching 3. Experiential learning (Projects)	1. DOPS 2. OSPE	Practical Examination
Ho mU G- HP 1.9. 8			Shows how		8. Demonstrate care while identifying & collecting the diseased part/secretion for preparation of nosodes & healthy part/secretion for preparation of sarcodes	Affective	Level 1 Receiving	Nice to know	1. Lecture Demonstration 2. Problem Based Learning	1. Monographs	Practical Examination

TOPIC: Imponderabilia

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to identify the drug substances from energy sources for preparation of homoeopathic medicines.

Sr. No	Generic Competencies		Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/Nice to know	Teaching - Learning Method	Assessment /Evaluation	
											Formative	Summative
Hom UG-HP-1.10.1	Integration of knowledge Synthesis and application of knowledge Classroom to and herbarium lab transfer		Sources of drugs	Knows	Must be able to identify the drug substances from energy sources for preparation of homoeopathic medicines.	1. Explain the energy used and drug prepared from imponderabilia	Cognitive	Level 2 Understanding	Must know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) 3. Quiz 4.	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question 6.SAQ's	LAQ SAQ MCQ Viva Voce
Hom UG-HP-1.10.		Knows		2. List any 4 examples of drugs prepared from								

2						imponderabilia				Student Seminars 5. Guest Lecture 6. Problem based learning 7. Flipped Classroom 8. Videos	and LAQ's	
Hom UG-HP-1.10.3				Knows		3. Explain classification of imponderabilia.		Level 2 Understanding	Must know			
Hom UG-HP-1.10.4				Does		4. Identify the energy source used for preparation of homoeopathic medicines from imponderabilia	Cognitive	Level 3 Problem solving	Nice to know	1. Practical Demonstration 2. Procedural Skills Teaching 3. Experiential learning (Projects)	1. DOPS 2. OSPE	Practical Examination
Hom UG-HP-1.10.				Shows how		5. Demonstrate care & commitment while	Affective	Level 1 Receiving	Nice to know	1. Lecture Demonstration	1. Monographs	Practical Examination

5						identifying & collecting the different energy sources for preparation of imponderabilia medicines				2. Problem Based Learning		nation
---	--	--	--	--	--	---------------------------------------------------------------------------------------------------	--	--	--	---------------------------	--	--------

TOPIC: Allersodes, Isodes, Synthetic Source

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to identify drug substances of Allersodes, Isodes, Synthetic Source for preparation of homoeopathic medicines.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/Nice to	Teaching - Learning Method	Assesment /Evaluation
										Form

								know		ative	ative
Hom UG- HP- 1.11. 1	Integration of knowledge Synthesis and application of knowledge Classroom to herbarium and lab transfer	Sources of drugs	Knows	Must be able to identify drug substances of Allersodes, Isodes, Synthetic Source for preparation of homoeopat hic medicines.	1. Explain the preparation of Allersodes, Isodes& Synthetic Source of homoeopat hic medicines	Cognitiv e	Level 2 Underst anding	Must know	1.Lecture Demonstr ations 2. Small Group Discussio ns/ Peer teaching (Think- Pair- Share, Jigsaw Strategy) 3. Quiz 4. Student Seminars	1.Str uctur ed Oral Exam inatio n 2. Tutor ials 3. Assig nmen ts 4. MCQ' s 5. 2 mark s quest ion 6.SA Q's and LAQ's	LAQ SAQ MCQ Viva Voce
Hom UG- HP- 1.11. 2			Knows		2. List any 4 examples of drugs prepared from Allersodes, Isodes&Synt hetic Source		Level 1 Recall	Must know	5. Guest Lecture 6. Problem based learning 7. Flipped Classroo		

									m 8. Videos		
Hom UG- HP- 1.11. 3			Does		3. Identify the part used for preparation of Allersodes, Isodes & Synthetic Source.	Cognitive	Level 3 Problem solving	Must know	Experiential learning (Projects)	Projects	Practical Examination
Hom UG- HP- 1.11. 4			Shows how		4. Demonstrate care & commitment while identifying & collecting the different parts for preparation of Allersodes, Isodes & Synthetic Source	Affective	Level 1 Receiving	Nice to know	1. Lecture Demonstration 2. Problem Based Learning	1. Projects	Practical Examination

2.1	Integration of Knowledge			source for preparation of homoeopathic drugs	vegetable kingdom.				2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy)	n	a
Ho mU G-HP-1.1 2.2	Synthesis and application of knowledge	Classroom to Herbarium transfer	Knows		2. Explain the particular rules for collecting drugs from vegetable kingdom.	Level 2 Understanding	Must know	3. Quiz	4. MCQ's	2. Tutorials	Voc e
Ho mU G-HP-1.1 2.3	Practice based learning and improvement		Knows		3. Explain the general rules for collecting drugs from animal kingdom.	Level 2 Understanding	Must know	4. Student Seminars	5. 2 marks question	3. Assignments	
Ho mU G-HP-			Knows		4. Explain the particular rules for	Level 2 Understanding	Must know	5. Guest Lecture	6. SAQ's and LAQ's	4. MCO's	
								6. Flipped Classroom	7. Projects	5. 2 marks question	
								7. Videos	8. Herbarium	6. SAQ's and LAQ's	

1.1 2.4					collecting drugs from animal kingdom.						
Ho mU G- HP- 1.1 2.5			Knows		5. Explain the collection of drugs from mineral kingdom.		Level 2 Understa nding	Must know			
Ho mU G- HP- 1.1 2.6			Knows		6. Explain collection of Nosodes, Sarcodes & Imponderabilia.		Level 2 Understa nding	Must know			
Ho mU G- HP- 1.1 2.7			Does		7. Collect the drugs from vegetable kingdom.	Psycho motor	Level 3 Automati on	Must know	1. Practical Demonstrations 2. Procedural Skills Teaching	1.DO PS 2.OSP E 3.Proj ects 4.Spo tting	Prac tical Exa min atio n

									3. Experiential Learning	5. Herbarium.	
Ho mU G- HP- 1.1 2.8			Does		8. Collect the drugs from animal kingdom.		Level 3 Automation	Must know			
Ho mU G- HP. 1.1 2.9			Does		9. Collect the drugs from nosodes, sarcodes & imponderabilia.		Level 2 Control	Must know			
Ho mU G- HP- 1.1 2.1 0			Shows how		10. Demonstrate care & commitment while collecting drugs from vegetable kingdom, animal	Affective	Level 1 Receiving	Nice to know	1. Lecture Demonstration 2. Practical Demonstration	Herbarium	Practical Examination

					kingdom, nosodes, sarcodes &impondera bilia.						
--	--	--	--	--	----------------------------------------------------------	--	--	--	--	--	--

TOPIC: Cleansing

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to clean the instruments used in homoeopathic pharmaceutical laboratory.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/Nice	Teaching Learning Method	Assessment /Evaluation	
										Formative	Summative

			Know					toknow						
Hom UG-HP-1.13.1	Integration of Knowledge	Cleansing of instruments	Knows	Must be able to clean the instruments used in homoeopathic pharmaceutical laboratory	1. Explain the cleansing of mortar & pestle.	Cognitive	Level 2 Understanding	Must know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) 3. Quiz 4. Student Seminars 5. Flipped Classroom	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question 6.SAQ's 7.Projects	LAQ SAQ MCQ Viva Voce			
Hom UG-HP-1.13.2	Classroom to Lab transfer		Knows		2. Explain the cleansing of spatula.								Level 2 Understanding	Must know
Hom UG-HP.1.13.3	Practice based learning and improvement		Knows		3. Explain the cleansing of glass bottles.								Level 2 Understanding	Must know
Hom UG-HP.1.13.4			Knows		4. Explain the cleansing of corks.								Level 2 Understanding	Must know

Hom UG- HP.1 .13.5			Knows		5. Explain the cleansing of wooden instruments .		Level 2 Understand ing	Must know			
Hom UG- HP.1 .13.6			Does		6. Demonstrate the cleansing of mortar & pestle.	Psycho motor	Level 3 Automatism	Must know	1. Practical Demonstrations 2. Procedural Skills Teaching 3.Experiential Learning	1.DOPS 2.OSPE 3.Spotting	Practical Examination
Hom UG- HP.1 .13.7		Does		7. Demonstrate the cleansing of spatula		Level 3 Automatism	Must know				
Hom UG- HP- 1.13. 8		Does		8. Demonstrate the cleansing of glass bottles.		Level 3 Automatism	Must know				

Hom UG- HP- 1.13. 9			Does		9. Demonstrate the cleansing of corks.		Level 3 Automatism	Must know				
Hom UG- HP- 1.13. 10			Does		10. Demonstrate the cleansing of wooden instruments .		Level 3 Automatism	Must know				
Hom UG- HP- 1.13. 11			Shows how		11. Demonstrate care while cleaning the instruments .	Affective	Level 1 Receiving	Nice to know	1. Lecture Demonstration 2. Practical Demonstration	1.DOPS 2.OSPE		Practical Examination

TOPIC: Lab Methods

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to select and apply a particular lab method for preparation of homoeopathic medicines and for standardization of homoeopathic medicines.

Sr.	Generic	Subject	Miller'	Specific	Specific	Bloom'	Guilbe	Must to	Teaching	-	Assessment
-----	---------	---------	---------	----------	----------	--------	--------	---------	----------	---	------------

no	Competencies	Area		s Level Does/ Shows how/ Knows how/ Know	Competenci es	Learning Objectives	s Domain	rt's Levels	know/ desirable to know/Ni ce to know	Learning Method	/Evaluation	
											Formati ve	Sum mati e
Hom .UG- HP- 1.14. 1	Problem solution Integration of Knowledge Synthesis and application of knowledge Classroom to lab transfer Practice based learning and improvement	Lab Methods		Knows	Must be able to select and apply a particular lab method for preparation of homoeopat hic medicines and for standardiza tion of homoeopat hic medicines	1. Define decantation, sedimentatio n, filtration, distillation, sublimation, precipitation.	Cognitiv e	Level 1 Recall	Must know	1.Lecture Demonstrati ons 2. Small Group Discussions/ Peer teaching (Think-Pair- Share, Jigsaw Strategy) 3. Quiz 4. Student Seminars 5. Guest Lecture 6. Problem based	1.Struct ured Oral Examina tion 2. Tutorials 3. Assignm ents 4. MCQ's 5. 2 marks question 6.SAQ's and LAQ's 7.Projec	LAQ SAQ MCC Viva Voce

										learning 7. Flipped Classroom 8. Videos	ts
Hom .UG- HP- 1.14. 2				Knows		2. Explain the process of decantation, sedimentation, filtration, distillation, sublimation, precipitation		Level 2 Under standi ng	Must know		
Hom .UG- HP- 1.14. 3				Knows		3. Explain the homoeopathic uses of decantation, sedimentation, filtration, distillation, sublimation, precipitation		Level 2 Under standi ng	Must know		

Hom .UG-HP-1.14.4				Knows how		4. Differentiate between filtration & distillation		Level 2 Understanding	Must know			
Hom .UG-HP-1.14.5				Knows how		5. Differentiate between decantation & filtration in detail.		Level 2 Understanding	Must know			
Hom .UG-HP-1.14.6				Does		6. Select a specific lab method according to the different processes carried out in a homoeopathic pharmacy laboratory.		Level 3 Problem solving	Desirable to know			
Hom .UG-HP-1.14.7				Does		7. Demonstrate the processes decantation, sedimentation, filtration, distillation, sublimation	Psychomotor	Level 2 Control	Desirable to know	1. Practical Demonstrations 2. Procedural Skills	1. DOPS 2. OSPE 3. Projects	Practical Examination

						imation,preci pitation				Teaching 3.Experienti al Learning		
Hom .UG- HP- 1.14. 8				Shows how		8.Demonstra te care & commitment while carrying out the different lab methods involved in preparation of homoeopathi c medicine	Affectiv e	Level 1 Receiv ing	Nice to know	1. Lecture Demonstrati on 2. Practical Demonstrati on	DOPS	Practi cal Exam natio n

TOPIC: Standardization of homoeopathic drugs

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to select an appropriate method for standardization of homoeopathic medicines.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/Nic	Teaching - Learning Method	Assessment /Evaluation	
										Formative	Summative

			how/ Know					e to know						
Hom. UG- HP- 1.15. 1	Integration of Knowledge Synthesis and application of knowledge	Standardiz ation of homoeopa thic drugs	Knows	Must be able to select an appropri ate method for standardi zation of homoeop athic medicine s	1. Enumerate the different methods of standardizat ion of homoeopat hic drugs	Cogniti ve	Level 1 Recall	Must know	1.Lecture Demonstr ations 2. Small Group Discussion s/ Peer teaching (Think- Pair- Share, Jigsaw Strategy) 3. Quiz 4. Student Seminars 5. Flipped Classroom 6. Videos	1.Struct ured Oral Examina tion 2. Tutorials 3. Assignm ents 4. MCQ's 5. 2 marks question 6.SAQ's 7.Projec ts	LAQ SAQ MCQ Viva Voce			
Hom. UG- HP- 1.15. 2	Classroom to Lab transfer Practice based learning and improvement		Knows		2. Explain the individual method of standardizat ion of homoeopat hic drugs							Cogniti ve	Level 2 Understa nding	Must know
Hom. UG- HP- 1.15. 3			Does		3. Estimate the standard of homoeopat hic drugs before and after manufacturi									

					ng of homoeopathic medicines.	Psycho motor					
Hom. UG-HP-1.15.4			Does		4. Demonstrate the microscopic study of triturations.	Psycho motor	Level 2 Control	Desirable to know	1. Practical Demonstrations 2. Procedural Skills Teaching	1. Spottings 2. Assessment of research project output	Viva Voce & Practical Examinations
Hom. UG-HP-1.15.5			Does		5. Identify the drug specimen applying the different methods of standardization of drugs	Cognitive	Level 3 Problem solving	Desirable to know	3. Experiential Learning 4. Research Projects		
Hom. UG-HP-1.15.6			Does		6. Analyze the purity of mother tincture with the help of HPTLC.	Psycho motor	Level 2 Control	Nice to know			

Hom. UG- HP- 1.15. 7			Does		7. Analyze and identify the purity of mother substances and dilutions with the help of U.V. Spectroscopy.	Psycho motor		Nice to know			
Hom. UG- HP- 1.15. 8			Shows how		8. Abide by the rules of standardization of homoeopathic drugs laid down by HPL & value the importance of genuine medicine in homoeopathic practice.	Affective	Level 3 Internalizing	Nice to know	1. Lecture Demonstration 2. Monographs	Herbarium Assignments	Viva Voce

TOPIC: Quality Control in Homoeopathy

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to conduct the quality control as per the appropriate method

Sr. No	Generic	Subject	Miller's	Specific	Specific	Bloom's	Guilbert	Must to	Teachin	Assessment
--------	---------	---------	----------	----------	----------	---------	----------	---------	---------	------------

	Competencies	Area	Level Does/ Shows how/ Knows how/ Know	Competencies	Learning Objectives	Domain	's Levels	know/ desirable to know/Nice to know	g- Learning Method	/Evaluation	
										Formative	Summative
Hom.U G-HP- 1.16.1	Integration of Knowledge Synthesis and application of knowledge	Quality control	Knows	Must be able to conduct the quality control as per the appropriate method	1. Enumerate the different methods of quality control.	Cognitive	Level 1 Recall	Must Know	1. Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think- Pair- Share, Jigsaw Strategy) 3. Quiz 4.	1. Structured Oral Examination 2. Tutorial s 3. Assign ments 4. MCQ's 5. 2 marks question	LAQ SAQ MCQ Viva Voce
Hom.U G-HP- 1.16.2	Classroom to Lab transfer Practice based learning and improvement		Knows								

Hom.U G-HP- 1.16.3			Knows		3.Explain the functions of HPL in quality control of Homoeopathic medicines		Level 2 Underst anding	Must Know	Student Seminar s 5. Flipped Classro m 6. Videos	6.SAQ's 7.Proje cts
Hom.U G-HP- 1.16.4			Does		4. Determine the quality of homoeopath ic medicine based on the parameters of quality control		Level 3 Problem solving	Nice to Know		
Hom.U G-HP- 1.16.5			Does		5. Take part in the process of quality control at different stages of preparation of homoeopath ic medicines.		Level 3 Problem solving	Nice to Know		

Hom.U G-HP- 1.16.6			D oes, shows how		6. Demonstrate the microscopic study of triturations.	Psycho motor	Level 2 Control	Nice to Know	1. Practical Demonstrations 2. Procedural Skills Teaching 3. Experiential Learning 4. Research Projects	1. Spott ing 2. Assess ment of the outcom e of researc h project s	Viva Voce & Practic al Exami nation s
Hom.U G-HP- 1.16.7					7. Analyze the purity of mother tinctures with the help of HPTLC.		Level 2 Control	Nice to know			
Hom.U G-HP- 1.16.8			Does		8. Analyze and identify the purity of mother substances and dilutions with the help of U.V. Spectroscop y.			Nice to know			

Hom.U G-HP- 1.16.9			Does		9. Abide by the rules of quality control laid down by HPL & value the importance of genuine medicine in homoeopathic practice.	Affective	Level 3 Internalizing	Nice to know	1. Lecture Demonstrations 2. Practical Demonstrations	SAQ/LAQ Projects Assignments	Practical Examination
--------------------------	--	--	------	--	--------------------------------------------------------------------------------------------------------------------------------	-----------	--------------------------	--------------	----------------------------------------------------------	------------------------------------	-----------------------

TOPIC: Ideal Laboratory

Learning Outcomes (LO):

- At the end of the topic, I-BHMS student must be able to –
1. State the pre requisites of an Ideal Laboratory

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/Nice to	Teaching Learning Method	Assessment /Evaluation	
										Formative	Summative

								know					
Hom .UG-HP-1.17.1	Integration of Knowledge	Ideal Laboratory	Knows	Must be able to state the pre requisites of an ideal laboratory	List the pre requisites for an ideal Laboratory	Cognitive	Level 2	Must Know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) 3. Quiz 4. Student Seminars 5. Guest Lecture 6. Problem based learning	1.Stru cture d Oral Exami nation	LAQ SAQ MCQ Viva Voce		
Hom .UG-HP-1.17.2	Synthesis and Application of knowledge		Knows		Formulate the Laboratory Safety Rules		Level 3					Nice to know	2. Tutori als 3. Assign ments
Hom .UG-HP-1.17.3	Problem formulation Classroom to lab transfer		Knows		Describe the role of Laboratory in Homoeopath ic Pharmacy education		Level 2					Desirable to know	4. MCQ' s 5. 2 marks questi on 6.SAQ 's and LAQ's

TOPIC: Industrial Pharmacy**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to –
Correlate the provisions under Schedule M-I

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/Nice to know	Teaching - Learning Method	Assessment /Evaluation	
										Formative	Summative
Hom. UG-HP-1.18.1	Integration of Knowledge Synthesis and Application of knowledge	Industrial Pharmacy	Knows	Must be able to correlate provisions related to Schedule M1	Explain in details the provisions under Schedule M-I	Cognitive	Level 2 Understanding	Must Know	1.Lecture Demonstrations 2. Small Group Discussions / Peer teaching (Think-Pair-Share, Jigsaw	1.Structured Oral Examination 2. Tutorials 3. Assignments	LAQ SAQ MCC Viva Voice

	Problem formulatio Classroom to lab transfer								Strategy) 3. Field Visit	4. MCQ's 5. 2 marks questi on 6.SAQ' s and LAQ's
--	--------------------------------------------------------------	--	--	--	--	--	--	--	--------------------------------	----------------------------------------------------------------------------------

TOPIC: Homoeopathic Vehicles- Solid Vehicles

Topic: Homoeopathic Vehicles- Solid Vehicles

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to select a particular solid vehicle for preparation or dispensing of homoeopathic medicines.

Sr. No	Generic Competenci es	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencie s	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirab le to know/ Nice to	Teaching Learning Method	Assess ment /Evalu ation	Summ ative
										Formati ve	

								know			
Hom .UG-HP-1.19.1	Integration of Knowledge	Vehicles	Knows	Selecting a particular solid vehicle for preparation or dispensing of homoeopathic medicines.	1. Define Vehicle	Cognitive	Level 1 Recall	Must Know	1. Lecture Demonstrations 2. Small Group Discussions / Peer teaching (Think-Pair-Share, Jigsaw Strategy) 3. Quiz 4. Student Seminars 5. Guest Lecture 6. Problem based learning	1. Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question 6. SAQ's and LAQ's	LAQ SAQ MCQ Viva Voce
Hom .UG-HP-1.19.2	Problem formulation		Knows		2. Classify vehicles in detail		Level 2 Understanding	Must Know			
Hom .UG-HP-1.19.3	Classroom to lab transfer		Knows		3. List all the solid vehicles used in homoeopathy.		Level 1 Recall	Must Know			
Hom .UG-HP-1.19.4			Knows		4. Explain the preparation, properties and uses of all solid vehicles		Level 2 Understanding	Must Know			

Hom .UG-HP-1.19.5			Does		5. Select the appropriate solid vehicle for dispensing of homoeopathic medicines, potentiation etc.		Level 3 Problem Solving	Must Know			
Hom .UG-HP-1.19.6			Does		6. Identify the given solid vehicle.	Cognitive	Level 3 Problem solving	Must Know	1.Practical Demonstration 2.Procedural Skills Teaching 3. Problem Based Learning	1.DOPS 2. OSPE	Practical Examination
Hom .UG-HP-1.19.7			Show How		7. Estimate the purity of the given solid vehicle.	Psychomotor	Level 2 Control	Must know	4. Experiential learning		
Hom .UG-HP-1.19.8			Shows how		8.Demonstrate care and commitment in preparing & dispensing of homoeopath	Affective	Level 1 Receiving	Nice to know	1.Lecture Demonstration 2.Procedural Skills Teaching	1.DOPS	Practical Examination

					ic medicine with accuracy					3. Problem Based Learning 4. Experiential learning 5. Practical Demonstration		
--	--	--	--	--	---------------------------	--	--	--	--	-------------------------------------------------------------------------------------	--	--

TOPIC: Homoeopathic Vehicles- Liquid Vehicles

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to select a particular liquid vehicle for preparation or dispensing of homoeopathic medicines.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objective	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/ Nice to know	Teaching Learning Method	Assessment /Evaluation	
										Formative	Summative
Hom.U G-HP-	Integration of	Vehicles	Knows	Selecting a	1.Define Vehicle	Cognitive	Level 1	Must Know	1.Lecture Demonstrat	1.Structured	LAQ SAQ

1.20.1	Knowledge			particular liquid vehicle for preparation or dispensing of		Recall		ions	Oral Examination	MCQ
Hom.U G-HP- 1.20.2	Synthesis and Application of knowledge		Knows	homoeopathic medicines .	2. Classify vehicles in detail	Level 2 Understanding	Must Know	2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy)	2. Tutorials	Viva Voce
Hom.U G-HP- 1.20.3	Problem formulation		Knows		3. List all the liquid vehicles used in homoeopathy.	Level 1 Recall	Must Know	3. Quiz	3. Assignments	
Hom.U G-HP- 1.20.4	Classroom to lab transfer		Knows		4. Explain the preparation, properties and uses of all liquid vehicles.	Level 2 Understanding	Must Know	4. Student Seminars 5. Guest Lecture 6. Problem based learning	4. MCQ's	
Hom.U G-HP- 1.20.5			Does		5. Select the appropriate liquid vehicle for dispensing of homoeop	Level 3 Problem solving	Must Know		5. 2 marks question 6. SAQ's and LAQ's	

					athic medicines , potentisation etc.						
Hom.U G-HP- 1.20.6			Does		6. Identify the given liquid vehicle.	Cognitive	Level 2 Understanding	Must Know	1.Practical Demonstration 2.Procedural Skills Teaching 3. Problem Based Learning	1.DOPS 2. OSPE	Practical Examination
Hom.U G-HP- 1.20.7			Shows how		7. Estimate the purity of the given liquid vehicle.	Psychomotor	Level 2 Control	Must Know	4. Experiential learning		
Hom.U G-HP- 1.20.8			Shows how		8.Demonstrate care and commitment in preparing & dispensing of	Affective	Level 1 Receiving	Nice to Know	1.Lecture Demonstration 2.Procedural Skills Teaching 3. Problem Based	1.DOPS	Practical Examination

					homoeopathic medicine with accuracy				Learning		
									4. Experiential learning		
									5. Practical Demonstration		

TOPIC: Homoeopathic Vehicles- Semi-solid Vehicles

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to select a particular semi solid vehicle for preparation or dispensing of homoeopathic medicines.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Objectives	Learning	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/ Nice to know	Teaching Learning Method	Assessment /Evaluation	
											Formative	Summative
Hom .UG-HP-1.21.	Integration of Knowl	Semisolid Vehicl	Knows	Selecting a particular semi-solid	1.Define Vehicle		Cognitive	Level 1 Recall	Must know	1.Lecture Demonstrations	1.Structured Oral Examination	LAQ SAQ MCQ Viva

1	edge	es		vehicle for preparation or dispensing of homoeopathic medicines.					2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy)	2. Tutorials	Voce
Hom .UG-HP-1.21.2	Synthesis and Application of knowledge		Knows how		2. Classify vehicles	Level 2	Must Know		3. Quiz	3. Assignments	
Hom .UG-HP-1.21.3	Problem formulation		Knows		3. List all the semi-solid vehicles used in homoeopathy	Level 1	Must Know		4. Student Seminars	4. MCQ's	
Hom .UG-HP-1.21.4	Classroom to lab transfer		Knows		4. Explain the preparation, properties and uses of all semi-solid vehicles	Level 2	Must Know		5. Guest Lecture	5. 2 marks question	
Hom .UG-HP-1.21.5			Does		5. Select the appropriate semi-solid vehicle for dispensing of homoeopathic medicines, preparation of	Level 3	Must Know		6. Problem based learning	6. SAQ's and LAQ's	

				external applications etc.						
Hom .UG-HP-1.21.6			Does	6. Identify the given semi-solid vehicle.	Cognitive	Level 3 Problem solving	Must know	1. Practical Demonstration 2. Procedural Skills Teaching 3. Problem Based Learning	1. DOPS 2. OSPE	Practical Examination
Hom .UG-HP-1.21.7			Shows how	7. Estimate the purity of the given semisolid vehicle.	Psychomotor	Level 2 Control	Must know	4. Experiential learning		
Hom .UG-HP-1.21.8			Shows how	8. Demonstrate care and commitment in preparing & dispensing of homoeopathic medicine with accuracy	Affective	Level 1 Receiving	Nice to know	1. Lecture Demonstration 2. Procedural Skills Teaching 3. Problem Based Learning 4. Experiential learning	1. DOPS	Practical Examination

