

**Course-**Homoeopathic Pharmacy

**Course code:** Hom-UG-HP

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## 1. PREAMBLE

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

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

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

Simultaneously, the recent advances in the bio-physical and quantum physics has opened new avenues to address the age-old question of how homoeopathic medicines act. A host of researchers are already doing work which the student needs to be made conversant with. That will produce an insight of the way new researches and developments in related fields of the 21<sup>st</sup> century are able to start explaining Hahnemann's insights of the 18<sup>th</sup>! This will also firmly root the student in the first year itself to being a participant in ongoing research related to the discipline

which will be his own. Hence the teacher of Pharmacy has a crucial role to play in being abreast of the developments in the field and lend to the student the excitement that becomes a part of teaching-learning.

## **2. PROGRAMME OUTCOMES**

At the end of BHMS program, a student must

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

8. Identify and respect the socio-demographic, psychological, cultural, environmental & economic factors that affect health and disease and plan homoeopathic intervention to achieve the sustainable development Goal.

### 3. COURSE OUTCOMES

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

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

### 3. TEACHING HOURS

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

#### Teaching Hours (Theory)

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

|                            |   |   |    |
|----------------------------|---|---|----|
|                            | Specialty and originality of<br>Homoeopathic Pharmacy<br>The Principles of Homoeopathy<br>Law of Similia, Simplex & Minimum<br>Theory of Chronic Disease & Vital Force<br>Doctrine of Drug Proving & Drug Dynamisation  |   |    |
| Homoeopathic Pharmacopoeia | The Evolution, History & Development of Homoeopathic Pharmacopoeias throughout the world (year wise Publications) – GHP, BHP, HPUS, FHP<br>Official –(HPI) &Unofficial Pharmacopoeias – (M Bhattacharya & Co's Homoeopathic Pharmacopoeia<br>Encyclopaedia of Homoeopathic Pharmacopoeia – P N Verma, Homoeopathic Pharmaceutical Codex)<br>Monograph, Contents of Monograph with its individual importance | I | 04 |
| Ideal laboratory           | Pre requisites of ideal Laboratory (General Laboratory), Laboratory safety Rules<br>Role of Laboratory in Homoeopathic Pharmacy Education   | I | 02 |

|  |   |   |    |
|--|---|---|----|
| Weights and measurements.                  | <p>Metrology</p> <p>Basics &amp; Units of Apothecary System, British Imperial System, Metric System</p> <p>Interrelationship between various systems of Weight &amp; Measure</p> <p>Concept on Domestic Measures with Metric Equivalents</p>                          | I | 01 |
| Nomenclature                               | <p>The Basic Rules of Nomenclature</p> <p>Nomenclature of Homoeopathic Drugs</p> <p>Important terminologies like scientific names, common names, synonyms</p> <p>Anomalies in Nomenclature</p>  | I | 02 |
| Pioneers of Homoeopathic Pharmacy          | <p>Role &amp; contributions of Pioneers in development of Homoeopathic Pharmacy</p>   | I | 02 |
| <b>b) Raw Material: Drugs and Vehicles</b> |   |   |    |
| Source of drugs in Homoeopathy             | <p>Different sources - Plant kingdom, Animal kingdom, Mineral kingdom, Nosodes, Sarcodes, Imponderabilia, Synthetic source,</p> <p>New Sources - Allersode, Isodes with reference to their clinical utility</p> <p>Introduction to Bowel Nosodes, Tissue remedies</p> | I | 07 |

|   |   |    |    |
|---|---|----|----|
| Collection of drug substances                             | General and Specific guidelines for collecting drugs from all available sources   | I  | 03 |
| Vehicles.   | Definition, classification, General Use<br>Source, Properties & Particular use of Vehicles with respect to List Provided in Appendix D<br>Preparation – Commercial Lactose, Alcohol<br>Purity tests – Water, Alcohol, Sugar of Milk | I  | 06 |
| <b>c) Homoeopathic Pharmaceuticals:</b>                   |   |    |    |
| Mother tincture and its preparation                       | Extraction – Principles & Various Methods<br>Old Method (Based on Class I to IX)<br>Concept of Uniform Drug Strength<br>Estimation of Moisture Content - Necessity<br>New Method/Modern Approach of Homoeopathic Drug Preparation   | II | 07 |
| Various Scales of Potentization in Homoeopathic pharmacy. | History of development, Introducer, Designation, Preparation, Administration & Application with respect to - Centesimal Scale, Decimal Scale & 50 Millesimal Scale  | II | 03 |
| Drugs Dynamisation  | The Evolution of Dynamisation Concept in Homoeopathy<br>Potentisation & its types   | II | 06 |

|                       |   |     |    |
|-----------------------|---|-----|----|
|                       | <p>The Merits of Potentisation</p> <p>Succussion &amp; Trituration</p> <p>Various types of Potency– Fluxion Potency, Jumping Potency, Back Potency, Single Vial Potency, Multiple Vial Potency, Mixed Vial Potency</p> <p>Post-Hahnemannian Potentization Techniques</p>                |     |    |
| External applications | <p>Scope of administration of External Applications in Homoeopathic Practice</p> <p>Dr Hahnemann's View as per Organon (5<sup>th</sup> &amp; 6<sup>th</sup> Ed)</p> <p>Preparation &amp; Uses of lotion, glycerol, liniment and ointment.</p> <p>Commercial Preparation of Ointment</p> | II  | 05 |
| Posology              | <p>Basic principles of Homoeopathic Posology</p> <p>Related aphorisms of Organon of medicine.</p> <p>Criteria for Selection of Potency &amp; Repetition of Dose</p> <p>Various Kinds of Dose, Emphasis on Minimum Dose</p>  | III | 06 |

|                                      |   |     |    |
|--------------------------------------|---|-----|----|
| Prescription                         | Prescription Writing<br>Important Abbreviations<br>Parts & Contents of Prescription<br>Merits & Demerits of Prescription Writing          | III | 02 |
| Dispensing of Homoeopathic Medicines | Various Dosage Forms – Solid, Liquid Dosage Forms,<br>Methods of Dispensing   | II  | 02 |
| Placebo.                             | Concept of Homoeopathic Placebo<br>The Philosophy of administration of placebo<br>Concept of Placebo Effect                               | II  | 01 |
| Pharmaconomy                         | Routes of Homoeopathic drug administration.   | II  | 02 |
| Preservation                         | Preservation Rules – Raw Materials Drug Substance, Mother Preparations, Finished products & Vehicles                                      | II  | 02 |
| <b>d) Pharmacodynamics</b>           |   |     |    |
| ▪ Doctrine of Signature.             | Basic Concept, Its Evolution & Application in Ancient Medical System<br>Supporters of the Doctrine<br>Dr Hahnemann's view on the Doctrine | II  | 01 |
| ▪ Drug Proving.                      | Homoeopathic Pharmacodynamics   | III | 06 |

|  |      |  |     |    |
|--|------|--|-----|----|
|  |      | With reference to aphorisms 105 – 145 of Organon of Medicine – 6 <sup>th</sup> Ed)<br>Post Hahnemannian Drug Proving<br>Homoeopathic Pathogenetic Trial (HPT)<br>CCRH & Other Protocols on HPT<br>Other Noted Provers & their work on Drug Proving |     |    |
| <ul style="list-style-type: none"> <li>Adverse Reactions</li> </ul>              | Drug | Basic Idea, Reporting of ADE<br>Drug safety with Ref to HPI<br>Medication errors, Causality Assessment<br>Incompatible Remedies  | II  | 02 |
| <ul style="list-style-type: none"> <li>Pharmacovigilance.</li> </ul>             |      | Pharmacovigilance in Homoeopathy<br>Activities of Pharmacovigilance Centres<br>Awareness on Medicinal Preparations against Homoeopathic Principles – Patents, Combinations   | II  | 02 |
| <ul style="list-style-type: none"> <li>Pharmacological study of drugs</li> </ul> |      | listed in Appendix-A (Any 15)  | III | 05 |
| <b>e) Quality Control:</b>   |      |  |     |    |

