

COMPETENCY BASED DYNAMIC CURRICULUM FOR FIRST BHMS PROFESSIONAL COURSE

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

(Organon of Medicine and Homoeopathic
philosophy and Fundamentals of Psychology)



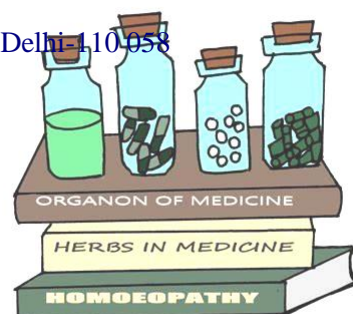
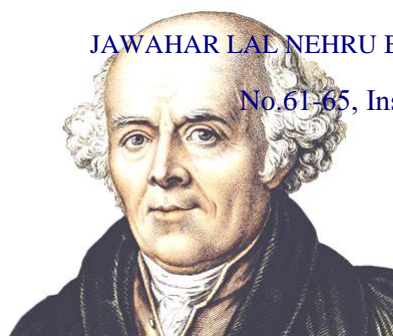
HOMOEOPATHY EDUCATION BOARD

NATIONAL COMMISSION FOR HOMOEOPATHY

MINISTRY OF AYUSH, GOVERNMENT OF INDIA

JAWAHAR LAL NEHRU BHARTIYA CHIKITSA AVUM HOMOEOPATHY ANUSANDHAN BHAVAN

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I PROFESSIONAL BHMS

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

Subject CODE: HomUG-OM-I

TEACHING HOURS:

1 ST BHMS Organon of Medicine and Homoeopathic Philosophy, and Fundamentals of Psychology		
YEAR	TEACHING HOURS-	
	LECTURES	NON-LECTURE
1 ST BHMS	180	100

Preamble-

Organon of Medicine with Homoeopathic Philosophy is a central fulcrum around which education and training of a homoeopathic physician revolves. It lays down the foundations of homoeopathic practice, education, training and research. It not only elaborates on the fundamental laws but also how to apply them in practice. It defines the qualities of a healer, guides the homoeopathic physician in inculcating values and attitude and develop skills.

Nature nurtures us. It is well depicted in our science. Therefore, Homoeopathy is in sync with Nature. The need to keep life force within us well balanced with nature is well established in Organon. Hahnemann as an ecologist was well ahead of his time. Philosophically, it connects man and his actions to the dynamic forces available in nature, thus bringing to fore the holistic approach. Lateralization of these concepts helps the student to develop insight into various facets of Life & Living. Organon orients the students to homoeopathy as an Art & Science. Its comprehensive understanding needs a core competency in logic and the concepts of generalization and individualization. Its treatment of disease process and relating to the concept of Miasm makes it a study of the process of scientific investigation.

The biggest challenge in teaching-learning of Organon is to first understand the fundamentals according to the Master's writing and then demonstrate them in practice. Quality and real time integration with other subjects helps a student to conceive the holistic perceiving of Man and Materia Medica. The concepts and knowledge required by the Physician with operational knowledge of management of patients and their diseases will need horizontal and vertical integration with Homoeopathic subjects and clinical subjects.

First BHMS will need horizontal integration with Anatomy, Physiology, Homoeopathic Pharmacy and Homoeopathic Materia Medica. Organon will have spiral integration with itself and vertical integration with clinical subjects. Second year will need integration with pathology, community medicine, forensic medicine, along with other homoeopathic subjects. Third and fourth year establishes links with clinical subjects, research methodology and pharmacology.

Science is never static. Since the time of Hahnemann, medical science has advanced by leaps and bounds. Since Homoeopathy is based on principles rooted in nature, they would stand the test of time. However, their application in the changing times and circumstances would find newer avenues to heal. This is an opportunity for a homoeopath to connect the current advances while relating with the fundamental laws. Mastering all this will make him a master healer and will move him towards higher purpose of existence.

1. Course Code and Name of Course

Course Code	Name of Course
HomUG-OM-I	Organon of Medicine and Homoeopathic philosophy and Fundamentals of Psychology.

2. COURSE OUTCOMES (CO):

At the end of course in Organon of Medicine and Homoeopathic philosophy and Fundamentals of Psychology, the BHMS student shall be able to:

1. Explain the Cardinal Principles and Fundamental laws of Homoeopathy.
2. Describe the concept of Health, Disease and Cure in Homeopathy
3. Interpret a case according to the Hahnemannian Classification of Disease
4. Apply the Theory of Chronic Disease to determine the miasmatical background in a case.
5. Demonstrate case taking and show empathy with the patient and family during case taking
6. Demonstrate Analysis, evaluation of the case to form the Portrait of disease
7. Apply the concept of Susceptibility to determine posology in a given case
8. Interpret the action of the medicine in a case on the basis of Remedy reactions.
9. Apply knowledge of various therapeutic modalities, auxiliary measures & its integration with prevalent & other concepts in the management of patients.
10. Identify the various obstacles to cure and plan treatment accordingly.
11. Display qualities, duties & roles of a Physician as true practitioner of healing art
12. Develop the competencies essential for primary health care in clinical diagnosis and treatment of diseases through the judicious application of homoeopathic principles

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

Specific Objectives of Organon of Medicine and Homoeopathic philosophy in 1st BHMS

1. Recall the history of medicine and history of homoeopathy to relate its evolution
2. Correlate the first six aphorisms of Organon of Medicine for the study of anatomy, physiology, pharmacy.
3. Discuss the concept of health, indisposition and disease and its importance to the learning of anatomy, physiology, pharmacy and psychology
4. Discuss concept of Dynamization with health, disease and drug
5. Develop portrait of drug in the context of knowledge of anatomy, physiology, psychology and pharmacy
6. Explain the procedure and ethics of Drug proving

COURSE OUTCOMES (CO) of Organon of Medicine and Homoeopathic Philosophy for I BHMS

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

1. Summarize the important milestones in the History of Medicine and development of Homoeopathy.
2. Value the contributions and qualities of Dr. Hahnemann as a physician and person
3. Recall the contributions of stalwarts in development of Homoeopathy
4. Explain the Cardinal Principles and Fundamental laws of Homoeopathy
5. Explain the Homoeopathic concept of Health, Disease and Cure in light of modern concepts

6. Apply Inductive and Deductive Logic in the study of the Basic principles of Homoeopathy
7. Describe the important features of the various editions and Ground plan of Organon of Medicine
8. Explain the meaning and significance of aphorisms§1-27
9. Relate the concepts of homoeopathic philosophy with other pre-, para-, and clinical skills by way of horizontal, vertical and spiral integration.