										5. Practical Demonstration			
--	--	--	--	--	--	--	--	--	--	----------------------------	--	--	--

TOPIC: External Applications

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to prescribe an external application as per the scope and limitations of external applications.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's levels	Must to know/ desirable to know/ Nice to know	Teaching Learning Method	Assessment /Evaluation		Integration
										Formative	Summative	
Hom .UG-HP-1.22.1	Integration of Knowledge Synthesis and Application	External Applications	Knows	Prescribing an external application as per its scope	1.Define External Application	Cognitive	Level 1 Recall	Must know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching	1.Structured Oral Examination 2. Tutorials 3. Assignment	LAQ SAQ MCQ Viva Voce	Horizontal with Organization of Medicine

	of knowledge			and limitations					(Think-Pair-Share, Jigsaw Strategy)	s		
	Problem formulation								3. Quiz	4. MCQ's		
									4. Student Seminars	5. 2 marks question		
									5. Guest Lecture	6.SAQ's and LAQ's		
Hom .UG-HP-1.22.2	Classroom to lab transfer		Knows		2. List all the external applications used in homoeopathy		Level 1 Recall	Must know	6. Problem based learning			
Hom .UG-HP-1.22.3			Knows		3. Explain the preparation &uses of specific homoe		Level 2 Understanding	Must know	7. Flipped Classroom			

				opathic externa l applica tions								
Hom .UG- HP- 1.22. 4			Knows	4. Explain the scope & limitati ons of externa l applica tions in homoe opathy		Level 2 Underst anding	Must know					
Hom .UG- HP- 1.22. 5			Does	5. Select the approp riate vehicle for		Level 3 Proble m solving	Must know					

					preparation of external application.							
Hom .UG-HP-1.22.6			Does		6. Select appropriate external application as per the case.		Level 3 Problem solving	Desirable to Know				
Hom .UG-HP.1.22.7			Does Shows how		7. Demonstrate the preparation of specific external applications	Psychomotor	Level 2 Control	Must know	1. Practical Demonstration 2. Procedural Skills Teaching 3. Problem Based Learning 4. Experiential learning	1. DOPS 2. OSPE	Practical Examination	

Hom .UG- HP- 1.22. 8			Shows how Does		8.Demo nstrate care and commit ment in prepari ng & dispens ing of externa l applica tion with accurac y	Affective	Level 1 Receivi ng	Nice to know	1.Lecture Demonstratio n 2.Procedural Skills Teaching 3. Problem Based Learning 4. Experiential learning 5. Practical Demonstratio n	1.DOPS	Practi cal Exami nation	
----------------------------------	--	--	-------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------	-----------	--------------------------	-----------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------	----------------------------------	--

TOPIC: Metrology

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to select appropriate scale of measurement in the homoeopathic pharmaceutical laboratory.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's levels	Must to know/ desirable to know/Nice to know	Teaching - Learning Method	Assessment /Evaluation		
										Formative	Summative	
Hom .UG-HP-1.23.1	Problem solving Problem formulation Integration of Knowledge	Metrology	Knows	Must be able to select appropriate scale of measurement in the homoeopathic pharmaceutical laboratory	1. Enumerate the different scales of measurement for preparation of homoeopathic drugs	Cognitive	Level 1 Recall	Must Know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) 3. Quiz 4. Problem Based learning 5. Flipped classroom	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question	LAQ MCQ Voice	SAC Viva

	Synthesis and application of knowledge									6.SAQ's	
Hom .UG-HP-1.23.2	Classroom to lab tytransfer		Knows	2. Explain the different scales of measurement for preparation of homoeopathic drugs		Level 2	Understandi ng	Must Know			
Hom .UG-HP-1.23.3			Does	3. Select appropriate scale of measurement for		Level 3	Proble	Must Know			

					preparation of homoeopathic drugs.		m solving					
Hom .UG-HP-1.23.4			Does		4. Measure the given quantity of the drug substance and vehicle for preparation of homoeopathic medicines	Psychomotor	Level 3 Automatism	Must know	1. Practical Demonstrations 2. Experiential Learning	1. DOPS 2. OSPE	Viva Voce & Practical Examinations	
Hom .UG-HP-1.23.5			Shows how		5. Show care while measuring the drugs for preparation of homoeopathic medicines	Affective	Level 2 Respond	Must know	1. Lecture Demonstration 2. Practical Demonstration	1. DOPS 2. OSPE	Theory & Practical Examination	

TOPIC: Potentisation & Scales of Potentisation

Learning Outcomes (LO): At the end of the topic of Potentisation, I-BHMS student must be able to:

1. Prepare Homoeopathic Medicine according to the scale.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's level	Must to know/ desirable to know	Teaching Learning Method	Assessment /Evaluation		Integration
										Formative	Summative	
Hom .UG-HP-1.24.1	Problem solution Integration of knowledge Practice based learning	Potentisation	Knows	Prepare Homoeopathic Medicine according to the scale.	1. Explain the different scales of potentisation	Cognitive	Level 2 Understanding	Must Know	1.Lecture Demonstrations 2.Practical Demonstrations 3. Small Group Discussions/Peer teaching (Think-Pair-Share, Jigsaw Strategy) 4. Problem based learning	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. SAQ's and LAQ's 5. MCQ's	LAQ SAQ MCQ Viva Voce	Organon of Medicine- Horizontal

Hom .UG-HP-1.24.2	g and improvement Synthesis and Application of knowledge Classro om to lab		Knows		2.Explain the two methods potentisati on	Cogniti ve	Level 2 Understa nding	Must Know	5. Student Seminars 6.Study Tour (Field Visit) 7. Integrated Teaching with Organon of Medicine	1.Structur ed Oral Examinati on 2. Tutorials 3. Assignmen ts 4. SAQ's and LAQ's 5. MCQ's		
Hom .UG-HP-1.24.3	Practic al skills		Does		3. Select the appropriate vehicles used for potentisati on.	Cogniti ve	Level 3 Problem solving	Must Know		DOPS Spotting OSPE Assesse nt of PBL		
Hom .UG-HP-1.24.4			Shows How		4. Demonstrat e trituration according to the scale of potentisati	Psycho motor	Level 3 AUTOMA TISM	Must Know	1. Practical Demonstration 2.Procedural Skills Teaching	1.DOPS 2. OSPE	Practical Examinat ion	

					on.								
Hom .UG- HP- 1.24. 5			Shows How		5. Demonstrat e succussion according to the scale of potentisati on.	Psycho motor	Level 3 AUTOMA TISM	Must Know	1. Practical Demonstration 2.Procedural Skills Teaching	1.DOPS 2. OSPE			
Hom .UG- HP- 1.24. 6			Shows How		6. Prepare 8X (Liq) potency from 6X (Triturate) (Jumping Potency)	Psycho motor	Level 3 AUTOMA TISM	Must Know	1. Practical Demonstration 2.Procedural Skills Teaching	1.DOPS 2. OSPE			
Hom .UG- HP- 1.24. 7			Knows how Shoes how		7.Demonstr ate care and commitme nt in preparing medicine with accuracy	Affectiv e	Level 1 RECIEVIN G	Nice to Know	Practical Demonstration	DOPS	Practical Examinat ion		

TOPIC: Old Methods of Preparation of Homoeopathic Drugs

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to prepare the homoeopathic medicines as per the old methods.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Show s how/ Know s how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/ Nice to know	Teaching Learning Method	Assessment /Evaluation		
										Formative	Summative	
Hom.U G-HP- 1.25.1	Problem solution Integration of Knowledge Synthesis	Old Methods of Preparation of Homoeopathic Drugs	Know s	Must be able to prepare the homoeopathic medicines	1. Classify Old Methods of preparation of homoeopathic drugs.	Cognitive	Level 2 Understanding	Must know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy)	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question	LAQ MCQ, Viva Voce (Formative & Summative)	SAQ

	and application of knowledge			as per the old methods					3. Quiz	6.SAQ's and LAQ's
Hom.U G-HP- 1.25.2	Classroom to lab transfer		Knows	2.Enlist the fundamental rule, drug strength, drug: vehicle ratio nature of drug substances & 5 examples of drugs under Class I-IX according to Old methods.		Level 1 Recall	Must know		4. Student Seminars	7.Projects
Hom.U G-HP- 1.25.3	Practice based learning and improvement		Knows	3.Explain the preparation &potentisation of mother tinctures under class I-IV according to the scale.		Level 2 Understanding	Must know		5. Guest Lecture	
Hom.U G-HP- 1.25.4			Knows	4.Explain the preparation &potentisation of mother solutions under Class V		Level 2 Understanding	Must know		6. Problem based learning	
									7. Flipped Classroom	

				& VI according to the scale.						
Hom.U G-HP- 1.25.5			Know s	5.Explain the potentisation of mother substances under Class VII, VIII & IX according to the scale.		Level 2 Understa nding	Must know			
Hom.U G-HP- 1.25.6			Does	6. Demonstrate the preparation of mother tincture under Class I-IV according to Old Methods.	Psycho motor	Level 3 Automati sm	Must know	1. Practical Demonstratio ns 2. Procedural Skills Teaching	1. DOPS 2. OSPE	Practical Examinati on
Hom.U G- HP.1.25 .7			Does	7. Demonstrate the potentisation of mother tincture		Level 3 Automati sm	Must Know			

					according to the scale under Class I-IV according to Old Method.						
Hom.U G-HP- 1.25.8			Does		8.Demonstrate the preparation of mother solution under Class V-VI according to Old Methods.	Level 3 Automatism	Must Know				
Hom.U G-HP- 1.25.9			Does		9. Demonstrate the potentiation of mother solution according to the scale under Class V-VI according to Old Method	Level 3 Automatism	Must Know				

Hom.U G-HP- 1.25.10			Does		10. Demonstrate the potentisation of mother substances according to the scale under Class VII, VIII & IX according to Old Method.		Level 3 Automati sm	Must Know			
Hom.U G-HP- 1.25.11			Show s how		11.Demonstr ate care & commitment in preparing and dispensing medicine with accuracy according to the scale and Class under Old Methods.	Affective	Level 1 Receiving	Nice to know	1. Practical Demonstratio n	DOPS	Practical Examinati on

TOPIC: New Methods of Preparation of Homoeopathic Drugs

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to prepare the homoeopathic medicines as per the new methods.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/ Nice to know	Teaching Learning Method	Assessment /Evaluation	
										Formative	Summative
HomU G-HP-1.26.1	Problem solution Integration of Knowledge Synthesis and application of knowledge	New Methods of Preparation of Homoeopathic Drugs	Knows	Must be able to prepare the homoeopathic medicines as per the new methods	1. Define Maceration & Percolation .	Cognitive	Level 1 Recall	Must know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) 3. Quiz 4. Student Seminars 5. Guest Lecture 6. Problem based learning 7. Flipped	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question 6.SAQ's and LAQ's 7.Projects	LAQ SAQ MCQ Viva Voce
HomU G-HP-1.26.2			Knows		2. Explain the process of maceration		Level 2 Understanding	Must know			
HomU G-HP-1.26.3			Knows		3.Explain the process of percolation		Level 2 Understanding	Must know			

HomU G-HP- 1.26.4	Classro om to lab transfe r		Know s how		4.Differenti ate between old & new methods of preparatio n of homoeopa thic drugs		Level 2 Understan ding	Must know	Classroom 8. Videos		
HomU G-HP- 1.26.5			Know s how		5.Differenti ate between maceration & percolation in detail.		Level 2 Understan ding	Must know			
HomU G-HP- 1.26.6			Know s		6. Define the terms- merc, magma, menstrum		Recall	Must know			
HomU G-HP- 1.26.7			Does		7. Demonstra te the preparatio n of mother tincture by maceration	Psychom otor	Level 2 Control	Must know	1. Practical Demonstrations 2. Procedural Skills Teaching 3.Experiential Learning	1.DOPS 2.OSPE 3.Projects	Practical Examinat ion

HomU G-HP- 1.26.8			Does		8.Demonstrate the preparation of mother solution by percolation		Level 2 Control	Must know			
HomU G-HP- 1.26.9			Does		9. Demonstrate the towing of a percolator		Level 2 Control	Desirable to know			
HomU G-HP- 1.26.10			Shows how		10.Demonstrate care & commitment in preparing of homoeopathic medicine with accuracy according	Affective	Level 1 Receiving	Nice to know	1. Lecture Demonstration 2. Practical Demonstration	DOPS	Practical Examination

					to the New methods of preparation of homoeopathic drugs.							
--	--	--	--	--	----------------------------------------------------------	--	--	--	--	--	--	--

TOPIC: Pharmaconomy

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to select appropriate route of administration of homoeopathic medicines.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does / Shows / Knows / how/ Knows	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/ Nice to know	Teaching Learning Method	Assessment /Evaluation	
										Formative	Summative

Hom UG-HP-1.27.1	Integration of Knowledge	Pharmacology	Knows	Must be able to select appropriate route of administration of homoeopathic medicines.	Cognitive	Level 1 Recall	Must know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy)	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question 6.SAQ's 7.Projects	LAQ MCQ Voce	SAQ Viva
Hom UG-HP-1.27.2	Integration of knowledge		Knows	2. Explain the different routes of administration of homoeopathic medicines.		Level 2 Understanding	Must know	3. Quiz 4. Flipped Classroom 6. Videos			
Hom UG-HP-1.27.3	Classroom to Clinic transfer		Does	3. Select appropriate route of administration of homoeopathic medicines according to the case		Level 3 Problem solving	Desirable to know				
Hom UG-HP-						4. Administer the homoeopathic	Psychomotor	Level 2 Control			

1.27.4			Show s how		c medicine through appropriate route of administration according to the case				2.Experiential Learning 3. Projects 4. Case based Learning 5. Simulation teaching	based assessment		
Hom UG-HP-1.27.5			Know s how		5.Show care while administering homoeopathic medicine via different routes	Affective	Level 2 Respond	Desirable to know	1. Lecture Demonstration 2. Practical Demonstration 3. Case based Learning 4. Simulation teaching	Case based assessment 2. Simulation based assessment	LAQ MCQ Voce	SAQ Viva

TOPIC: Dispensing of Medicines

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be to

1. Select an appropriate dosage form for dispensing of homoeopathic medicines.
2. Dispense homoeopathic medicine to patients.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/ Nice to know	Teaching Learning Method	Assessment /Evaluation		
										Formative	Summative	
Hom UG-HP-1.28.1	Problem solution Integration of Knowledge	Dispensing of homeopathic medicines	Knows	Select an appropriate dosage form for dispensing of homeopathic medicines.	1. Enumerate the different dosage forms.	Cognitive	Level 1 Recall	Must know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) 3. Quiz 4. Student Seminars 5. Problem based learning 6. Guest Lecture	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question 6.SAQ's and LAQ's	LAQ MCQ Voice	SAQ Viva
Hom UG-HP-1.28.2	Synthesis and Application of Knowledge Classroom to		Knows	Dispense homeopathic medicine to patients			2. Explain the various modes for dispensing of solid dosage forms					

Hom UG- HP- 1.28. 3	OPD/IPD/ Pharmacy transfer		Knows		3. Explain the various modes for dispensing of liquid dosage forms		Level 2 Understand ing	Must know			
Hom UG- HP- 1.28. 4			Knows		4. Enlist the vehicles used for dispensing of various dosage forms		Level 1 Recall	Must know			
Hom UG- HP- 1.28. 5			Knows		5. Explain the quality assurance while dispensing homoeopathic medicines.		Level 2 Understand ing	Nice to know			
Hom UG- HP- 1.28. 6			Shows how Does		6. Demonstrate the dispensing of liquid dosage forms	Psychom otor	Level 2 Control	Must know	1.Practical Demonstration 2.Procedural Skills Teaching 3. Problem Based Learning	1.DOPS 2. OSPE	Practical Examinati on
Hom UG- HP- 1.28.			Shows how Does		7. Demonstrate the dispensing of solid dosage		Level 2 Control	Must know	4. Experiential learning		

7					forms						
Hom UG- HP- 1.28. 8			Does		8. Demonstrate care and commitment while dispensing of homoeopathic medicines.	Affective	Level 1 Receiving	Nice to know	1.Lecture Demonstration 3. Problem Based Learning	1.DOPS	Practical Examination

TOPIC: Placebo

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to indicate placebo in a particular case

Sr. No	Generic Compet encies	Subjec t Area	Mille r's Level Does / Show s how/ Kno ws how/ Kno w	Specific Competen cies	Specific Learning Objective s	Bloom 's Domai n	Guilbert's levels	Must to know/ desirable to know/Nice to know	Teaching Learning Method	Assessment /Evaluation	
										Formative	Summative

Hom UG-HP-1.29.1	Problem solution Integration of Knowledge	Placebo	Knows	Must be able to indicate placebo in a particular case	1. Define Placebo	Cognitive	Level 1 Recall	Must Know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) 3. Case based learning	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question 6.SAQ's, 7.Projects	LAQ MCQ Voce	SAQ Viva	
Hom UG-HP-1.29.2	Synthesis and application of knowledge		Knows		2. Enumerate the vehicles used as placebo		Level 1 Recall						Must Know
Hom UG-HP-1.29.3	Classroom to clinic transfer		Knows		3. Explain the indications of placebo		Level 2 Understanding						Must Know
Hom UG-HP-1.29.4			Does		4.Select a placebo for a particular case		Level 3 Problem solving						Must Know

TOPIC: Preservation of Homoeopathic Medicines

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to preserve homoeopathic medicines for long shelf life.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/Nice to know	Teaching Learning Method	Assessment /Evaluation		
										Formative	Summative	
Hom UG-HP-1.30.1	Integration of Knowledge	Preservation of Homoeopathic medicine	Knows	Must be able to preserve homoeopathic medicines for long shelf life	1. Enumerate the different methods of preservation of homoeopathic medicines	Cognitive	Level 1 Recall	Must Know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) 3. Quiz	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question 6.SAQ's	LAQ MCQ Voce	SAQ Viva
Hom UG-HP-1.30.2	Synthesis and application of knowledge		Knows		2. Explain the individual method of preservation of homoeopathic medicine.		Level 2 Understanding	Must Know				

Hom UG- HP- 1.30. 3	Classro om to Clinic transfe r Practic e based learnin g and improv ement		Does		3. Select an appropriate mode of preservation of homoeopathic medicines.		Level 3 Problem solving	Must Know		7.Projects	
Hom UG- HP- 1.30. 4			Does		4. Demonstrate the method of preservation of mother substances & preparations	Psychom otor	Level 2 Control	Desirable to Know	1. Practical Demonstrations 2. Procedural Skills Teaching	Viva Voce Practical Examination	Practical Examination
Hom UG- HP- 1.30. 5			Does		5. Demonstrate the method of preservation of potentised homoeopathic medicines			Desirable to Know	3.Experiential Learning 4. Projects		

Hom UG- HP- 1.30. 6			Does		6. Demonstrate the method of preservation of homoeopathic mother tinctures			Desirable to Know			
Hom UG- HP- 1.30. 7			Shows how		7. Show care & commitment while preserving homoeopathic preparations and potentised medicine.	Affective	Level 2 Respond	Nice to know	1. Lecture Demonstration 2. Practical Demonstration	SAQ, 2 marks question Projects Assignments Tutorials Viva Voce Practical Examination	Practical Examination

TOPIC: Pharmacovigilance and adverse drug reaction

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to identify any adverse drug reaction and comprehend the necessity of pharmacovigilance in homoeopathy

Sr.	Generic	Subject	Miller's	Specific	Specific	Bloom's	Guilber	Must to	Teaching	-	Assessment /Evaluation
-----	---------	---------	----------	----------	----------	---------	---------	---------	----------	---	------------------------

No	Competencies	Area	Level Does/ Shows how/ Knows how/ Know	Competencies	Learning Objectives	Domain	t's levels	know/ desirable to know/Nice to know	Learning Method	Formative	Summative
Hom UG-HP-1.31.1	Problem solution	Pharmacovigilance and adverse drug reaction	Knows	Must be able to identify any adverse drug reaction	1. Define adverse drug reaction	Cognitive	Level 1 Recall	Must Know	1.Lecture Demonstrations	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question 6.SAQ's, 7.Projects	LAQ MCQ Voice
Hom UG-HP-1.31.2	Integration of Knowledge		Knows	Comprehend the of pharmacovigilance in homoeopathy	2. Enumerate the types of adverse drug reactions		Level 1 Recall	Must Know	2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy)		
Hom UG-HP-1.31.3	Synthesis and application of knowledge		Knows		3. Explain the management of adverse drug reactions in homoeopathy		Level 2 Understanding	Must Know	3. Case based learning		
Hom UG-HP-1.31.4	Classroom to clinic transfer		Knows		4. Define pharmacovigilance		Level 1 Recall	Desirable to Know			

Hom UG- HP- 1.31. 5			Knows		5.Explain in detail the process of pharmacovigilance in Homoeopathy		Level 2 Unders tanding	Desirable to know				
---------------------------------	--	--	-------	--	---------------------------------------------------------------------	--	------------------------------	----------------------	--	--	--	--

TOPIC: Doctrine of Signature

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to apply doctrine of signature while selecting a Homoeopathic simillimum.

Sr. No	Generi c Competenci es	Subje ct Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specifi c Compe tencie s	Specific Learning Objectives	Domain	Guilbe rt's Levels	Must to know/ desirable to know/Nice toknow	Teaching Learning Method	Assessment /Evaluation		
										Formative	Summative	
Hom UG- HP- 1.32. 1	Proble m formul ation	Doctr ine of Signa ture	Knows	Must be able to apply doctri ne of signat ure while selecti ng a	1. Define Doctrine of Signature	Cognitiv e	Level 1 Recall	Must Know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy)	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question	LAQ MCQ Voce	SAQ Viva
Hom UG- HP- 1.32. 2	Integr ation of Knowl		Knows		2. Explain doctrine of signature with suitable examples		Level 2 Unders tandin g	Must Know	3. Quiz 4. Student			

Hom UG- HP- 1.32. 3	edge Synthesis and applic ation of knowl edge		Knows how	Homo eopath ic simili mum	3.Apply the logic behind doctrine of signature in patients showing the same signs particularly in one sided case.		Level 3 Proble m solving	Nice to know	Seminars 5. Case based learning 6.Case Simulation 7. Experiential Learning	6.SAQ's 7.Projects 8.Assessment of case 9. Simulation assessment		
Hom UG- HP- 1.32. 4			Shows how		4.Select a remedy for a one -sided case based on the doctrine of signature		Level 3 Proble m solving	Nice to know				
Hom UG- HP- 1.32. 5			Shows hows		5.Demonstrate care, professionalism &commitment while prescribing on the basis of doctrine of signature	Affectiv e	Level 2 Respo nd	Nice to know	1. Case based learning 2. Case Simulation 3.Experiential Learning	1. Assessment of case 2. Simulation assessment	Viva Voce	

TOPIC: Drug Proving

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to prove a given drug on healthy human being

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's level	Must to know/ desirable to know/ Nice to know	Teaching Learning Method	Assessment /Evaluation		Integration
										Method Formative	Type (Summative)	
HomUG-HP-1.33.1	Problem Solution	Drug Proving	Knows	Proving a given drug on healthy human being	1. Define Drug Proving.	Cognitive	Level 1 Recall	Must Know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) 4. Quiz 5. Student Seminars 6. Guest Lecture 7. Integrated	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5.SAQ's and LAQ's 6. 2 marks questions	LAQ SAQ MCQ Viva Voce	Horizontal with Organ of Medicine
HomUG-HP-1.33.2			Knows		2. Illustrate the qualities of an ideal prover.	Cognitive	Level 1 Recall	Must Know				
HomUG-HP-1.33.3			Shows how		3. Apply the selection criteria (inclusion & exclusion) for provers during drug proving.	Cognitive	Level 3 Problem Solving	Desirable to know				

HomUG-HP.1.33.4	Problem solving		Knows		4. Explain the methodology for drug proving.	Cognitive	Level 2 Understanding	Must Know	Teaching with Organon of Medicine			
HomUG-HP-1.33.5			Does		5. Design the protocol for Drug Proving.	Cognitive	Level 3 Problem Solving	Nice to know	1. Lecture Demonstration 2. Procedural Skills Teaching	1. Simulation based assessment 2. Team based learning	LAQ SAQ Viva Voce	
HomUG-HP-1.33.6			Does		6. Select ideal prover for drug proving		Level 3 Problem Solving	Desirable to know	3. Problem Based Learning 4. Role Plays 5. Experiential learning			
HomUG-HP-1.33.7			Does		7. Prepare the test substance for drug proving.	Psychomotor	Level 2 Control	Nice to know	6. Team based learning			
HomUG-HP-1.33.8			Does		8. Formulate the team for drug proving	Cognitive	Level 3 Problem Solving	Nice to know				
HomUG-HP-1.33.9			Does		9. Record the symptoms of drug proving	Psychomotor	Level 2 Control	Nice to know				

HomUG-HP-1.33.10			Does		10. Interpret the provers symptoms	Cognitive	Level 3 Problem solving	Nice to know				
HomUG-HP-1.33.11			Does		11. Translate the provers symptoms in Materia Medica language		Level 3 Problem solving	Nice to know				
HomUG-HP-1.33.12			Shows how		12. Show professionalism and care during drug proving towards the provers.	Affective	Level 2 Responding	Nice to know	1. Lecture Demonstration 2.Procedural Skills Teaching 3. Problem Based Learning 4. Role Plays 5. Experiential learning 6. Team based learning	1.Simulation based assessment	Viva Voce	
HomUG-HP-1.33.13			Does		13. Value the privacy & integrity of the provers.		Level 3 Internalize	Nice to know				
HomUG-HP-1.33.14			Does		14. Value the consent of the prover.		Level 3 Internalize	Nice to know				

HomUG-HP-1.33.15			Does		15. Value the ethical considerations during drug proving.		Level 3 Internalize	Nice to know				
------------------	--	--	------	--	-----------------------------------------------------------	--	------------------------	--------------	--	--	--	--

TOPIC: Posology

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to

1. Select a particular potency for a particular case.
2. Select a particular dose for a particular case.
3. Repeat the dose as per the criteria for repletion of doses.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable	Teaching - Learning Method	Assessment /Evaluation		Integration
										Formative	Summative	

			how/ Know					to know/ Nice to know				
HomU G-HP- 1.34.1	Problem solution	Pos ology	Knows	Selecting a particula r potency for a particula r case. Selecting a particula r dose for a particula	1. Define posology	Cogniti ve	Level 1 Recall	Must Know	1. Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) 3. Quiz 4. Student Seminars 5. Guest Lecture	1. Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question 6. SAQ's and LAQ's	LAQ SAQ MCQ Viva Voce	Horizont al with Organon of Medicine
HomU G-HP- 1.34.2	Integra tion of Knowle dge Practic e based learnin g and improv ement		Knows	r case. Repeatin g the dose as per the criteria for repletion of doses.	2. Explain the criteria for selection of potency		Level 2 Understan d	Must know	6. Integrated Teaching with Organon of Medicine 7. Case based learning 8. Case simulation learning	7. Simulation based assessment 8. Case based assessment		
HomU G-HP- 1.34.3	Synthes is and applicat ion of knowle dge		Knows how		3. Apply the criteria for selection of potency for a particular		Level 3 Problem solving	Desirab le to know				

	Classroom to OPD/IPD transfer			case.							
HomU G-HP-1.34.4		Knows		4. Enlist the different types of doses	Level 1 Recall	Must know					
HomU G-HP-1.34.5		Knows		5. Explain the criteria for repetition of doses.	Level 2 Understanding	Must know					
HomU G-HP-1.34.6		Shows how		6. Apply the criteria for repetition of doses for a particular case.	Level 3 Problem Solving	Desirable to know					
HomU G-HP-1.34.7		Does		7. Choose the correct potency for a particular case	Level 3 Problem Solving	Desirable to know	1. Lecture Demonstration 2. Procedural Skills Teaching 3. Problem Based Learning 4. Experiential learning	1. Simulation based assessment 2. Case based assessment 3. OSPE	LAQ SAQ MCQ Practical Examination		

									5. Team based learning 6. Case based learning 7. Case simulation learning			
HomU G-HP- 1.34.8			Does		8. Choose the proper dosage for a particular case		Level 3 Problem Solving	Desirable to know				
HomU G-HP- 1.34.9			Does		9. Design the dosage and repetition for a particular case		Level 3 Problem Solving	Nice to know				
HomU G-HP- 1.34.10			Shows how		10. Show professionalism and care while selection of potency & dose.	Affective	Level 2 Respond	Nice to know	1. Lecture Demonstration 2. Procedural Skills Teaching 3. Problem Based Learning 4. Experiential	1. Simulation based assessment	Viva Voce	

HomU G-HP- 1.34.1 1		Shows how	11. Value the privacy & integrity of the patient/cas e		Level 3 Internaliz e	Nice to know	learning 5. Team based learning 6. Case based learning 7. Case simulation learning				
HomU G-HP- 1.34.1 2		Shows how	12. Value the ethical considerati ons during selection of potency, dose and repetition of doses		Level 3 Internaliz e	Nice to know					
HomU G-HP- 1.34.1 3		Shows how	13. Value the importance of rational prescription		Level 3 Internaliz e	Nice to know					

TOPIC: Prescription Writing

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must have knowledge of writing an ideal prescription

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Level	Must to know/ desirable to know/ Nice to know	Teaching Learning Method	Assessment /Evaluation		
										Formative	Summative	
Hom UG-HP-1.35.1	Integratio n of Knowledg e Practice based learning and improvement Synthesis and applicatio n of	Prescri ption Writing	Knows	Writing an ideal prescriptio n	1. Define Prescription writing.	Cognitive	Level 1 Recall	Must Know	1. Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) 3. Quiz 4. Student Seminars 5. Guest Lecture 6. Case based	1. Structure d Oral Examinatio n 2. Tutorials 3. Assignment s 4. MCQ's 5. 2 marks question 6. SAQ's and LAQ's	LAQ MCQ Voce	SAQ Viva
Hom UG-HP-1.35.2			Knows		2. Explain the parts of an ideal prescription.		Level 2 Understan ding	Must Know				
Hom UG-HP-1.35.3			Knows		3. List the abbreviations used in prescription writing with		Level 1 Recall	Must Know				

	knowledge				meaning.				learning		
Hom UG-HP-1.35.4	Problem solution		Knows		4. Explain the advantages of prescription to the patients and to the physician.		Level 2 Understanding	Must Know	7. Case simulation learning		
Hom UG-HP-1.35.5	Classroom to OPD/IPD Transfer		Shows how		5. Critically analyse a prescription for any faults.		Level 3 Problem solving	Nice to know			
Hom UG-HP-1.35.6			Does		6. Write an ideal prescription	Psychomotor	Level 2 Control	Must know	1. Lecture Demonstration 2. Procedural Skills Teaching 3. Problem Based Learning	1. Simulation based assessment 2. Case based assessment	Practical Examination
Hom UG-HP-			Shows how		7. Criticize a wrong prescription	Cognitive	Level 3 Problem	Nice to know	4. Experiential learning	3. OSPE	

1.35.7							solving		5. Team based learning 6. Case based learning 7. Case simulation learning 8. Practical Demonstration			
Hom UG-HP-1.35.8			Shows how		8. Show professionalism and commitment while writing a prescription with accuracy.	Affective	Level 2 Respond	Nice to know	1. Lecture Demonstration 2. Procedural Skills Teaching 3. Problem Based Learning 4. Experiential learning 5. Team based learning 6. Case based learning 7. Case simulation learning	1. Simulation based assessment	Practical Examination	
Hom UG-HP-1.35.9					9. Value the privacy & integrity of the prescription.		Level 3 Internalize	Nice to know				

Hom UG- HP- 1.35. 10					10. Value the ethical considerations during writing a prescription		Level 3 Internalize	Nice to know	8. Practical Demonstration		
Hom UG- HP- 1.35. 11					11. Value the importance of rational prescription		Level 3 Internalize	Nice to know			

TOPIC: Legislation

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to follow and practice ethically all the laws that govern homoeopathic pharmacy.