|  |    |  |            |           |
|--|----|--|------------|-----------|
| • Standardisation of Homoeopathy   | in | Different Methods of Standardisation<br>Quality Control of Raw Materials – Various Evaluation techniques<br>In Process Quality Control<br>Quality Control of finished products – Various standard parameters | II         | 02        |
| • Industrial pharmacy.   |    | Good Manufacturing Practices (GMP)<br>Schedule M1  | II         | 02        |
| • Homoeopathic pharmacopoeia laboratory (HPL)                                  |    | Functions and Activities of HPL relating to quality control of drugs.<br>Pharmacopoeia Commission for Indian Medicines   | II         | 01        |
| <b>f) Legislations pertaining to Homoeopathic Pharmacy:</b>                    |    |  | <b>III</b> | <b>04</b> |
| The Drugs and Cosmetics Act, 1940 (23 of 1940)                                 |    |  |            |           |
| Drugs and Cosmetics Rules, 1945  |    |  |            |           |
| Medicinal and Toilet Preparations (Excise Duties) Act, 1955 (16 of 1955)       |    |  |            |           |
| Drugs and Magic Remedies (Objectionable Advertisements) Act, 1954 (21 of 1954) |    |  |            |           |
| The Narcotic Drugs and Psychotropic Substances Act, 1985 (61 of 1985)          |    |  |            |           |
| Dangerous Drug Act, 1930   |    |  |            |           |

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

### Teaching Hours (Practical)

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

|    |   |   |           |
|----|---|---|-----------|
| 13 | Succussion in centesimal scale from Mother Tincture (Prepared in Old Method) to 3C                    | 2 | Execution |
| 14 | Succussion in centesimal scale from Mother Tincture (Prepared in New Method) to 3C                    | 2 | Execution |
| 15 | Conversion of Trituration to liquid potency: Decimal scale 6X to 8X potency.                          | 1 | Execution |
| 16 | Conversion of Trituration to liquid potency: Centesimal scale 3C to 4C potency.                       | 1 | Execution |
| 17 | Preparation of o/2 potency (Solid form) (LM scale) of 1 Drug from 3 <sup>rd</sup> Degree Trituration. | 2 | Execution |
| 18 | Preparation of external applications – Lotion   | 1 | Execution |
| 19 | Preparation of external applications – Glycerol   | 1 | Execution |
| 20 | Preparation of external applications – Liniment   | 1 | Execution |
| 21 | Preparation of external applications – Ointment   | 1 | Execution |
| 22 | Writing of prescription & Dispensing the Medicine in Water with preparation of Doses                  | 1 | Execution |
| 23 | Writing of prescription & Dispensing the Medicine in Sugar of Milk with Preparation of Doses          | 1 | Execution |
| 24 | Preparation of mother tinctures according to Old Hahnemannian method (Class I, II, III, IV)           | 8 | Execution |
| 25 | Preparation of mother solutions according to Old Hahnemannian method (Class Va, Vb, VIa, VIb)         | 4 | Execution |

## 5. COURSE CONTENT

### A. THEORY

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

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

| <b>b) Raw Material: Drugs and Vehicles</b> |   |
|--|---|
| Source of drugs in Homoeopathy             | <p>Different sources - Plant kingdom, Animal kingdom, Mineral kingdom, Nosodes, Sarcodes, Imponderabilia, Synthetic source,</p> <p>New Sources - Allersode, Isodes with reference to their clinical utility</p> <p>Introduction to Bowel Nosodes, Tissue remedies</p> |
| Collection of drug substances              | General and Specific guidelines for collecting drugs from all available sources   |
| Vehicles.                                  | <p>Definition, classification, General Use</p> <p>Source, Properties &amp; Particular use of Vehicles with respect to List Provided in Appendix D</p> <p>Preparation – Commercial Lactose, Alcohol</p> <p>Purity tests – Water, Alcohol, Sugar of Milk</p>            |
| <b>c) Homoeopathic Pharmaceuticals:</b>    |   |

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

|                                      |  |
|--------------------------------------|--|
| Posology                             | <p>Basic principles of Homoeopathic Posology</p> <p>Related aphorisms of Organon of medicine.</p> <p>Criteria for Selection of Potency &amp; Repetition of Dose</p> <p>Various Kinds of Dose, Emphasis on Minimum Dose</p> |
| Prescription                         | <p>Prescription Writing</p> <p>Important Abbreviations</p> <p>Parts &amp; Contents of Prescription</p> <p>Merits &amp; Demerits of Prescription Writing</p>  |
| Dispensing of Homoeopathic Medicines | <p>Various Dosage Forms – Solid, Liquid Dosage Forms, Methods of Dispensing</p>  |
| Placebo.                             | <p>Concept of Homoeopathic Placebo</p> <p>The Philosophy of administration of placebo</p> <p>Concept of Placebo Effect</p>   |
| Pharmaconomy                         | <p>Routes of Homoeopathic drug administration.</p>   |
| Preservation                         | <p>Preservation Rules – Raw Materials Drug Substance, Mother Preparations, Finished products &amp; Vehicles</p>  |
| <b>d) Pharmacodynamics</b>           |  |

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

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

|   |
|---|
| Modern theories related with Homoeopathic Drug action   |
| <ol style="list-style-type: none"> <li>1. Principles of Drug action</li> <li>2. Introduction to Nanomedicine</li> <li>3. Molecular Mechanism of Drug Action</li> <li>4. Mechanism of Action of Homoeopathic Medicines</li> </ol>  |
| Scope of Research in Homoeopathic Pharmacy  |
| <ol style="list-style-type: none"> <li>1. Drug Discovery</li> <li>2. Principles of New Drug discovery</li> <li>3. Clinical evaluation of New Drugs</li> <li>4. Pre-Clinical Research in Homoeopathic Pharmacy</li> </ol>  |
| <b>h) Homoeopathic Pharmacy - Relationships</b>   |
| Relation of Homoeopathic Pharmacy with Anatomy  |
| Relation of Homoeopathic Pharmacy with Physiology   |
| <p>Relation of Homoeopathic Pharmacy with Materia Medica</p> <p>With reference to Source of Drugs, Identification, Common Name of Drugs, Role of Drug Proving &amp; Other Types of Proving in construction of Materia Medica, Clinical Verification</p> <p>Family wise study of Sphere of action – Solanaceae, Loganiaceae, Compositae, Liliaceae, Anacardiaceae, Rubiaceae etc</p> |

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

### **1. Laboratory Work –**

Practical Class (Experiments) - Maintaining Record of Experiments Conducted

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

Practical Class (Demonstration) – Maintaining Records of Practical Demonstrated

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

### **Field Visits-**

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

**B) Maintain File/Report on Visit to Medicinal Plant Garden  
(Format should be as per Appendix - F)**

### **Activity –**

**(a) Clinical Hospital Work** – Maintain Record (Activities/Posting in Dispensing Section, Prescriptions based on Homoeopathic Principles in IPD/OPD) – Record to be maintained as per format in Appendix G

**(b) Seminar** – Maintain Record on Seminar Presentation on Topics of Homoeopathic Pharmacy as assigned – Record to be maintained as per Appendix - H