3. Contents of Course HomUG-OM-I

Course Contents-

1. Introduction:
 - 1.1. History of medicine
 - 1.2. History of Homoeopathy
Short history of Hahnemann's life, his contributions, and situation leading to discovery of Homoeopathy
 - 1.3. Brief history and contributions of Boenninghausen, Hering, Kent, R L Dutt, M L Sircar & B K Sarkar.
 - 1.4. History and Development of Homoeopathy in brief in India, U.S.A. and European countries
 - 1.5. Fundamental Principles of Homoeopathy.
 - 1.6. Basic concept: Individualistic, Holistic & Dynamic
 - 1.6.1. Life; Hahnemann's concept and modern concept.
 - 1.6.2. Health: Hahnemann's concept and modern concept.
 - 1.6.3. Disease: Hahnemann's concept and modern concept.
 - 1.6.4. Cure.
 - 1.7. Understanding Homoeopathy in vertical, horizontal & spiral integration with pre, para & clinical subject.
2. Logic: To understand Organon of medicine and homoeopathic philosophy, it is essential to be acquainted with the basics of LOGIC to grasp inductive and deductive reasoning. Preliminary lectures on inductive and deductive logic (with reference to philosophy book of Stuart Close Chapter 3 and 16).
3. § 1 to 27 of Organon of medicine, § 105 to 145
4. The physician – purpose of existence, qualities, duties and knowledge
5. Vital force- dynamization- homoeopathic cure- nature's law of cure & its Implications- drug proving

1: Topics with reference list referring to Chapters from the text books				
Topic	Kent	Roberts	Close	Dhawale
Understanding the first six aphorisms and its application in the study of anatomy, physiology, pharmacy.	1-6	1	6	4
Concept of health, indisposition and disease and its importance in learning anatomy, physiology, pharmacy and psychology	1 to 9	2, 3, 4	6	2
Dynamization and relating with health, disease and drug	10, 11	2-6	14, 15	2, 16
Developing portrait of drug with help of knowledge of anatomy, physiology, psychology and pharmacy	13,21- 25,26	15	15	16

Non lectures– community – OPD/IPD -

Students will be exposed to OPD/PD-community from first BHMS:

Students will understand the first six aphorisms in action and will get sensitized to socio-cultural-political-economical perspective of the community. They should develop insight into what constitutes health and how disease develops.

Introduce Journals from 1st year–

Habit of collecting evidence and noting them down vis-a-vis the expected objective will train them for evidence-based learning and inculcating the habit of using logic so inherent in Homoeopathic practice.

They also will realize the importance of skill and attitude and relevance of each subject in relation to Organon and Homoeopathic philosophy

They will write their experience of the clinic/OPD in relation to Observation/Cure/relief/Mission/Prevention/acute/chronic/indisposition etc.

- (i) 5 medicines from HMM to correlate with Physiology-Anatomy-Pharmacy.
- (ii) 5 cases observed in OPD

Teaching Learning Method

Assignments- Group work

Problem Based Learning through Cases- Literature

Group Discussion – Problem based learning

Project work with its presentations in class

Practicing Evaluation & Feedback system- after Project work, assignments & Group Discussions.

Teaching Hours-

1 st BHMS Organon Classroom teaching and non-lecture hours		
YEAR	TEACHING HOURS- LECTURES	Non-lecture
1 ST BHMS	130	78

Teaching Hours Theory

Sr. No.	List of Topics	Term	Lectures	Non-Lectures
1	History of medicine in brief History and Development of Homoeopathy In brief in India, U.S.A. & European Countries	I	5	5
2	Short history of Hahnemann's life, his contributions & situation leading to discovery of Homoeopathy	I	5	5
3	Brief History & Contributions of Boenninghausen, Hering, Kent, RL Dutt, ML Sircar & BK Sirkar	I	15	
4	Logic: To understand organon of medicine & homoeopathic philosophy, it is essential to be acquainted with the basics of LOGIC to grasp inductive & deductive reasoning. Preliminary lectures on inductive & deductive logic with reference to philosophy of Stuart Close.	I	5	5
5	Science & Art in Homoeopathy	I	5	
6	Different Editions & Constructions of Hahnemann's Organon of Medicine	I	10	5
7	Fundamental Principles of Homoeopathy	II	20	5
8	Basic concept of: Individualistic & Holistic Life: Hahnemann's concept & Modern Concept Health: Hahnemann's Concept & Modern Concept Disease: Hahnemann's Concept & Modern Concept Cure: Hahnemann's Concept & Modern Concept	II	5	5
9	§1-27&105-145 of Organon of medicine	II/III	60(20+40)	48
			130	78

4. Table 2-Learning Objectives (Theory) of Course HomUG-OM-I

Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ Nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
TOPIC 1(1.1) – HISTORY OF MEDICINE											
Acquiring and Integration of Information	History of Medicine as it is evolved with important milestones	Knows	Explain History of Medicine with important milestones	Describe the evolution of Medicine	Cognitive	Level II Understand and interpret	Must Know	Lecture, small group discussion, Seminars	MCO, SAQ, LAQ, Quiz	MCO, SAQ, LAQ, Viva	Practise of medicine
		Knows		Summarize important Milestones in Development and Evolution of Medicine	Cognitive	Level II Understand and interpret	Nice to Know	Lecture, small group discussion, Seminars	MCO, SAQ, LAQ, Quiz	MCO, SAQ, LAQ, Viva	Practise of medicine

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
		Knows		Describe the contribution of various Stalwarts in development of medicine	Cognitive	Level II Understand and interpret	Nice to Know	Lecture, small group discussion, Seminars	MCO, SAQ, LAQ, Quiz	MCO, SAQ, LAQ, Viva	Practice of medicine

Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
TOPIC 1(1.2) – HISTORY OF HOMOEOPATHY											
Acquiring and Integration of Information	History of Homoeopathy as it is evolved with important milestones	Knows	Describe History of Homoeopathy	Describe History of Homoeopathy	Cognitive	Level II Understand and interpret	Must Know	Lecture small group discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica repertory
				Describe the important 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	Materia Medica repertory

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 Department- Horizontal/ Vertical/ Spiral
				Discuss the significance of important milestones in the evolution of Homoeopathy	Cognitive	Level II Understand and interpret	Must Know	Lecture small group discussion Seminar Quiz	MCO, SAQ, LAQ, Quiz	MCO, SAQ, LAQ, Viva	Materia Medica repertory

Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
TOPIC 1(1.2) – 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 Presentation	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 Presentation	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	

Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
TOPIC 1(1.3) – 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 Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Repertory
				Discuss the Contributions of stalwarts in development of Homoeopathy	Cognitive	Level II Understand and interpret	Desirable to know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Repertory

Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
TOPIC 1(1.4) – HISTORY & DEVELOPMENT OF HOMOEOPATHY IN INDIA, USA & EUROPEAN COUNTRIES											
Acquiring and Integration of Information	History & Development of Homoeopathy in India, USA & European Countries	Knows	History & Development of Homoeopathy in India, USA & European Countries	Explain the History & development of Homoeopathy in India, USA and European countries	Cognitive	Level II Understand and interpret	Desirable to know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica
		Knows		Discuss the Contributions of stalwarts in development of Homoeopathy 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 Repertory
TOPIC 1(1.5): Fundamental Principles of Homoeopathy											