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows	Specific Competencies	Specific learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/Ni	Teaching Learning Method	Assessment /Evaluation	
										Formative	Summative

			how/ Know					ce to know				
Hom UG- HP- 1.36. 1	Integrati on of Knowled ge	Legisl ation	Knows	Must be able to follow and practice ethically all the laws that govern homoeopa thic pharmacy.	1.List all the acts that govern the legal aspects of homoeopathic pharmacy.	Cognitiv e	Level 1 Recall	Must know	1.Lecture Demonstration s 2. Small Group Discussions/ Peer teaching (Think-Pair- Share, Jigsaw Strategy)	1.Structure d Oral Examinatio n 2. Tutorials 3. Assignment s 4. MCQ's 5. 2 marks question 6.SAQ's and LAQ's	LAQ Voce	Viva
Hom UHP- 1.36. 2	Synthesi s and Applicati on of knowled ge		Knows		2. Illustrate the provisions under the Drugs & Cosmetic Act		Level 2 Understa nding	Must know	3. Quiz 4. Student Seminars			
Hom UG- HP- 1.36. 3	Problem solution		Knows		3. Illustrate the provisions under the Schedule M1		Level 2 Understa nding	Must know	5. Guest Lecture 6. Problem based learning			
Hom UG- HP- 1.36. 4			Knows		4. Illustrate the provisions under the Drugs & Magic Remedies Act		Level 2 Understa nding	Must know	7. Flipped Classroom			

Hom UG- HP- 1.36. 5			Knows		5. Illustrate the provisions under the Medicinal & Toilet Preparation Act		Level 2 Understa nding	Must know				
Hom UG- HP- 1.36. 6			Knows		6. Illustrate the provisions under the Dangerous Drugs Act		Level 2 Understa nding	Must know				
Hom UG- HP- 1.36. 7			Knows		7. Illustrate the provisions under the Prevention of Illicit Traffic in Narcotic Drugs & Psychotropic Substances Act		Level 2 Understa nding	Must know				
Hom UG- HP- 1.36. 8			Knows		8. Illustrate the provisions under the Homoeopathic Central Council Act		Level 2 Understa nding	Must know				
Hom UG- HP- 1.36.			Does Shows how		9. Demonstrate the labelling of homoeopathic medicine	Psychom otor	Level 2 Control	Must know	1. Practical Demonstration 2. Procedural	1. DOPS 2. OSPE	LAQ Practical Examinati on	

9					according to Part IX of the Drugs & Cosmetic Act 1940				Skills Teaching 3. Problem Based Learning 4. Experiential learning		
Hom UG-HP-1.36.10			Knows		10.Demonstrate care and commitment and abide by the provisions laid down in the various acts.	Affective	Level 1 Receiving	Nice to know	1.Lecture Demonstration 3. Problem Based Learning	Role Play Assessment	Viva Voce

TOPIC: Drug Action

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to differentiate the different mechanisms of drug action of homoeopathic medicines

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows how/ Know	Specific Competencies	Specific learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/Nice to know	Teaching Learning Method	Assessment /Evaluation	
										Formative	Summative

Hom UG-HP-1.37.1	Integration of Knowledge	Drug Action	Knows how	Must be able to differentiate the different mechanisms of drug action of homoeopathic medicines	1. Classify the different types of drug action.	Cognitive	Level 2 Understanding	Nice to Know	1.Lecture Demonstrations 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) 3. Quiz 4. Flipped Classroom 6. Videos 7. Integrated Teaching	1.Structured Oral Examination 2. Tutorials 3. Assignments 4. MCQ's 5. 2 marks question 6.SAQ's 7.Projects 8. Spotting	LAQ MCQ Practical Examination Viva Voce	SAC
Hom UG-HP-1.37.2	Synthesis and application of knowledge		Knows		2. Explain the individual family drug action according to their sphere of action.		Level 2 Understanding	Desirable to Know				
Hom UG-HP-1.37.3	Classroom to Clinic transfer		Knows		3. Explain the individual family drug action according to nature of drug & family relationship.		Level 2 Understanding	Desirable to Know				
Hom UG-HP-1.37.4			Does		4. Analyze the action of drug on patients.		Cognitive	Level 3 Problem solving	Nice to know	1. Practical Demonstrations 2.Experiential Learning	1. Spotting 2. Pharmacological action of 30 drugs as specified	-----

Hom UG- HP- 1.37. 5			Does		5. Co-relate the action of drugs with the family characteristics.			Nice to know	3. Projects	in journal 3. Projects	
Hom UG- HP- 1.37. 6			Knows		6. Show care in prescribing homoeopathic medicine based on action of drugs and drug relationships.	Affective	Level 2 Respond	Must know	1. Lecture 2. Integrated teaching of Pharmacological drug action with Materia Medica	Journal Assessment	-----

TOPIC: Relation of Pharmacy with Materia Medica, Anatomy, Physiology

Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to correlate homoeopathic pharmacy with Materia Medica, Anatomy and Physiology

Sr. No	Generic Competencies	Subject Area	Miller's Level Does/ Shows how/ Knows	Specific Competencies	Specific Learning Objectives	Bloom's Domain	Guilbert's Levels	Must to know/ desirable to know/Nice	Teaching - Learning Method	Assessment /Evaluation	
										Form	Summa

			how/ Know					to know		ative	tive
HomUG- HP 1.38.1	Problem formulation	Relation of Pharmacy with Materia Medica	Knows	Must be able to correlate homoeop athic pharmacy with material medica, Anatomy and Physiolog y	1. Explain the correlation of homoeopathic pharmacy with the basics of Homoeopathic Materia Medica.	Cognit ive	Level 2 Understa nding	Desirable to Know	1.Lecture Demonstr ations	1.Structur ed Oral Examinati on 2. Tutorials 3. Assignmen ts 4. MCQ's 5. 2 marks question 6.SAQ's, LAQ's 7.Projects	SAQ Viva Voce
HomUG- HP- 1.38.2	Synthesis and application of knowledge		Knows		2. Explain the correlation of homoeopathic pharmacy with the basics of Anatomy			Desirable to Know	Peer teaching (Think- Pair- Share, Jigsaw Strategy)		
HomUG- HP- 1.38.3			Knows		3. Explain the correlation of homoeopathic pharmacy and Physiology			Desirable to Know	3. Quiz 4. Student Seminars 5. Flipped Classroom		

HomUG-HP-1.38.4			Knows how	4. Apply the principles of posology during case taking after selection of similimum based on knowledge of Homoeopathic Materia Medica.	Cognitive	Level 3 Problem Solving	Desirable to know	1. Practical Demonstration 2. Lecture Demonstration 3. Experimental Research projects 4. Case based learning 5. Problem based learning 6. Case simulation	1. DOPS 2. OSPE 3. Evaluation of projects 4. Evaluation of case based learning 5. Evaluation of PBL 6. Evaluation of Case simulation	-----
HomUG-HP-1.38.5			Knows how	5. Apply the knowledge of drug action based on familial relationship and remedy relationship as noted in Homoeopathic Materia Medica and organ affection with anatomy			Desirable to know			
HomUG-HP-			Knows how	6. Apply the knowledge of sources of			Desirable to know			

1.38.6					drugs and collection of drugs while preparation of homoeopathic medicines according to the scale of potentisation.						
HomUG-HP-1.38.7			Knows how		7. Apply the knowledge of pharmacological action of drugs with the normal physiology of human body			Desirable to know			
HomUG-HP-1.38.8			Knows how		8. Demonstrate care, professionalism & commitment & follow all the guidelines meticulously as given in 6 th edition of Organon of	Affective	Level 1 Receiving	Nice to know	1. Practical Demonstration 2. Lecture Demonstration 3. Experiment	1. DOPS 2. OSPE 3. Evaluation of projects 4. Evaluation of case based	Viva Voce

					medicine while selecting a particular homoeopathic medicine in a particular potency.				tal Research projects 4. Case based learning 5. Problem based learning 6. Case simulation	learning 5. Evaluation of PBL 6. Evaluation of Case simulation	
HomUG-HP-1.38.9					9. Demonstrate care, professionalism & commitment & follow all the guidelines meticulously as given in 6 th edition of Organon of medicine while preparation of homoeopathic medicine according to the scale of potentiation.						

HomUG-HP-1.38.10				10. Demonstrate care, professionalism & commitment & follow all the guidelines meticulously as given in 6 th edition of Organon of medicine while prescribing a particular external application for a particular case.						
HomUG-HP-1.38.11				11. Should ensure that all the resources are used to the fullest without any wastage while preparing homoeopathic						

	tion of Knowledge	Homoeopathic Pharmacy		Homoeopathic Pharmacy				(Think-Pair-Share, Jigsaw Strategy)	4.SAQ's	
Ho mU G- HP- 1.3 9.2	Synthesis and application of knowledge		Knows		2.Explain the recent advancements in the field of homoeopathic pharmacy	Level 2 Understanding	Nice to Know	3. Visit to research laboratories		
Ho mU G- HP- 1.3 9.3	Classroom to lab transfer		Does		3.Design the protocol for a short term research proposal in homoeopathic pharmacy	Level 3 Problem solving	Nice to know			

Non-Lecture Activities

1. Collection of 30 drugs for herbarium
2. Visit to a Large-scale manufacturing unit of Homoeopathic medicine (GMP compliant).
3. Visit to a Medicinal Plant /Botanical Garden & shall keep details Visit report
4. Clinical Class: Visit to IPD, OPD to take note on prescriptions as per Homoeopathic Principles and keep record

5. Visit to Hospital dispensing section to observe & gain knowledge on Dispensing techniques & Keep Records

8.PRACTICAL TOPICS

Homoeopathic Pharmacy Practicals	
Sr No.	Particulars of Experiments
1	Estimation of size of globules
2	Medication of globules (Small Scale)
3	Purity test of Sugar of milk
4	Purity test of water
5	Purity test of Ethyl alcohol
6	Determination of Specific gravity of a given liquid Vehicle & identifying the same.
7	Preparation of dispensing alcohol from strong alcohol.
8	Preparation of dilute alcohol from strong alcohol.
9	Trituration of drug in Old Method (One each of Class VII, VIII & IX)
10	Trituration of one drug as per HPI
11	Succussion in decimal scale from Mother Tincture (Prepared in Old Method) to 3X potency.
12	Succussion in decimal scale from Mother Tincture (Prepared in New Method) to 3X potency
13	Succussion in centesimal scale from Mother Tincture (Prepared in Old Method) to 3C
14	Succussion in centesimal scale from Mother Tincture (Prepared in New Method) to 3C
15	Conversion of Trituration to liquid potency: Decimal scale 6X to 8X potency.

16	Conversion of Trituration to liquid potency: Centesimal scale 3C to 4C potency.
17	Preparation of 0/2 potency (Solid form) (LM scale) of 1 Drug from 3 rd Degree Trituration.
18	Preparation of external applications – Lotion
19	Preparation of external applications – Glycerol
20	Preparation of external applications – Liniment
21	Preparation of external applications – Ointment
22	Writing of prescription & Dispensing the Medicine in Water with preparation of Doses
23	Writing of prescription & Dispensing the Medicine in Sugar of Milk with Preparation of Doses
24	Preparation of mother tinctures according to Old Hahnemannian method (Class I, II, III, IV)
25	Preparation of mother solutions according to Old Hahnemannian method (Class Va, Vb, VIa, VIb)

Demonstration

1. Homoeopathic pharmaceutical instruments and appliances with their cleaning (List provided in Appendix C)
2. Estimation of moisture content using water bath
3. Paper chromatography & TLC of any mother tincture
4. Laboratory methods – Sublimation, distillation, decantation, filtration, crystallization.
5. Preparation of mother tincture – Maceration and Percolation
6. Study & demonstration of Drug Substances (listed in Appendix B)-
 - i) Macroscopic Characteristic (Any 15)
 - ii) Microscopic characteristic (Any 05)
7. Study & demonstration of vehicles (Solid, Liquid & Semi solid – as available)
8. Microscopical study of Trituration (One drug up to 3X Potency)

9. Medication of Globule (Large Scale)

Activities

1. Collection of 30 drugs for herbarium
2. Visit to a Large-scale manufacturing unit of Homoeopathic medicine (GMP compliant).
3. Visit to a Medicinal Plant /Botanical Garden & shall keep details Visit report
4. Clinical Class: Visit to IPD, OPD to take note on prescriptions as per Homoeopathic Principles &keep record
5. Visit to Hospital dispensing section to observe & gain knowledge on Dispensing techniques & Keep Records

Demonstration

1. Homoeopathic pharmaceutical instruments and appliances with their cleaning (List provided in Appendix C)-06 Hours
2. Estimation of moisture content using water bath-02 Hours
3. Paper chromatography & TLC of any mother tincture-04 Hours
4. Laboratory methods – Sublimation, distillation, decantation, filtration, crystallization.-04 Hours
5. Preparation of mother tincture – Maceration and Percolation- 04 Hours
6. Study & demonstration of Drug Substances (listed in Appendix B)- 10 Hours
 - i) Macroscopic Characteristic (Any 15)
 - ii) Microscopic characteristic (Any 05)
7. Study & demonstration of vehicles (Solid, Liquid & Semi solid – as available)- 02 Hours
8. Microscopical study of Trituration (One drug up to 3X Potency)-02 Hours
9. Medication of Globule (Large Scale)-1 Hour

Clinical Hospital Work – Maintain Record (Activities/Posting in Dispensing Section, Prescriptions based on Homoeopathic Principles in IPD/OPD) – Record to be maintained as per format in Appendix G- 20 Hours

Seminar – Maintain Record on Seminar Presentation on Topics of Homoeopathic Pharmacy as assigned- 07 Hours

9. ASSESSMENT

Assessment Summary

9A- Number of papers and Mark Distribution

Sr. No.	Course Code	Papers	Theory	Practical	Viva Voce	Internal Assessment- Practical	Electives Grade Obtained		Grand Total
1	HomUG-HP	1	100	50	40	10			100

9B - Scheme of Assessment (formative and Summative)

Sr. No	Professional Course	1 st term (1-6 Months)			2 nd Term (7-12 Months)			3 rd Term (13-18 Months)	
1	First Professional BHMS	1 st PA	1 ST TT		2 nd PA	2 ND TT		3 rd PA	UE
		10 Marks Practical/Viva	50 Marks Theory	50 Marks Practical/Viva	10 Marks Practical/Viva	50 Marks Theory	50 Marks Practical/Viva	10 Marks Practical/Viva	

For Internal assessment, Only Practical/Viva marks will be considered. Theory marks will not be counted.

Method of Calculation of Internal Assessment Marks for Final University Examination:

PA1 Practical/Viva (10 Marks) A	PA2 Practical/Viva (10 Marks) B	PA3 Practical/Viva (10 Marks) C	Periodical Assessment Average PA1+PA2+PA3/3 D	TT1 Practical/Viva (50 Marks) E	TT2 Practical/Viva (50 Marks) F	Terminal Test Average TT1+TT2/100*10 G	Final Internal Assessment Marks D+G/2
-------------------------------------------------	-------------------------------------------------	-------------------------------------------------	------------------------------------------------------------------	-------------------------------------------------	-------------------------------------------------	--------------------------------------------------------	----------------------------------------------------------

PA- Periodical Assessment **TT-** Terminal Test **UE-** University Examination

9C - Evaluation Methods for Periodical Assessment

Sr. No	Evaluation Criteria
1	Practical Performance
2	Viva Voce

9 D- Paper Layout

MCQ	10 marks
SAQ	40 marks
LAQ	50 marks

9 E– I - Distribution of Theory exam

Sr. No	Paper	B	C	D		
				Type of Questions “Yes” can be asked. “No” should not be asked.		
	A List of Topics	Term	Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1	General Concepts and Orientation	I	Refer Next Table	Yes	Yes	Yes
2	Raw Material: Drugs and Vehicles	I		Yes	Yes	Yes
3	Homoeopathic Pharmaceutics	II		Yes	Yes	Yes
4	Pharmacodynamics	III		Yes	Yes	Yes
5	Quality Control	II		No	Yes	No
6	Legislations pertaining to Homoeopathic Pharmacy	III		No	No	Yes
7	Homoeopathic Pharmacy - Relationships	III		No	Yes	No

9 E – II - Theme table

Theme*	Topics	Term	Marks	MCQ's	SAQ's	LAQ's
A	General Concepts and	I	16	Yes	Yes	Yes

	Orientation					
B	Raw Material: Drugs and Vehicles	I	25	Yes	Yes	Yes
C	Homoeopathic Pharmaceutics	II	23	Yes	Yes	Yes
D	Pharmacodynamics	III	16	Yes	Yes	Yes
E	Quality Control	II	05	No	Yes	No
F	Legislations pertaining to Homoeopathic Pharmacy	III	10	No	No	Yes
G	Homoeopathic Pharmacy - Relationships	III	05	No	Yes	No

9 F Question paper Blueprint

A Question Serial Number	B Type of Question	Question Paper Format (Refer table 7 F II Theme table for themes)
Q1	Multiple choice Questions (MCQ) 10 Questions 1 mark each All compulsory Must know part: 6 MCQ Desirable to know: 2 MCQ. Nice to know: 2 MCQ	1. Theme A 2. Theme B 3. Theme B 4. Theme B 5. Theme B 6. Theme B 7. Theme C 8. Theme C 9. Theme C 10. Theme D
Q2	Short answer Questions (SAQ) 8 Questions 5 Marks Each All compulsory Must know part: 9 SAQ Desirable to know: 1 SAQ	1. Theme A 2. Theme B 3. Theme B 4. Theme C 5. Theme C 6. Theme D 7. Theme E

	Nice to know: Nil	8. Theme G
Q3	<p>Long answer Questions (LAQ)</p> <p>5 Questions</p> <p>10 marks each</p> <p>All compulsory</p> <p>All questions on must know</p> <p>No Questions on Nice to know and Desirable to know</p>	<p>1. Theme A</p> <p>2. Theme B</p> <p>3. Theme C</p> <p>4. Theme D</p> <p>5. Theme F</p>

9 G - Distribution of Practical Exam

Practical, Viva & Internal Assessment → 100 marks

Spotting	20 marks
Experiment	20 marks
Journal	10 marks

Viva voce	40 marks
Internal assessment	10 marks

10.LIST OF RECOMMENDED BOOKS

Text Books

1. Dr. Partha Mandal & Dr. Biman Mandal, A Textbook of Homoeopathic Pharmacy, Revised and Enlarged 3rd Edition, 2012, New Central Book Agency Publishers.
2. Dr. Sumit Goel, Art and Science of Homoeopathic Pharmacy, 4TH Enlarged Revised Edition, 2021, IBPP Publishers.
3. Dr. D.D. Banerjee, Augmented Textbook of Homoeopathic Pharmacy, 2nd Edition, 2012, B. Jain Publishers.
4. Dr. K.P. Mujumdar, Textbook of Homoeopathic Pharmacy, 2013, New Central Book Agency Publishers

Reference Texts

1. Banerjee SK & Sinha N. (Reprint edition, 1993). A Treatise on Homoeopathic Pharmacy. B Jain Publishers, New Delhi.
2. Govt. of India, Ministry of Health & Family Welfare, New Delhi (1971 to 2006). Homoeopathic Pharmacopoeia of India (1-9 Vol.)
3. Hughes R (Reprint edition, 1999). A Manual of Pharmacodynamics. B Jain Publishers, New Delhi.
4. Dr. P.N. Verma & Dr. (Mrs.) Indu Vaid, Encyclopaedia of Homoeopathic Pharmacopoeia, Vol- I,II,III, Edition 2002, B. Jain Publishers.

APPENDIX – A

List of drugs included in the syllabus of Homoeopathic Pharmacy for study of Pharmacological action: -

1. Aconitum Napellus	16. Glonoinum
2. Adonis vernalis	17. Hydrastis Canadensis
3. Allium cepa	18. Hyoscyamus niger
4. Argentum Nitricum	19. Kali bichromicum
5. Arsenicum album	20. Lachesis
6. Atropa Belladonna	21. Lithium carbonicum

7. Cactus grandifloras	22. Mercurius corrosivus
8. Cantharis vesicatoria	23. Naja tripudians
9. Cannabis indica	24. Nitricum acidum
10. Cannabis sativa	25. Nux vomica
11. Cinchona officinalis	26. Passiflora incarnate
12. Coffea cruda	27. Stannum metallicum
13. Crataegus oxyacantha	28. Stramonium
14. Crotalus horridus	29. Symphytum officinale
15. Gelsemium sempervirens	30. Tabacum

APPENDIX – B

List of drugs for identification

i. Vegetable Kingdom

1. Aegle folia
2. Anacardium orientale
3. Andrographis paniculata
4. Calendula officianlis
5. Cassia sophera
6. Cinchona officinalis
7. Cocculus indicus
8. Coffea cruda

9. Colocynthis
10. Crocus sativa
11. Croton tiglium
12. Cynodon dactylon
13. Ficus religiosa
14. Holarrhenaantidysenterica
15. Hydrocotyle asiatica
16. Justicia adhatoda
17. Lobelia inflata
18. Nux vomica
19. Ocimum sanctum
20. Opium
21. Rauwolfia serpentina
22. Rheum
23. Saraca indica
24. Senna
25. Stramonium
26. Vinca minor

ii. Chemicals or Minerals

1. Acetic acid
2. Alumina

3. Argentum Metallicum
4. Argentum Nitricum
5. Arsenicum Album
6. Calcareo Carbonica
7. Carbo Vegetabilis
8. Graphites
9. Magnesium Phosphoric
10. Natrum Muriaticum
11. Sulphur

iii. Animal Kingdom

1. Apis mellifica
2. Blatta orientalis
3. Formica rufa
4. Sepia
5. Tarentula cubensis

Appendix C

List of Instrument & Appliances for Demonstration & Study

Crucible with lid	Test Tube	Tripod stand	Hot Air Oven
Porcelain Basin	Conical Flask	Wire gauze	Water bath
Mortar & Pestle Porcelain	Volumetric flask	Spatula	Macerating Jar
Ointment Slab	Minim glass	Leather pad	Percolator
Chemical Balance	Thermometer	Stop watch	Microscope
Hydrometer	Mortar & Pestle - Glass	Chopping Board	pH Meter
Alcoholometer	Glass Phials	Chopping Knife	Burette
Lactometer	Pyknometer	Sieve	Pipette
Spoon	Measuring Cylinder	Tincture Press	Dropper
Beaker	Graduated Conical Flask	Funnel	Glass Rod

Appendix – D (List of Important Vehicles for Study)

Appendix – D (List of Important Vehicles for Study)		
Solid	Liquid	Semisolid
Sugar of Milk	Water	Vaseline
Globules	Ethyl Alcohol	Beeswax
Tablets	Glycerine	Lanolin
Cane Sugar	Olive Oil	Spermaceti
	Simple Syrup	Isin glass

	Lavender Oil, Sesame Oil, Rosemary Oil, Almond Oil	
--	----------------------------------------------------	--

Appendix E

Format for Maintaining Record on visit to Homoeopathic Manufactory (GMP Compliant)

Date of Visit

No. of Visiting Students & Teaching Faculty

Name of Teaching Faculty

Detail of the Instructor/s at the Manufactory

How the Tour was arranged

Name & Location of the Homoeopathic Manufactory

History about the Manufactory

Different Sections of the manufactory with its working process

Activities of R&D Dept

How the visit helped in correlation with topics studied in Theory

Conclusion

(Any other related information, not mentioned in format, if required can be included)

Appendix F**Format for Maintaining Record on visit to Medicinal Plant Garden**

Date of the Visit

No. of visiting Students & Teaching Faculty

Name of Teaching Faculty

Detail of Instructor/s

How the Tour was arranged

Name & Location of the Medicinal Plant Garden

History & about the Medicinal Plant Garden

A list Medicinal Plants seen with brief description,

Conclusion

Appendix G**Format for maintaining record on Hospital Activities (Visit to OPD/IPD & Dispensing Section)**

Record on Prescriptions based on Homoeopathic Principles in IPD/OPD

No of Cases: Total 10 cases (5 Acute, 5 Chronic)

Format -

Patient ID

Complaint

Diagnosis

Details of 1st Prescription – Name of Medicine, Potency, Dose with its Repetition,

Second Prescription (if Record is available)

Conclusion at the end of Acute & Chronic Cases on Lessons learnt on Homoeopathic Principles

Record on Activities/Posting in Hospital Dispensing Section

Total No. of Patients Date wise,

SI No as per Prescription Register,

Dosage form- Liquid/solid,

Name of Vehicle used,

Medication Process etc

Conclusion at the end on Lessons learnt on Homoeopathic Dispensing Techniques

Appendix H

Format for Maintaining record on Departmental Seminars

Maintenance of Record on Seminar Presentation on Topics of Homoeopathic Pharmacy as assigned

Circular/Notice of Departmental Seminar

Title of Topic for Presentation,

Date

Presented by Name of Student/s

Brief Report on the Seminar

Any New Information provided by the Speakers

Rating on a Scale of 10

No of Students & Faculty Members attending the Seminar

Photos

Signed by the Departmental Head

11.LIST OF CONTRIBUTORS**Dr.Parth Aphale**

Professor & H.O.D. Department of Homoeopathic Pharmacy, Dr. D.Y. Patil Homoeopathic Medical College & Research Centre, Pimpri, Pune-411018

DR KAUSHIK DEB DAS

Professor & Head, Dept of Homoeopathic Pharmacy College - The Calcutta Homoeopathic Medical College & Hospital Kolkata , WB

DR RAM JYOTHIS

ANSSHMC, Kottayam, Kerala

DR VIVEK SAKTHIDHARAN

Father Muller Homoeopathic Medical College, Karnataka

**COMPETENCY BASED DYNAMIC CURRICULUM FOR
FIRST BHMS PROFESSIONAL COURSE**

**(Applicable from Batch 2022-2023 onwards for 5 years or until further notification by
National Commission for Homoeopathy whichever is earlier)**

(Homoeopathic Materia Medica)



HOMOEOPATHY EDUCATION BOARD

NATIONAL COMMISSION FOR HOMOEOPATHY

MINISTRY OF AYUSH, GOVERNMENT OF INDIA

JAWAHAR LAL NEHRU BHARTIYA CHIKITSA AVUM HOMOEOPATHY ANUSANDHAN BHAVAN

No.61-65, Institutional Area, opp. 'D' block, Janak Puri, New Delhi-110 058

Subject- Homoeopathic Materia Medica

Subject code: HomUG-HMM-I

INDEX

S.No	Description	Page Number
1	Preamble	02
2	Program Outcomes (PO)	03
3	Course Outcomes (CO)	04
4	Teaching Hours	05
5	Course Content	07
6	Teaching Learning Methods	10
7	Content Mapping (Competencies Table)	11
8	Assessment	25
9	List of Recommended Books	31
10	List of Contributors	32

1. PREAMBLE

Homoeopathic Materia Medica is the study of the action of drugs on healthy human being as a whole taking into consideration individual susceptibility and its reaction to various circumstances and time. A good prescription by a homoeopath mainly depends upon the case receiving, processing and a sound knowledge of Homoeopathic Materia Medica.