**(c) Herbarium** – Maintenance of 30 Plant Drug Substances Samples

## B. PRACTICALS

| Table 5 : Homoeopathic Pharmacy Practicals |  |
|--|--|
| Sr No.                                     | Particulars of Experiments   |
| 1  | Estimation of size of globules   |
| 2  | Medication of globules (Small Scale)   |
| 3  | Purity test of Sugar of milk   |
| 4  | Purity test of water   |
| 5  | Purity test of Ethyl alcohol   |
| 6  | Determination of Specific gravity of a given liquid Vehicle & identifying the same.      |
| 7  | Preparation of dispensing alcohol from strong alcohol.                                   |
| 8  | Preparation of dilute alcohol from strong alcohol.                                       |
| 9  | Trituration of drug in Old Method (One each of Class VII, VIII & IX)                     |
| 10   | Trituration of one drug as per HPI   |
| 11   | Succussion in decimal scale from Mother Tincture (Prepared in Old Method) to 3X potency. |
| 12   | Succussion in decimal scale from Mother Tincture (Prepared in New Method) to 3X potency  |
| 13   | Succussion in centesimal scale from Mother Tincture (Prepared in Old Method) to 3C       |
| 14   | Succussion in centesimal scale from Mother Tincture (Prepared in New Method) to 3C       |

|    |   |
|----|---|
| 15 | Conversion of Trituration to liquid potency: Decimal scale 6X to 8X potency.                          |
| 16 | Conversion of Trituration to liquid potency: Centesimal scale 3C to 4C potency.                       |
| 17 | Preparation of o/2 potency (Solid form) (LM scale) of 1 Drug from 3 <sup>rd</sup> Degree Trituration. |
| 18 | Preparation of external applications – Lotion   |
| 19 | Preparation of external applications – Glycerol   |
| 20 | Preparation of external applications – Liniment   |
| 21 | Preparation of external applications – Ointment   |
| 22 | Writing of prescription & Dispensing the Medicine in Water with preparation of Doses                  |
| 23 | Writing of prescription & Dispensing the Medicine in Sugar of Milk with Preparation of Doses          |
| 24 | Preparation of mother tinctures according to Old Hahnemannian method (Class I, II, III, IV)           |
| 25 | Preparation of mother solutions according to Old Hahnemannian method (Class Va, Vb, VIa, VIb)         |

### Demonstration

1. Homoeopathic pharmaceutical instruments and appliances with their cleaning (List provided in Appendix C)
2. Estimation of moisture content using water bath
3. Paper chromatography & TLC of any mother tincture
4. Laboratory methods – Sublimation, distillation, decantation, filtration, crystallization.
5. Preparation of mother tincture – Maceration and Percolation
6. Study & demonstration of Drug Substances (listed in Appendix B)-

- i) Macroscopic Characteristic (Any 15)
- ii) Microscopic characteristic (Any 05)
- 7. Study & demonstration of vehicles (Solid, Liquid & Semi solid – as available)
- 8. Microscopical study of Trituration (One drug up to 3X Potency)
- 9. Medication of Globule (Large Scale)

### **Activities**

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

### **Demonstration**

- 1. Homoeopathic pharmaceutical instruments and appliances with their cleaning (List provided in Appendix C)-06 Hours
- 2. Estimation of moisture content using water bath-02 Hours
- 3. Paper chromatography & TLC of any mother tincture-04 Hours
- 4. Laboratory methods – Sublimation, distillation, decantation, filtration, crystallization.-04 Hours
- 5. Preparation of mother tincture – Maceration and Percolation- 04 Hours

6. Study & demonstration of Drug Substances (listed in Appendix B)- 10 Hours

i) Macroscopic Characteristic (Any 15)

ii) Microscopic characteristic (Any 05)

7. Study & demonstration of vehicles (Solid, Liquid & Semi solid – as available)- 02 Hours

8. Microscopical study of Trituration (One drug up to 3X Potency)-02 Hours

9. Medication of Globule (Large Scale)-1 Hour

**Clinical Hospital Work** – Maintain Record (Activities/Posting in Dispensing Section, Prescriptions based on Homoeopathic Principles in IPD/OPD) – Record to be maintained as per format in Appendix G- 20 Hours

**Seminar** – Maintain Record on Seminar Presentation on Topics of Homoeopathic Pharmacy as assigned- 07 Hours

## 6. TEACHING LEARNING METHODS

The Teaching Learning activities in Homoeopathic Pharmacy requires change in structure & process in order to be more skill based & providing hands on experience. The Teaching Learning methods with respect to Homoeopathic Pharmacy may be covered in the following manner –

a) **Class Room Lectures** – Oral Presentation, Board Work, Power point Presentation

b) **Tutorials** – Special Classes on Doubt Clearing of Completed topics/Chapters, Special Classes for Slow Learners (involving Students in Groups comprising 5-10)

- c) **Practical Class** – Demonstration & Explanation of the Experiments, this would follow by conduction of the Experiment by the students on their own, write up of the Experiment conducted
- d) **Clinical Class** – Visit to IPD/OPD for gaining Knowledge on Prescription writing, Administration of Homoeopathic medicines based on Homoeopathic Posology, Visiting Hospital Pharmacy to observe & Gain Knowledge on dispensing techniques
- e) **Field Visit** – Visit to One GMP Compliant Homoeopathic Manufactory.

Visit to One Medicinal Plant Garden

- f) **Student Activities** – Working out the Assignments, Projects, Power point presentations as assigned

## 7.CONTENT MAPPING (COMPETENCY TABLE)

**Topic:** History of Pharmacy

### Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to –

Interpret the difference in concept of Pharmacy in different AYUSH systems of medicine

| Sr. No | Generic Comp | Subject Area | Miller's Level Does/ | Specific Comp | Specific Learning Objectives | Bloom's | Guilbert's | Must to | Teaching Learning Method | Assessment /Evaluation |           | Integration |
|--------|--------------|--------------|----------------------|---------------|------------------------------|---------|------------|---------|--------------------------|------------------------|-----------|-------------|
|        |              |              |                      |               |                              |         |            |         |                          | Formative              | Type (Sum |             |

|                                    | etenci<br>es  |  | Shows<br>how/<br>Know<br>s how/<br>Know | etenci<br>es   |                    | Domai<br>n    | Level<br>s               | know/<br>desira<br>ble<br><br>to<br>know/<br>Nice to<br>know |  |  | mativ<br>e)           |  |
|------------------------------------|---|--|---|--|--------------------|---------------|--------------------------|--|--|--|-----------------------|--|
| Ho<br>mU<br>G-<br>HP-<br>1.1.<br>1 | Integr<br>ation<br>of<br>Knowl<br>edge<br><br>Synth<br>esis<br>and<br>applic<br>ation | History<br>of<br>Pharmac<br>y with<br>emphasis<br>to<br>emergen<br>ce of<br>Homoeo<br>pathic<br>Pharmac<br>y | Know<br>s                               | Must<br>be able<br>to<br>interpr<br>et the<br>differe<br>nce in<br>concep<br>t of<br>Pharm<br>acy<br>among<br>various<br>system<br>s of<br>AYUS<br>H | Define<br>Pharmacy | Cogniti<br>ve | Level<br>1<br>Recal<br>l | Must<br>Know   | 1.Lecture<br>Demonstrations<br><br>2. Small Group<br>Discussions/<br><br>3.Peer teaching<br>(Think-Pair-Share,<br>Jigsaw Strategy)<br><br>4. Quiz<br><br>5. Student<br>Seminars<br><br>6. Integrated<br>Teaching with<br>Organon<br>Medicine | 1.Structur<br>ed Oral<br>Examinati<br>on<br><br>2.<br>Tutorials<br><br>3.<br>Assignme<br>nts<br><br>4. MCQ's<br><br>5. 2 marks<br>question<br><br>6.SAQ's<br>and LAQ's | Theory &<br>Viva Voce | Horizontal<br>with<br>Organon of<br>Medicine |
| Ho<br>mU<br>G-                     |   |  | Know<br>s                               |  | Define<br>Homoeop  |               | Level<br>1               | Must<br>know   |  |  |                       |  |

|                  |              |  |        |  |  |  |                     |              |  |  |  |  |
|------------------|--------------|--|--------|--|--|--|---------------------|--------------|--|--|--|--|
| HP-1.1.2         | of knowledge |  |        |  | athic Pharmacy   |  | Recal l             |              |  |  |  |  |
| Ho mUG-HP-1.1.3  |              |  | Know s |  | Describe the Basic concepts of Different schools of Pharmacy with reference to AYUSH |  | Level 2 Understan d | Nice to Know |  |  |  |  |
| Ho m-UG-HP-1.1.4 |              |  | Know s |  | Differenti ate between Drug-Medicine-Remedy  |  | Level 2 Understan d | Must know    |  |  |  |  |