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
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 Discussions Seminar	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Pharmacy
		Knows		Explain the Cardinal Principles and Fundamental laws of Homoeopathy	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussions Seminar	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Pharmacy
		Knows		Describe the significance and	Cognitive	Understand (Level II)	Must know	Lecture	MCQ, SAQ,	MCQ, SAQ,	Materia Medica

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 Department- Horizontal/ Vertical/ Spiral
				importance of Cardinal Principles and Fundamental laws				Small Group Discussions	LAQ, Quiz	LAQ, Viva	Pharmacy
TOPIC 1(1.6): Concept of Health Disease and Cure as per Hahnemann's concept and correlation with modern concept.											
Acquiring and Integration of Information	Concept of Health Disease and Cure	Knows	Knowledge and application of concept of Health, Disease and Cure	Define the terms Health, disease and cure according to Dr. Hahnemann	Cognitive	Remember (Level I)	Must know	Lecture Small Group Discussion Seminars	MCO, SAQ, LAQ, Quiz	MCO, SAQ, LAQ, Viva	Anatomy physiology pharmacy Materia Medica
		Knows		Define the terms Health, disease and cure	Cognitive	Remember (Level I)	Must know	Lecture Small Group Discussion	MCO, SAQ, LAQ, Quiz	MCO, SAQ, LAQ, Viva	Anatomy physiology pharmacy

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
				according to modern concept.				n Seminars			
		Knows		Explain Health, disease and cure according to Dr Hahnemann	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Anatomy , physiology, pharmacy
		Knows		Differentiate the Hahnemannian concept of health, disease and cure from the modern concept	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Anatomy Physiology Pharmacy

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 Department- Horizontal/ Vertical/ Spiral
TOPIC 1(1.7): Different editions and Constructions of Organon of Medicine											
Acquiring and Integration of Information	Different editions and Constructions of Organon of Medicine	Knows	Significance of Different editions and Constructions of Organon of Medicine	Explain the history & development different editions and Constructions of Organon of Medicine	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminars	MCO, SAQ, LAQ, Quiz	MCO, SAQ, LAQ, Viva	Materia Medica physiology and pharmacy
		Knows		Differentiate between Different editions and Constructions of Organon of Medicine	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminars	MCO, SAQ, LAQ, Quiz	MCO, SAQ, LAQ, Viva	Materia Medica Pharmacy

Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
Topic 2: Logic											
Acquiring and Integration of Information	Logic in Homoeopathy	Knows	Utility and Correlating Logic to Homoeopathy	Explain Inductive Logic 2. Deductive Logic	Cognitive	Level 2 Understand and interpret	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Materia Medica Repertory
		Knows		Differentiate between inductive and deductive logic using examples	Cognitive	Level 2 Understand and interpret	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	
		Knows		Apply the concept of Inductive and Deductive Logic to the	Cognitive	Level III Decision/problem solving	Must know	Lecture Small Group Discussion	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Repertory

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
				Fundamental Principles of Homoeopathy				n Seminars			
Topic3: Aphorisms 1-27 and 105-145											
Acquiring and Integration of Information	Aphorism	Knows	Understanding the meaning of Aphorisms	Explain the meaning and significance of Aph. 1-27	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminars	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Anatomy, Physiology Pharmacology Materia Medica
				Explain Drug proving as per Aph 105-145	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion, seminar	MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Integrated teaching with Homoeopathic Pharmacy

Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ Nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
Topic 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	

Generic Competency	Subject Area	Millers Level: Does/Shows how/ Knows how/ Knows	Specific Competency	SLO/ Outcome	Blooms Domain	Guilbert's Level	Must Know/ Desirable to know/ nice to know	T-L Methods	Formative Assessment	Summative Assessment	Integration Departments- Horizontal/ Vertical/ Spiral
Topic 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	MCO, SAQ, LAQ, Quiz	MCO, SAQ, LAQ, Viva	Materia Medica Pharmacy
		Knows		Explain the concept of Homoeopathic Dynamization	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminars	MCO, SAQ, LAQ, Quiz	MCO, SAQ, LAQ, Viva	Materia Medica Pharmacy
		Knows		Enumerate the methods of Homoeopathic	Cognitive	Remember (Level I)	Must know	Lecture Small Group Discussion	MCO, SAQ, LAQ, Quiz	MCO, SAQ, LAQ, Viva	Pharmacy

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
				Dynamization				n Seminars			
		Knows		Explain the Nature's therapeutic law of cure	Cognitive	Understand (Level II)	Must know	Lecture Small Group Discussion Seminars	MCO, SAQ, LAQ, Quiz	MCO, SAQ, LAQ, Viva	
		Knows		Apply Nature therapeutic law of cure to Homoeopathy	Cognitive	Understand (Level III)	Must know	Lecture Small Group Discussion Seminars	MCO, SAQ, LAQ, Quiz	MCO, SAQ, LAQ, Viva	

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
		Knows		Explain Drug Proving					MCQ, SAQ, LAQ, Quiz	MCQ, SAQ, LAQ, Viva	Pharmacy

Table 3. Non-Lecture Activities

Sr. No	Non-Lecture Teaching Learning methods	Total Time Allotted per Activity (Hours)
1	Seminars/ Workshops	78 hours
2	Group Discussions	
3	Problem based learning	
4	Integrated Teaching	
5	Case Based Learning	
6	Self-Directed Learning	
7	Tutorials, Assignments, Projects	
	Total	78 hours

Psychology

Preamble

Mind is an invisible dynamic force operating on the body which can be seen and felt with its expressions at multiple levels. While understanding Man it is important to know how he behaves, feels and thinks in general of his life and in different situations.

Health is that balanced condition of the living organism in which the integral, harmonious performance of the vital functions tends to the preservation of the organism ensuring the normal development of the individual. In a similar way, study of mind is an inseparable component of the study of man and is essential for prescribing. Thus mind remains an integral component of Homoeopathic prescribing.

In § 5 of Organon of Medicine, Dr Hahnemann talked of basic knowledges required for Homoeopathic practice of Holistic cure. According to him homoeopathic physician has to have knowledge of :

- a. Constitution of Man
- b. His moral & intellectual character
- c. Mode of living habits
- d. His social & domestic relations
- e. His adaptations with the environment

Above knowledge will help the Homoeopathic physician not only to understand the person in the patient but also to identify the cause of suffering by delving in to detailed enquiry. This may take the form of exploring evolutionary aspects from childhood to present, from family history – past history to present illness - all of which will indicate the qualities of the human in health as well as in disease.

Psychology is a science of mind and behaviour which is important and necessary in all areas of life including the growth and development of human being. Theoretically, psychology examines psychological phenomena and behavioural patterns that appear as individual's external behavioural reactions against any stimulus - be it Biological–Psychological– Emotional –Social-Spiritual.

Modern concept of psychology has talked of Mental Health and Hygiene which indicates the importance and great need for ensuring psychological wellbeing in us. This state is under constant stress due to the rapid changes taking place in the life situation due to internal pressures and external environment.