Each drug in Materia Medica not only has its own personality with its mental and physical constitution but also has its own affinity to an area, direction, spread, tissue, organ, system. Study of a drug in context of altered sensation, function and structure covers the pathology caused by it, which is also expressed in the pathogenesis of the drugs. Materia Medica also has symptoms from toxicological and clinical proving. All this knowledge is of utmost importance in order to apply the remedies in various clinical conditions. This can be achieved only by integrating the study of Materia Medica with other parallel subjects taught during the course.

Apart from the source books of Materia Medica there are different types of Materia Medica constructed on different philosophical backgrounds by different authors. Materia Medica also forms the platform of various repertories. Therefore, it becomes very important for a student of homoeopathy to learn the plan and construction of all the basic Materia Medica in order to understand their practical utility in practice.

It is also important to keep in mind that the end point of the teaching of HMM is not to burden the student with information of more number of remedies but to equip with an approach which will help to develop the vision towards self-guided study and apply the knowledge in practice.

This self-directed learning can ultimately lead to a critical approach of studying Materia Medica hence empowering evidence based practice and initiate the process of lifelong learning. Exploring Materia Medica is an endless journey as newer illnesses will keep on emerging and newer drugs or undiscovered facets of existing drugs will be needed to explore for managing these situations.

2. PROGRAM OUTCOMES:

At the end of BHMS program, a student must

1. Develop the competencies essential for primary health care in clinical diagnosis and treatment of diseases through the judicious application of homoeopathic principles
2. Recognize the scope and limitation of homoeopathy and to apply the Homoeopathic Principles for curative, prophylactic, promotive, palliative, and rehabilitative primary health care for the benefit of the individual and community.
3. Discern the relevance of other systems of medical practice for rational use of cross referral and life saving measures, so as to address clinical emergencies
4. Develop capacity for critical thinking and research aptitude as required for evidence based homoeopathic practice.
5. Demonstrate aptitude for lifelong learning and develop competencies as and when conditions of practice demand.
6. Be competent enough to practice homoeopathy as per the medical ethics and professionalism.
7. Develop the necessary communication skills to work as a team member in various healthcare setting and contribute towards the larger goals of national policies such as school health, community health, environmental conservation.
8. Identify and respect the socio-demographic, psychological, cultural, environmental & economic factors that affect health and disease and plan homoeopathic intervention to achieve the sustainable development Goal.

3. COURSE OUTCOMES

At the end of BHMS I course, the students should be able to-

1. Define the homoeopathic Materia Medica.
2. Understand the philosophy of homoeopathic Materia Medica.
3. Describe evolution, sources and construction of different types of Homoeopathic Materia Medica.
4. Enumerate the scope and limitations of Homoeopathic Materia Medica.
5. Evolve the portrait and symptomatology of a particular drug using the knowledge of pharmacy, psychology, anatomy, physiology and Organon of medicine.
6. Observe the symptoms of a particular medicine in a clinical set-up with emphasis on individualizing symptoms.

Learning Objectives

1. To define the homoeopathic Materia Medica and grasp the basic concept with philosophy of it based on Hahnemannian directions.
2. To discuss different sources and types of homoeopathic Materia Medica.
3. To understand the drug in context of its pharmacological data, constitution, temperament, sphere of action, pathogenesis, both mental and physical generals, particular symptoms, characteristic/ individualising symptoms, general and particular modalities, relationship with other remedies including doctrine of signature.
4. To study and understand the bio-chemic system of medicine.
5. To identify the symptoms of a sick individual corresponding to the symptoms of a particular drug.
6. To develop an insight into scopes and limitations of homoeopathic Materia Medica.

4. TEACHING HOURS

Distribution of Teaching Hours:

Homoeopathic Materia Medica		
Year	Teaching hours- Lectures	Teaching hours- Non-lectures
1 st BHMS	120	75

4. A. Teaching Hours Theory:

S. no.	List of Topics	Hours
1.	Definition and introduction of Materia Medica	3
2.	Types of Homoeopathic Materia Medica	3
3.	Sources of Homoeopathic Materia Medica	4
4.	Study of drug picture (term I)	32
5.	Study of drug picture (term II)	33
6.	Theory of Bio chemic salts	2
7.	Individual bio chemic salts	14
8.	Study of drug picture (term III)	28
9.	Scope and Limitation of HMM	1
	Total	120

4.B. Teaching Hours Non-lecture:

Sr. No	A Study Setting	B Term	C Teaching Hours
1	OPD/IPD/Classroom	II & III	75

Non-Lecture Activities (Practical)-

Sr. No	Non Lecture Teaching Learning methods	Time Allotted per Activity

		(Hours)
1	Group Discussions	5
2	Problem based learning	5
3	Tutorials	10
4	Case Based Learning (live case)	55
	Total	75

5. COURSE CONTENTS BHMS I (Theory)

1. Introductory Lectures

- Definition and introduction of basic Materia Medica. Contrast between Materia Medica and Homoeopathic Materia Medica.
- Sources, types, construction, scope and limitation of Homoeopathic Materia Medica
- Theory of biochemic system of medicine, its comparison with Homoeopathy and study of **12 biochemic tissue salts** with their physico-chemical reaction.

2. Homoeopathic medicines:

1. Aconite	18. CalcareaPhos	35. Hypericum
2. Aethusa Cynapium	19. Calendula	36. Ignatia
3. Allium Cepa	20. Carbo Veg	37. Ipecac
4. Aloe Soc	21. Chamomilla	38. Ledum Pal
5. Ammonium Carb	22. Cina	39. Lycopodium
6. Ammonium Mur	23. Cinchona	40. Natrum Carb
7. Antim Crude	24. Cocculus	41. Natrum Mur
8. Antim Tart	25. Coffea Cruda	42. Nux Vomica
9. Apis Mel	26. Colchicum	43. Podophyllum
10. Arnica Montana	27. Colocynth	44. Pulsatilla
11. Ars Alb	28. DioscoriaVillosa	45. Rhus Tox
12. Arum Triph	29. Croton Tig	46. Ruta
13. Baryta Carb	30. Drossera	47. Silicea
14. Belladona	31. Dulcamara	48. Spongia
15. Borax	32. Euphrasia	49. Sulphur
16. Bryonia Alba	33. Gelsemium	50. Symphytum
17. Calc Carb	34. HeparSulph	

3. Biochemic tissue salts:

1. Calc Flour	5. Kali Mur	9. Nat Mur*
2. Calc Phos*	6. Kali Phos	10. Nat Phos
3. Calc Sulph	7. Kali Sulph	11. Nat Sulph

4. FerrPhos	8. Mag Phos	12.Silicea*
-------------	-------------	-------------

**Also included in the list of Homoeopathic medicines, hence total no. of medicines shall remain 59 for BHMS I.*

Contents for Term I:

I. Introductory Lectures

- a. Definition and introduction of basic Materia Medica, contrast between Materia Medica and Homoeopathic Materia Medica
- b. Sources, types and construction of Homoeopathic Materia Medica

II. Homoeopathic medicines:

1. Arnica montana	8.Natrum Mur
2.Bryonia	9.Rhus tox
3.Baryta carb	10.Ruta
4.Calc Carb	11.Silicea
5.Calendula	12.Sulphur
6.Hypericum	13.Symphytum
7. Ledum pal	

Contents for Term II:

I. Homoeopathic medicines:

1. Aconite nap	11.Colchicum
2.Aloes soc	12. Colocynth
3. Apis mellifica	13.Dioscorea
4. Arsenic Alb	14. Dulcamara
5.Belladona	15. Gelsemium

6.Cina	16. Ignatia
7.Chamomila	17. Lycopodium
8.Carbo veg	18. Nux vomica
9.Cinchona	19. Podophyllum
10.Cocculus	20. Pulsatilla nig.

- II. Theory of biochemic system of medicine, its comparison with Homoeopathy
 III. Study of 5 **biochemic tissue salts** with their physico-chemical reaction:

1. Calc Flour
2. Calc Phos
3. Calc Sulph
4. Natrum Phos
5.Natrum sulph

Contents for Term III:

I. Homoeopathic medicines:

1. Aethusa cyn	9. Coffea cruda
2. Allium cepa	10. Croton tigr
3. Ammon Carb	11. Drosera
4. Ammon Mur	12. Euphrasia
5. Antim Crud	13. Hepar Sulph
6. Antim Tart	14. Ipecacuanha
7. Arum triph	15. Natrum carb
8. Borax	16. Spongia

- II. Study of 5 **biochemic tissue salts** with their physico-chemical reaction:

1. FerrPhos
2. Kali Mur
3. Kali Phos
4. Kali Sulph
5. Mag Phos

III. Scope and limitations of Homoeopathic Materia medica

6. TEACHING LEARNING METHODS

Lectures (Theory)	Non-lectures (Practical)
Lectures	Clinical demonstration
Small group discussion	Problem based discussion
Integrated lectures	Case Study
Assignments	
Library reference	

Different teaching-learning methods must be apply for understanding holistic and integrated Materia Medica. There has to be classroom lectures, small group discussions, case discussion where case based learning (CBL) and problem based learning (PBL) are specially helpful. In the applied Materia Medica, case discussion (CBL-PBL) method is beneficial for students. Audio visual (AV) methods for classroom teaching may be an innovative aid in order to demonstrate the related graphics and animations etc. In case of clinical demonstration – DOAP (Demonstration – Observation – Assistance – Performance) is very well applicable.

7. CONTENT MAPPING (COMPETENCIES TABLE)

Topic 1- Definition and introduction of Materia Medica

Sr. No.	Generic Competency	Subject Area	Millers Level : Does / Shows how / Knows how / Knows	Specific Competency	SLO/ Outcome	Bloom's Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal / Vertical/ Spiral
HomUG-HMM-I-1.1	Information Gathering	Definition and introduction of	Knows	Knowledge of fundamen	Define the basic MM and HMM	Cognitive	Remember/ recall	Must Know	Lecture	MCQ, SAQ,	SAQ, Viva voce	Horizontal Integration with

Sr. No.	Generic Competency	Subject Area	Millers Level : Does / Shows how / Knows how / Knows	Specific Competency	SLO/ Outcome	Bloom's Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal / Vertical/ Spiral
HomUG-HMM-I-1.2	Integration of information	medicinal		of HMM	Explain what signs and symptoms are with examples		Understand			Viva Voce		Organon of Medicine

Sr. No.	Generic Competency	Subject Area	Millers Level : Does / Shows how / Knows how / Knows	Specific Competency	SLO/ Outcome	Bloom's Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal / Vertical/ Spiral
HomU G- HMM- I-1.3					Contrast between MM and HMM							
HomU G- HMM- I-1.4					Discuss the history of MM with emphasis on Hahneman							

Sr. No.	Generic Competency	Subject Area	Mileers Level : Does / Shows how / Knows how / Knows	Specific Competency	SLO/ Outcome	Bloom s Domain	Guilbert' s Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal / Vertical/ Spiral
					nian directions							

Topic 2- Types of Materia Medica

Sr. No.	Generic Competency	Subject Area	Millers Level : Does / Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal / Vertical/ Spiral
HomUG-HMM-I-2.1	Information Gathering	Types of Materia Medica	Knows	Identify various types of HMM	Describe various types of HMM	Cognitive	Remember/ recall	Must Know	Lecture, small group discussion , demonstration	MCQ, SAQ, Viva Voce	SAQ, Viva voce	Horizontal Integration with Organon of Medicine and Pharmacy
HomUG-HMM-I-2.2	Integration of				Enumerate types of HMM							

HomU G- HMM- I-2.3	informati on				Classify Homoeo pathic Materia Medica as per its types.							
HomU G- HMM- I-2.4			Know s how		Discuss the characte ristics of each type of HMM based on practical utility.			Desirab le to know				

Topic 3- Sources of Homoeopathic Materia Medica

Sr. No.	Generic Compete ncy	Subje ct Area	Millers Level:	Specific Compete ncy	SLO/ Outcom e	Bloom s	Guilbert 's Level	Must Know/ Desira	T-L Methods	Formati ve	Summat ive	Integratio n Departme
------------	---------------------------	---------------------	-------------------	----------------------------	---------------------	------------	----------------------	-------------------------	----------------	---------------	---------------	-----------------------------

			Does/Shows how/ Knows how/ Knows			Domain		able to know/nice to know		Assessment	Assessment	nts-Horizontal / Vertical/ Spiral
HomU G-HMM -I-3.1	Information Gathering	Sources of HMM	Knows	Identify various sources of HMM	Describe the sources of HMM	Cognitive	Remember/recall	Must know	Lecture, Small Group discussion, Demonstration	MCQ, SAQ, Viva Voce	SAQ, LAQ, Viva voce	Horizontal Integration with Organon of Medicine, Homoeopathic pharmacy Vertical and spiral integration with FMT
HomU G-HMM -I-3.2	Integration of information				Understand the concept of source books of HMM		Understand					
HomU G-HMM -I-3.3					List the source books of HMM							

HomU G- HMM -I-3.4					Discuss the plans and construc tion of source books of HMM							
---------------------------------------	--	--	--	--	---------------------------------------------------------------------------------	--	--	--	--	--	--	--

Sr. No.	Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Bloom's Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal / Vertical/ Spiral
HomUG-HMM-I-3.5	Information Gathering Integration of information	Sources of HMM	Knows	Identify various sources of HMM	Enumerate different types of proving as sources of HMM	Cognitive	Remember/recall Understand	Must know	Lecture, Small Group discussion, Demonstration	MCQ, SAQ, Viva Voce	SAQ, LAQ, Viva voce	Horizontal Integration with Organon of Medicine, Homoeopathic pharmacy Vertical and spiral integration with FMT
HomUG-HMM-I-3.6			Knows how		Describe various proving sources of HMM							

HomU G- HMM -I-3.7					Understand the basic concept of various types proving as source of HMM							
HomU G- HMM -I-3.8				Insight into structure of various HMM	Differentiate the construction of different source books of HMM			Desirable to know			SAQ, Viva voce	

Sr. No.	Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Bloom's Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal / Vertical/ Spiral
Hom UG-HMM -I-3.9	Information Gathering Integration of information	Sources of HMM	Knows how	Identify various sources of HMM	Understand the construction of various HMM as a compilation based on the source books.	Cognitive	Remember/ recall Understand	Nice to know	Lecture, Small Group discussion, Demonstration	Viva voce	Viva voce	Horizontal Integration with Organon of Medicine, Homoeopathic pharmacy
Hom UG-HMM -I-3.10					Draw the time line of Homoeopathic							

					Materia Medica based on their history, evolution and philosophy								
--	--	--	--	--	-----------------------------------------------------------------	--	--	--	--	--	--	--	--

Topic 4- Homoeopathic Medicines

Sr. No.	Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
HomUG-HMM-I-4.1	Information Gathering Integration of information Problem formulation	Homoeopathic medicines included in: Term I, II and III	Knows, Knows how, Shows how	1. Evolve the symptomatology of a particular drug 2. Observe the symptoms of a particular medicine	Describe the drug picture of homoeopathic medicines with following details- pharmacological data, constitution, temperament, sphere of action, doctrine of	Cognitive, Psychomotor	Remember/ recall Understand Interpret	Must Know	Lecture, Small Group discussion, Demonstration (clinical classes in OPD), Problem based learning	MCQ, SAQ, LAQ, Practical, Viva Voce	SAQ, LAQ, Practical, Viva voce	Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of medicine.

	Practical Skills			e in a clinical set-up	signature, pathogenesis, both mental and physical generals, particular symptoms, characteristic/ individualizing symptoms, general and particular modalities, relationship								Longitudinal and spiral with all allied subjects in BHMS
--	------------------	--	--	------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--	--	----------------------------------------------------------

Sr. No.	Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know / Desirable to know / nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
Hom UG-HMM -I-4.2	Information Gathering Integration of information Problem formulation	Homoeopathic medicines included in: Term I, II and III	Knows, Knows how, Shows how	1. Evolve the symptomatology of a particular drug 2. Observe the symptoms of a particular	.Formulate the drug picture/symptomatology of a particular drug using the knowledge of pharmacy, psychology, anatomy, physiology and organon of medicine.	Cognitive, Psychomotor	Remember/recall Understand Interpret	Must Know	Lecture, Small Group discussion, Demonstration (clinical classes in OPD), Problem based learning	MCQ, SAQ, LAQ, Practical, Viva Voce	SAQ, LAQ, Practical, Viva voce	Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of medicine.

	Practical Skills			medicine in a clinical set-up									Longitudinal and spiral with all allied subjects in BHMS
Hom UG-HMM -I-4.3					Understand the symptomatology of a particular medicine in regard to a particular system/organ of the body.								

Sr. No.	Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know / Desirable to know / nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration on Departments- Horizontal/ Vertical/ Spiral
Hom UG-HMM -I-4.4	Information Gathering	Homoeopathic medicines included in: Term I, II and III	Knows, Knows how, Shows how	Evolve the symptomatology of a particular drug	Identify the symptom similarity of a patient with a particular medicine in a clinical set up	Cognitive, Psychomotor	Remember/recall Understand Interpret	Must Know	Lecture, Small Group discussion, Demonstration (clinical classes in OPD), Problem based learning	MCQ, SAQ, LAQ, Practical, Viva Voce	SAQ, LAQ, Practical, Viva voce	Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of medicine.
Hom UG-HMM -I-4.5	Problem formulation				State the relationship of a medicine with other medicines							

Hom UG-HMM -I-4.6	Practical Skills		Knows how	Observe the symptoms of a particular medicine in a clinical set-up	Understand the relationship status of a medicine and its background	Cognitive	Remember/recall Understand	Desirable to know	Lecture, Small Group discussion ,	MCQ, Viva Voce	Viva voce	Longitudinal and spiral with all allied subjects in BHMS
Hom UG-HMM -I-4.7			Knows how	Observe the variations in symptomatology of a particular medicine in most commonly used HMM of eminent authors		Cognitive	Remember/recall Understand	Nice to know	Lecture, Small Group discussion , Demonstration	Viva Voce	Viva voce	

Topic 5- Theory of Bio chemic tissue salts, its comparison with homoeopathy and study of 12 tissue remedies with their physico-chemical reaction:

Sr.No.	Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal / Vertical/ Spiral
HomUG-HMM-I-5.1	Information Gathering,	Theory of Bio chemic tissue salts	Knows	Describe the Theory of Bio chemic tissue salts	Describe the Theory of Bio chemic tissue salts	Cognitive	Remember/ recall Understand	Must Know	Lecture , Small Group discussion	MCQ. Viva, Quiz Assignment	SAQ, MCQ	Horizontal Pharmacy, Biochemistry and Physiology Spiral Can compare the drug pathogenesis with Homoeopa
HomUG-HMM-I-5.2	synthesis and application of knowledge in classroom				compare and contrast Homoeopathic system of medicine with Bio chemic tissue salts							

Sr.No.	Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Bloom's Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal / Vertical/ Spiral
												thic medicines Vertical
HomUG-HMM-I-5.3					co-relate the importance of knowledge of Biochemistry in better understanding of Biochemic tissue salts							Can explore the utility of Biochemic salts in treating deficiencies in Medicine, OBG etc

Sr.No.	Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Bloom's Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal / Vertical/ Spiral
HomU G- HMM- I-5.4					List the 12 Bio chemic tissue salts							

Sr. No.	Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know / Desirable to know/nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
Hom UG-HMM -I-5.5	Information Gathering Integration of information Problem formulation	12 Biochemical medicines included in: Term II and III	Knows, Knows how, Shows how	1.Describe individual Biochemical tissue salts 2.Evolve the symptom-tology of a particular drug	<i>In addition to the competencies for homoeopathic medicines,</i> Describe individual Biochemical tissue salts	Cognitive Psychomotor	Remember/recall Understand Interpret	Must Know	Lecture, Small Group discussion Demonstration (clinical classes in OPD), Problem based learning	MCQ, SAQ, LAQ, Practical Viva Voce	SAQ, LAQ, Practical Viva voce	Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of medicine. Longitudinal and

Hom UG- HMM -I-5.6	Practical Skills			3.Observ e the sympto ms of a particula r medicin e in a clinical set-up	Explain the pathogen esis and symptom ology of each Bio chemic tissue salts as per Dr, Wilhelm H. Schuessler .							spiral with all allied subjects in BHMS
Hom UG- HMM -I-5.7					Justify the portrait of each tissue salt in correlatio n with the knowledg e of							

					Biochemis try.							
--	--	--	--	--	-------------------	--	--	--	--	--	--	--

Topic 6- Scope and limitation of homoeopathic Materia Medica:

Sr. No.	Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Bloom's Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal / Vertical/ Spiral
HomUG-HMM-I-6.1	Information Gathering	Scope and Limitations of HMM	Knows	Must be able to comprehend the scope and limitations	List the scope and limitations of HMM	Cognitive	Remember/ recall	Must Know	Lecture . Small group	LAQ SAQ Viva,	LAQ SAQ Viva,	Horizontal Integration with pharmacy, psychology

HomU G- HMM- I-6.2	Integrati on of informati on		Knows how	of Homoeopa thic Materia Medica	Discuss the scope and limitati ons of HMM		Underst and	Must Know	discussi on Case Based learnin g Proble m Based Learnin g			y, anatomy, physiology and organon of medicine. Longitudin al and spiral with all allied subjects in BHMS
HomU G- HMM- I-6.3			Knows		Discuss the solutio ns to overco me the limitati ons of HMM		Underst and	Nice to know				

8. ASSESSMENT

Assessment Summary

8A- Number of papers and Mark Distribution

Sr. No.	Course Code	Papers	Theory	Practical (Assignment+ Spotting)	Viva Voce	Internal Assessment- Practical*	Grand Total
1	HomUG-HMM-I	1	100	20+10= 30	60	10	200

**Note- For Internal assessment, only Viva marks obtained in three PAs and two TTs will be considered as explained in table 8B-1 and to be calculated as per the table 8B-2 given below. Theory marks shall not be taken into account for this purpose.*

8B-I - Scheme of Assessment (formative and Summative)

Sr. No	Professional Course	1 st term (1-6 Months)		2 nd Term (7-12 Months)		3 rd Term (13-18 Months)	
1	First Professional BHMS	First PA + 1 ST TT		2 nd PA+2 ND TT		3 rd PA+UE	
		1 st PA	1 st TT	2 nd PA	2 nd TT	3 rd PA	UE

		10 marks practical/viva	50 marks theory	50 marks viva	10 marks practical/viva	50 marks theory	50 marks viva	10 marks practical/viva	As per table 8A
--	--	----------------------------	-----------------------	---------------------	----------------------------	-----------------------	---------------------	----------------------------	--------------------

PA: Periodical Assessment to be done only through practical/viva; TT: Term Test shall include both theory and viva; UE: University Examinations shall include both theory and viva as per table 8A

8B-II- Method of calculation of internal assessment marks for final university examination:

PA1 Practical/Viva (10 Marks)	PA2 Practical/Viva (10 Marks)	PA3 Practical/Viva (10 Marks)	Periodical Assessment Average $PA1+PA2+PA3/3$	TT1 Practical/ Viva (50 Marks)	TT2 Practical/ Viva (50 Marks)	Terminal Test Average TT1+ TT2/10	Final Internal Assessment Marks
A	B	C	$D= A+B+C/3$	E	F	$G=E+F/10$	$D+G/2$

8C - Paper Layout

Summative assessment:

Theory- 100 marks

MCQ	10 marks
SAQ	40 marks
LAQ	50 marks

8 D– I - Distribution of Theory exam

Sr. No	Paper	A List of Topics	B Term	C Marks	D Type of Questions “Yes” can be asked. “No” should not be asked.		
					MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1		Definition and introduction of basic materia medica and HMM; compare HMM and other Materia Medica	I	Refer Next Table	Yes	Yes	No
2		Sources, types, construction, scope and limitation of Homoeopathic Materia Medica	I,III		Yes	Yes	Yes
3		Theory of Biochemic system of medicine, its comparison with Homoeopathy and study of 12 Biochemic tissue salts with their physico-chemical reaction	II		Yes	Yes	Yes

4	Drug Picture- 50 Homoeopathic Medicines	II & III		Yes	Yes	Yes
---	-----------------------------------------	----------	--	-----	-----	-----

8D– II - Theme table

Theme*	Topics	Term	Marks	MCQ's	SAQ's	LAQ's
A	Definition and introduction of basic materia medica and HMM; compare HMM and other Materia Medica	I	7	Yes	Yes	No
B	Sources, types, construction, scope and limitation of Homoeopathic Materia Medica	I,III	17	Yes	Yes	Yes
C	Theory of Biochemic system of medicine, its comparison with Homoeopathy and study of 12 Biochemic tissue salts with their physico-chemical reaction	II & III	22	Yes	Yes	Yes
D	Drug Picture- 50 Homoeopathic Medicines	I,II& III	54	Yes	Yes	Yes

8E- Question paper Blue print

Question Serial Number	Type of Question	Question Paper Format (Refer table 8D- II Theme table for themes)
Q1	Multiple choice Questions	1. Theme A

	(MCQ) 10 Questions 1 mark each All compulsory Must know part: 7 MCQ Desirable to know: 2 MCQ. Nice to know: 1 MCQ	<ol style="list-style-type: none"> 2. Theme A 3. Theme B 4. Theme B 5. Theme C 6. Theme C 7. Theme D 8. Theme D 9. Theme D 10. Theme D
Q2	Short answer Questions (SAQ) Eight Questions 5 Marks Each All compulsory Must know part: 6 SAQ Desirable to know: 2 SAQ Nice to know: 0 SAQ	<ol style="list-style-type: none"> 1. Theme A 2. Theme B 3. Theme C 4. Theme C 5. Theme D 6. Theme D 7. Theme D 8. Theme D
Q3	Long answer Questions (LAQ) Five Questions 10 marks each All compulsory All questions on must know No Questions on Nice to know and Desirable to know	<ol style="list-style-type: none"> 1. Theme B 2. Theme C 3. Theme D 4. Theme D 5. Theme D

8F - Distribution of Practical Exam**Practical & Viva**-100 marks

Viva voce	60 marks
Practical (Assignment)*	20 marks
Practical (Spotting)	10 marks
Internal assessment**	10 marks (viva/ clinical assessment)

*Assignment shall comprise of compilation of complete drug-portrait of 6 polychrest remedies and 4 biochemic salts

** Method of calculation explained in table no. 8B-II

9. LIST OF RECOMMENDED REFERENCE BOOKS:

- Allen HC, 2005, Keynotes Rearranged and Classified with Leading Remedies of the Materia Medica and Bowel Nosodes, Reprint edition, B.Jain Publishers, New Delhi
- Choudhuri NM, 2006, A Study On Materia Medica Enriched with real case studies, Reprint revised edn, B.Jain Publishers, New Delhi
- Kent JT, 2015, Lectures On Homoeopathic Materia Medica, Reprint edn, B.Jain Publishers, New Delhi
- Burt W, 2009, Physiological Materia Medica, Third edn, B.Jain Publishers, New Delhi
- Boericke W, Dewey W, 2016, The Twelve Tissue Remedies By Schessler, Reprint edn, B.Jain Publishers, New Delhi
- All source books may be referred whenever required.