**TOPIC:** Basics of Homoeopathic Pharmacy

**Topic:** Basics of Homoeopathic Pharmacy

## Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to –  
Enumerate the fundamental Principles of Homoeopathic Pharmacy

| Sr. No           | Generic Competencies   | Subject Area                    | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies  | Specific Learning Objectives                      | Bloom's Domain | Guilbert's Levels     | Must to know/ desirable to know/Nice to know | Teaching Learning Method  | Assessment /Evaluation   |                                | Integration                                     |
|------------------|--|---------------------------------|---|--|---|----------------|-----------------------|--|---|--|--------------------------------|---|
|                  |  |                                 |   |  |   |                |                       |  |   | Formative  | Summative                      |   |
| Ho mU G-HP-1.2.1 | Integration of Knowledge<br><br>Synthesis and Application of | Basics of Homoeopathic Pharmacy | Knows   | Must be able to state the fundamental Principles governing Homoeopathic Pharmacy | 1. Enumerate the Sources of Homoeopathic Pharmacy | Cognitive      | Level 1 Recall        | Must Know                                    | 1. Lecture Demonstrations<br>2. Small Group Discussions / Peer teaching (Think-Pair-Share, Jigsaw Strategy) | 1. Structured Oral Examination<br>2. Tutorials<br>3. Assignments<br>4. MCQ's | SAQ<br>MCQ<br>LAQ<br>Viva Voce | Horizontal Integration with Organon of Medicine |
| Ho mU G-HP-      |  |                                 | Knows   |  | 2. Explain the Branches of Homoeopathic Pharmacy  |                | Level 2 Understanding | Must Know                                    |   |  |                                |   |

|                  |           |  |       |  |  |  |                       |           |                           |                     |  |  |
|------------------|-----------|--|-------|--|--|--|-----------------------|-----------|---------------------------|---------------------|--|--|
| 1.2.2            | knowledge |  |       |  | opathic Pharmacy   |  |                       |           | 3. Quiz                   | 5. 2 marks question |  |  |
| Ho mU G-HP-1.2.3 |           |  | Knows |  | 3. Illustrate the Scope of Homoeopathic Pharmacy                 |  | Level 2 Understanding | Must Know | 4. Student Seminars       | 6. SAQ's and LAQ's  |  |  |
| Ho m-UG HP-1.2.4 |           |  | Knows |  | 4. Describe the Originality & Specialty of Homoeopathic Pharmacy |  | Level 2 Understanding | Must Know | 5. Guest Lecture          |                     |  |  |
| Ho mU G-HP-      |           |  | Knows |  | 5. Explain the Fundamental Principles                            |  | Level 2 Understanding | Must Know | 6. Problem based learning |                     |  |  |

|       |  |  |  |  |   |  |  |  |  |  |  |  |
|-------|--|--|--|--|---|--|--|--|--|--|--|--|
| 1.2.5 |  |  |  |  | es,<br>Laws &<br>Doctrin<br>es<br>related<br>to<br>Homoe<br>opathic<br>Pharm<br>acy |  |  |  |  |  |  |  |
|-------|--|--|--|--|---|--|--|--|--|--|--|--|

**TOPIC:** Nomenclature of Homoeopathic Medicines

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to –  
State the basic rules of Nomenclature of Homoeopathic medicines

| Sr. No | Generic Competencies | Subject Area | Miller's Level Does / Shows | Specific Competencies | Specific Learning Objectives | Bloom's Domain | Guilbert's Levels | Must to know/ desirable | Teaching Learning Method | Assessment /Evaluation |           |
|--------|----------------------|--------------|-----------------------------|-----------------------|------------------------------|----------------|-------------------|-------------------------|--------------------------|------------------------|-----------|
|        |                      |              |                             |                       |                              |                |                   |                         |                          | Formative              | Summative |
|        |                      |              |                             |                       |                              |                |                   |                         |                          |                        |           |

|                            |   |  | how/<br>Kno<br>ws<br>how/<br>Kno<br>w |   |  |               |                              | to<br>know/<br>Nice<br>to<br>know |  |   |                                   |
|----------------------------|---|--|---------------------------------------|---|--|---------------|------------------------------|-----------------------------------|--|---|-----------------------------------|
| Hom<br>UG-<br>HP-<br>1.3.1 | Integrati<br>on of<br>Knowle<br>dge<br><br>Synthesi<br>s and<br>Applicat<br>ion of<br>knowled<br>ge | Nomencla<br>ture of<br>Homoeop<br>athic<br>Medicines | Kno<br>ws                             | Must be able to<br>describe the<br>principles<br>followed in<br>nomenclature<br>of<br>Homoeopathic<br>medicines | 1.State the<br>Basic rules<br>of<br>Nomenclat<br>ure               | Cognitiv<br>e | Level 1<br>Recall            | Must<br>Know                      | 1.Lecture<br>Demonstrati<br>ons<br><br>2. Small<br>Group<br>Discussions/<br>Peer<br>teaching<br>(Think-Pair-<br>Share, Jigsaw<br>Strategy) | 1.Structured<br>Oral<br>Examination<br><br>2. Tutorials<br><br>3. Assignments<br><br>4. MCQ's<br><br>5. 2 marks<br>question | SAQ    MCQ<br>LAQ    Viva<br>Voce |
| Hom<br>UG-<br>HP-<br>1.3.2 |   |  | Kno<br>ws                             |   | 2.Describe<br>the<br>nomenclatu<br>re of<br>Homoeopat<br>hic Drugs |               | Level 2<br>Unders<br>tanding | Must<br>Know                      | 3. Quiz<br><br>4. Student<br>Seminars  |   |                                   |
| Hom<br>UG-<br>HP-<br>1.3.3 |   |  | Kno<br>ws                             |   | 3.Enumerat<br>e the<br>important<br>terminologi<br>es related      |               | Level 1<br>Recall            | Must<br>Know                      | 5. Guest<br>Lecture  |   |                                   |

|                            |  |  |           |  |   |               |                   |              |                                 |  |  |
|----------------------------|--|--|-----------|--|---|---------------|-------------------|--------------|---------------------------------|--|--|
|                            |  |  |           |  | to<br>Nomenclat<br>ure                                      |               |                   |              | 6. Problem<br>based<br>learning |  |  |
| Hom<br>UG-<br>HP-<br>1.3.4 |  |  | Kno<br>ws |  | 4. Define<br>Scientific<br>Name                             |               | Level 1<br>Recall | Must<br>Know |                                 |  |  |
| Hom<br>UG-<br>HP-<br>1.3.5 |  |  | Kno<br>ws |  | 5. Define<br>Common<br>Name                                 |               | Level 1<br>Recall | Must<br>Know |                                 |  |  |
| Hom<br>UG-<br>HP-<br>1.3.6 |  |  | Kno<br>ws |  | 6. Enumerat<br>e the<br>advantages<br>of Scientific<br>Name | Cognitiv<br>e | Level 1<br>Recall | Must<br>Know |                                 |  |  |
| Hom<br>UG-<br>HP-<br>1.3.7 |  |  | Kno<br>ws |  | 7. Enumerat<br>e the<br>Advantages<br>of Common<br>Name     | Cognitiv<br>e | Level 1<br>Recall | Must<br>know |                                 |  |  |

|                            |  |  |       |  |  |           |                            |              |  |  |  |
|----------------------------|--|--|-------|--|--|-----------|----------------------------|--------------|--|--|--|
| Hom<br>UG-<br>HP-<br>1.3.8 |  |  | Knows |  | 8. Identify the existing anomalies in Nomenclature of Homoeopathic Medicines | Cognitive | Level 3<br>Problem Solving | Nice to know | 1. Lecture Demonstration<br>2. Procedural Skills Teaching<br>3. Problem Based Learning |  |  |
|----------------------------|--|--|-------|--|--|-----------|----------------------------|--------------|--|--|--|