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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 Homeopathy should be presented and discussed.
11. Lectures or demonstration on the clinical and applied part of psychology should be arranged in the 3rd semester of the course and it should aim at demonstrating the structural-physiological –psychological basis of mental expressions of the symptoms and its value in Homeopathy.
12. Learning of applied psychology would be more qualitative in the various OPDs/Peripheral OPDs where contact with community will improve their knowledge, observation skills, attitude of communication with the community.
13. Some of the theoretical lectures should conclude with discussion on the learning achieved with its importance.
14. Periodical seminars on general topics related to philosophical aspect and its connection with psychology should be arranged for vertical, horizontal and spiral integration.
15. Role of observation and correlation should be demonstrated while discussing the intricacies of the subject of psychology.
16. Inter-departmental or joint seminars should be planned
17. While working on community survey- purpose should be kept very broad with the following objectives.
 - (i) Experiencing the community in actuality for the demographic configuration, different cultural traditions, different practices and inter-relationship and its effect on Mind and Body as a joint system.
 - (ii) Learning the functioning of human being in multiple situations of stress and process of getting adapted with those.
 - (iii) Quality of Mental Health of the community and its varied expressions
 - (iv) Quality of Inter-relationship within different castes, communities, religions and its impact on Individuals

Course contents:

Note: Each topic should be related with relevant clinical examples and the relationship with the subjects of Homoeopathic Philosophy, Materia Medica and Repertory must be made.

1. Introduction to the study of Mind in Homoeopathy
 - A. Concept of Mind-
 - i. Contemporary schools of psychology
 - ii. Concept of Mind by Hahnemann
2. Psychological organization and the interrelationship of Thought (Cognition), Feelings (Affect) and Behaviour (Conation); Conscious and Unconscious elements
 - A. Psychological Organisation
 - i. Definition of Emotions and its types
 - ii. Definition of Thinking and its types
 - iii. Definition of Behaviour and its types
 - B. Effects on Thought (Cognition), Feelings (Affect) and Behaviour (Conation) on Mind and Body
 - C. Interrelationship of Thought (Cognition), Feelings (Affect) and Behaviour (Conation) on Mind and Body
 - D. Representation of Thought (Cognition), Feelings (Affect) and Behaviour (Conation) in Materia Medica
 - E. Representation of Thought (Cognition), Feelings (Affect) and Behaviour (Conation) in Repertory
3. Physiological and Evolutionary basis of behaviour -
 - A. Instincts, Conditioned and unconditioned reflexes
 - B. Conscious and unconscious behaviour
 - C. Scientific study of Behaviour and its expressions
 - D. Evolutionary study of behaviour
 - E. Understanding Relationship of Behaviour to Emotions and Thought
 - F. Expressions of Behaviour in Repertory and Materia Medica

4. Understanding Emotion, its different definitions and expressions in Repertory and Materia Medica
 - A. Scientific study of Emotions
 - i. Definition of Emotions and its types
 - ii. Effects Emotions on Mind and Body
 - iii. Effect of emotions on sexual behaviour
 - iv. Interrelationship of Emotions on Mind and Body
 - B. Representation of Emotions in Materia Medica-
 - C. Representation of Emotions in Repertory

5. Understanding Intellect: Attention, memory and its function and expression in Repertory and Materia Medica
 - Basic concepts of Thinking
 - A. Definition of Thinking and its types
 - B. Intelligence and its measurement
 - C. Effects of Thinking /Thought (Cognition) on Mind and Body
 - D. Representation of Thinking /Thought (Cognition) in Materia Medica
 - E. Representation of Thinking /Thought in Repertory

6. Motivation and their types with role in our lives
 - Study of Motivation and its types
 - Importance of study of Motivation for Homoeopathic Physicians

7. Learning and its place in adaptation
 - A. Study Learning:
 - Definition of Learning and its types
 - Study of relevance of Learning for Homoeopathic Physician
 - Study of disturbances/ malfunctioning of Learning
 - B. Adaption
 - Definition and its dynamic nature
 - Successful and unsuccessful adaptation

8. Growth and development of Mind and its expressions from Infancy to old age
Study of Developmental Psychology
 - i. Normal developments since birth to maturity (both physical and psychological)
 - ii. Deviations- in Growth and Development and its effects on later behaviour
 - iii. Understanding the bio-psycho-socio-cultural-economical-political-spiritual concept of evolution
 - iv. Importance of above study to understand Materia Medica drug proving

9. Structure of Personality, the types, their assessment, relationship to Temperament and representation in Materia Medica
 - i. Definition of Personality and its types
 - ii. Various constituents of Personality like Traits and Temperament
 - iii. Theories of Personality by psychologists
 - iv. Measures for the assessment of Personality, relationship to Temperament and representation in Materia Medica

10. Conflicts: their genesis and effects on the mind and body
 - i. Conflicts and their types
 - ii. Genesis of Conflicts and effects on the mind and body
 - iii. Genesis of Conflicts and related Materia Medica images

11. Applied Psychology: Clinical, Education, Sports, Business, Industrial
Application of knowledge of Psychological Components and its Integration in understanding
 - i. Psychological basis of Clinical Conditions
 - ii. Education
 - iii. Sports
 - iv. Business

12. Psychology and Its importance in Homoeopathic Practice for Holistic management of the Patient.

Semester 1 Topic 1: 1. Introduction to Psychology with overview of different schools

Sr.No 1	Generic competency	Subject area	Millers Know/ Know how/ Show how/ Does	Specific competency	Specific Learning Objectives / Outcomes	Bloom's domain	Guilbert's level	Must know / desirable to know / nice to know	TL method / media	Formative Assessment	Summative Assessment	Integration Horizontal / Vertical / Spiral	- /
HomUG-OM-I.1.1	Information collection	What is Psychology	Knows	Discuss Psychology as a science	Define Psychology	Cognitive	Recall level I	Must know	Class room Lecture	MCQ	SAQ LAQ		
	Information collection		know		Discuss the psychology as a science	cognitive	understand level II	Desirable to know	Lecture	True /False sentences	Short Note	Concept Logic-Inductive /Deductive Logic from Organon	of
	Information Analysis		Knows		Discuss the factors which make Psychology as a science	Cognitive	Understand Level II	Must know	Lecture	MCQ	SAQ 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	with

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

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.2.1	Information collection	Concept of Mind in Psychology and Homoeopathy	Knows	Describe the concept of Mind	Describe concept of Mind in differen	Cognitive	Understand and interpret Level II	Must know	Lecture/(use of 'Story telling')/ and Discussion	MCO	LAQ / SAQ	Organon -Concept of Mind as per Hahnemann/

					t schools of psychology				concept of Mind			Kent /BB/ Boger
Hom UG-OM-I.2.2	Information organization and synthesis		Knows	Relate concepts of Mind in psychology and homoeopathy	Discuss concept of Mind as in Organon	Cognitive	Integrate Level III	Must know	Small group discussion Charts / Models Audio-visual aids	Quiz True-false test items	LAQ/SAQ/ Viva	Horizontal Organon
	Analysis		Knows		Compare and contrast concept of mind in Organon with that in different schools	Cognitive	Understand Level II	Nice to know	Lecture	MCO	SAQ	

					of psychol ogy							
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Semester 1 –Topic- 3-Psychological organization of Mind and its interrelationship with Thought (Cognition), Feelings (Affect) and Behaviour (Conation)

