

## I PROFESSIONAL BHMS

**Subject NAME:** Organon of Medicine and Homoeopathic philosophy and Fundamentals of Psychology

**Subject CODE:** HomUG-OM-I

### TEACHING HOURS:

1 <sup>st</sup> BHMS		
<b>Organon of Medicine and Homoeopathic Philosophy, and Fundamentals of Psychology</b>		
YEAR	TEACHING HOURS-	
	LECTURES	NON-LECTURE
1 <sup>ST</sup> 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.

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## 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 1<sup>st</sup> 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

<b>1: Topics with reference list referring to Chapters from the text books</b>				
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 1<sup>st</sup> 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-

<b>1<sup>st</sup> BHMS Organon Classroom teaching and non-lecture hours</b>		
<b>YEAR</b>	<b>TEACHING HOURS- LECTURES</b>	<b>Non-lecture</b>
1 <sup>ST</sup> 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 Sircar	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
<b>TOPIC 1(1.1) – HISTORY OF MEDICINE</b>											
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	<b>Practise of medicine</b>
		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	<b>Practise of medicine</b>
		Knows		Describe the contribution of various	Cognitive	Level II Understand and interpret	Nice to Know	Lecture, small group	MCQ, SAQ, LAQ,	MCQ, SAQ, LAQ,	<b>Practice of medicine</b>

				Stalwarts in development of medicine				discussion, Seminars	Quiz	Viva	
<b>TOPIC 1(1.2) – HISTORY OF HOMOEOPATHY</b>											
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	<b>Materia Medica repertory</b>
				Describe the important	Cognitive	Level II Understand	Must Know	Lecture small	MCQ, SAQ,	MCQ, SAQ,	<b>Materia Medica</b>

				milestones in the evolution of Homoeopathy		and interpret		group discussion Seminars Quiz	LAQ, Quiz	LAQ, Viva	<b>repertory</b>
				Discuss the significance of important milestones in the evolution of Homoeopathy	Cognitive	Level II Understand and interpret	Must Know	Lecture small group discussion Seminars Quiz	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	<b>Materia Medica repertory</b>

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
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				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
<b>TOPIC 1(1.4) – HISTORY &amp; DEVELOPMENT OF HOMOEOPATHY IN INDIA. USA &amp; EUROPEAN COUNTRIES</b>											
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			
<b>TOPIC 1(1.5): Fundamental Principles of Homoeopathy</b>											
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	<b>Materia Medica Pharmacy</b>
		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	<b>Materia Medica Pharmacy</b>
		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	<b>Materia Medica Pharmacy</b>

				laws				s				
<b>TOPIC 1(1.6): Concept of Health Disease and Cure as per Hahnemann's concept and correlation with modern concept.</b>												
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	<b>Anatomy physiology pharmacy Materia Medica</b>	
		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	<b>Anatomy physiology pharmacy</b>	
		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	<b>Anatomy, physiology, pharmacy</b>	
		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	<b>Materia Medica Anatomy Physiology Pharmacy</b>	

				modern concept				s			
<b>TOPIC 1(1.7): Different editions and Constructions of Organon of Medicine</b>											
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	<b>Materialia Medica physiology and pharmacy</b>
		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	<b>Materialia Medica Pharmacy</b>
<b>Topic 2: Logic</b>											
Acquiring	Logic in	Knows	Utility and	Explain	Cognitive	Level 2	Must	Lecture	MCQ,	MCQ,	<b>Materialia</b>



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 Seminars	SAQ, LAQ, Quiz	SAQ, LAQ, Viva	<b>Medica Repertory</b>
		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	<b>Repertory</b>
<b>Topic3: Aphorisms 1-27 and 105-145</b>											
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 Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	<b>Anatomy, Physiolog y Pharmacy Materia Medica</b>
				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
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**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	<b>Materia Medica Pharmacy</b>
		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	<b>Materia Medica Pharmacy</b>
		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	<b>Pharmacy</b>
		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	
	<b>Total</b>	<b>78 hours</b>

## 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.

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**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 3<sup>rd</sup> 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)