**TOPIC: Pioneers of Homoeopathic Pharmacy**

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to:-

State the Contribution of various Pioneers in the field of Homoeopathic Pharmacy

| Sr. No | Generic Competencies | Subject Area | Miller's Level Does/ Shows how/ Knows | Specific Competencies | Specific Learning Objectives | Bloom's Domain | Guilbert's Levels | Must to know/ desirable to know/ Nice to | Teaching Learning Method | Assessment /Evaluation |           |
|--------|----------------------|--------------|---------------------------------------|-----------------------|------------------------------|----------------|-------------------|--|--------------------------|------------------------|-----------|
|        |                      |              |                                       |                       |                              |                |                   |  |                          | Formative              | Summative |
|        |                      |              |                                       |                       |                              |                |                   |  |                          |                        |           |

|                                    |   |   |              |   |  |               |                   |                 |  |  |                                   |
|------------------------------------|---|---|--------------|---|--|---------------|-------------------|-----------------|--|--|-----------------------------------|
|                                    |   |   | how/<br>Know |   |  |               |                   | know            |  |  |                                   |
| Ho<br>mU<br>G-<br>HP-<br>1.4.<br>1 | Integrati<br>on of<br>Knowled<br>ge<br><br>Synthesi<br>s and<br>Applicat<br>ion of<br>knowled<br>ge | Pioneers of<br>Homoeop<br>athic<br>Pharmacy | Know<br>s    | Must be<br>able to<br>state the<br>contributio<br>ns of<br>various<br>pioneers in<br>the field of<br>Homoeopa<br>thic<br>Pharmacy | 1.Outline the<br>contributions<br>of the<br>Pioneers of<br>Homoeopath<br>y in the field<br>of<br>Homoeopath<br>ic Pharmacy | Cognitiv<br>e | Level 1<br>Recall | Nice to<br>Know | 1.Lecture<br>Demonstrations<br><br>2. Small Group<br>Discussions/<br><br>3. Quiz<br><br>4. Student<br>Seminars | 1.Structured<br>Oral<br>Examination<br><br>2. Tutorials<br><br>3.<br>Assignments<br><br>4. MCQ's<br><br>5. 2 marks<br>question | SAQ<br>MCQ<br>LAQ<br>Viva<br>Voce |

**TOPIC:** Pharmacopoeia

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able abide by the homoeopathic pharmacopoeia guidelines for preparation of homoeopathic medicines.

| Sr. No          | Generic Competencies          | Subject Area  | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies   | Specific Learning Objectives  | Bloom's Domain | Guilbert's levels | Must to know/ desirable to know/ Nice to know | Teaching Learning Method   | Assessment /Evaluation   |                                |
|-----------------|-------------------------------|---------------|---|---|---|----------------|-------------------|---|--|--|--------------------------------|
|                 |                               |               |   |   |   |                |                   |   |  | Formative  | Summative                      |
| Hom UG-HP-1.5.1 | Problem solution of Knowledge | Pharmacopoeia | Knows   | Must be able abide by the homoeopathic pharmacopoeia guidelines for preparation of homoeopathic medicines | 1. Define Pharmacopoeia   | Cognitive      | Level 1 Recall    | Must Know                                     | 1. Lecture Demonstrations<br>2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) | 1. Structured Oral Examination<br>2. Tutorials<br>3. Assignments<br>4. MCQ's | SAQ<br>MCQ<br>LAQ<br>Viva Voce |
| Hom UG-HP-1.5.2 |                               |               | Knows   |   | 2. Enumerate the different types of homoeopathic pharmacopoeia with |                | Level 1 Recall    | Must Know                                     |  |  |                                |

|                 |  |  |       |                |   |  |                       |           |                     |                     |  |
|-----------------|--|--|-------|----------------|---|--|-----------------------|-----------|---------------------|---------------------|--|
|                 |  |  |       | hic medicines. | suitable examples.  |  |                       |           | 3. Quiz             | 5. 2 marks question |  |
| Hom UG-HP-1.5.3 |  |  | Knows |                | 3. Explain the different types of homoeopathic pharmacopoeia. |  | Level 2 Understanding | Must Know | 4. Student Seminars | 6.SAQ's, LAQ's      |  |
| Hom UG-HP-1.5.4 |  |  | Knows |                | 4. Explain HPI in detail                                      |  | Level 2 Understanding | Must Know |                     | 7.Projects          |  |
| Hom UG-HP-1.5.5 |  |  | Knows |                | 5. Explain what is monograph?                                 |  | Level 2 Understanding | Must Know |                     |                     |  |

|                            |  |  |           |  |   |           |                            |              |   |   |  |
|----------------------------|--|--|-----------|--|---|-----------|----------------------------|--------------|---|---|--|
| Hom<br>UG-<br>HP-<br>1.5.6 |  |  | Knows how |  | 6. Apply the guidelines laid down in the official homoeopathic pharmacopoeia w.r.t. identification, collection, preservation, preparation and dispensing of homoeopathic medicine | Cognitive | Level 3<br>Problem solving | Nice to know | 1. Practical Demonstration<br>2. Lecture Demonstration<br>3. Projects<br>4. Herbarium<br>5. Journal | 1. DOPS<br>2. OSPE<br>3. Evaluation of projects<br>4. Evaluation of Journal & Herbarium | SAQ<br>MCQ<br>LAQ<br>Viva Voce<br>Practical Examination / Check list |
| Hom<br>UG-<br>HP-<br>1.5.7 |  |  | Knows how |  | 7. Demonstrate care, professionalism & commitment & follow all the  | Affective | Level 1<br>Receiving       | Nice to know | 1. Practical Demonstration<br>2. Lecture Demonstration  | 1. DOPS<br>2. OSPE<br>3. Evaluation   | Viva Voce  |

|  |  |  |  |  |  |  |  |  |   |  |  |
|--|--|--|--|--|--|--|--|--|---|--|--|
|  |  |  |  |  | guidelines meticulously as given in official homoeopathic pharmacopoeia w.r.t. identification, collection, preservation, preparation and dispensing of homoeopathic medicine |  |  |  | 3. Projects<br>4. Herbarium<br>5. Journal | on of projects<br>4. Evaluation of Journal & Herbarium |  |
|--|--|--|--|--|--|--|--|--|---|--|--|

**TOPIC:** Plant Kingdom

**Topic:** Plant Kingdom

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to identify the plant drug substances for preparation of homoeopathic medicines.

| Sr. No          | Generic Competencies  | Subject Area     | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies   | Specific Learning Objectives  | Bloom's Domain | Guilbert's Levels     | Must to know/ desirable to know/ Nice to know | Teaching - Learning Method   | Assessment /Evaluation  |                                |
|-----------------|---|------------------|---|---|---|----------------|-----------------------|---|--|---|--------------------------------|
|                 |   |                  |   |   |   |                |                       |   |  | Formative   | Type Summative                 |
| Hom UG-HP-1.6.1 | Integration of knowledge<br><br>Synthesis and application of knowledge<br><br>Classroom to herbarium and lab transfer | Sources of drugs | Knows   | Must be able to identify the plant drug substances for preparation of homoeopathic medicines. | 1. Explain in detail the part used and drug prepared from plant kingdom | Cognitive      | Level 2 Understanding | Must know                                     | 1. Lecture Demonstrations<br>2. Small Group Discussions/<br>Peer teaching (Think-Pair-Share, | 1. Structured Oral Examination<br>2. Tutorials<br>3. Assignments<br>4. MCQ's<br>5. 2 marks question | SAQ<br>MCQ<br>LAQ<br>Viva Voce |