Sr.No	Generic competency	Subject area	Millers Know/ Know how/ 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
Hom UG-OM-I.3.1	Information synthesis	Organization of Mind and interrelationship of its constituent	Knows how	Identify the topography of the mind	Classify the divisions of the mind into conscious, unconscious	Cognitive	Understand Level II	Must know	Caselets and discussion	DOPS Full form to be written ?	LAQ / SAQ	

					ous and sub-conscious elements							
Hom UG-OM-1.3.2	Information collection		Knows how	Identify the constituents of the conscious mind	Distinguish the conscious mental expressions as Emotion, Thought and Behaviour	Cognitive	Interpret Level II	Must know	Caselets and Matching exercises	MCO	LAQ, / SAQ/Viva	Integration with concept of Mental and Behavioral Expressions or symptoms from the Organon
Hom UG-OM-1.3.3	Information Interpretation Self reflection	Interrelationship of Emotions/ Thinking/	Knows how	Recognize the interrelationship of mental constituents and effects	Identify the relationship of mental expressions in terms of	Affective	Receive Level I	Must	Audio-visual media	Caselets with checklist	SAQ	Horizontal integration Organon

		Behaviour and Mind and Body		of Mind and Body	Emotion , Thinking and Behaviour on Mind and Body							
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HomU G-OM- I.3.4	Information Demonstration	Demonstration of abilities of observation	Shows How	Observe the mental expressions in terms of Emotion, Thinking and Behaviour	Identify the evidences of psychological expressions of Emotion, Thinking and Behaviour	Affective	Receive Level I	Must know	Audio- visual means in Small groups	Film viewing	Viva	
	Analysis and intergation	Demonstration of abilities of integration	Knows how	Distinguish the expressions into Emotion, Thinking and Behaviour	Align the observations conducted above with the knowledge about emotions, thoughts and behaviour	Cognitive	Understand Level II	Must know	Process the observations	Check list on the film shown	MC Q	
HomU G-OM- I.3.5	Analytical	Application of knowledge in practice	Shows how	Identify the mental expressions in Repertory	Demonstrate the rubrics from the given case scenarios	Psychomotor	Imitate Level I	Must know	Case- based learning Teaching with Repertory	Assignments	SA Q	Hor learning with Repertory

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-1.4.1	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-1.4.2	information collection		Knows		Explain the different parts of the brain	Cognitive	Understand and interpret Level II	Must know	Demonstration of brain model	MCQ	SAQ	

					which are the seat of the emotions of aggression, love, anger and anxiety				with discussion			
Hom UG-OM-1.4.3			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 behaviour	Cognition	Understand and interpret Level II	Desirable to know	Group discussion	MCQ	SAQ	
Hom UG- OM- I.4.5	Information Interpretation and Synthesis		Knows how	Discuss the genesis of Emotions, Thinking, Behaviour	Integrate the manner in which the emotions, intellectual and behavioural function are coordinated	Cognitive	Problem solving Level III	Must know	Lecture with PPT	MCQ	SAQ	Integration with Psychophysiology

Semester 1: Topic 5: Understanding behaviour, its origins and its representation in repertory and Materia medica

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	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	Cognitive	Recall Level I	Must know	Lecture	MCQ	MCQ	

					seen in the new born							
	Information Analysis		Knows		Discuss the role and limitations of these ensuring in our survival	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ/Viva	
	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		Knows		Differentiate behaviour as being of conscious	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ/Viva	

	Self awareness			and unconscious								
	Information collection		Know	Define functioning as expressions of the system which needs special instruments to measure	Cognitive	Recall Level I	Must know	Lecture and Demonstration	MCQ	MCQ		
	Information Analysis		Know how	Elaborate on the difference between Behaviour and Functioning	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ/Viva		
	Information		Knows	Discuss the scientific methods	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ		

	System thinking				of studying behaviour							
	Information		Knows	Origins and function of Behaviour	Draw a list of species specific behaviours in birds, fish and primates	Cognitive	Recall Level I	Must know	Lecture	MCQ	MCQ	
	Information Analysis		Knows		Discuss the function of these specific behaviours	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ Viva	
	Information	Control Behaviour of	Knows	Factors influencing behaviour	Discuss the factors which regulate any two of the species specific behaviours listed above	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ Viva	
	Information		Knows		Differentiate innate and	Cognitive	Understand and	Must know	Lecture	LAQ	LAQ	

	Synthesis				learned behaviour as originating from unconditioned and conditioned reflexes		interpret Level II					
	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 thoughts are the determinant of behaviour and	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ Viva	

					functioning							
	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/ Know	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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			how / Show									
			how / Does									
	Information	Understanding emotions, the types and their origins	Knows	Define emotions and differentiate from feeling and mood	Define emotions, mood and feelings	Cognitive	Recall Level I	Must know	Lecture	MCO	MCO	
	Analysis		Knows how		Differentiate the above three from each other	Cognitive	Understand and interpret Level II	Must know	Lecture	Caselets	SAQ/Viva	
	Observation Empathy		Shows	Recognition of facial expressions	Recognize different emotions exhibited on the screens	Affective	Receive Level I	Must know	Images of facial expressions	Spotters	MCO	

	System thinking		Know		Discuss the different ways that emotional expression is perceived by us	Cognitive	Understand and interpret Level II	Must know	Lecture	MCQ	MCQ	
	Information		Knows	Classification of emotions Primary and Secondary; Positive and negative	Discuss the classification of emotions	Cognitive	Understand and interpret Level II	Nice to know	Lecture	MCQ	MCQ	
	Analysis		Knows		Discuss the implications and limitations of the above	Cognitive	Understand and interpret Level II	Nice to know	Lecture	SAQ	SAQ/Viva	Integration with Kent's concept of hierarchy

					classificati on							of mental symptoms
	Informati on collection		Knows	Understan d theories of emotions and their significanc e	Describe the prominent theories of emotions James Lange Cannon- Bard Schaster- Singer Cognitive Mediation al theory	Cognit ive	Underst and and interpre t Level II	Nice to know	Lecture with cassettes	SAQ	SAQ/V iva	Integratio n with signs and symptoms from HMM of few prominent remedies studied simultane ously
	Informati on collection		Knows		The Bhava- Rasa theory of emotions	Cognit ive	Recall level-I	Nice to know	Lecture with multimedi a-e.g. video films or images demonstr ating the	SAQ	SAQ	Integratio n with the concept of channeliza tion and its importanc e in the healing