10. LIST OF CONTRIBUTORS

1. **Dr Vijaykrishna V,**
MD (Hom)
Reader and PG guide Department of HMM
Government Homoeopathic Medical College, Bangalore
RGUHS Karnataka.
2. **Dr. Vanija Sharma**
Associate professor and HOD Materia Medica,
Dr. MPK Homoeopathic medical college,
A constituent college of Homoeopathy University, Jaipur, Rajasthan.
3. **Dr. Hitesh Purohit**
Professor,
Smt. Malini Kishore Sanghvi Homoeopathic Medical College, Karjan
4. **Dr. Swati Bhagwat**
Professor,
Dr G. D. Pol Foundation YMT Homoeopathic Medical College, Kharghar
5. **Dr. Chintamani Nayak**
Professor,
National Institute of Homoeopathy, Kolkata
6. **Dr. Winston Varghese**
Professor,
Sarda Krishna Homoeopathic Medical College, Kulasekharan

COMPETENCY BASED DYNAMIC CURRICULUM FOR FIRST BHMS PROFESSIONAL COURSE

(Applicable from Batch 2022-2023 onwards for 5 years or until further notification by National Commission for Homoeopathy whichever is earlier)

(HOMOEOPATHIC REPERTORY and CASE TAKING)



HOMOEOPATHY EDUCATION BOARD

NATIONAL COMMISSION FOR HOMOEOPATHY

MINISTRY OF AYUSH, GOVERNMENT OF INDIA

JAWAHAR LAL NEHRU BHARTIYA CHIKITSA AVUM HOMOEOPATHY ANUSANDHAN BHAVAN

No.61-65, Institutional Area, opp. 'D' block, Janak Puri, New Delhi-110 058

I PROFESSIONAL BHMS

1. COURSE CODE: HomUG-R-I

SUBJECT NAME: HOMOEOPATHIC REPERTORY and CASE TAKING

INDEX

S.No	Description	Page Number
1	Preamble	654
2	Program Outcomes (PO)	656
3	Course outcomes (CO)	657
4	Teaching Hours	658
5	Course Contents of HomUG-Rep-I	659
6	Teaching Learning methods	662
7	Content mapping-Learning Objectives (Theory) of Course Hom UG-Rep-I	669
8	List of Practical Topics	670
9	List of Recommended Books	671
10	List of Contributors	672

1. PREAMBLE

The Homoeopathic Materia Medica has expanded manifold since the proving of "Cinchona Bark" by Dr. Samuel Hahnemann and today we have over five thousand remedies in the Materia Medica. It is impossible for any human mind to memorise all the symptoms of each drug and to recall those symptoms while prescribing. Therefore, the need of indexing of these symptoms along with the drugs producing those symptoms were felt by Dr. Samuel Hahnemann himself and subsequently by other homoeopaths for prescribing at the bedside of the patient.

Homoeopathic Repertory is a Dictionary or Storehouse or an index to the huge mass of symptoms of the Homoeopathic Materia Medica. The repertory is organized in a practical form indicating the relative gradation of drugs. Repertories not only contain symptoms of proving but also clinical and pathological symptoms found in the Homoeopathic Materia Medica. Repertories serve as an instrument at the disposal of the physician for sifting through the maze of symptoms of the vast Homoeopathic Materia Medica.

Repertories aim at simplifying the work of the physician to find the indicated remedy by eliminating the non-indicated remedies. Repertorisation is not the end but a means to arrive to the simillimum and reference to Homoeopathic Materia Medica based on sound principles of Philosophy is the final court of appeal.

Each repertory has been compiled on the basis of distinct philosophy, structure and utility. In order to use these instruments effectively, one must understand thoroughly its conceptual base, construction and utility and limitations. Even though there are a number of repertories, the student at the under graduate level is expected to learn the philosophy and application of basic core repertories namely Kent, Boger's Boenninghausen Characteristics and Repertory and Boenninghausen's Therapeutic Pocket Book. The subject of Repertory must not be taught in isolation but must be taught in horizontal integration with Anatomy, Physiology in I BHMS; Pathology, Surgery, Gynaecology and Practice of Medicine in II BHMS; Surgery, Gynaecology, Practice of Medicine in III BHMS and Practice of Medicine in IV BHMS and vertically integrated with Homoeopathic Materia Medica and Organon and Homoeopathic Philosophy in all the years. Integrated teaching in all the years will help the student to grasp and understand the subjects better and connect repertory to all other subjects.

Similarly, case taking demands virtual integration of all the subjects taught from the Ist BHMS to IV BHMS in the consulting room or at the bedside. The physician can never say that he has learnt all that is to the case taking process. Every new patient has a new lesson to teach.

The advent of computerization and resulting software has opened up vast newer avenues to collate and correlate the vast information found in the Homoeopathic Materia Medica through the repertories. Continued exploration of these connections will generate new data, newer repertories and the newer application to existing or newer illnesses.

2. PROGRAMME OUTCOMES:

At the end of the course of the undergraduate studies, the homoeopathic physician must

- 1) Develop the knowledge, skills, abilities and confidence as a primary care homoeopathic practitioner to attend to the health needs of the community in a holistic manner
- 2) Correctly assess and clinically diagnose common clinical conditions prevalent in the community from time to time
- 3) Identify and incorporate the socio-demographic, psychological, cultural, environmental & economic factors affecting health and disease in clinical work
- 4) Recognize the scope and limitation of homoeopathy in order to apply Homoeopathic principles for curative, prophylactic, promotive, palliative, and rehabilitative primary health care for the benefit of the individual and community
- 5) Be willing and able to practice homoeopathy as per medical ethics and professionalism.
- 6) Discern the scope and relevance of other systems of medical practice for rational use of cross referrals and role of life saving measures to address clinical emergencies
- 7) Develop the capacity for critical thinking, self reflection and a research orientation as required for developing evidence based homoeopathic practice.
- 8) Develop an aptitude for lifelong learning to be able to meet the changing demands of clinical practice
- 9) Develop the necessary communication skills and enabling attitudes to work as a responsible team member in various healthcare settings and contribute towards the larger goals of national health policies such as school health, community health and environmental conservation.

3. COURSE OUTCOMES (CO):

At the end of course in Repertory, the Final BHMS student shall be able to

1. Describe the philosophical background, construction, utility and limitations of various repertories

2. Demonstrate case taking and show empathy with the patient and family during case taking
3. Demonstrate various steps for systematic case processing viz. analysis of case, evaluation of symptoms as per Homoeopathic principles to form Totality of symptoms
4. Choose the appropriate repertorial approach, Method and Technique to repertorize a case
5. Utilize Repertory as a tool to find out simillimum in all types of cases and in the study of Materia Medica
6. Integrate other subjects in understanding the construction and utility of repertories
7. Utilize different software for Repertorization, patient data management and record keeping.
8. Demonstrate aptitude to utilize repertory for research in Homoeopathy and lifelong learning

COURSE OUTCOMES OF REPERTORY FOR I BHMS

At the end of IBHMS, the student should be able to,

1. Define Repertory.
2. Explain the need and utility of repertory to find simillimum, and for the study of Materia Medica
3. Define various terminologies used in repertory
4. Locate different rubrics related to anatomy, physiology and psychology in Kent's Repertory
5. Illustrate the construction of Kent's Repertory as per the Hahnemannian Anatomical schema

4. TEACHING HOURS

Total Number of Teaching Hours: 21			
Course Name	Lectures	Non-Lectures	Total
Homoeopathic Repertory and Case Taking (HomUG-R-I)	21	-	21

5. COURSE CONTENT (Hom - UG-R-I)

S.No	List of Topics	Lecture Hours
1	Introduction to Repertory, Definition and Meaning of Repertory <ul style="list-style-type: none"> ❖ General Introduction to Repertory ❖ Origin of Repertory ❖ Need of Repertory ❖ Definition of Repertory ❖ Meaning of REPERTORIUM 	3
2	Need and uses of repertory and repertorisation <ul style="list-style-type: none"> ❖ Uses and Scopes of Repertory ❖ Limitations of Repertory ❖ Definition of Repertorization ❖ Introduction to Methods and Techniques of Repertorization 	3
3	Terminologies relevant to Repertory <ul style="list-style-type: none"> ❖ Repertory ❖ Rubric 	3

	<ul style="list-style-type: none">❖ Gradation❖ Cross Reference❖ Synonym❖ Repertorization❖ Totality of Symptoms❖ Repertorial Totality❖ Potential Differential Field❖ Conceptual Image❖ Case taking❖ Analysis of a case❖ Evaluation of a Case❖ Longitudinal case Study❖ Cross Section Study of a case❖ General Repertory❖ Regional Repertory❖ Logico-Utilitarian Repertory❖ Puritan Repertory	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

4	<p>Correlation of Anatomy, Physiology and Psychology with Repertory</p> <ul style="list-style-type: none"> ❖ Introduction to correlation Anatomy, Physiology and Psychology with Repertory ❖ Chapters and Rubrics related to Anatomical parts in Dr. Kent's Repertory ❖ Chapters and Rubrics related to Physiology in Dr. Kent's Repertory ❖ Rubrics related to emotions, intellect and memory in Mind chapter of Dr.Kent Repertory 	6
5	<p>Schematic representation of chapters in Kent's repertory</p> <ul style="list-style-type: none"> ❖ Introduction to Kent's Repertory ❖ Listing of Chapters in Kent's Repertory ❖ Correlation of Chapters in Kent's Repertory to Hahnemannian Anatomical Schema ❖ Chapters and Rubrics related to anatomical structures, physiological processes and psychology in Kent's Repertory 	6

6. Teaching Learning Methods

Theory	Practicals/ Clinics
Lectures	Clinical Bedside Teaching
Small Group Discussion	Integrated Clinics
Integrated Lectures	Case Study
Integrated Seminars	Rubric Banks
Assignments	
Rubric Banks	
Library Reference	

7. Content Mapping (Theory) of Course Hom UG-R-I

S.No	Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
Topic 1- Introduction to Repertory, Definition and Meaning of Repertory												
HomUG-R-I-1.1	Gathering and Integration of information	Introduction to Repertory	Knows	Get acquainted with tools required to search for remedy.	<i>Define</i> the term Repertory	Cognitive	Level I (Remember / recall)	Must Know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	----- -	Horizontal Integration with Materia Medica and Organon of medicine, Spiral Integration in II, III and IV BHMS
HomUG-R-I-1.2			Knows		<i>Explain</i> the meaning of Repertory	Cognitive	Level I (Remember / recall)	Desirable to know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	----- -	
HomUG-R-I-1.3			Knows		<i>Discuss</i> the origin of the word Repertory	Cognitive	Level II (Understand)	Nice to know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	----- -	

HomUG-R-I-1.4			Knows		List three uses and three limitations of Repertory	Cognitive	Level I (Remember / recall)	Must Know	Lecture, Integrated teaching (with Materia Medica) Small Group discussion	MCQ, SAQ, Viva Voce	----- -	
TOPIC 2: Need and uses of repertory and repertorisation												
HomUG-R-I-2.1	Gathering and Integration of information	Need and uses of repertory and repertorisation	Knows	Get acquainted with tools required to search for remedy.	Explain the need of repertory	Cognitive	Level II (Understand)	Must know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	----- -	Horizontal Integration with Materia Medica and Organon of medicine, Spiral Integration in II, III and IV BHMS

HomUG-R-I-2.2			Knows		<i>Explain</i> the need of Repertorization to find a simillimum	Cognitive	Level II (Understand)	Desirable to know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	----- -	
HomUG-R-I-2.3			Knows		<i>Describe</i> the uses of Repertory	Cognitive	Level II (Understand)	Must know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	----- -	
HomUG-R-I-2.4			Knows		<i>Describe</i> the limitations of Repertory	Cognitive	Level II (Understand)	Must know	Lecture, Small Group discussion	MCQ, SAQ, Viva Voce	----- -	
HomUG-R-I-2.5			Knows		<i>Discuss</i> the use of Repertory as a tool to select the remedy for a given case	Cognitive	Level II (Understand)	Desirable to know	Lecture, Small Group discussion, Clinical Teaching	MCQ, SAQ, Viva Voce	----- -	
TOPIC 3: Terminologies relevant to Repertory												

HomUG-R-I-3.1	Gathering and Integration of information	Terminologies used in repertory	Knows	To understand the definition of various terminologies used in repertory in order to apply them for Repertorization	<i>Define</i> different terminology associated with repertory	Cognitive	Level I (Remember / recall)	Must know	Lecture, Small Group discussion,	MCO, SAQ, Viva Voce	----- -	Horizontal Integration with Materia Medica and Organon of medicine, Spiral Integration in II, III and IV BHMS
HomUG-R-I-3.2			Knows		<i>Explain</i> the meaning and use of each terminology	Cognitive	Level II (Understand)	Must know	Lecture, Small Group discussion, Clinical teaching	MCO, SAQ, Viva Voce	----- -	
HomUG-R-I-3.3			Knows		<i>Apply</i> the terminology in the process of Repertorization	Cognitive	Level II (Understand)	Must know	Lecture, Small Group discussion, Clinical teaching	MCO, SAQ, Viva Voce	----- -	

TOPIC 4: Correlation of Anatomy, Physiology and Psychology with Repertory												
HomUG-R-I-4.1	Gathering and Integration of information, Problem Solving	Correlation of Anatomy, Physiology and Psychology with Repertory	Knows	To correlate the knowledge of Anatomy, physiology And Psychology in construction of Repertory and Rubrics	Apply the correlation of Anatomical Structures to Chapters and Rubrics in Kent's Repertory	Cognitive	Level II (Understand)	Must know	Lecture, Small Group discussion, Clinical teaching	MCQ, SAQ, Viva Voce, OSPE	-----	Integrated teaching with Anatomy
HomUG-R-I-4.2			Knows		Relate normal physiological Processes to the Chapters and Rubrics in Kent's Repertory	Cognitive	Level II (Understand)	Must know	Lecture, Small Group discussion, Clinical teaching	MCQ, SAQ, Viva Voce, OSPE	-----	Integrated teaching with Physiology

HomUG-R-I-4.3			Knows		Apply the correlation of psychology Chapters and Rubrics in Kent's Repertory	Cognitive	Level II (Understand)	Must know	Lecture, Small Group discussion, Clinical teaching	MCQ, SAQ, Viva Voce, OSPE	-----	Integrated teaching with Psychology
HomUG-R-I-4.4			Shows how		Locate to Anatomy, Physiology and Psychology in Kent's repertory	Psychomotor	Level II (Control)	Must know	Lecture, Small Group discussion, Clinical teaching	MCQ, SAQ, Viva Voce, OSPE	-----	
HomUG-R-I-4.5			Knows		Apply rubrics related to Anatomy, Physiology and Psychology in understanding remedies in Materia	Cognitive	Level II (Understand)	Must know	Lecture, Small Group discussion, Clinical teaching	MCQ, SAQ, Viva Voce, OSPE	-----	Integrated teaching with Materia Medica

					Medica and Repertory							
TOPIC 5: Schematic representation of chapters in Kent's repertory												
HomUG-R-I-5.1	Gathering and Integration of information, Problem Solving	Schematic representation of chapters in Kent's repertory	Knows	To understand the arrangement of Chapters in Dr. Kent's Repertory	List the 37 chapters of Kent's Repertory in the proper order	Cognitive	Level I (Remember / recall)	Must know	Lecture, Small Group discussion, Clinical teaching	MCQ, SAQ, Viva Voce, OSPE	-----	Horizontal Integration with Materia Medica and Organon of medicine, Spiral Integration in II, III and IV BHMS
HomUG-R-I-5.2			Shows how		Demonstrate the relation of chapters in Kent's Repertory to Anatomy and	Cognitive	Level II (Understand)	Must know	Lecture, Small Group discussion, Clinical teaching	MCQ, SAQ, Viva Voce, OSPE	-----	

					Physiology and mental rubrics to Psychology							
HomUG-R-I-5.3			Knows		<i>Discuss the correlation of chapters in Kent's Repertory to the schematic representation of remedies in Materia Medica</i>	Cognitive	Level II (Understand)	Desirable to know	Lecture, Small Group discussion, Clinical teaching	MCQ, SAQ, Viva Voce, OSPE	-----	

8. List of Practical Topics

S.No	Name of Topic	Activity/ Practical	TL Method
1	Basic Structure of Repertory showing arrangement of rubric of anatomy, physiology and psychology	Arrangement of Chapters and rubrics related to anatomical structures, physiology and psychology (Emotions, intellect and	Integrated teaching in Clinics in I BHMS

		behaviour) in Kent's Repertory	
--	--	--------------------------------	--

9. List of Recommended Books

- ❖ Dhawale ML (2000) - Principles and Practice of Homoeopathy, 3rd Edition, Institute of Clinical Research Mumbai
- ❖ Hahnemann S (2017). Organon of Medicine 6th edition, 48th Impression, B. Jain Publishers
- ❖ Kent, JT- Repertory of the Homoeopathic Materia Medica (Sixth American Edition), 54th Impression (2017), B. Jain Publishers
- ❖ Kishore, Jugal (2004) - Evolution of Homoeopathic Repertories and Repertorization, Revised Edition, B. Jain Publishers
- ❖ Munir Ahmed R (2016). Fundamentals of Repertories: alchemy of homeopathic methodology. Hi-Line Publishers, Bengaluru.
- ❖ Patel, R.P (1998): The Art of Case Taking and Practical Repertorization, 6th Edition. Sai Homoeopathic Book Corporation
- ❖ Tiwari, Shashikant (2005) - Essentials of Repertorisation, 4th Edition, B. Jain Publishers

COMPETENCY BASED DYNAMIC CURRICULUM FOR FIRST BHMS PROFESSIONAL COURSE

(Applicable from Batch 2022-2023 onwards for 5 years or until further notification by
National Commission for Homoeopathy whichever is earlier)

(Organon of Medicine and Homoeopathic
Philosophy and Fundamentals of Psychology)



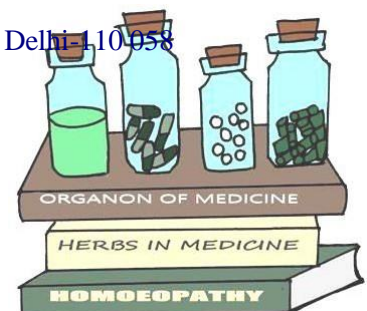
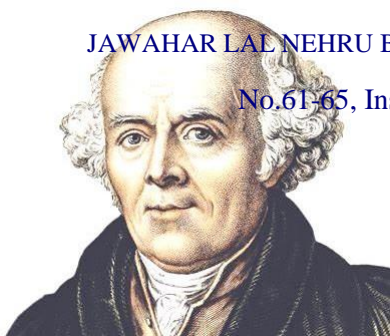
HOMOEOPATHY EDUCATION BOARD

NATIONAL COMMISSION FOR HOMOEOPATHY

MINISTRY OF AYUSH, GOVERNMENT OF INDIA

JAWAHAR LAL NEHRU BHARTIYA CHIKITSA AVUM HOMOEOPATHY ANUSANDHAN BHAVAN

No.61-65, Institutional Area, opp. 'D' block, Janak Puri, New Delhi-110058



I PROFESSIONAL BHMS

Subject NAME: Organon of Medicine and Homoeopathic philosophy and Fundamentals of Psychology

Subject CODE: HomUG-OM-I

TEACHING HOURS:

1 st BHMS		
Organon of Medicine and Homoeopathic Philosophy, and Fundamentals of Psychology		
YEAR	TEACHING HOURS-	
	LECTURES	NON-LECTURE
1 ST BHMS	180	100

Preamble-

Organon of Medicine with Homoeopathic Philosophy is a central fulcrum around which education and training of a homoeopathic physician revolves. It lays down the foundations of homoeopathic practice, education, training and research. It not only elaborates on the fundamental laws but also how to apply them in practice. It defines the qualities of a healer, guides the homoeopathic physician in inculcating values and attitude and develop skills.

Nature nurtures us. It is well depicted in our science. Therefore, Homoeopathy is in sync with Nature. The need to keep life force within us well balanced with nature is well established in Organon. Hahnemann as an ecologist was well ahead of his time. Philosophically, it connects man and his actions to the dynamic forces available in nature, thus bringing to fore the holistic approach. Lateralization of these concepts helps the student to develop insight into various facets of Life & Living. Organon orients the students to homoeopathy as an Art & Science. Its comprehensive understanding needs a core competency in logic and the concepts of generalization and individualization. Its treatment of disease process and relating to the concept of Miasm makes it a study of the process of scientific investigation.

The biggest challenge in teaching-learning of Organon is to first understand the fundamentals according to the Master's writing and then demonstrate them in practice. Quality and real time integration with other subjects helps a student to conceive the holistic perceiving of Man and Materia Medica. The concepts and knowledge required by the

Physician with operational knowledge of management of patients and their diseases will need horizontal and vertical integration with Homoeopathic subjects and clinical subjects. First BHMS will need horizontal integration with Anatomy, Physiology, Homoeopathic Pharmacy and Homoeopathic Materia Medica. Organon will have spiral integration with itself and vertical integration with clinical subjects. Second year will need integration with pathology, community medicine, forensic medicine, along with other homoeopathic subjects. Third and fourth year establishes links with clinical subjects, research methodology and pharmacology.

Science is never static. Since the time of Hahnemann, medical science has advanced by leaps and bounds. Since Homoeopathy is based on principles rooted in nature, they would stand the test of time. However, their application in the changing times and circumstances would find newer avenues to heal. This is an opportunity for a homoeopath to connect the current advances while relating with the fundamental laws. Mastering all this will make him a master healer and will move him towards higher purpose of existence.

INDEX

Sr. No	Title	Page No.
1.	Course Code and Name of Course	32
2.	Course Outcomes (CO)	34
3.	Contents of Course HomUG-OM-I (Course Contents, Teaching Hours)	36
4.	Table 2-Learning Objectives (Theory) of Course HomUG-OM-I	40
5.	Psychology	55
6.	Assessment	136
7.	References/ Resources	138
8.	List of Contributors	139

1. Course Code and Name of Course

Course Code	Name of Course
HomUG-OM-I	Organon of Medicine and Homoeopathic philosophy and Fundamentals of Psychology.

2.COURSE OUTCOMES (CO):

At the end of course in Organon of Medicine and Homoeopathic philosophy and Fundamentals of Psychology, the BHMS student shall be able to:

1. Explain the Cardinal Principles and Fundamental laws of Homoeopathy.
2. Describe the concept of Health, Disease and Cure in Homeopathy
3. Interpret a case according to the Hahnemannian Classification of Disease
4. Apply the Theory of Chronic Disease to determine the miasmatical background in a case.
5. Demonstrate case taking and show empathy with the patient and family during case taking
6. Demonstrate Analysis, evaluation of the case to form the Portrait of disease
7. Apply the concept of Susceptibility to determine posology in a given case
8. Interpret the action of the medicine in a case on the basis of Remedy reactions.
9. Apply knowledge of various therapeutic modalities, auxiliary measures & its integration with prevalent & other concepts in the management of patients.
10. Identify the various obstacles to cure and plan treatment accordingly.
11. Display qualities, duties & roles of a Physician as true practitioner of healing art
12. Develop the competencies essential for primary health care in clinical diagnosis and treatment of diseases through the judicious application of homoeopathic principles
13. Recognize the scope and limitation of homoeopathy and to apply the Homoeopathic Principles for curative, prophylactic, promotive, palliative, and rehabilitative primary health care for the benefit of the individual and community.
14. Discern the relevance of other systems of medical practice for rational use of cross referral and life saving measures, so as to address clinical emergencies
15. Develop capacity for critical thinking and research aptitude as required for evidence based homoeopathic practice.
16. Demonstrate aptitude for lifelong learning and develop competencies as and when conditions of practice demand.

17. Be competent enough to practice homoeopathy as per the medical ethics and professionalism.
18. Develop the necessary communication skills to work as a team member in various healthcare setting and contribute towards the larger goals of national policies such as school health, community health, environmental conservation.
19. Identify socio-demographic, psychological, cultural, environmental & economic factors that affect health and disease and plan homoeopathic intervention to achieve the sustainable development Goal.

Specific Objectives of Organon of Medicine and Homoeopathic philosophy in 1st BHMS

1. Recall the history of medicine and history of homoeopathy to relate its evolution
2. Correlate the first six aphorisms of Organon of Medicine for the study of anatomy, physiology, pharmacy.
3. Discuss the concept of health, indisposition and disease and its importance into the learning of anatomy, physiology, pharmacy and psychology
4. Discuss concept of Dynamization with health, disease and drug
5. Develop portrait of drug in the context of knowledge of anatomy, physiology, psychology and pharmacy
6. Explain the procedure and ethics of Drug proving

COURSE OUTCOMES (CO) of Organon of Medicine and Homoeopathic Philosophy for I BHMS

At the end of I BHMS, the student should be able to,

1. Summarize the important milestones in the History of Medicine and development of Homoeopathy.
2. Value the contributions and qualities of Dr. Hahnemann as a physician and person
3. Recall the contributions of stalwarts in development of Homoeopathy
4. Explain the Cardinal Principles and Fundamental laws of Homoeopathy
5. Explain the Homoeopathic concept of Health, Disease and Cure in light of modern concepts
6. Apply Inductive and Deductive Logic in the study of the Basic principles of Homoeopathy
7. Describe the important features of the various editions and Ground plan of Organon of Medicine
8. Explain the meaning and significance of aphorisms §1-27
9. Relate the concepts of homoeopathic philosophy with other pre-, para-, and clinical skills by way of horizontal, vertical and spiral integration.