|                            |  |  |       |  |  |           |                            |           |  |                                   |                                    |
|----------------------------|--|--|-------|--|--|-----------|----------------------------|-----------|--|-----------------------------------|------------------------------------|
| Hom<br>UG-<br>HP-<br>1.6.2 |  |  | Knows |  | 2. List any 4 examples of drugs from particular part of the plant.                 |           | Level 1<br>Recall          | Must know | Jigsaw Strategy)<br>3. Quiz<br>4. Student Seminars<br>5. Guest Lecture | 6.SAQ's and LAQ's<br>7. Herbarium |                                    |
| Hom<br>UG-<br>HP-<br>1.6.3 |  |  | Knows |  | 3. Explain classification of plant kingdom with examples.                          |           | Level 2<br>Understanding   | Must know | 6. Problem based learning<br>7. Flipped Classroom<br>8. Videos         |                                   |                                    |
| Hom<br>UG-<br>HP-<br>1.6.4 |  |  | Does  |  | 4. Identify the plant and its parts used for preparation of homoeopathic medicines | Cognitive | Level 3<br>Problem solving | Must know | 1.Practical Demonstration<br>2.Procedural Skills Teaching              | 1.DOPS<br>2. OSPE<br>3. Herbarium | Practical Examination / Check list |

|                            |  |  |           |  |  |           |                      |              |   |              |                                   |
|----------------------------|--|--|-----------|--|--|-----------|----------------------|--------------|---|--------------|-----------------------------------|
|                            |  |  |           |  |  |           |                      |              | 3. Herbarium<br>4. Experiential learning (Projects)   |              |                                   |
| Hom<br>UG-<br>HP-<br>1.6.5 |  |  | Shows how |  | 5. Demonstrate care while identifying & collecting the plant drug substances | Affective | Level 1<br>Receiving | Nice to know | 1. Lecture Demonstration<br>2. Problem Based Learning | 1. Herbarium | Practical Examination / Checklist |

**TOPIC:** Animal Kingdom

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to identify the animal drug substances for preparation of homoeopathic medicines.

| Sr. No          | Generic Competencies  | Subject Area     | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies  | Specific Learning Objectives                                   | Bloom's Domain | Guilbert's Levels     | Must to know/ desirable to know/Nice to know | Teaching - Learning Method   | Assessment /Evaluation  |                                |
|-----------------|---|------------------|---|--|--|----------------|-----------------------|--|--|---|--------------------------------|
|                 |   |                  |   |  |  |                |                       |  |  | Formative   | Summative                      |
| Hom UG-HP-1.7.1 | Integration of knowledge<br><br>Synthesis and application of knowledge<br><br>Classroom to herbarium and lab transfer | Sources of drugs | Knows   | Must be able to identify the animal drug substances for preparation of homoeopathic medicines. | 1. Explain the part used and drug prepared from animal kingdom | Cognitive      | Level 2 Understanding | Must know                                    | 1.Lecture Demonstrations<br>2. Small Group Discussion/<br>Peer teaching (Think-Pair-Share, Jigsaw Strategy)<br>3. Quiz | 1.Structured Oral Examination<br>2. Tutorials<br>3. Assignments<br>4. MCQ's<br>5. 2 marks question<br>6.SAQ's and LAQ's | LAQ<br>SAQ<br>MCQ<br>Viva Voce |

|                 |  |  |       |  |   |  |                       |           |   |              |  |
|-----------------|--|--|-------|--|---|--|-----------------------|-----------|---|--------------|--|
|                 |  |  |       |  |   |  |                       |           | 4. Student Seminars<br>5. Guest Lecture<br>6. Problem based learning<br>7. Flipped Classroom<br>8. Videos | 7. Herbarium |  |
| Hom UG-HP-1.7.2 |  |  | Knows |  | 2. List any 4 examples of drugs from particular part of the animal. |  | Level 1 Recall        | Must Know |   |              |  |
| Hom UG-HP-1.7.3 |  |  | Knows |  | 3. Explain classification of  |  | Level 2 Understanding | Must Know |   |              |  |

|                 |  |  |           |  |   |           |                         |           |  |                                    |                                   |
|-----------------|--|--|-----------|--|---|-----------|-------------------------|-----------|--|------------------------------------|-----------------------------------|
|                 |  |  |           |  | animal kingdom  |           |                         |           |  |                                    |                                   |
| Hom UG-HP-1.7.4 |  |  | Does      |  | 4. Identify the animal and its parts used for preparation of homoeopathic medicines | Cognitive | Level 3 Problem Solving | Must Know | 1. Practical Demonstration<br>2. Procedural Skills Teaching<br>3. Herbarium<br>4. Experiential learning (Projects) | 1. DOPS<br>2. OSPE<br>3. Herbarium | Practical Examination / Checklist |
| Hom UG-HP-1.7.5 |  |  | Shows how |  | 5. Demonstrate care while identifying & collecting the                              | Affective | Level 1 Receiving       | Must Know | 1. Lecture Demonstration<br>2. Problem Based Learning  | 1. Herbarium                       | Practical Examination / Checklist |

|  |  |  |  |  |                              |  |  |  |  |  |  |
|--|--|--|--|--|------------------------------|--|--|--|--|--|--|
|  |  |  |  |  | animal<br>drug<br>substances |  |  |  |  |  |  |
|--|--|--|--|--|------------------------------|--|--|--|--|--|--|

**TOPIC:** Mineral Kingdom

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to identify the mineral drug substances for preparation of homoeopathic medicines.

| Sr. No          | Generic Competencies     | Subject Area     | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies                | Specific Learning Objectives          | Bloom's Domain | Guilbert's Levels     | Must to know/ desirable to know/Nice to know | Teaching - Learning Method | Assessment /Evaluation        |                   |
|-----------------|--------------------------|------------------|---|--------------------------------------|---------------------------------------|----------------|-----------------------|--|----------------------------|-------------------------------|-------------------|
|                 |                          |                  |   |                                      |                                       |                |                       |  |                            | Formative                     | Summative         |
| Hom UG-HP-1.8.1 | Integration of knowledge | Sources of drugs | Knows   | Must be able to identify the mineral | 1. Explain the part and drug prepared | Cognitive      | Level 2 Understanding | Must know                                    | 1.Lecture Demonstrations   | 1.Structured Oral Examination | LAQ<br>SAQ<br>MCQ |

|                 |  |  |       |  |  |  |                       |           |  |   |           |
|-----------------|--|--|-------|--|--|--|-----------------------|-----------|--|---|-----------|
|                 | Synthesis and application of knowledge |  |       | drug substances for preparation of homoeopathic medicines. | from mineral kingdom   |  |                       |           | 2. Small Group Discussions/<br>Peer teaching (Think-Pair-Share, Jigsaw Strategy) | 2. Tutorials<br>3. Assignments<br>4. MCQ's<br>5. 2 marks question | Viva Voce |
| Hom UG-HP-1.8.2 |  |  | Knows |  | 2. List any 4 examples of drugs from prepared from minerals. |  | Level 1 Recall        | Must know | 3. Quiz<br>4. Student Seminars<br>5. Guest Lecture                               | 6.SAQ's and LAQ's<br>7. Herbarium                                 |           |
| Hom UG-HP-1.8.3 |  |  | Knows |  | 3. Explain the classification of mineral kingdom             |  | Level 2 Understanding | Must know | 6. Problem based learning<br>7. Flipped Classroom<br>8. Videos                   |   |           |

|                            |  |  |           |  |  |           |                            |              |  |                                    |                                   |
|----------------------------|--|--|-----------|--|--|-----------|----------------------------|--------------|--|------------------------------------|-----------------------------------|
| Hom<br>UG-<br>HP-<br>1.8.4 |  |  | Does      |  | 4. Identify the mineral used for preparation of homoeopathic medicines         | Cognitive | Level 3<br>Problem solving | Must know    | 1. Practical Demonstration<br>2. Procedural Skills Teaching<br>3. Herbarium<br>4. Experiential learning (Projects) | 1. DOPS<br>2. OSPE<br>3. Herbarium | Practical Examination / Checklist |
| Hom<br>UG-<br>HP-<br>1.8.5 |  |  | Shows how |  | 5. Demonstrate care while identifying & collecting the mineral drug substances | Affective | Level 1<br>Receiving       | Nice to know | 1. Lecture Demonstration<br>2. Problem Based Learning  | 1. Herbarium                       | Practical Examination / Checklist |