									theory of Bhav-Rasa			process or cure from the 1 st aphorism of Organon
	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 understand	Cognitive	Problem solving level -III	Nice to know	Discussion with examples	LAQ	LAQ	

					ding emotions							
	Information collection	Biological view of emotions	Knows	Biological basis of emotions	Enumerate the constituents of the limbic system important in the understanding of emotions	Cognitive	Recall Level	Must know	Lecture with model	MCQ	MCQ/Viva	Anatomy + Physiology
	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 arousal	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	
	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	MCO	MCO/ Viva	
	Systems thinking		Knows		Discuss the pathways through which emotions affect cognition, behaviour and physical system	Cognitive	Understand and interpret Level II	Must know	Lecture with demonstrative examples	LAQ	LAQ	
	Information collection		Knows	Positive emotions and their	Define happiness, joy and peace	Cognitive	Recall Level I	Must know	Lecture with demonstr	SAQ Essay	SAQ/ Viva	

				effect on health					ative examples			
	Information Analysis		Know w		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 w		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		Know ws		Explore the different mechanisms for maintaining a state	Affective	Receive Level-I	Must know	Lecture with demonstrative examples	LAQ	LAQ	Integration with concept of harmonious way of life or balance

					of joy and peace							life from Organon
	Information collection		Knows	Influence of Cultural 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 Holistic approach		Knows		Discuss the implications of cultures affecting emotional expression	Cognitive	Understand and interpret Level II	Nice to know	Lecture/ Films	SAQ above exercise will be useful here as well	SAQ/ Viva	

	Information Analysis	Emotions and Homoeopathy	Knows	Representation of Emotions in the repertory	Illustrate the place of emotions in repertory	Cognitive	Understand and interpret Level II	Must know	Demonstration	DOPS	MCO	Repertory
	Information Synthesis		Knows	Representation of emotions in Materia Medica	Illustrate the representation of emotions in Materia Medica	Cognitive	Understand and interpret Level II	Must know	Demonstration	DOPS	MCO	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	Knows	Definition of terms with psycho-physiological	Define attention and concentration	Cognitive	Recall Level I	Must know	Lecture	MCO	MCO/ Viva	
	Information interpretation	underlying psycho-physiological mechanisms, regulation and	Knows	mechanisms	Enumerate the brain regions which are involved in these functions	Cognitive	Recall Level I	Must know	Lecture with model	MCO	MCO/ Viva	Anatomy

	Information synthesis	applied aspects	Knows		Discuss the neural processes which are responsible for regulating attention and concentration	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ/Viva	Physiology
	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 repertory	Identify the rubrics representing attention and concentration in the repertory	Cognitive	Understand and interpret Level II	Must know	Demonstration	DOPS	MCO	use of all the 3 repertoires
	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	MCO	MCO	
	Information Interpretation		Knows		Discuss the models of memory	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ Project on models	SAQ/Viva	Integration with anatomy and

				Information-processing And neural network					of Memory		physiology
	Information Analysis		Know	Discuss the function of the types of memory in our daily lives	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ Activity on memory games and its importance in day to day to life	LAQ	
	Information collection		Know	Factors affecting memory and their regulation	Cognitive	Recall Level I	Must know	Lecture	MCO	MCO/ 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 and Interpretation	Forgetting, its mechanisms and implications	Know	Forgetting, the types and the implications	Discuss the reasons for forgetting	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ/Viva	
	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	SAQ/Viva	

										mnemo nics		
	Information collection		Knows		Describe the state of memory with senescence	Cognitive	Recall Level I	Must know	Lecture	SAQ	SAQ/V iva	
	Information Analysis and Interpret ation		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 with the help of survey findings)	SAQ/V iva	Integration with anatomy and physiology

	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	Homoeopathic	Knows	Representation of sharp and loss of	Identify the rubrics representi	psychomotor	Understand and	Must know	Demonstration	DOPS	MCQ	

	collection , Interpret ation	aspects of memory		memory in the repertory	ng memory issues in the repertory		interpre t Level I					
	Informati on collection and Interpret ation		Knows	Reflection of memory issues in Materia Medica	Identify the reflection of memory in remedies	Cognitiv e	Underst and and interpre t Level I	Must know	Demonstr ation	SAQ	SAQ/V iva	

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	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

			how / Does									
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	MCO	MCO	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	MCO	MCO	

Hom UG-OM-2.2.3	Information interpretation		Knows how	Dynamics of perception and perceptual errors	Describe the role of attention and state of the mind, depth, constancy, movement in Perception	Cognitive	Understand and interpret Level II	Must know	Small group activities	Observation Examples or Activity indicating the role of in attention in perception	MCQ/ Viva	
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	LAQ/S AQ	

										impact of social factors		
	Self reflection		Know		Realize the effect of perception on interpersonal and community relationships	Affective	Receive Level I	Must know	Media and discussion + Role Play followed by directed discussion	SAQ	SAQ/ Viva	Integration with the concept of disposition –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	Presentation performance	MCQ	

									discussion			
					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
HOM UG OM 2.2.7	information Synthesis		Knows	Applied aspects of Perception	Understand the perceptual difficulties of Dyslexia Know the phenomena of hallucination	Cognitive	Understand and interpret Level II	Must know	Caselets and visual graphics		SAQ/ Viva	Vertical integration Psychiatry
HOM UG OM 2.2.8	Information management		Shows how	Perception in Repertory and Materia Medica	Derives rubrics and remedies related to perceptual	Cognitive	Understand Level II	Must know	Demonstrate	DOPS	SAQ / Viva	Horizontal integration Repertory and HMM

					phenomena							
	Information collection	Intelligence and its measurement	Knows	Conceptual models of Intelligence	Define Intelligence	Cognitive	Recall level I	Must know	Lecture	MCO	MCO/Viva	
	Information Analysis and information Interpretation		Knows		Detail the different approaches to viewing Intelligence i. Multiple intelligences (Gardner) ii. Triarchic theory (Sternberg) iii. Fluid and Crystallized (Catell's)	Cognitive	Understand and interpret Level II	Nice to know	Lecture	SAQ	SAQ/Viva	

					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 Analysis		Knows		Discuss the pros and cons of measurement of IQ	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ/ Viva	
	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	MCO	MCQ/ Viva	
	Information collection		Knows		Define the components of Emotional intelligence	Cognitive	Recall level I	Must know	Lecture	MCO	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 in day to day activity / functioning	LAQ	
	Information		Knows			Define creativity	Cognitive	Recall level I	Must know	Lecture	SAQ	SAQ/ Viva

	collection			Creativity and its growth								
	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 curve	Cognitive	Recall level I	Must know	Lecture	SAQ	SAQ/ Viva	
	Information Analysis		Knows			Discuss the special needs of the persons occupying	Cognitive	Understand and interpret	Nice to know	Lecture	SAQ	SAQ/ Viva

					the extremes of intelligence		et Level II					
	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	Self reflection		Knows how		Recognize the types of motivation influencing our	Affective	Receive level I	Must know	Audio-visual Discussion	SAQ	SAQ/Viva	