3. Contents of Course HomUG-OM-I

Course Contents-

1. Introduction:
 - 1.1. History of medicine
 - 1.2. History of Homoeopathy
 - Short history of Hahnemann's life, his contributions, and situation leading to discovery of Homoeopathy
 - 1.3. Brief history and contributions of Boenninghausen, Hering, Kent, R L Dutt, M L Sircar & B K Sarkar.
 - 1.4. History and Development of Homoeopathy in brief in India, U.S.A. and European countries
 - 1.5. Fundamental Principles of Homoeopathy.
 - 1.6. Basic concept: Individualistic, Holistic & Dynamic
 - 1.6.1. Life; Hahnemann's concept and modern concept.
 - 1.6.2. Health: Hahnemann's concept and modern concept.
 - 1.6.3. Disease: Hahnemann's concept and modern concept.
 - 1.6.4. Cure.
 - 1.7. Understanding Homoeopathy in vertical, horizontal & spiral integration with pre, para & clinical subject.
2. Logic: To understand Organon of medicine and homoeopathic philosophy, it is essential to be acquainted with the basics of LOGIC to grasp inductive and deductive reasoning. Preliminary lectures on inductive and deductive logic (with reference to philosophy book of Stuart Close Chapter 3 and 16).
3. § 1 to 27 of Organon of medicine, § 105 to 145
4. The physician – purpose of existence, qualities, duties and knowledge
5. Vital force- dynamization- homoeopathic cure- nature's law of cure & its Implications- drug proving

1: Topics with reference list referring to Chapters from the text books				
Topic	Kent	Roberts	Close	Dhawale
Understanding the first six aphorisms and its application in the study of anatomy, physiology, pharmacy.	1-6	1	6	4
Concept of health, indisposition and disease and its importance in learning anatomy, physiology, pharmacy and psychology	1 to 9	2, 3, 4	6	2
Dynamization and relating with health, disease and drug	10, 11	2-6	14, 15	2, 16
Developing portrait of drug with help of knowledge of anatomy, physiology, psychology and pharmacy	13,21- 25,26	15	15	16

Non lectures– community – OPD/IPD -

Students will be exposed to OPD/PD-community from first BHMS:

Students will understand the first six aphorisms in action and will get sensitized to socio-cultural-political-economical perspective of the community. They should develop insight into what constitutes health and how disease develops.

Introduce Journals from 1st year–

Habit of collecting evidence and noting them down vis-a-vis the expected objective will train them for evidence-based learning and inculcating the habit of using logic so inherent in Homoeopathic practice.

They also will realize the importance of skill and attitude and relevance of each subject in relation to Organon and Homoeopathic philosophy

They will write their experience of the clinic/OPD in relation to Observation/Cure/relief/Mission/Prevention/acute/chronic/indisposition etc.

- (i) 5 medicines from HMM to correlate with Physiology-Anatomy-Pharmacy.
- (ii) 5 cases observed in OPD

Teaching Learning Method

Assignments- Group work

Problem Based Learning through Cases- Literature

Group Discussion – Problem based learning

Project work with its presentations in class

Practicing Evaluation & Feedback system- after Project work, assignments & Group Discussions.

Teaching Hours-

1st BHMS Organon Classroom teaching and non-lecture hours		
YEAR	TEACHING HOURS- LECTURES	Non-lecture
1 ST BHMS	130	78

Teaching Hours Theory

Sr. No.	List of Topics	Term	Lectures	Non-Lectures
1	History of medicine in brief History and Development of Homoeopathy In brief in India, U.S.A. & European Countries	I	5	5
2	Short history of Hahnemann's life, his contributions & situation leading to discovery of Homoeopathy	I	5	5
3	Brief History & Contributions of Boenninghausen, Hering, Kent, RL Dutt, ML Sircar & BK Sirkar	I	15	
4	Logic: To understand organon of medicine & homoeopathic philosophy, it is essential to be acquainted with the basics of LOGIC to grasp inductive & deductive reasoning. Preliminary lectures on inductive & deductive logic with reference to philosophy of Stuart Close.	I	5	5
5	Science & Art in Homoeopathy	I	5	
6	Different Editions & Constructions of Hahnemann's Organon of Medicine	I	10	5
7	Fundamental Principles of Homoeopathy	II	20	5
8	Basic concept of: Individualistic & Holistic Life: Hahnemann's concept & Modern Concept Health: Hahnemann's Concept & Modern Concept Disease: Hahnemann's Concept & Modern Concept Cure: Hahnemann's Concept & Modern Concept	II	5	5
9	§1-27&105-145 of Organon of medicine	II/III	60(20+40)	48
			130	78

4. Table 2-Learning Objectives (Theory) of Course HomUG-OM-I

Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know / Desirable to know / Nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
TOPIC 1(1.1) – HISTORY OF MEDICINE											
Acquiring and Integration of Information	History of Medicine as it is evolved with important milestones	Knows	Explain History of Medicine with important milestones	Describe the evolution of Medicine	Cognitive	Level II Understand and interpret	Must Know	Lecture, small group discussion, Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Practise of medicine
		Knows		Summarize important Milestones in Development and Evolution of Medicine	Cognitive	Level II Understand and interpret	Nice to Know	Lecture, small group discussion, Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Practise of medicine
		Knows		Describe the contribution of various	Cognitive	Level II Understand and interpret	Nice to Know	Lecture, small group	MCQ, SAQ, LAQ,	MCQ, SAQ, LAQ,	Practice of medicine

				Stalwarts in development of medicine				discussion, Seminars	Quiz	Viva	
TOPIC 1(1.2) – HISTORY OF HOMOEOPATHY											
Acquiring and Integration of Information	History of Homoeopathy as it is evolved with important milestones	Knows	Describe History of Homoeopathy	Describe History of Homoeopathy	Cognitive	Level II Understand and interpret	Must Know	Lecture small group discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica repertory
				Describe the important	Cognitive	Level II Understand	Must Know	Lecture small	MCQ, SAQ,	MCQ, SAQ,	Materia Medica

				milestones in the evolution of Homoeopathy		and interpret		group discussion Seminars Quiz	LAQ, Quiz	LAQ, Viva	repertory
				Discuss the significance of important milestones in the evolution of Homoeopathy	Cognitive	Level II Understand and interpret	Must Know	Lecture small group discussion Seminar s Quiz	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica repertory

TOPIC 1(1.2) – LIFE HISTORY OF DR. HAHNEMANN

Acquiring and Integration of Information	Hahnemann's Life History	Knows	Describe Hahnemann's Life History	Explain in detail the Life history of Dr. Hahnemann with his contribution towards Homoeopathy	Cognitive	Level II Understand and interpret	Must Know	Lecture Small Group Discussions Presentations	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica
				Discuss the contribution and qualities of Dr.Hahnemann as a physician and person	Affective	Level II Understand and interpret	Must Know	Lecture Small Group Discussions Presentations	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	
TOPIC 1(1.3) – LIFE HISTORY OF STALWARTS OF HOMOEOPATHY											
Acquiring and Integration of Information	Stalwarts of Homoeopathy	Knows	Life History of Different Stalwarts In Homoeopathy	Describe Life History of Following stalwarts Dr. Kent, Dr. Boger, Dr.Boenninghausen. Dr, Hering, Dr. T.F. Allen, Dr. M.L. Sircar	Cognitive	Level II Understand and interpret	Desirable to know	Lecture Small Group Discussions Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Repertory

				Discuss the Contributions of stalwarts in development of Homoeopathy	Cognitive	Level II Understand and interpret	Desirable to know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Repertory
TOPIC 1(1.4) – HISTORY & DEVELOPMENT OF HOMOEOPATHY IN INDIA. USA & EUROPEAN COUNTRIES											
Acquiring and Integration of Information	History & Development of Homoeopathy in India, USA & European Countries	Knows	History & Development of Homoeopathy in India, USA & European Countries	Explain the History & development of Homoeopathy in India, USA and European countries	Cognitive	Level II Understand and interpret	Desirable to know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica
		Knows		Discuss the Contributions of stalwarts in development of Homoeopathy	Cognitive	Level II Understand and interpret	Desirable to know	Lecture Small Group Discussion	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Repertory

				y in India, USA and European countries				Seminars			
TOPIC 1(1.5): Fundamental Principles of Homoeopathy											
Acquiring and Integration of Information	Fundamental Principles of Homoeopathy	Knows	Understanding the Fundamental Principles that govern Homoeopathy	Enumerate the cardinal principles of Homoeopathy	Cognitive	Level II Understand and interpret	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Pharmacy
		Knows		Explain the Cardinal Principles and Fundamental laws of Homoeopathy	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Pharmacy
		Knows		Describe the significance and importance of Cardinal Principles and Fundamental	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminar	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Pharmacy

				laws				s				
TOPIC 1(1.6): Concept of Health Disease and Cure as per Hahnemann's concept and correlation with modern concept.												
Acquiring and Integration of Information	Concept of Health Disease and Cure	Knows	Knowledge and application of concept of Health, Disease and Cure	Define the terms Health, disease and cure according to Dr. Hahnemann	Cognitive	Remember (Level I)	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Anatomy physiology pharmacy Materia Medica	
		Knows		Define the terms Health, disease and cure according to modern concept.	Cognitive	Remember (Level I)	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Anatomy physiology pharmacy	
		Knows		Explain Health, disease and cure according to Dr Hahnemann	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Anatomy, physiology, pharmacy	
		Knows		Differentiate the Hahnemannian concept of health, disease and cure from the	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminar	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Anatomy Physiology Pharmacy	

				modern concept				s			
TOPIC 1(1.7): Different editions and Constructions of Organon of Medicine											
Acquiring and Integration of Information	Different editions and Constructions of Organon of Medicine	Knows	Significance of Different editions and Constructions of Organon of Medicine	Explain the history & development different editions and Constructions of Organon of Medicine	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussions Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materialia Medica physiology and pharmacy
		Knows		Differentiate between Different editions and Constructions of Organon of Medicine	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussions Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materialia Medica Pharmacy
Topic 2: Logic											
Acquiring	Logic in	Knows	Utility and	Explain	Cognitive	Level 2	Must	Lecture	MCQ,	MCQ,	Materialia

g and Integrati on of Informat ion	Homoeop athy		Correlating Logic to Homoeopat hy	Inductive Logic 2.Deductive Logic	ive	Understand and interpret	know	Small Group Discussi on Seminar s	SAQ, LAQ, Quiz	SAQ, LAQ, Viva	Medica Repertory
		Knows		Differentiate between inductive and deductive logic using examples	Cognit ive	Level 2 Understand and interpret	Must know	Lecture Small Group Discussio n Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	
		Knows		Apply the concept of Inductive and Deductive Logic to the Fundamental Principles of Homoeopath y	Cognit ive	Level III Decision/pr oblem solving	Must know	Lecture Small Group Discussio n Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Repertory
Topic3: Aphorisms 1-27 and 105-145											
Acquirin g and Integrati on of Informat ion	Aphorism	Knows	Understa nding the meaning of Aphorism s	Explain the meaning and significance of Aph. 1-27	Cognit ive	Understand (Level II)	Must know	Lecture Small Group Discussi on Seminar s	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Anatomy, Physiolog y Pharmacy Materia Medica
				Explain	Cognit	Understand	Must	Lecture	MCQ,	MCQ,	Integrate

				Drug proving as per Aph 105-145	ive	(Level II)	know	Small Group Discussion, seminar	SAQ, LAQ, Quiz	SAQ, LAQ, Viva	d teaching with Homoeopathic Pharmacy
--	--	--	--	---------------------------------	-----	------------	------	---------------------------------	----------------	----------------	---------------------------------------

Topic 4 :Physician- Purpose of existence, qualities, duties and knowledge											
----------------------------------------------------------------------------------	--	--	--	--	--	--	--	--	--	--	--

Acquiring and Integration of Information	Homoeopathic Physician	Knows	Qualities and Attributes of a Physician	Recognize the qualities, duties and knowledge expected from a physician	Affective	Receiving	Desirable to know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	
------------------------------------------	------------------------	-------	-----------------------------------------	-------------------------------------------------------------------------	-----------	-----------	-------------------	-----------------------------------------	---------------------	---------------------	--

				Explain the Mission, qualities, duties & role of a Physician as true practitioner of healing art	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	
--	--	--	--	--------------------------------------------------------------------------------------------------	-----------	-----------------------	-----------	-----------------------------------------	---------------------	---------------------	--

Topic 5: Vital force- dynamisation- homoeopathic cure- natures law of cure & its Implications- drug proving											
Acquiring and Integration of Information	Concept of Vital Force and Drug Dynamization	Knows	Importance of Vital Force in health, disease and Cure and Drug Dynamization	Explain the role of vital force in health, disease and cure	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Pharmacy
		Knows		Explain the concept of Homoeopathic Dynamization	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Pharmacy
		Knows		Enumerate the methods of Homoeopathic Dynamization	Cognitive	Remember (Level I)	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Pharmacy
		Knows		Explain the Nature's therapeutic law of cure	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	

		Knows		Apply Nature therapeutic law of cure to Homoeopathy	Cognitive	Understand (Level III)	Must know	Lecture Small Group Discussions Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	
		Knows		Explain Drug Proving					MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Pharmacy

Table 3. Non-Lecture Activities

Sr. No	Non-Lecture Teaching Learning methods	Total Time Allotted per Activity (Hours)
1	Seminars/ Workshops	78 hours
2	Group Discussions	
3	Problem based learning	
4	Integrated Teaching	
5	Case Based Learning	
6	Self-Directed Learning	
7	Tutorials, Assignments, Projects	
	Total	78 hours

Psychology

Preamble

Mind is an invisible dynamic force operating on the body which can be seen and felt with its expressions at multiple levels. While understanding Man it is important to know how he behaves, feels and thinks in general of his life and in different situations.

Health is that balanced condition of the living organism in which the integral, harmonious performance of the vital functions tends to the preservation of the organism ensuring the normal development of the individual. In a similar way, study of mind is an inseparable component of the study of man and is essential for prescribing. Thus mind remains an integral component of Homoeopathic prescribing.

In § 5 of Organon of Medicine, Dr Hahnemann talked of basic knowledges required for Homoeopathic practice of Holistic cure. According to him homoeopathic physician has to have knowledge of :

- a. Constitution of Man
- b. His moral & intellectual character
- c. Mode of living habits
- d. His social & domestic relations
- e. His adaptations with the environment

Above knowledge will help the Homoeopathic physician not only to understand the person in the patient but also to identify the cause of suffering by delving in to detailed enquiry. This may take the form of exploring evolutionary aspects from childhood to present, from family history – past history to present illness - all of which will indicate the qualities of the human in health as well as in disease.

Psychology is a science of mind and behaviour which is important and necessary in all areas of life including the growth and development of human being. Theoretically, psychology examines psychological phenomena and behavioural patterns that appear as individual's external behavioural reactions against any stimulus - be it Biological–Psychological– Emotional –Social-Spiritual.

Modern concept of psychology has talked of Mental Health and Hygiene which indicates the importance and great need for ensuring psychological wellbeing in us. This state is under constant stress due to the rapid changes taking place in the life situation due to internal pressures and external environment.

Index

Sr. No	Title	Page No.
--------	-------	----------

3.	Course Outcomes	51-52
4.	Course Content	53-93
5.	Teaching Methods	94
6.	Number of Teaching Hours	95
8.	Table.7- Assessment Summary	96
9.	Number of papers and Mark Distribution	96
10.	Scheme of Assessment (formative and Summative)	96
11.	Calculation Method for Internal assessment Marks	97
12.	Evaluation Methods for Periodical Assessment	98
13.	Paper Layout	98
14.	Distribution of Theory exam	99
15.	Theme table	99
16.	Question paper Blue print	100-102
17.	Distribution of Practical Exam	102
18.	Text Books and Reference books	102-103
19.	List of Contributors	104

Course outcomes:

1. Explain the concept of Mind as perceived by Hahnemann and other stalwarts
2. Define the structure of the mind as conscious and unconscious and its various constituents / components in terms of Emotion, Thinking, Behaviour, Sleep and Dreams
3. Identify the conscious expressions of Mind as Emotion, Thought and Behaviour
4. Explain the neurophysiological basis of mental functioning

5. Discuss the relationship between the growth of the brain and the mind and its correlation with physical growth of the from infancy to old age and psychosocial development.
6. Evaluate the role that emotions and intellectual functions play in our daily lives
7. Derive the importance of the role of 'Learning' in human adaptation and change
8. Discuss 'Personality' as a synthesis of inborn traits and learnt responses occurring over the growing years
9. Realize the various forms of 'conflict', their origins and their role in determining the quality of our personal and social lives
10. Integrate the concept of mind as conceived in homoeopathic philosophy with that in modern psychology
11. Demonstrate the importance of the study of the Mind in approaching the study of Repertory and Materia Medica
12. Realize how a healthy individual experiences the harmonious functioning of the different constituents of the mind
13. Summarise the importance of knowledge of Psychology in Modern life and in Homoeopathic practice

General Instructions

1. Instructions in psychology should be planned in such a way that students should be able to present a basic understanding of the structure of mind, brain and its functioning with the kind of interrelationship they are sharing with each other.
2. Each topic should be planned in parallel with others subjects of Homeopathy where ever relevant to achieve integration with other subjects.
3. Since this subject is dealing with the human mind and its functions, topic should be dealt in more interactive ways where maximum learning will be achieved by doing rather than memorizing the things.
4. Emphasis would be more on the organization of the brain areas, their functions and correlated with the medical concept and philosophical concept of Mind.
5. Student should learn the psychological organization with learning the importance of special senses and their functions in great details that forms the foundation of the subject.
6. Most of the basic topics can be studied in interactive ways, discussion based on clinical case or any relevant event/ incidence of daily life.
7. Topics having philosophical connection should be taught with the help of discussion or in the form of story -telling with connections to the principles of philosophy.
8. Topics requiring a lot of analysis of information can be taught with role-play with directed observation method followed by discussion on the same pointing out its relevance and importance.
9. Nice to know topics along with a lot of community related information should be dealt with survey methods
10. Topics which are interrelated with other subjects of Homoeopathy should be presented and discussed.

11. Lectures or demonstration on the clinical and applied part of psychology should be arranged in the 3rd semester of the course and it should aim at demonstrating the structural-physiological –psychological basis of mental expressions of the symptoms and its value in Homeopathy.
12. Learning of applied psychology would be more qualitative in the various OPDs/Peripheral OPDs where contact with community will improve their knowledge, observation skills, attitude of communication with the community.
13. Some of the theoretical lectures should conclude with discussion on the learning achieved with its importance.
14. Periodical seminars on general topics related to philosophical aspect and its connection with psychology should be arranged for vertical, horizontal and spiral integration.
15. Role of observation and correlation should be demonstrated while discussing the intricacies of the subject of psychology.
16. Inter-departmental or joint seminars should be planned
17. While working on community survey- purpose should be kept very broad with the following objectives.
 - (i) Experiencing the community in actuality for the demographic configuration, different cultural traditions, different practices and inter-relationship and its effect on Mind and Body as a joint system.
 - (ii) Learning the functioning of human being in multiple situations of stress and process of getting adapted with those.
 - (iii) Quality of Mental Health of the community and its varied expressions
 - (iv) Quality of Inter-relationship within different castes, communities, religions and its impact on Individuals

Course contents:

Note: Each topic should be related with relevant clinical examples and the relationship with the subjects of Homoeopathic Philosophy, Materia Medica and Repertory must be made.

1. Introduction to the study of Mind in Homoeopathy
 - A. Concept of Mind- i. Contemporary schools of psychology
 - ii. Concept of Mind by Hahnemann
2. Psychological organization and the interrelationship of Thought (Cognition), Feelings (Affect) and Behaviour (Conation); Conscious and Unconscious elements

- A. Psychological Organisation
 - i. Definition of Emotions and its types
 - ii. Definition of Thinking and its types
 - iii. Definition of Behaviour and its types
 - B. Effects on Thought (Cognition), Feelings (Affect) and Behaviour (Conation) on Mind and Body
 - C. Interrelationship of Thought (Cognition), Feelings (Affect) and Behaviour (Conation) on Mind and Body
 - D. Representation of Thought (Cognition), Feelings (Affect) and Behaviour (Conation) in Materia Medica
 - E. Representation of Thought (Cognition), Feelings (Affect) and Behaviour (Conation) in Repertory
3. Physiological and Evolutionary basis of behaviour -
- A. Instincts, Conditioned and unconditioned reflexes
 - B. Conscious and unconscious behaviour
 - C. Scientific study of Behaviour and its expressions
 - D. Evolutionary study of behaviour
 - E. Understanding Relationship of Behaviour to Emotions and Thought
 - F. Expressions of Behaviour in Repertory and Materia Medica
4. Understanding Emotion, its different definitions and expressions in Repertory and Materia Medica
- A. Scientific study of Emotions
 - i. Definition of Emotions and its types
 - ii. Effects Emotions on Mind and Body
 - iii. Effect of emotions on sexual behaviour
 - iv. Interrelationship of Emotions on Mind and Body
 - B. Representation of Emotions in Materia Medica-
 - C. Representation of Emotions in Repertory
5. Understanding Intellect: Attention, memory and its function and expression in Repertory and Materia Medica
- Basic concepts of Thinking
- A. Definition of Thinking and its types
 - B. Intelligence and its measurement
 - C. Effects of Thinking /Thought (Cognition) on Mind and Body
 - D. Representation of Thinking /Thought (Cognition) in Materia Medica
 - E. Representation of Thinking /Thought in Repertory

6. Motivation and their types with role in our lives
 - Study of Motivation and its types
 - Importance of study of Motivation for Homoeopathic Physicians

7. Learning and its place in adaptation
 - A. Study Learning:
 - Definition of Learning and its types
 - Study of relevance of Learning for Homoeopathic Physician
 - Study of disturbances/ malfunctioning of Learning
 - B. Adaption
 - Definition and its dynamic nature
 - Successful and unsuccessful adaptation

8. Growth and development of Mind and its expressions from Infancy to old age
 - Study of Developmental Psychology
 - i. Normal developments since birth to maturity (both physical and psychological)
 - ii. Deviations- in Growth and Development and its effects on later behaviour
 - iii. Understanding the bio-psycho-socio-cultural-economical-political-spiritual concept of evolution
 - iv. Importance of above study to understand Materia Medica drug proving

9. Structure of Personality, the types, their assessment, relationship to Temperament and representation in Materia Medica
 - i. Definition of Personality and its types
 - ii. Various constituents of Personality like Traits and Temperament
 - iii. Theories of Personality by psychologists
 - iv. Measures for the assessment of Personality, relationship to Temperament and representation in Materia Medica

10. Conflicts: their genesis and effects on the mind and body
 - i. Conflicts and their types
 - ii. Genesis of Conflicts and effects on the mind and body
 - iii. Genesis of Conflicts and related Materia Medica images

11. Applied Psychology: Clinical, Education, Sports, Business, Industrial
Application of knowledge of Psychological Components and its Integration in understanding
- i. Psychological basis of Clinical Conditions
 - ii. Education
 - iii. Sports
 - iv. Business
12. Psychology and Its importance in Homoeopathic Practice for Holistic management of the Patient.

Semester 1 Topic 1: 1. Introduction to Psychology with overview of different schools

Sr.No 1	Generic competency	Subject area	Millers Know/ Know how/ Show how/ Does	Specific competency	Specific Learning Objectives / Outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
HomUG-OM-I.1.1	Information collection	What is Psychology	Knows	Discuss Psychology as a science	Define Psychology	Cognitive	Recall level I	Must know	Class room Lecture	MCQ	SAQ LAQ	
	Information collection		know		Discuss the psychology as a science	cognitive	understand level II	Desirable to know	Lecture	True /False sentences	Short Note	Concept of Logic-Inductive /Deductive Logic from Organon
	Information		Knows		Discuss the factors	Cognitive	Understand	Must	Lecture	MCQ	SAQ	

	Analysis				which make Psychology as a science		Level II	know			Viva	
	Integration of information		Knows how		Explain the utility of the subject for a Homoeopath	Cognitive	Interpret Level II	Desirable to know	Lecture with discussion	MCQ	SAQ Viva	Horizontal integration with Organon
HomUG-OM-I.1.2	Information collection	Different schools of Psychology	Knows	Know the different schools of Psychology	Classify different schools of psychology based on their Concept and objectives and methods.	Cognitive	Understand Level II	Must know	Class room lecture	SAQ	SAQ Viva	Concept of Man/ Individualization from the Organon(useful as a preparation of concept for next topic)

Sr.No 2	Generic competency	Subject area	Miller s Know / Know how/ Show how/D es	Specific competency	Specific Learnin g Objecti ves / Outcom es	Bloom 's domai n	Guilbert 's level	Must know / desira ble to know / nice to know	TL method / media	Format ive Assess ment	Summ -ative Assess ment	Integrati on - Horizont al / Vertical / Spiral
Hom UG- OM- I.2.1	Informat ion collectio n	Concept of Mind in Psycholog y and Homoeop athy	Know s	Describe the concept of Mind	Describ e concept of Mind in differen t schools of psychol ogy	Cognit ive	Underst and and interpre t Level II	Must know	Lecture/(use of 'Story telling')/ and Discussio n on concept of Mind	MCQ	LAQ / SAQ	Organon -Concept of Mind as per Hahnem ann/ Kent /BB/ Boger
Hom UG- OM- I.2.2	Informat ion organiza tion and synthesi s		Know s	Relate concepts of Mind in psycholog y and homoeop athy	Discuss concept of Mind as in Organo n	Cognit ive	Integrat e Level III	Must know	Small group discussio n Charts / Models Audio- visual aids	Quiz True- false test items	LAQ/SAQ/ Viva	Horizont al Organon

	Analysis		Know s		Compar e and contras t concept of mind in Organo n with that in differen t schools of psychol ogy	Cognit ive	Underst and Level II	Nice to know	Lecture	MCQ	SAQ	

Semester 1 –Topic- 3-Psychological organization of Mind and its interrelationship with Thought (Cognition), Feelings (Affect) and Behaviour (Conation)

Sr.No 3	Generic competency	Subject area	Miller s Know / Know how/ Showh w/ Does	Specific competen cy	Specific Learnin g Objectiv es / Outcom es	Bloom's domai n	Guilber t's level	Must know / desira ble to know / nice to know	TL metho d / media	Forma tive Assess ment	Summ -ative Asses s ment	Integration - Horizontal / Vertical / Spiral
Hom UG- OM- I.3.1	Informati on synthesis	Organizatio n of Mind and interrelatio nship of its constituent	Know s how	Identify the topograph y of the mind	Classify the division s of the mind into conscio us, unconsc ious and sub- conscio us element s	Cogni tive	Underst and Level II	Must know	Casele ts and discus sion	DOPS Full form to be writte n ?	LAQ / SAQ	
Hom UG- OM- I.3.2	Informati on collection		Know s how	Identify the constitue nts of the conscious	Distiguis h the conscio us mental expressi	Cogni tive	Interpr et Level II	Must know	Casele ts and Matchi ng exercis	MCQ	LAQ, / SAQ/ Viva	Integration with concept of Mental and BehavioralExpr essions or symptoms

				mind	ons as Emotion , Thought and Behavio ur				es			from the Organon
Hom UG- OM- I.3.3	Informati on Interpret ation Self reflection	Interrelatio nship of Emotions/ Thinking/ Behaviour and Mind and Body	Know s how	Recognize the interrelatio nship of mental constituent s and effects of Mind and Body	Identify the relation ship of mental expressi ons in terms of Emotion , Thinking and Behavio ur on Mind and Body	Affect ive	Receive Level I	Must	Audio- visual media	Casele ts with check list	SAQ	Horizontal integration Organon