**TOPIC:** Sarcodes & Nosodes

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to identify the drug substances from nosodes and sarcodes for preparation of homoeopathic medicines.

| Sr. No              | Generic Competencies                                      | Subject Area     | Miller's Level<br>Does/Show how/<br>Knows how/<br>Know | Specific Competencies  | Specific Learning Objectives                       | Bloom's Domain | Guilbert's Levels     | Must to know/<br>desirable<br>to know/Nice to know | Teaching Learning Method  | Assessment /Evaluation                         |                       |
|---------------------|---|------------------|--|--|--|----------------|-----------------------|--|---|--|-----------------------|
|                     |   |                  |  |  |  |                |                       |  |   | Formative                                      | Summative             |
| Ho mU G- HP- 1.9. 1 | Integration of knowledge<br><br>Synthesis and application | Sources of drugs | Knows  | Must be able to identify the drug substances from nosodes and sarcodes | 1. Explain the part and drug prepared from nosodes | Cognitive      | Level 2 Understanding | Must know  | 1. Lecture Demonstrations<br>2. Small Group Discussions/<br>Peer teaching | 1. Structured Oral Examination<br>2. Tutorials | LAQ SAQ MCQ Viva Voce |

|                  |   |  |        |   |   |  |                        |                                     |                           |                     |
|------------------|---|--|--------|---|---|--|------------------------|-------------------------------------|---------------------------|---------------------|
|                  | ion of knowle dge                         |  |        | for preparatio n of homoeopa thic medicines |   |  |                        | (Think-Pair-Share, Jigsaw Strategy) | 3. Assignmen ts           |                     |
| Ho mU G-HP-1.9.2 | Classro om to herbari um and lab transfer |  | Know s |   | 2. List any 4 examples of drugs from prepared from nosodes. |  | Level 1 Recall         | Must Know                           | 3. Quiz                   | 4. MCQ's            |
| Ho mU G-HP 1.9.3 |   |  | Know s |   | 3. Explain classificatio n of nosodes.                      |  | Level 2 Understand ing | Must Know                           | 4. Student Seminars       | 5. 2 marks question |
| Ho mU G-HP 1.9.4 |   |  | Know s |   | 4. Explain the part used and drug prepared from sarcodes    |  | Level 2 Understand ing | Must Know                           | 5. Guest Lecture          | 6.SAQ's and LAQ's   |
|                  |   |  |        |   |   |  |                        |                                     | 6. Problem based learning |                     |
|                  |   |  |        |   |   |  |                        |                                     | 7. Flipped Classroom      |                     |
|                  |   |  |        |   |   |  |                        |                                     | 8. Videos                 |                     |

|                                       |  |  |           |  |  |               |                                   |              |  |                       |   |
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|                                       |  |  |           |  |  |               |                                   |              |  |                       |   |
| Ho<br>mU<br>G-<br>HP<br><br>1.9.<br>5 |  |  | Know<br>s |  | 5. List any 4<br>examples of<br>drugs from<br>prepared<br>from<br>sarcodes                               |               | Level 1<br><br>Recall             | Must<br>Know |  |                       |   |
| Ho<br>mU<br>G-<br>HP<br><br>1.9.<br>6 |  |  | Know<br>s |  | 6. Explain<br>classificatio<br>n of<br>sarcodes  |               | Level 2<br><br>Understand<br>ing  | Must<br>Know |  |                       |   |
| Ho<br>mU<br>G-<br>HP<br><br>1.9.<br>7 |  |  | Does      |  | 7. Identify<br>the<br>sarcodes/nos<br>ode used for<br>preparation<br>of<br>homoeopat<br>hic<br>medicines | Cogniti<br>ve | Level 3<br><br>Problem<br>solving | Must<br>know | 1.Practical<br>Demonstrati<br>on<br><br>2.Procedural<br>Skills<br>Teaching<br><br>3-<br>Experiential | 1.DOPS<br><br>2. OSPE | Practical<br>Examinati<br>on /<br>Checklist |

|                                       |  |  |               |  |  |           |                      |              |  |              |                                   |
|---------------------------------------|--|--|---------------|--|--|-----------|----------------------|--------------|--|--------------|-----------------------------------|
|                                       |  |  |               |  |  |           |                      |              | learning<br>(Projects)                                   |              |                                   |
| Ho<br>mU<br>G-<br>HP<br><br>1.9.<br>8 |  |  | Show<br>s how |  | 8.Demonstrate care while identifying & collecting the diseased part/secretion for preparation of nosodes& healthy part/secretion for preparation of sarcodes | Affective | Level 1<br>Receiving | Nice to know | 1.Lecture Demonstration<br><br>2. Problem Based Learning | 1.Monographs | Practical Examination / Checklist |

**TOPIC:** Imponderabilia

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to identify the drug substances from energy sources for preparation of homoeopathic medicines.

| Sr. No           | Generic Competencies  |  | Subject Area     | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies  | Specific Learning Objectives                                     | Bloom's Domain | Guilbert's Levels     | Must to know/ desirable to know/ Nice to know | Teaching - Learning Method   | Assessment /Evaluation   |                                |
|------------------|---|--|------------------|---|--|--|----------------|-----------------------|---|--|--|--------------------------------|
|                  |   |  |                  |   |  |  |                |                       |   |  | Formative  | Summative                      |
| Hom UG-HP-1.10.1 | Integration of knowledge<br><br>Synthesis and application of knowledge<br><br>Classroom to herbarium and lab transfer |  | Sources of drugs | Knows   | Must be able to identify the drug substances from energy sources for preparation of homoeopathic | 1. Explain the energy used and drug prepared from imponderabilia | Cognitive      | Level 2 Understanding | Must know                                     | 1. Lecture Demonstrations<br>2. Small Group Discussions/<br>Peer teaching (Think-Pair-Share,<br>3. Assignments | 1. Structured Oral Examination<br>2. Tutorials<br>3. Assignments | LAQ<br>SAQ<br>MCQ<br>Viva Voce |

|                                 |  |  |  |       |             |  |           |                            |              |  |  |                                   |
|---------------------------------|--|--|--|-------|-------------|--|-----------|----------------------------|--------------|--|--|-----------------------------------|
| Hom<br>UG-<br>HP-<br>1.10.<br>2 |  |  |  | Knows | medicines . | 2. List any 4 examples of drugs prepared from imponderabilia                 |           | Level 1<br>Recall          | Must know    | Jigsaw Strategy)<br>3. Quiz<br>4. Student Seminars                                 | 4. MCQ's<br>5. 2 marks question<br>6.SAQ's and LAQ's |                                   |
| Hom<br>UG-<br>HP-<br>1.10.<br>3 |  |  |  | Knows |             | 3. Explain classification of imponderabilia.                                 |           | Level 2<br>Understanding   | Must know    | 5. Guest Lecture<br>6. Problem based learning<br>7. Flipped Classroom<br>8. Videos |  |                                   |
| Hom<br>UG-<br>HP-<br>1.10.<br>4 |  |  |  | Does  |             | 4. Identify the energy source used for preparation of homoeopathic medicines | Cognitive | Level 3<br>Problem solving | Nice to know | 1.Practical Demonstration<br>2.Procedural Skills Teaching                          | 1.DOPS<br>2. OSPE                                    | Practical Examination / Checklist |

|                  |  |  |  |           |  |   |           |                   |              |  |              |                                   |
|------------------|--|--|--|-----------|--|---|-----------|-------------------|--------------|--|--------------|-----------------------------------|
|                  |  |  |  |           |  | from imponderabilia   |           |                   |              | 3. Experiential learning (Projects)                  |              |                                   |
| Hom UG-HP-1.10.5 |  |  |  | Shows how |  | 5.Demonstrate care & commitment while identifying & collecting the different energy sources for preparation of imponderabilia medicines | Affective | Level 1 Receiving | Nice to know | 1.Lecture Demonstration<br>2. Problem Based Learning | 1.Monographs | Practical Examination / Checklist |