2.10.3					thinking and emotions							
Hom UG-OM-2.10.4	Information Interpretation	Use of Maslow's model of motivation in our personal and professional lives	Knows	Models of Motivation	Describe the Maslow's self-actualization model	Cognitive	Understand and interpret Level II	Must know	Small group discussion	Assignment	LAQ	
HOM UG OM 2.10.5	Self reflection and awareness		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	MCO	

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 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-1.6.1	Information collection	Learning and adaptation	Knows	Define learning and its role in bringing about adaptation to change	Define learning and adaptation	Cognitive	Recall level I	Must know	Class room lecture	MCQ	LAQ / SAQ	
	Information Synthesis				Derive the relationship between the two	Cognitive	Understand and interpret Level II	Must know	Caselets	Caselets	Problem	
Hom UG-OM-1.6.2	Information collection	Learning forms and their	Knows	Forms of learning	Explain the three forms of learning viz. Classical conditioning,	Cognitive	Understand and interpret Level II	Must know	Class room lecture	Checklist	LAQ/SAQ	

		implication for us			Instrumental conditioning and observational learning							
Hom UG-OM-1.6.3	Holistic thinking		Does	Differentiate the forms or types of learning and their significance	Explain the significance of the above three forms in our daily lives	Cognitive	Understand and interpret Level II	Must know	Demonstration	Project	MCO	
	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	MCO	MCO	
	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	Cognitive	Understand and interpret Level II	Must know	Assignment	SAQ	SAQ/Viva	

					which would need to be attended to							
	Information collection	Assessment of learning	Know the methods of assessing learning	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 learning	Cognitive	Problem solving level III	Must know	Assignment	SAQ	SAQ/Viva	
	Information Synthesis	Utility of Learning and adaptation for a Homoeopath	Show show	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 Development	Knows	Discuss areas of human Growth and Development	Define and distinguish between Growth and Development	Cognitive	Interpret	Must know	Lecture	SAQ	SAQ/Viva	
Hom UG-OM-1.4.1	Information collection		Knows		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-	Information		Knows		Distinguish the	Cognitive	Understand and	Must	Small group	Quiz	LAQ/SAQ	

OM- I.4.2	Analysis Analytical		how		characteristics of physical, cognitive and psychosocial development		interpret Level II	know	discussion Charts / Models Audio- visual aids	True- false test items		
	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 psychoso	Knows how	Discuss the theories of cognitive and psychosocial	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	cial development	Knows how	development	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		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 parent	LAQ	

	Self reflection									ing style		
	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	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	

					and cognitive 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	Psychomotor	Imitation level I	Must know	Lecture	LAQ	LAQ	Hor. with Repertory

					t in use of Repertory							
	Informa tion organiz ation Analysis		Knows		Locate the significance of knowledge of Growth and Developmen t in Homoeopat hic Materia Medica	Cognitiv e	Understan d and interpret Level II	Must know	Lecture	LAQ	LAQ	Hor. with HMM

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
	Information collection, information interpretation and		Knows	Discuss the concept of Temperament and its evolution	Discuss the concept of temperament and its relation to Body type	Cognitive	Understand and interpret Level II	Must know	Lecture	SAQ	SAQ	

	Synthes is											
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 Synthes is	Theories of Personali ty and develop mental process	Knows	Discuss the Theories of Personalit y	Explain the following theories of personality 1. Biological 2. Behaviourist ic 3. Learning 4. Humanistic proposed by various psychologis ts and their implication	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 to a physician							
Hom UG-OM-I.9.6	Information Holistic approach		Knows how	Discuss the development of Personality and	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- I.9.1 o	Informa tion collectio n	Personali ty and Homoeo pathy	Knows	Implicatio ns of study of personalit y to homoeopa th	Discuss the relevance of concept of Personality to a homoeopath	Cognitiv e	Understan d and interpret Level II	Must know	Discussi on with case scenari o	MCQ	LAQ	Hor with Organ on
Hom UG- OM- I.9.1 1	Proble m Solving		Knows		Discuss the relevance of studying Personality from the perspective of Materia Medica	Cognitiv e	Understan d and interpret Level II	Desirabl e to know	Discussi on with scenari o	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 holistic care	Knows	Describe concept of Bio-Psycho-Social development of Human Being	Define the Bio-Psycho-Social model	Cognitive	Recall level I	Must know	Lecture	Ess	LAQ/SAQ	Anatomy, Physiology
	Information Analysis Synthesis		Knows		Illustrate how each of the constituent of the Bio-psycho-social model gives a more comprehensive understanding	Cognitive	Understand and interpret Level II	Must know	Lecture	LAQ	LAQ	

					g of a human being							
	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
HomUG-OM-I.5.5	Information Synthesis		Knows how	Discuss Socio cultural basis of Behavior	Defines the role of culture in shaping human behavior.	Cognitive	Recall level I	Must know	Small group discussion	Chart preparation Assignment	SAQ	

Semester 3 Topic 4 Concept of Stress-Conflict: their genesis, types and effects on the mind and body

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.10.1	Information collection	Stress, Conflicts and Coping Mechanisms	Knows	Discuss the Concept of Stress and types of stress	Define Stress	Cognitive	Remember and Recall Level I	Must know	Presentation with case let	MCO	LAQ	Observation in any departmental OPD/ IPD
Hom UG-OM-I.10.2	Information and analysis		Knows		Classify the types of stress	Cognitive	Understand and interpret Level II	Must know	Presentation with case let	MCO	LAQ	
Hom UG-OM-	Information		Knows how		Identify the sources of Stress	Cognitive	Understand and	Must know	Presentation	MCO	SAQ/Viva	

I.10.3							interpret Level II		with case let			
Hom UG-OM-I.10.4	Organize the data		Knows how		Discuss the effect of Stresses on Mind and Body	Cognitive	Understand and interpret Level II	Desirable to know	Presentation with case let	MCO	SAQ/Viva	
Hom UG-OM-I.10.5	Information		Knows	Concept of Conflict and types	Define Conflict	Cognitive	Recall level I	Must know	Presentation with case let	MCO	SAQ/Viva	Observation in any departmental OPD/ IPD
Hom UG-OM-I.10.6	Information collection		Knows		State the stages of Conflict	Cognitive	Recall Level I	Must know	Presentation with case let	MCO	SAQ/Viva	Observation in any departmental OPD/ IPD
Hom UG-OM-I.10.7	Organize the data		Knows how		Enumerate the types of Conflict	Cognitive	Recall Level I	Must know	Presentation with case let	MCO	SAQ/Viva	Observation in any department

												ental OPD/ 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	MCO	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	MCO	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	MCO	SAQ/Viva	Observation in any departmental OPD/ IPD