HomU G-OM- I.3.4	Information Demonstrati on	Demonstrati on of abilities of observation	Show s How	Observet he mental expressio ns in terms of Emotion, Thinking and Behaviou r	Identify the evidences of psychologi cal expressions of Emotion, Thinking and Behaviour	Affective	Receive Level I	Mus t kno w	Audio- visual means in Small groups	Film viewing	Viv a	
	Analysis and intergation	Demonstrati on of abilities of integration	Kno ws how	Distinguis h the expressio ns into Emotion, Thinking and Behaviou r	Align the observatio ns conducted above with the knowledge about emotions, thoughts and behaviour	Cognitive	Understa nd Level II	Mus t kno w	Process the observatio ns	Check list on the film shown	MC Q	
HomU G-OM- I.3.5	Analytical	Application of knowledge in practice	Show s how	Identify the mental expressio ns in Repertor y	Demonstra te the rubrics from the given case scenarios	Psychomot or	Imitate Level I	Mus t kno w	Case- based learning Teaching with Repertory	Assignme nts	SAQ	Hor learning with Reperto ry

Semester 1 Topic 4 Physiological basis of Emotions, Thought and Behaviour

Sr.No. 4	Generic competency	Subject area	Millers Know/ Knowhow/ Show how/ Does	Specific competency	Specific Learning Objectives / outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-OM-I.4.1	information Collection	Physiological basis of the mind	Knows	Understanding the parts of the brain important in understanding mental functions	List the parts of the Brain relevant to understanding the mental functioning	Cognitive	Recall Level I	Must know	Lecture with a demonstration with model of brain	MCQ	SAQ	Anatomy - Brain structures can be dealt simultaneously
Hom UG-OM-I.4.2	information collection		Knows		Explain the different parts of the brain which are the seat of the emotions	Cognitive	Understand and interpret Level II	Must know	Demonstration of brain model with discussion	MCQ	SAQ	

					of aggression, love, anger and anxiety						
Hom UG-OM-I.4.3			Knows		Explain the different parts of the Brain which are the seat of intellectual functions of attention, memory and executive functions	Cognitive	Understand and interpret Level II	Must know	Demonstration of brain model with a discussion	MCQ	SAQ
Hom UG-OM-I.4.4			Knows		Explain the different parts of the Brain which are responsible for simple	Cognition	Understand and interpret Level II	Desirable to know	Group discussion	MCQ	SAQ

					behaviour							
Hom UG- OM- I.4.5	Informati on Interpret ation and Synthesis		Knows how	Discuss the genesis of Emotions, Thinking, Behaviour	Integrate the manner in which the emotions, intellectu al and behaviour al function are coordinat ed	Cognit ive	Proble m solving Level III	Must know	Lecture with PPT	MCQ	SAQ	Integratio n with Psycho- physiolog y

Semester 1: Topic 5: Understanding behaviour, its origins and its representation in repertory and Materia medica

Sr.	Generic	Subject	Miller	Specific	Specific	Bloom'	Guilbert's	Must	TL method	Format	Summ	Integration -
-----	---------	---------	--------	----------	----------	--------	------------	------	-----------	--------	------	---------------

No	Competency	area	s Know/ Know how/ Show how/ Does	competency	Learning Objectives / Outcomes	s domain	level	know / desirable to know / nice to know	/ media	ive Assessment	-ative Assessment	Horizontal / Vertical / Spiral
	Information	Behaviour and Functioning and the origins	Knows	Instincts and reflexes and their importance	Define instinct and reflex	Cognitive	Recall Level I	Must know	Lecture	MCQ	MCQ	Physiology
	Information		Knows		Enumerate the instincts seen across the animal species	Cognitive	Recall Level I	Must know	Lecture	MCQ	MCQ	
	Information		Knows		Enumerate the reflexes seen in the new born	Cognitive	Recall Level I	Must know	Lecture	MCQ	MCQ	
	Information Analysis		Knows		Discuss the role and limitations of these ensuring in	Cognitive	Understand and interpret	Must know	Lecture	SAQ	SAQ/ Viva	

				our survival		Level II						
	Information		Knows	Define Conditioned and Unconditioned reflex	Cognitive	Recall Level I	Must know	Lecture	MCQ	MCQ		
	Information		Know	Define Behavior and Functioning	Define Behaviour as externally observed expressions	Cognitive	Recall Level I	Must know	Lecture and AV methods	MCQ	MCQ	Organon + Repertory – Concept of symptomatology- Physical symptoms
	Information Analysis Self awareness		Knows	Differentiate behaviour as being of conscious and unconscious	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ/Viva		
	Information collection		Know	Define functioning as expressions of the system which needs special	Cognitive	Recall Level I	Must know	Lecture and Demonstration	MCQ	MCQ		

					instrument s to measure							
	Information Analysis		Know how		Elaborate on the difference between Behaviour and Functionin g	Cogniti ve	Underst and and interpret Level II	Must know	Lecture	SAQ	SAQ/Vi va	
	Information System thinking		Knows		Discuss the scientific methods of studying behaviour	Cogniti ve	Underst and and interpret Level II	Must know	Lecture	LAQ	LAQ	
	Information		Knows	Origins and function of Behaviour	Draw a list of species specific behaviours in birds, fish and primates	Cogniti ve	Recall Level I	Must know	Lecture	MCQ	MCQ	
	Information Analysis		Knows		Discuss the function of these specific behaviours	Cogniti ve	Underst and and interpret Level II	Must know	Lecture	SAQ	SAQ Viva	
	Information	Control Behaviour	Knows	Factors influencin g	Discuss the factors which	Cogniti ve	Underst and and interpret	Must know	Lecture	SAQ	SAQ	

				behaviour	regulate any two of the species specific behaviours listed above		Level II				Viva	
	Information Synthesis		Knows		Differentiate innate and learned behaviour as originating from unconditioned and conditioned reflexes	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	
	Analytical		Knows		Discuss how emotions are the determinants of behaviour and functioning	Cognitive	Understand and interpret Level I	Must know	Lecture	SAQ	SAQ Viva	
	Analytical		Knows		Discuss how	Cognitive	Understand and	Must know	Lecture	SAQ	SAQ	

					thoughts are is the determinant of behaviour and functioning		interpret Level II				Viva	
	Information Analysis	Behaviour Behaviour and Homoeopathy	Knows	Representation of Behaviour in the repertory	Illustrate the place of behaviour in repertory	Cognitive	Understand and interpret Level II	Must know	Demonstration	Checklist	MCQ / Viva	Repertory
	Information Synthesis		Knows	Representation of behaviour in Materia Medica	Illustrate the representation of behaviour in Materia Medica	Cognitive	Understand and interpret Level II	Must know	Demonstration	Checklist	MCQ / Viva	Materia Medica

Semester 2 Topic 1-Understanding emotions and their representation in the repertory and Homoeopathic Materia Medica(HMM)

Sr. No	Generic Competency	Subject area	Millers Know/ Kno	Specific competency	Specific Learning Objectives / Outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
--------	--------------------	--------------	-------------------	---------------------	-----------------------------------------	----------------	------------------	-------------------------------	-------------------	----------------------	----------------------	----------------------------------------------

			w how / Sho w how / Doe s					/ nice to know				
	Informati on	Understa nding emotions, the types and their origins	Know s	Define emotions and differentia te from feeling and mood	Define emotions, mood and feelings	Cognit ive	Recall Level I	Must know	Lecture	MCQ	MCQ	
	Analysis		Know s how		Differenti ate the above three from each other	Cognit ive	Underst and and interpre t Level II	Must know	Lecture	Caselets	SAQ/Vi va	
	Observati on Empathy		Sho ws	Recognitio n of facial expressio ns	Recognize different emotions exhibited on the screens	Affect ive	Receive Level I	Must know	Images of facial expressio ns	Spotters	MCQ	
	System		Know		Discuss	Cognit	Underst	Must	Lecture	MCQ	MCQ	

	thinking		w		the different ways that emotional expression is perceived by us	ive	and and interpret Level II	know				
	Information		Knows	Classification of emotions	Discuss the classification of emotions Primary and Secondary; Positive and negative	Cognitive	Understand and interpret Level II	Nice to know	Lecture	MCQ	MCQ	
	Analysis		Knows		Discuss the implications and limitations of the above classification	Cognitive	Understand and interpret Level II	Nice to know	Lecture	SAQ	SAQ/Viva	Integration with Kent's concept of hierarchy of mental symptoms

	Information collection		Knows	Understand theories of emotions and their significance	Describe the prominent theories of emotions James Lange Cannon-Bard Schacter-Singer Cognitive Mediation theory	Cognitive	Understand and interpret Level II	Nice to know	Lecture with cassettes	SAQ	SAQ/Viva	Integration with signs and symptoms from HMM of few prominent remedies studied simultaneously
	Information collection		Knows		The Bhava-Rasa theory of emotions	Cognitive	Recall level-I	Nice to know	Lecture with multimedia-e.g. video films or images demonstrating the theory of Bhav-Rasa	SAQ	SAQ	Integration with the concept of channelization and its importance in the healing process or cure from the 1 st aphorism of Organono

												n
	Information Analysis		Knows		Differentiate the five theories from each other	Cognitive	Understand and interpret Level II	Nice to know	Lecture	LAQ Essay writing/Model preparation on each theory (can be considered as a project for practical)	LAQ	
	Information Synthesis Problem solving		Knows		Evaluate the implications of each of the theories in understanding emotions	Cognitive	Problem solving level -III	Nice to know	Discussion with examples	LAQ	LAQ	
	Information collection	Biological view of emotions	Knows	Biological basis of emotions	Enumerate the constituents of the limbic system	Cognitive	Recall Level	Must know	Lecture with model	MCQ	MCQ/ Viva	Anatomy + Physiology

					important in the understanding of emotions							y
	Information Analysis and Synthesis		Knows		Discuss the role of the different constituents of the limbic system in expression and regulation of emotions	Cognitive	Understand and interpret Level II	Must know	Discussion with models	LAQ	LAQ	
	Information Analysis		Knows		Discuss the effects of hormones in influencing emotions	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ/Viva	Physiology
	Information Synthetic		Knows	Sex and emotions	Define sexual activity in terms of emotional	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	

				arousal							
	Information Synthesis		Knows	Describe the participation of brain systems in sexual behaviour	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	
	Information interpretation		Knows	Discuss the effect of early influences on sexual behaviour	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ/Viva	
	Information Synthesis		Knows	Discuss the effects of socio-cultural surroundings on sexual behaviour	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ/Viva	
	Information collection		Knows	Enumerate the varieties of sexual orientation seen	Cognitive	Recall Level -I	Must know	Lecture	MCQ	MCQ	

	Information		Knows		Identify gender identity and sexual identity	Cognitive	Recall Level -1	Must know	Lecture	MCQ	MCQ/Viva	
	Self awareness		Knows		Recognize the challenges faced by differently sexually oriented persons in society	Affective	Receive Level-II	Must know	Visual clips of cases Role play	SAQ	SAQ/Viva	
	Information collection	Wholistic Holistic approach to Emotional health	Knows	Emotions and their effects on the self and others	List the effects of emotions on the human system in terms of cognitive, behavioural and physical system	Cognitive	Recall Level-I	Must know	Lecture	MCQ	MCQ/Viva	
	Systems thinking		Knows		Discuss the pathways through which	Cognitive	Understand and interpret Level	Must know	Lecture with demonstrative	LAQ	LAQ	

				emotions affect cognition, behaviour and physical system		II		examples			
Information collection		Knows	Positive emotions and their effect on health	Define happiness, joy and peace	Cognitive	Recall Level I	Must know	Lecture with demonstrative examples	SAQ Essay	SAQ/ Viva	
Information Analysis		Know		Describe the brain mechanisms responsible for states of happiness, joy and peace	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ	Anatomy
Information Synthesis		Know		Discuss the effects of states of happiness, joy and peace on human systems	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	Physiology

	Holistic approach Self awareness		Knows		Explore the different mechanisms for maintaining a state of joy and peace	Affective	Receive Level-I	Must know	Lecture with demonstrative examples	LAQ	LAQ	Integration with concept of harmonious way life or balance life from Organon
	Information collection		Knows	Influence of Cultural on expressions of emotions	Enumerate the effects of different cultures on emotional expression	Cognitive	Recall level-I	Nice to know	Lecture	MCQ Project on collection of information from different culture and their concept of emotions and its expressions	MCQ/ Viva	
	Holistic approach		Knows		Discuss the implications of cultures affecting	Cognitive	Understand and interpret Level II	Nice to know	Lecture/ Films	SAQ above exercise will be useful	SAQ/Viva	

					emotional expressio n					here as well		
	Informati on Analysis	Emotions and Homoeop athy	Know s	Represent ation of Emotions in the repertory	Illustrate the place of emotions in repertory	Cognit ive	Underst and and interpre t Level II	Must know	Demonstr ation	DOPS	MCQ	Repertory
	Informati on Synthesis		Know s	Represent ation of emotions in Materia Medica	Illustrate the represent ation of emotions in Materia Medica	Cognit ive	Underst and and interpre t Level II	Must know	Demonstr ation	DOPS	MCQ	Materia Medica

Semester 2 Topic 2-Understanding intellect and its representation in repertory and materia medica – Part-I Attention, concentration and memory

Sr. No	Generic Competency	Subject area	Millers Know/ Knowhow/ Showhow/ Does	Specific competency	Specific Learning Objectives / Outcomes	Bloom's domain	Guilbert' s level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
	Information collection	Introduction to attention and concentration the underlying psychophysiological mechanisms, regulation and applied aspects	Knows	Definition of terms with psychophysiological mechanisms	Define attention and concentration	Cognitive	Recall Level I	Must know	Lecture	MCQ	MCQ/ Viva	
	Information interpretation		Knows		Enumerate the brain regions which are involved in these functions	Cognitive	Recall Level I	Must know	Lecture with model	MCQ	MCQ/ Viva	Anatomy
	Information		Knows		Discuss the neural	Cognitive	Understand and interpret	Must know	Lecture	SAQ	SAQ/ Viva	Physiology

	synthesis				processes which are responsible for regulating attention and concentration		t Level II					
	Information Interpretation	Knows	Control over attention and concentration	Discuss the factors which affect attention and concentration	Cognitive	Understand and interpret Level II	Must know	Lecture	MCQ	MCQ/Viva		
	Information Interpretation and synthesis	Knows		Realize the above processes in our daily life	Affective	Receive Level-I	Must know	Demonstration	- ? - ? survey on attention span with the help of multimedia or any activity	-		

	Information collection		Knows		Discuss the different physical and psychological methods used for regulating attention and concentration	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	
	Information Interpretation	Applied aspects of attention	Knows	Application of attention and concentration	Discuss the effects of disturbed attention in childhood and adult life	Cognitive	Understand and interpret Level II	Must know	Lecture Video	SAQ	SAQ/Viva	Spiral integration with anatomy and physiology
	Information Interpretation		Knows	Representation of attention and concentration in the repertoire	Identify the rubrics representing attention and concentration in	Cognitive	Understand and interpret Level II	Must know	Demonstration	DOPS	MCQ	use of all the 3 repertoires

					the repertory							
	Information Interpretation		Knows	Reflection of attention in Materia Medica	Identify the reflection of attention and concentration in remedies	Cognitive	Understand and interpret Level II	Must know	Demonstration	SAQ	SAQ/Viva	Sources of HMM
	Information collection	Memory types, processes and applied aspects	Knows	Types of Memory and processes	Enumerate the types of memory	Cognitive	Recall Level I	Must know	Lecture	MCQ	MCQ	
	Information Interpretation		Knows		Discuss the models of memory Information-processing And neural network	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ Project on models of Memory	SAQ/Viva	Integration with anatomy and physiology
	Information Analysis		Know		Discuss the function of the	Cognitive	Understand and interpret Level	Must know	Lecture	LAQ Activity on memory	LAQ	

					types of memory in our daily lives		II			games and its importance in day to day to life		
	Information collection		Know	Factors affecting memory and their regulation	Enumerate the factors which affect different types of memories	Cognitive	Recall Level I	Must know	Lecture	MCQ	MCQ/Viva	
	Information Interpretation		Know how		Discuss different ways of assessing different types of memory	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ Activity based on memory games (connection can be linked to concept of MSE/MSE)	SAQ/Viva	
	Information Collection	Forgetting, its mechanisms	Know	Forgetting, the types and the	Discuss the reasons	Cognitive	Understand and interpret	Must know	Lecture	SAQ	SAQ/Viva	

	and Interpretation	ms and implications		implications	for forgetting		t Level II						
	Information Synthesis		Know how			Discuss ways of enhancing recall	Cognitive	Understand and interpret Level II	Must know	Lecture Demonstration with examples	SAQ Memory games with concept of mnemonics	SAQ/ Viva	
	Information collection		Knows			Describe the state of memory with senescence	Cognitive	Recall Level I	Must know	Lecture	SAQ	SAQ/Viva	
	Information Analysis and Interpretation		Knows			Discuss the implications of loss of memory with advancing age	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ survey on state of memory function with advancing age (a small article can be published	SAQ/Viva	Integration with anatomy and physiology

										d with the help of survey findings)		
	Information Interpretation	Applied aspects of Memory	Knows	Memory changes	Describe ways in which memory can get distorted	Cognitive	Understand and interpret Level II	Nice to know	Lecture	-	-	
	Information Analysis and Interpretation		Knows		Discuss ways of reconstructing a lost memory	Cognitive	Understand and interpret Level II	Nice to know	Lecture	-	-	
	Information Interpretation		Knows		Discuss the implications of the dangers of reconstruction of memory in our everyday life	Cognitive	Understand and interpret Level II	Nice to know	Lecture	-	-	
	Information	Homeopathic aspects of	Knows	Representation of sharp and	Identify the rubrics	psychomotor	Understand and	Must know	Demonstration	DOPS	MCQ	

	collection ,Interpretation	memory		loss of memory in the repertory	representing memory issues in the repertory		interpret Level I	w				
	Information collection and Interpretation		Knows	Reflection of memory issues in Materia Medica	Identify the reflection of memory in remedies	Cognitive	Understand and interpret Level I	Must know	Demonstration	SAQ	SAQ/Viva	

Semester 2 Topic 3-Understanding intellect and its representation in repertory and materia medica –Part-II Perception and Intelligence

Sr.No	Generic Competency	Subject area	Millers Know/ Know how / Show how	Specific competency	Specific Learning Objectives / Outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral

			/									
Hom UG-OM-2.2.1	Information collection	Discuss Perceptual organization	knows	Describe Perception and differentiate from sensations and thinking	Define Perception .	Cognition	Recall level I	Must know	Small group discussion	MCQ	MCQ	Horizontal Anatomy and Physiology
	Information organization and Interpretation				Relate perception to sensory processes and differentiate from thinking	Cognition	Understand and interpret Level II	Must know	Visual films	SAQ	SAQ	
Hom UG-OM-2.2.2	Information Synthesis		know	Genesis of perception and importance of ground --	Describe the Psychophysiology of perception	Cognition	Understand and interpret Level II	Must know	Small group discussion	MCQ	MCQ	
Hom UG-OM-2.2.3	Information interpretation		Knows how	Dynamics of perception and perceptu	Describe the role of attention and state of the mind,	Cognitive	Understand and interpret	Must know	Small group activities	Observation Example s or	MCQ/ Viva	

				al errors	depth, constancy, movement in Perception		Level II			Activity indicating the role of in attention in percepti on		
Hom UG-OM-2.2.4	Information synthesis		Know		Explain the physiological and psychological basis for Perceptual errors.	Cognitive	Understand and interpret Level II	Desirable to know	Films and images	Project	MCQ/Viva	
Hom UG-OM-2.2.5	Information synthesis		Know	Social perception and its impact on our lives	Discuss determinants of social perception	Cognitive	Understand and interpret Level II	Must know	Class room lecture	MCQ + Survey on this topic demonstrating the impact of social factors	LAQ/S AQ	
	Self reflection		Know		Realize the effect of perception on	Affective	Receive Level I	Must know	Media and discussion	SAQ	SAQ/Viva	Integration with the concept of disposition

					interpersonal and community relationships				n + Role Play followed by directed discussion			–Mental specifically / individualization
Hom UG-OM-2.2.6	Holistic approach		Knows	Gestalt perception and its importance to Homoeopathy	Observe gestalt perception	psychomotor	Observe/imitate Level II	Must know	Small group activity + Role Play followed by directed discussion	Presentation performance	MCQ	
					Illustrate its importance to Homoeopathy in case taking	Cognitive	Understand and interpret Level II	Desirable to know	Visual films Demonstration in OPD/videos		LAQ	Horizontal/Vertical with Organon
HO MU G OM	information Synthesis		Knows	Applied aspects of Perception	Understand the perceptual difficulties	Cognitive	Understand and interpret	Must know	Caselets and visual graphics		SAQ/Viva	Vertical integration Psychiatry

2.2.7	s			n	of Dyslexia Know the phenomena of hallucination		Level II					
HO M UG OM 2.2.8	Information management		Shows how	Perception in Repertory and Materia Medica	Derives rubrics and remedies related to perceptual phenomena	Cognitive	Understand Level II	Must know	Demonstrate	DOPS	SAQ / Viva	Horizontal integration Repertory and HMM
	Information collection	Intelligence and its measurement	Knows	Conceptual models of Intelligence	Define Intelligence	Cognitive	Recall level I	Must know	Lecture	MCQ	MCQ/Viva	
	Information Analysis and information Interpretation		Knows		Detail the different approaches to viewing Intelligence i. Multiple intelligences (Gardne	Cognitive	Understand and interpret Level II	Nice to know	Lecture	SAQ	SAQ/Viva	

					r) ii. Triarchic theory (Sternberg) iii. Fluid and Crystallized (Catell's) iv. PASS theory						
	Information collection		Knows	Measurement of Intelligence	Define Intelligence Quotient (IQ)	Cognitive	Recall level I	Must know	Lecture	SAQ	SAQ/Viva
	Information Analysis and interpretation		Knows		Discuss the contribution of heredity and environment to intelligence	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ/Viva
	Information		Knows		Discuss the pros and cons of	Cognitive	Understand and	Must know	Lecture	SAQ	SAQ/Viva

	Analysis				measurement of IQ		interpret Level II					
	Information		Knows		Enumerate the methods of assessing intelligence	Cognitive	Recall level I	Nice to Know	Lecture	MCQ	MCQ/Viva	
	Information collection	Intelligence as a force	Knows	Emotional intelligence and its uses	Define emotional intelligence	Cognitive	Recall level I	Must know	Lecture	MCQ	MCQ/Viva	
	Information collection		Knows		Define the components of Emotional intelligence	Cognitive	Recall level I	Must know	Lecture	MCQ	SAQ/Viva	
	System thinking and self awareness		Knows		Discuss the ways in which Emotional intelligence is useful to individuals and groups	Cognitive	Understand and interpret Level II	Must know	Lecture and discussion	LAQ Activity indicating the usefulness of Emotional Intelligence	LAQ	

										ce in day to day activity / functioning		
	Information collection		Knows	Creativity and its growth	Define creativity	Cognitive	Recall level I	Must know	Lecture	SAQ	SAQ/Viva	
	Information Systems thinking		Knows		Illustrate the process of creativity	Cognitive	Understand and interpret Level II	Must know	Lecture	Project or activity on any theme indicating the creativity		
	Systems thinking		Knows		Discuss the ways in which creativity can be fostered	Cognitive	Understand	Must know	Lecture	SAQ	SAQ/Viva	
	Information collection	Applied aspects of Intelligence	Knows	Extremes of intelligence	List the types of extreme intelligence on the Bell-shaped	Cognitive	Recall level I	Must know	Lecture	SAQ	SAQ/Viva	

					curve							
	Information Analysis		Knows		Discuss the special needs of the persons occupying the extremes of intelligence	Cognitive	Understand and interpret Level II	Nice to know	Lecture	SAQ	SAQ/Viva	
	Information Analysis	Intelligence and Homoeopathy	Knows	Representation of Intelligence in the repertory	Illustrate the place of Intelligence in repertory	Cognitive	Understand and interpret Level II	Must know	Demonstration	DOPS	MCQ	Repertory
	Information Synthesis		Knows ? Shows	Representation of intelligence in Materia Medica	Illustrate the representation of intelligence in Materia Medica	Cognitive	Understand and interpret Level II	Must know	Demonstration	DOPS	SAQ/Viva	Materia Medica

Semester 2 Topic 4-Motivation, its types and its relevance for Homoeopath

Sr.No	Generic Competency	Subject area	Millers Know/ Know how/ Show how/ Does	Specific competency	Specific Learning Objectives / Outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-OM-2.10.1	Information collection	Motivation, the types and its role in daily living	Knows	Describe motivation	Define motivation	Cognitive	Recall level I	Must know	Class room lecture	MCQ	LAQ/SAQ	
Hom UG-OM-2.10.2	Information collection		Knows	Understand the nature and types of motivation	Enumerate the types of motivation	Cognitive	Recall level I	Must know	Class room lecture	MCQ	LAQ/SAQ	
Hom UG OM 2.10.3	Self reflection		Knows how		Recognize the types of motivation influencing our thinking and emotions	Affective	Receive level I	Must know	Audio-visual Discussion	SAQ	SAQ/Viva	
Hom	Informa	Use of	Knows	Models of	Describe	Cognitive	Understan	Must	Small	Assign	LAQ	

UG-OM-2.10.4	Interpretation	Maslow's model of motivation in our personal and professional lives		Motivation	the Maslow's self-actualization model		Understand and interpret Level II	Must know	Group discussion	Checklist		
HOM UG OM 2.10.5	Self reflection and awareness	Maslow's model of motivation in our personal and professional lives	Knows how		Recognize the importance of the model in knowing human beings	Affective	Receive level I	Must know	Group discussion with caselets	Checklist	SAQ/Viva	
UG HOM 2.10.6	Information Synthesis	Utility of Motivation for a Homoeopath	Shows how	Reflection of motivation in Repertory and HMM	Derives rubrics and remedy images related to motivation	Cognitive	Understand and interpret Level II	Must know	Demonstrate	Checklist	MCQ	

Semester 2 Topic 5-Learning, its types and its relevance in daily functioning of Humans

Sr.No	Generic Competency	Subject area	Miller's Know / Know	Specific competency	Specific Learning Objectives / Outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
8												

			how/ Show how/ Does					know				
Hom UG- OM- I.6.1	Informa tion collectio n	Learning and adaptatio n	Know s	Define learning and its role in bringing about adaptation to change	Define learning and adaptation	Cognitiv e	Recall level I	Must know	Class room lecture	MCQ	LAQ / SAQ	
	Informa tion Synthesi s				Derive the relationship between the two	Cognitiv e	Understan d and interpret Level II	Must know	Caselets	Casele ts	Problem	
Hom UG- OM- I.6.2	Informa tion collectio n	Learning forms and their implicatio n for us	Know s	Forms of learning	Explain the three forms of learning viz. Classical conditioning, Instrumental conditioning and observational learning	Cognitiv e	Understan d and interpret Level II	Must know	Class room lecture	Checkl ist	LAQ/SAQ	
Hom UG- OM- I.6.3	Holistic thinking			Does	Differentiate the forms or types of learning and their	Explain the significance of the above three forms in our daily lives	Cognitiv e	Understan d and interpret Level II	Must to know	Demons tration	Projec t	MCQ

				significance								
	Information collection		Know	Determinants of learning and their significance	Enumerate the various factors which determine the quality of learning	Cognitive	Recall level I	Must know	Lecture	MCQ	MCQ	
	Problem solving		Know how		Derive the ways in which these factors can be used for enhancing learning	Cognitive	Problem solving level II	Must know	Assignments	Caselets	SAQ / Viva	
	Analytical		Knows		Identify the factors which would inhibit learning and which would need to be attended to	Cognitive	Understand and interpret Level II	Must know	Assignment	SAQ	SAQ/Viva	
	Information collection	Assessment of learning	Knows	Know the methods of assessing learning	List the methods whereby learning is assessed	Cognitive	Recall level I	Must know	Lecture	MCQ	MCQ/Viva	
	Analytical				Evaluate the respective value of the different methods to assess	Cognitive	Problem solving level III	Must know	Assignment	SAQ	SAQ/Viva	

					learning							
	Information Synthesis	Utility of Learning and adaptation for a Homoeopath	Shows how	Reflection of learning and adaptation in Repertory and HMM	Derives rubrics and remedy images related to learning and adaptation	Cognitive	Understand and interpret Level II	Must know	Demonstrate	DOPS	MCQ	