**Semester 1: Topic 2-Concept of Mind in Psychology and Homoeopathy**

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	Observe the 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 -
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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
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			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 <sup>st</sup> 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	Knows	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		Knows	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 Examples or	MCQ/ Viva	

				al errors	depth, constancy, movement in Perception		Level II			Activity indicating the role of in attention in perception		
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/SAQ	
	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	Information Organization Analytical	Developmental stages of Psychosexual, cognitive and psychosocial development	Knows how	Discuss the theories of cognitive and psychosocial development	Discuss the theory of psychosexual development as proposed by Freud	Cognitive	Understand and interpret Level II	Must know	Small group demonstration, peer group activities.	MCQ	MCQ	Horizontal integration with Anatomy, physiology
	Information Analytical		Knows how		Discuss the theory of cognitive development proposed by Piaget	Cognitive	Understand and interpret Level II	Must know	Lecture with examples	LAQ	LAQ	
	Information Analytical		Knows how		Discuss the theory of psychosocial development of Erik Erikson	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	
	Information collection and Interpretation and Analysis	Human Development across the Life span	Knows how	Discuss the development of the human being across the lifespan	Discuss the different stages of physical, emotional and cognitive development of childhood	Cognitive	Understand 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					
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**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 homoeopathy	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	
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**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	Cognitive	Understand 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	Cognitive	Understand 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	Cognitive	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	Cognitive	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	Cognitive	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.10.11	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
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			Does									
HomUG-OM-I.11.1	Information Collection	Applied Psychology	Knows	Understand the application of Psychology in the different fields of Clinical, Education, Sports, Business, Industrial	Define the following terms in Applied Psychology viz Clinical, Business, Education, Sports, Industrial	Cognitive	Recall Level I	Must know	Discussion on the utility of the subject in multiple human resources areas	MCQ	SAQ	
	Information management		Knows		Illustrate the utility of subject Psychology in various fields	Cognitive ? Psycho-motor	Understand and interpret Level II	Desirable to know	Library references	SAQ	SAQ/Viva	

**Semester 3 Topic 6: Psychology and its importance in Homoeopathic practice for Holistic Management of the patient**

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
Systems thinking	Psychology and	Knows	Summarizing the	Discuss the ways in	Cognitive	Understand 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			
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### 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 <sup>st</sup> term (1-6 Months)	2 <sup>nd</sup> Term (7-12 Months)	3 <sup>rd</sup> Term (13-18 Months)
1	First Professional BHMS	First PA + 1 <sup>ST</sup> TT	2 <sup>nd</sup> PA+2 <sup>ND</sup> TT	3 <sup>rd</sup> 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 <sup>st</sup> term (1-6 Months)			2 <sup>nd</sup> Term (7-12 Months)			3 <sup>rd</sup> Term (13-18 Months)	
		1 <sup>st</sup> PA	1 <sup>ST</sup> TT		2 <sup>nd</sup> PA	2 <sup>ND</sup> TT		3 <sup>rd</sup> 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)  <b>A</b>	PA2 Practical/Viva (10 Marks)  <b>B</b>	PA3 Practical/Viva (10 Marks)  <b>C</b>	Periodical Assessment Average PA1+PA2+PA3/3  <b>D</b>	TT1 Practical/Viva (50 Marks)  <b>E</b>	TT2 Practical/Viva (50 Marks)  <b>F</b>	Terminal Test Average TT1+ TT2/ 100*10  <b>G</b>	Final Internal Assessment Marks  <b>D+G/2</b>
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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
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	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**

<b>A Question Serial Number</b>	<b>B Type of Question</b>	<b>Question Paper Format (Refer table 4FII theme table for themes)</b>
<b>Q1 Organon 05 Marks</b>	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
<b>Q1 Psychology 05 Marks</b>	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

<b>Q2 Organon 15 Marks</b>	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
<b>Q2 Psychology 25 Marks</b>	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
<b>Q3 Organon 30 Marks</b>	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)
<b>Q3 Psychology 20 Marks</b>	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**

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1. Arya M.P (2018): A study of Hahnemann's Organon of medicine. 6<sup>th</sup>ed. New Delhi: B Jain Publisher's(P) Ltd.
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### References/ Resources: Standard textbook: for Psychology

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7. Chavan (2013), Community Mental Health in India, Jaypee Brothers Medical
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10. Susan (2011) Ayers Psychology for Medicine, Sage publication Ltd.
11. Diana Papilia (2001) Developmental psychology, Colombia: Editorial McGraw Hill
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