Hom UG- OM- I.10. 1 1	Proble m solving		Knows how		Discuss the utility of Coping mechanism while dealing with Stress	Cognitiv e	Understan d and interpret Level II	Must know	Present ation with case let	MCO	MCO	Observat ion in any departm ental OPD/IPD
	Holistic approach System based thinking		Knows how	Discuss successful resolution of conflict	Evaluate the role of learning and adaptation in ensuring resolution of stress	Cognitiv e	Understan d and interpret Level II	Must know	Lecture with case exampl e	LAQ	LAQ	
	Synthetic	Applicati on of stress- conflict in Homoeo pathy	Shows How	Exploring effects of stress- conflict in Homoeop athy	Explore the reflection of conflict in Hom Materia Medica	Cognitiv e	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/ 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.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 resource 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 Homoeopathy for Holistic management	Knows	Summarizing the course of Psychology	Discuss the ways in which Psychology may contribute to the holistic management of the patient	Cognitive	Understand and interpret Level II	Must know	Lecture and discussion	LAQ	LAQ	

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
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8. Assessment

8A- Number of papers and Mark Distribution

Sr. No.	Course Code	Papers	Theory	Practical	Viva Voce	Internal Assessment Practical	Grand Total
1	HomUG-OM-I	1	100	50	40	10	200

8B - Scheme of Assessment (formative and Summative)

Sr. No	Professional Course	1 st term (1-6 Months)	2 nd Term (7-12 Months)	3 rd Term (13-18 Months)
1	First Professional BHMS	First PA + 1 ST TT	2 nd PA+2 ND TT	3 rd PA UE

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

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)

Sr. No	Professional Course	1 st term (1-6 Months)		2 nd Term (7-12 Months)		3 rd Term (13-18 Months)
		1 st PA	1 ST TT	2 nd PA	2 ND TT	
1	First Professional BHMS	10 Marks Practical/Viva	50 Marks Practical/ Viva	10Marks Practical/Viva	50 Marks Practical/ Viva	10Marks Practical/Viva

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

8E - Method of Calculation of Internal Assessment Marks for Final University Examination:

PA1 Practical/Viva (10 Marks) A	PA2 Practical/Viva (10 Marks) B	PA3 Practical/Viva (10 Marks) C	Periodical Assessment Average PA1+PA2+PA3/3 D	TT1 Practical/Viva (50 Marks) E	TT2 Practical/Viva (50 Marks) F	Terminal Test Average TT1+ TT2/ 100*10 G	Final Internal Assessment Marks D+G/2
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PA: Periodical Assessment; TT: Term Test; UE: University Examinations

8 F - Paper Layout

Summative assessment:

Theory- 100 marks

Section –I-50 marks-Organon

MCQ	5 marks	10min
SAQ	25 marks	50 min
LAQ	20 marks	30 min

Section –II-50 marks- Psychology

MCQ	5 marks	10min
SAQ	25 marks	50 min
LAQ	20 marks	30 min

8 G – I – Distribution of Theory Exam - Organon

Sr. No.	Paper	B	C	D		
				Type of Questions "Yes" can be asked. "No" should not be asked		
	A	Terms	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, §105 to 145	II & III		No	Yes	Yes
4	The Physician – Purpose of Existence, Qualities, Duties, Knowledge	III		Yes	Yes	Yes
5	Vital Force – Dynamisation – Homoeopathic Cure – Natures Law of Cure & Implications – drug proving	III		Yes	Yes	Yes

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, §105 to 145	II & III	25	No	Yes	Yes
D	The Physician – Purpose of Existence, Qualities, Duties, Knowledge	III	10	Yes	Yes	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	10	Yes	Yes	Yes
C	Understanding Emotion/thinking/ Behaviour	I	10	Yes	Yes	Yes
D	Motivation and their types with role in our lives	I	05	Yes	Yes	Yes
E	Growth and development	II	10	Yes	Yes	Yes
F	Personality development and stress management	III	05	NO	yes	no
G	Applied Psychology	III	05	No	Yes	no

8 H Question paper Blue print :

Sections I : Organon – 50 Marks

A Question Serial Number	B Type of Question	Question Paper Format (Refer table 4FII theme table for themes)
Q1	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
Q2	Short Answer Questions (SAQ) 5 Questions 5 Marks Each All Compulsory Must Know part – 5 SAQ Desirable to Know – NIL Nice To Know - NIL	Theme A Theme B Theme C Theme C Theme C
Q3	Long Answer Questions (LAQ) 2 Questions 10 Marks Each All Compulsory All questions on must know Desirable to Know – NIL Nice To Know - NIL	Theme C Theme D

Section-II- Psychology -50 marks

Question Number	Serial	Type of Question	Question Paper Format (Refer table 4 F II Theme table for themes)
Q1		All compulsory Multiple choice Questions (MCQ) 5 Questions -1 mark each Must know – 3MCQ Desirable to know-1 MCQ Nice to know -1 MCQ	Theme B +C+E+F+G
Q2		Short answer Questions (SAQ) 5 Questions 5 Marks Each All compulsory Must know part: 3 SAQ Desirable to know: 1 SAQ Nice to know: 1 SAQ	Theme A+B+C+D+E+F+G
Q3		Long answer Questions (LAQ) 2 Questions 10 marks each All compulsory Must know part: 2 LAQ	Theme B+C+ E+F+G

8 I - Distribution of Practical Exam

Practical -100

Practical Organon: 50 marks

Practical	25 marks
Viva voce	20 marks
Internal assessment	5 marks

Practical Psychology: 50 marks

Practical	25 marks
Viva voce	20 marks
Internal assessment	5 marks

9. References

I. Text book/s

1. Hahnemann S. Organon of medicine. 6ed
2. Sarkar. B. K. Hahnemann's organon of medicine
3. Roberts H. A. The principles and Art of cure by homoeopathy
4. Kent J. T. Lecture's on homoeopathic philosophy
5. M. L. Dhawale. Principles & Practice of Homoeopathy

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7. Close Stuart: The genius of homoeopathy
8. Allen J Henry: The Chronic Miasm With Repertory
9. Banerjee P N.: Chronic diseases- Its cause and cure

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1. Arya M.P (2018): A study of Hahnemann's Organon of medicine
2. Singh Mahindra: Pioneers Of Homoeopathy
3. Vithoukias George (2002): Science of Homoeopathy

References/ Resources: Standard textbook: for Psychology

1. Shelley E Tylor. 10th edition (2018) Health psychology
2. Shashi Jain 4th edition (2014) Introduction to psychology
3. Psychology textbook for class XI.7th edition National Council for Educational Research and training
4. Psychology textbook for class XII 7th edition National Council for Educational Research and training
5. Morgan Clifford Thomas 7th edition (2017) Introduction to Psychology
6. Alder (2009) Psychology and Sociology applied to medicine
7. Chavan (2013), Community Mental Health in India
8. Munn (2010) Norman Normal Psychology
9. Baron Misra (2016) Psychology
10. Susan (2011) Ayers Psychology for Medicine
11. Diana Papilia (2001) Developmental psychology
12. Atkinsons & Hilgard (2015) Introduction to Psychology

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