Semester 3 Topic 1-Evolution of Mind with Growth and Development: Normal developments since birth to maturity: physical and psychological

Sr.No	Generic Competency	Subject area	Millers Know/ Know how/Show how/Does	Specific competency	Specific Learning Objectives / Outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
	Information collection and analysis	Concept and process of Human	Knows	Discuss areas of human Growth and	Define and distinguish between Growth and Development	Cognitive	Interpret	Must know	Lecture	SAQ	SAQ/Viva	

Hom UG-OM-I.4.1	Information collection	Developm	Knows	Development	List the three domains of development Physical, Cognitive and psychosocial development	Cognitive	Remember- level I	Must know	Class room Lecture	MCQ	LAQ / SAQ	
Hom UG-OM-I.4.2	Information Analysis Analytical		Knows how		Distinguish the characteristics of physical, cognitive and psychosocial development	Cognitive	Understand and interpret Level II	Must know	Small group discussion Charts / Models Audio-visual aids	Quiz True-false test items	LAQ/SAQ	
	Information analysis Analytical		Knows how	Discuss determinants of development	Distinguish between the contribution of nature and nurture in development	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	
	information collection and Interpretation		Knows		Define the concept of developmental milestones in childhood	Cognitive	Recall	Must know	Lecture	MCQ	MCQ	

Hom UG- OM- I.4.3	Informa tion Organiz ation Analytic al	Develop mental stages of Psychose xual, cognitive and psychoso cial develop ment	Knows how	Discuss the theories of cognitive and psychosoci al developm ent	Discuss the theory of psychosexual development as proposed by Freud	Cognitiv e	Understan d and interpret Level II	Must know	Small group demonst ration, peer group activitie s.	MCQ	MCQ	Horizon tal integrat ion with Anatom y, physiol ogy
	Informa tion Analytic al		Knows how		Discuss the theory of cognitive development proposed by Piaget	Cognitiv e	Understan d and interpret Level II	Must know	Lecture with example s	LAQ	LAQ	
	Informa tion Analytic al		Knows how		Discuss the theory of psychosocial development of Erik Erikson	Cognitiv e	Understan d and interpret Level II	Must know	Lecture	LAQ	LAQ	
	Informa tion collectio n and Interpre tation and Analysis	Human Develop ment across the Life span	Knows how	Discuss the developm ent of the human being across the lifespan	Discuss the different stages of physical, emotional and cognitive development of childhood	Cognitiv e	Understan d and interpret Level II	Must know	Lecture	LAQ	LAQ	

	Information collection Self reflection		Knows		Discuss parental styles appropriate to help optimal growth in childhood	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ Essay on most suitable parenting style	LAQ	
	Information collection and Interpretation Analysis		Knows how		Discuss the different stages of physical, psychosocial and cognitive development of adolescence	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	
	Information Self reflection		Knows how / Show how		Discuss the role of home, school and society on the development of the adolescent	Cognitive ?Affective	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	
	Information Analysis		Knows how		Discuss the different stages of physical, psychosocial and cognitive	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	

					development of adulthood							
	Information Analysis		Knows how		Discuss the different stages of physical, psychosocial and cognitive development of old age and senescence	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	
	Information Self reflection and awareness	Significance of knowledge of Growth and Development for a homoeopath	Knows how	Discuss significance of growth and development in homoeopathy	Recognize the impact on knowledge of Growth and Development in case taking	Affective	Receive level I	Must know	Lecture	LAQ	LAQ	Hor. with Organon
	Information Analysis		Knows		Identify the significance of knowledge of Growth and Development in use of Repertory	Psychomotor	Imitation level I	Must know	Lecture	LAQ	LAQ	Hor. with Repertory
	Information organiza		Knows		Locate the significance of	Cognitive	Understand and interpret	Must know	Lecture	LAQ	LAQ	Hor. with HMM

	tion Analysis				knowledge of Growth and Developmen t in Homoeopath ic Materia Medica		Level II					
--	------------------	--	--	--	----------------------------------------------------------------------------------------	--	----------	--	--	--	--	--

Semester 3 Topic 2- Development of Personality, types, Traits, Temperament

Sr.No	Generic Competency	Subject area	Millers Know/ Know how/Show how/Does	Specific competency	Specific Learning Objectives / Outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
Hom UG-OM-I.9.1	Information collection	Concept of Personality. Temperament and trait	Knows	Discuss the concept of personality	Define the concept of personality	Cognitive	Recall level I	Must know	Lecture with discussion	MCQ	SAQ/Viva	Concept to be discuss with Organon
	Informa		Knows	Discuss the	Discuss the concept of	Cognitive	Understand and	Must	Lecture	SAQ	SAQ	

	tion collectio n , informa tion interpre tation and Synthesi s			concept of Temperam ent and its evolution	temperament and its relation to Body type	e	interpret Level II	know				
Hom UG- OM- I.9.4	Informa tion collectio n + Informa tion Interpre tation		Knows	Discuss the concept of traits and its utility	Describe the scientific concept of 'Traits' and their importance	Cognitiv e	Understan d and interpret Level II	Must know	Lecture with case let discussi on	MCQ	SAQ/Viva	Concep t to be discuss with Organo n
Hom UG- OM- I.9.5	Informa tion collectio n interpre tation and Analysis Synthesi	Theories of Personali ty and develop mental process	Knows	Discuss the Theories of Personalit y	Explain the following theories of personality 1. Biological 2. Behaviouristi c 3. Learning 4. Humanistic	Cognitiv e	Understan d and interpret Level II	Desirabl e to know	Lecture with case discussi on or suitable exampl e	MCQ Essay on each theory	SAQ/Viva	

	s				proposed by various psychologists and their implications to a physician							
Hom UG-OM-I.9.6	Information Holistic approach		Knows how	Discuss the development of Personality and factors determining it	Illustrate the process of personality development	Cognitive	Understand and interpret Level II	Desirable to know	Case scenario discussion	MCQ	SAQ	
Hom UG-OM-I.9.7	Information collection and Case Interpretation of data		Knows	factors determining it	Enumerate the Factors determining the Personality	Cognitive	Recall level I	Desirable to know	Case scenario discussion	MCQ	SAQ/Viva	
Hom UG-OM-I.9.9	Information Analysis Synthesis		Knows how	Assessment of personality	Describe the techniques of assessing Personality	Cognitive	Understand and interpret Level II	Nice to know	Case scenario discussion	MCQ	SAQ/Viva	
Hom UG-OM-	Information collection	Personality and Homoeo	Knows	Implications of study of	Discuss the relevance of concept of	Cognitive	Understand and	Must know	Discussion with case	MCQ	LAQ	Hor with Organ

I.9.10	n	pathy		personality to homoeopath	Personality to a homoeopath		interpret Level II		scenario			on
HomUG-OM-I.9.11	Problem Solving		Knows		Discuss the relevance of studying Personality from the perspective of Materia Medica	Cognitive	Understand and interpret Level II	Desirable to know	Discussion with scenario	MCQ	LAQ	Hor with MM

Semester 3 Topic 3-Bio-Psycho-Social development of Human Being

Sr.No	Generic Competency	Subject area	Millers Know/ Know how/Show how/Does	Specific competency	Specific Learning Objectives / Outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
HomUG-OM-I.5.1	Information	Concept of Bio-Psycho-Social model for	Knows	Describe concept of Bio-Psycho-Social developm	Define the Bio-Psycho-Social model	Cognitive	Recall level I	Must know	Lecture	Ess	LAQ/SAQ	Anatomy, Physiology

	Information Analysis Synthesis	holistic care	Knows	ent of Human Being	Illustrate how each of the constituent of the Bio-psycho-social model gives a more comprehensive understanding of a human being	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	
	Holistic approach System based thinking		Knows how	Implications of the Bio-psycho-social approach	Discuss the significance of the Bio-psycho-social approach to a human being	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	
	Synthesis		Knows	Implications in homoeopathic care	Discuss the similarity between homoeopathic approach to a human being with Bio-psycho-social approach	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	Hor with Organon

Hom UG- OM- I.5.5	Informa tion Synthesi s		Knows how	Discuss Socio cultural basis of Behavior	Defines the role of culture in shaping human behavior.	Cognitiv e	Recall level I	Must know	Small group discus sion	Chart prepar ation Assign ment	SAQ	
----------------------------	--------------------------------------	--	--------------	------------------------------------------------------	--------------------------------------------------------------------	---------------	-------------------	--------------	----------------------------------	------------------------------------------------	-----	--

Semester 3 Topic 4 Concept of Stress-Conflict: their genesis, types and effects on the mind and body

Sr.No	Generic Compet ency	Subject area	Millers Know/ Know how/Sho w how/Doe s	Specific competen cy	Specific Learning Objectives / Outcomes	Bloom's domain	Guilbert's level	Must know / desirabl e to know / nice to know	TL method / media	Forma tive Assess ment	Summ -ative Assess ment	Integratio n - Horizonta l / Vertical / Spiral
Hom UG- OM- I.10. 1	Informa tion collectio n	Stress, Conflicts and Coping Mechani sms	Knows	Discuss the Concept of Stress and types of stress	Define Stress	Cognitiv e	Remembe r and Recall Level I	Must know	Present ation with case let	MCQ	LAQ	Observati on in any departme ntal OPD/ IPD
Hom UG- OM- I.10. 2	Informa tion and analysis		Knows		Classify the types of stress	Cognitiv e	Understan d and interpret Level II	Must know	Present ation with case let	MCQ	LAQ	

Hom UG- OM- I.10. 3	Informa tion		Knows how		Identify the sources of Stress	Cognitiv e	Understan d and interpret Level II	Must know	Present ation with case let	MCQ	SAQ/Viva	
Hom UG- OM- I.10. 4	Organiz e the data		Knows how		Discuss the effect of Stresses on Mind and Body	Cognitiv e	Understan d and interpret Level II	Desirabl e to know	Present ation with case let	MCQ	SAQ/Viva	
Hom UG- OM- I.10. 5	Informa tion		Knows	Concept of Conflict and types	Define Conflict	Cognitiv e	Recall level I	Must know	Present ation with case let	MCQ	SAQ/Viva	Observati on in any departme ntal OPD/ IPD
Hom UG- OM- I.10. 6	Informa tion collectio n		Knows		State stages of Conflict	Cognitiv e	Recall Level I	Must know	Present ation with case let	MCQ	SAQ/Viva	Observati on in any departme ntal OPD/ IPD
Hom UG- OM- I.10.	Organiz e the data		Knows how		Enumerate the types of Conflict	Cognitiv e	Recall Level I	Must know	Present ation with case let	MCQ	SAQ/Viva	Observati on in any departme ntal OPD/

7												IPD
Hom UG- OM- I.10. 8	Analysis Synthesis		Know	Describe the relationship between stress and conflict	Discuss the relationship between Stress and Conflict	Cognitive	Understand and interpret Level II	Desirable to know	Presentation with case let	MCQ	SAQ/Viva	Observation in any departmental OPD/ IPD
Hom UG- OM- I.10. 9	Information		Know	Discuss the concept of Coping Mechanisms and their use	Define Coping mechanism	Cognitive	Recall Level I	Must know	Presentation with case let	MCQ	SAQ/Viva	Observation in any departmental OPD/ IPD
Hom UG- OM- I.10. 10	Information		Knows how		Enumerate the types of Coping mechanisms	Cognitive	Recall Level I	Must know	Presentation with case let	MCQ	SAQ/Viva	Observation in any departmental OPD/ IPD
Hom UG- OM- I.10. 1	Problem solving		Knows how		Discuss the utility of Coping mechanism while dealing	Cognitive	Understand and interpret Level II	Must know	Presentation with case let	MCQ	MCQ	Observation in any departmental OPD/ IPD

1					with Stress							
	Holistic approach System based thinking		Knows how	Discuss successful resolution of conflict	Evaluate the role of learning and adaptation in ensuring resolution of stress	Cognitive	Understand and interpret Level II	Must know	Lecture with case example	LAQ	LAQ	
	Synthetic	Application of stress-conflict in Homoeopathy	Shows How	Exploring effects of stress-conflict in Homoeopathy	Explore the reflection of conflict in Hom Materia Medica	Cognitive	Problem solving III	Must know	Lecture	LAQ	LAQ	

Semester 3 Topic- 5- Applied Psychology: Clinical, Education, Sports, Business and Industrial

Sr.No	Generic Competency	Subject area	Millers Know/ Know how/ Show how/	Specific competency	Specific Learning Objectives / Outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration - Horizontal / Vertical / Spiral
-------	--------------------	--------------	-----------------------------------	---------------------	-----------------------------------------	----------------	------------------	----------------------------------------------	-------------------	----------------------	----------------------	----------------------------------------------

			Does									
Hom UG- OM- I.11. 1	Informa tion Collecti on	Applied Psycholo gy	Knows	Understan d the applicatio n of Psycholo gy in the different fields of Clinical, Educatio n, Sports, Business, Industrial	Define the following terms in Applied Psychology viz Clinical, Business, Education, Sports, Industrial	Cognitiv e	Recall Level I	Must know	Discussi on on the utility of the subject in multiple human resource s areas	MCQ	SAQ	
	Informa tion manage ment		Knows		Illustrate the utility of subject Psychology in various fields	Cognitiv e ? Psycho- motor	Understan d and interpret Level II	Desirab le to know	Library referenc es	SAQ	SAQ/Viva	

Semester 3 Topic 6: Psychology and its importance in Homoeopathic practice for Holistic Management of the patient

	Generic Compet ency	Subject area	Millers Know/ Know how/ Show how/ Does	Specific competen cy	Specific Learning Objectives / Outcomes	Bloom's domain	Guilbert's level	Must know / desirabl e to know / nice to know	TL method / media	Forma tive Assess ment	Summ -ative Assess ment	Integrat ion - Horizon tal / Vertical / Spiral
	Systems thinking	Psycholo gy and	Knows	Summarizi ng the	Discuss the ways in	Cognitive	Understan d and	Must know	Lecture and	LAQ	LAQ	

		Homoeopathy for Holistic management		course of Psychology	which Psychology may contribute to the holistic management of the patient		interpret Level II		discussion			
--	--	-------------------------------------	--	----------------------	---------------------------------------------------------------------------	--	--------------------	--	------------	--	--	--

Teaching-Learning Methods

- a. Classroom teaching
 - i. Lecture
 - ii. Demonstration
 - iii. Group discussion
 - iv. Problem based learning
- b. Practical
 - i. Psychological theories –Models / Experiments / Any activity
 - ii. Facial recognition spotting
- c. Individual learning
 - i. Assignment
 - ii. Short project -e.g. searching MM or Repertory for representation of emotions, thoughts and behaviour

V Practical – Lab work – Field – Clinical Hospital work

- a. Journal club: a team of students to present the understanding of current development in psychological aspects of every day events
- b. Field work - Some survey for identification of psychological disturbance in Common Man
- c. Clinical Hospital Work- Small project on psychometric tests.

VI No of Teaching Hours: Theory

Sr. No	Topic	No of lectures	Non-lectures
1.	Introduction to the study of Mind in Homoeopathy	3	-
2.	Psychological organization and the interrelationship of Thought (Cognition), Feelings (Affect) and Behaviour (Conation); Conscious and Unconscious elements	2	1
3.	Physiological basis of behaviour - the place of conditioned and unconditioned reflex	3	1
4.	Understanding Behavior and Functioning and expressions in Repertory and Materia Medica	4	2
5.	Understanding Emotion, its different definitions and expressions in Repertory and Materia Medica	5	3
6.	Understanding Intellect: Attention, memory and its function and expression in Repertory and Materia Medica	4	3
7.	Understanding Intellect: Perception and expressions in Repertory and Materia Medica	3	2
8.	Understanding Intellect: Thinking, intelligence and its measurement and expressions in Repertory and Materia Medica	4	2
9.	Motivation and their types with role in our lives	2	2
10.	Learning and its place in adaptation	4	2

11.	Growth and development of Mind and its expressions from Infancy to old age	4	2
12.	Structure of Personality, the types, their assessment, relationship to Temperament and representation in Materia Medica	4	2
13.	Conflicts: their genesis and effects on the mind and body	3	1
14.	Applied Psychology: Clinical, Education, Sports, Business, Industrial	2	-
15.	Psychology and its importance in Homoeopathic practice	2	-
	Total	50	22

8.Assessment

8A- Number of papers and Mark Distribution

Sr. No.	Course Code	Papers	Theory	Practical	Viva Voce	Internal Assessment Practical	Grand Total
1	HomUG-OM-I	1	100	50	40	10	200

8B - Scheme of Assessment (formative and Summative)

Sr. No	Professional Course	1 st term (1-6 Months)	2 nd Term (7-12 Months)	3 rd Term (13-18 Months)	
1	First Professional BHMS	First PA + 1 ST TT	2 nd PA+2 ND TT	3 rd PA	UE

8 C - Evaluation Methods for Periodical Assessment

Sr. No	Evaluation Dimensions
1	Practical/Clinical Performance
2	Viva Voce, MCQs, MEQ (Modified Essay Questions/Structured Questions)
3	Open Book Test (Problem Based)
4	Reflective writing
5	Class Presentations; Work Book Maintenance
6	Problem Based Assignment
8	Co-curricular Activities, (Social Work, Public Awareness, Surveillance/ Prophylaxis Activities, Sports or Other Activities which may be decided by the Department).
9	Small Project

8D - Scheme of Assessment (formative and Summative)

Sr. No	Professional Course	1 st term (1-6 Months)			2 nd Term (7-12 Months)			3 rd Term (13-18 Months)	
		1 st PA	1 ST TT		2 nd PA	2 ND TT		3 rd PA	UE
1	First Professional BHMS	10 Marks Practical/Viva	50 Marks Theory	50 Marks Practical/ Viva	10Marks Practical/Viva	50 Marks Theory	50 Marks Practical/ Viva	10Marks Practical/Viva	

For Internal assessment, Only Practical/Viva marks will be considered. Theory marks will not be counted)

8E - Method of Calculation of Internal Assessment Marks for Final University Examination:

PA1 Practical/Viva (10 Marks) A	PA2 Practical/Viva (10 Marks) B	PA3 Practical/Viva (10 Marks) C	Periodical Assessment Average $PA1+PA2+PA3/3$ D	TT1 Practical/Viva (50 Marks) E	TT2 Practical/Viva (50 Marks) F	Terminal Test Average TT1+ TT2/ $100*10$ G	Final Internal Assessment Marks D+G/2
-----------------------------------------------------	-----------------------------------------------------	-----------------------------------------------------	------------------------------------------------------------------------	-----------------------------------------------------	-----------------------------------------------------	-------------------------------------------------------------------------	--------------------------------------------------------------

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

8 F - Paper Layout

Summative assessment:

Theory- 100 marks

Organon -50 marks

MCQ	5 marks
SAQ	20 marks
LAQ	25 marks

Psychology - 50 marks

MCQ	5 marks
SAQ	20 marks
LAQ	25 marks

Sr. No.	Paper			D Type of Questions "Yes" can be asked. "No" should not be asked
------------	-------	--	--	---------------------------------------------------------------------------

	A List of Topics	B Terms	C Marks	MCQ (1mark)	SAQ (5 Marks)	LAQ (10 Marks)
1	Introductory Topics	I	Refer Next Table	Yes	Yes	No
2	Logic	I		No	Yes	No
3	§1-27&105-145 of Organon of medicine, Vital Force – Dynamisation – Homoeopathic Cure – Natures Law of Cure & Implications – drug proving	II & III		No	Yes	Yes
4	The Physician – Purpose of Existence, Qualities, Duties, Knowledge	III		No	No	Yes

8 G – I – Distribution of Theory Exam - Organon

8 G – II – Theme Table - Organon

Theme*	Topic	Term	Marks	MCQ's	SAQ's	LAQ's
A	Introductory Topics	I	10	Yes	Yes	No
B	Logic	I	05	No	Yes	No
C	§1-27&105-145 of Organon of medicine, Vital Force – Dynamisation – Homoeopathic Cure – Natures Law of Cure & Implications – drug proving	II & III	25	No	Yes	Yes
D	The Physician – Purpose of Existence, Qualities, Duties, Knowledge	III	10	No	No	Yes

Theme table: -Psychology

Theme*	Topics	Term	Marks	MCQ's	SAQ's	LAQ's
A	Introduction to psychology	I	05	NO	Yes	No
B	Psychological organization of Mind –Structural and Functional	I	01	Yes	No	No
C	Understanding	I	16	Yes	Yes	Yes

	Emotion/thinking/ Behaviour					
D	Motivation and their types with role in our lives	I	05	No	Yes	No
E	Growth and development	II	11	Yes	No	Yes
F	Personality development and stress management	III	06	NO	Yes	No
G	Applied Psychology	III	06	Yes	Yes	No

8 H Question paper Blue print :

Organon -50 marks +Psychology - 50 marks

A Question Serial Number	B Type of Question	Question Paper Format (Refer table 4FII theme table for themes)
Q1 Organon 05 Marks	Multiple Choice Questions (MCQ) 5 Questions 1 mark each All Compulsory Must Know part – 3 MCQ Desirable to know – 2 MCQ Nice to know – NIL	Theme A Theme A Theme A Theme A Theme A
Q1 Psychology 05 Marks	All compulsory Multiple choice Questions (MCQ) 5 Questions - 1 mark each Must know – 3MCQ Desirable to know-1 MCQ Nice to know -1 MCQ	Theme B+C+E+F+G

Q2 Organon 15 Marks	Short Answer Questions (SAQ) 3 Questions 5 Marks Each All Compulsory Must Know part – 3SAQ Desirable to Know – NIL Nice To Know - NIL	Theme A Theme B Theme C
Q2 Psychology 25 Marks	Short answer Questions (SAQ) 5 Questions 5 Marks Each All compulsory Must know part: 4 SAQ Desirable to know: 1 SAQ	Theme A+C+D+F+G
Q3 Organon 30 Marks	Long Answer Questions (LAQ) 3 Questions of 10 Marks Each Respectively All Compulsory All questions on must know Desirable to Know – NIL Nice To Know - NIL	Theme C (10 Marks) Theme C (10 Marks) Theme D (10 Marks)
Q3 Psychology 20 Marks	Long answer Questions (LAQ) 2 Questions of 10 marks each All compulsory Must know part: 2 LAQ	Theme C=10 marks Theme E=10 marks

8 I - Distribution of Practical Exam

Practical -100

Practical Organon: 50 marks

Practical	25 marks
Viva voce	20 marks
Internal assessment	5 marks

Practical Psychology: 50 marks

Practical	25 marks
Viva voce	20 marks
Internal assessment	5 marks

9. References

I. Text book/s

1. Hahnemann S. Organon of medicine. 6ed (2016) New Delhi: Indian Book & Periodicals Publishers;.
2. Sarkar. B. K. Hahnemann's organon of medicine. (2014) Reprint ed. Birla Publications Pvt.Ltd;.
3. Roberts H. A. The principles and Art of cure by homoeopathy. student ed. (2014) New Delhi: B. Jain Publisher's (P) Ltd; 2006.
4. Kent J. T. Lecture's on homoeopathic philosophy. Reprint ed. New delhi: B Jain Publisher's (P) Ltd;
5. M. L. Dhawale. Principles & Practice of Homoeopathy. 5th ed. 2014.
6. Hughes Richard The Principles and Practice Of Homoeopathy, Reprint ed. New Delhi:B Jain Publisher's (P)Ltd.
7. Close Stuart: The genius of homoeopathy, Reprint ed. New Delhi:B Jain Publisher's (P)Ltd. 2006.
8. Allen J Henry: The Chronic MiasmWith Repertory, Reprint ed. New Delhi:B Jain Publisher's (P)Ltd.
9. Banerjee P N.: Chronic diseases- Its cause and cure, Reprint ed. New Delhi:B Jain Publisher's (P)Ltd.

II. Reference books

1. Arya M.P (2018): A study of Hahnemann's Organon of medicine. 6thed. New Delhi: B Jain Publisher's(P) Ltd.
2. Singh Mahindra: Pioneers Of Homoeopathy, B Jain Publisher's(P) Ltd. B Jain Publisher's(P) Ltd.
3. Vithoukias George (2002): Science of Homoeopathy. B Jain Publisher's(P) Ltd.

References/ Resources: Standard textbook: for Psychology

1. Shelley E Tylor. 10th edition (2018) Health psychology
2. Shashi Jain 4th edition (2014) Introduction to psychology, Kalyani.
3. Psychology textbook for class XI.7th edition (2013) National Council for Educational Research and training
4. Psychology textbook for class XII 7th edition (2013) National Council for Educational Research and training
5. Morgan Clifford Thomas 7th edition (2017) Introduction to Psychology, Tata McGraw-Hill
6. Alder (2009) Psychology and Sociology applied to medicine, Elsevier publishers.
7. Chavan (2013), Community Mental Health in India, Jaypee Brothers Medical
8. Munn (2010) Norman Normal Psychology, Boston, Houghton Mifflin
9. Baron Misra (2016) Psychology, Pearson
10. Susan (2011) Ayers Psychology for Medicine, Sage publication Ltd.
11. Diana Papilia (2001) Developmental psychology, Colombia: Editorial McGraw Hill
12. Atkinsons & Hilgard (2015) Introduction to Psychology, Cengage India Private Limited

10. LIST OF CONTRIBUTORS:

ORGANON AND PHILOSOPHY

Dr Alpesh Arunbhai Shah

Principal, Professor of organon of medicine
Pioneer homoeopathic medical college and hospital, Vadodara

Dr Ajay Dahad

Principal, Professor/Head, Organon of Medicine & Homoeopathic Philosophy
Smt. K. B. Abad Homoeopathic Medical College, Chandwad-423101 Dist. Nashik (MS)

Dr. Neeraj Gupta

Professor, Nehru Homoeopathic Medical College, Delhi

Dr. Mihir Parikh

Professor, Smt. Malini Kishore Sanghvi Homoeopathic Medical College, Karjan

Dr. Nimish Mehta

Reader, Smt. Chandaben Mohanbhai Patel Homeopathic Medical College, Mumbai

Dr. K. Shivprasad

Principal, Yenepoyahomoeopathic medical college, Mangalore

FUNDAMENTALS OF PSYCHOLOGY

Dr Sunita Nikumbh,

Dr M L Dhawale Memorial Homoeopathic Institute Palghar

Dr Jayashree Janagam

Asst. Professor, Dept. of Psychiatry, National Homoeopathy Research Institute in Mental Health, Kottayam,

Dr. Mahendra Gaushal

Principal, Sonajirao Kshirsagar Homoeopathic Medical College, Beed

Dr. Girish Navada

Professor, Father Muller Homoeopathic Medical College, Mangalore