**TOPIC:** Allersodes, Isodes, Synthetic Source

### Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to identify drug substances of Allersodes, Isodes, Synthetic Source for preparation of homoeopathic medicines.

| Sr. No           | Generic Competencies   | Subject Area     | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies  | Specific Learning Objectives   | Bloom's Domain | Guilbert's Levels     | Must to know/ desirable to know/Nice to know | Teaching - Learning Method   | Assesment /Evaluation                             |                                |
|------------------|--|------------------|---|--|--|----------------|-----------------------|--|--|---|--------------------------------|
|                  |  |                  |   |  |  |                |                       |  |  | Formative   | Summative                      |
| Hom UG-HP-1.11.1 | Integration of knowledge<br><br>Synthesis and application of knowledge | Sources of drugs | Knows   | Must be able to identify drug substances of Allersodes, Isodes, Synthetic Source for preparation | 1. Explain the preparation of Allersodes, Isodes& Synthetic Source of homoeopathic medicines | Cognitive      | Level 2 Understanding | Must know                                    | 1.Lecture Demonstrations<br><br>2. Small Group Discussions/<br><br>Peer teaching (Think- | 1.Structured Oral Examination<br><br>2. Tutorials | LAQ<br>SAQ<br>MCQ<br>Viva Voce |

|                  |   |  |       |                            |  |  |                |           |  |  |  |
|------------------|---|--|-------|----------------------------|--|--|----------------|-----------|--|--|--|
|                  | Classroom to herbarium and lab transfer |  |       | of homoeopathic medicines. |  |  |                |           | Pair-Share, Jigsaw Strategy)   | 3. Assignments<br>4. MCQ's<br>5. 2 marks question<br>6. SA Q's and LAQ's |  |
| Hom UG-HP-1.11.2 |   |  | Knows |                            | 2. List any 4 examples of drugs prepared from Allersodes, Isodes& Synthetic Source |  | Level 1 Recall | Must know |  |  |  |
|                  |   |  |       |                            |  |  |                |           | 3. Quiz<br>4. Student Seminars<br>5. Guest Lecture<br>6. Problem based learning<br>7. Flipped Classroom<br>8. Videos |  |  |

|                                 |  |  |           |  |   |           |                            |              |   |             |                                   |
|---------------------------------|--|--|-----------|--|---|-----------|----------------------------|--------------|---|-------------|-----------------------------------|
| Hom<br>UG-<br>HP-<br>1.11.<br>3 |  |  | Does      |  | 3. Identify the part used for preparation of Allersodes, Isodes& Synthetic Source.  | Cognitive | Level 3<br>Problem solving | Must know    | Experiential learning (Projects)                      | Projects    | Practical Examination / Checklist |
| Hom<br>UG-<br>HP-<br>1.11.<br>4 |  |  | Shows how |  | 4. Demonstrate care & commitment while identifying & collecting the different parts for preparation of Allersodes, Isodes& Synthetic Source | Affective | Level 1<br>Receiving       | Nice to know | 1. Lecture Demonstration<br>2. Problem Based Learning | 1. Projects | Practical Examination / Checklist |

**TOPIC:** Collection of Drug Substances

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to collect a particular part/ source for preparation of homoeopathic drugs

| Sr. No               | Generic Competencies                             | Subject Area                  | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies  | Specific Learning Objectives  | Bloom's Domain | Guilbert's Levels     | Must to know/ desirable to know/Nice to know | Teaching - Learning Method                              | Assessment /Evaluation                        |                                       |
|----------------------|--|-------------------------------|---|--|---|----------------|-----------------------|--|---|---|---------------------------------------|
|                      |  |                               |   |  |   |                |                       |  |   | Formative                                     | Summative                             |
| Ho mU G- HP- 1.12 .1 | Problem solution<br><br>Integration of Knowledge | Collection of Drug Substances | Knows   | Must be able to collect a particular part/ source for preparation of homoeop | 1. Explain the general rules for collecting drugs from vegetable kingdom. | Cognitive      | Level 2 Understanding | Must know                                    | 1.Lecture Demonstrations<br>2. Small Group Discussions/ | 1.Structured Oral Examination<br>2. Tutorials | LA Q<br>SA Q<br>MC Q<br>Viva<br>Voc e |

|                   |   |  |       |             |  |  |                       |           |  |                       |  |
|-------------------|---|--|-------|-------------|--|--|-----------------------|-----------|--|-----------------------|--|
|                   | Synthesis and application of knowledge  |  |       | athic drugs |  |  |                       |           | Peer teaching (Think-Pair-Share, Jigsaw Strategy ) | 3. Assignments        |  |
| Ho mU G-HP-1.12.2 | Classroom to Herbarium transfer         |  | Knows |             | 2. Explain the particular rules for collecting drugs from vegetable kingdom. |  | Level 2 Understanding | Must know | 3. Quiz  | 4. MCQ's              |  |
| Ho mU G-HP-1.12.3 | Practice based learning and improvement |  | Knows |             | 3. Explain the general rules for collecting drugs from animal kingdom.       |  | Level 2 Understanding | Must know | 4. Student Seminar s                               | 5. 2 mark s quest ion |  |
| Ho mU G-HP-1.12.4 |   |  | Knows |             | 4. Explain the particular rules for collecting drugs from animal kingdom.    |  | Level 2 Understanding | Must know | 5. Guest Lecture                                   | 6. SA Q's and LAQ's   |  |
|                   |   |  |       |             |  |  |                       |           | 6. Flipped Classroom                               | 7. Projects           |  |
|                   |   |  |       |             |  |  |                       |           | 7. Videos  | 8. Herb arium         |  |

|                                     |  |  |       |  |  |                 |                              |              |   |  |   |
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|                                     |  |  |       |  |  |                 |                              |              |   |  |   |
| Ho<br>mU<br>G-<br>HP-<br>1.12<br>.5 |  |  | Knows |  | 5. Explain the collection of drugs from mineral kingdom.     |                 | Level 2<br>Understa<br>nding | Must<br>know |   |  |   |
| Ho<br>mU<br>G-<br>HP-<br>1.12<br>.6 |  |  | Knows |  | 6. Explain collection of Nosodes, Sarcodes & Imponderabilia. |                 | Level 2<br>Understa<br>nding | Must<br>know |   |  |   |
| Ho<br>mU<br>G-<br>HP-<br>1.12<br>.7 |  |  | Does  |  | 7. Collect the drugs from vegetable kingdom.                 | Psycho<br>motor | Level 3<br>Automati<br>on    | Must<br>know | 1. Practical Demonstrations<br><br>2. Procedural Skills | 1.DO<br>PS<br>2.OS<br>PE<br>3.Proj<br>ects | Pra<br>ctic<br>al<br>Exa<br>min<br>atio<br>n /<br>Che |

|                                     |  |  |           |  |   |           |                       |              |                          |               |                       |
|-------------------------------------|--|--|-----------|--|---|-----------|-----------------------|--------------|--------------------------|---------------|-----------------------|
|                                     |  |  |           |  |   |           |                       |              | Teaching                 | 4. Spotting   | cklist                |
| Ho<br>mU<br>G-<br>HP-<br>1.12<br>.8 |  |  | Does      |  | 8. Collect the drugs from animal kingdom.                     |           | Level 3<br>Automation | Must know    | 3. Experiential Learning | 5. Herbarium. |                       |
| Ho<br>mU<br>G-<br>HP.<br>1.12<br>.9 |  |  | Does      |  | 9. Collect the drugs from nosodes, sarcodes & imponderabilia. |           | Level 2<br>Control    | Must know    |                          |               |                       |
| Ho<br>mU<br>G-<br>HP-               |  |  | Shows how |  | 10. Demonstrate care & commitment while collecting            | Affective | Level 1<br>Receiving  | Nice to know | 1. Lecture Demonstration | Herbarium     | Practical Examination |

|             |  |  |  |  |   |  |  |  |                            |  |       |
|-------------|--|--|--|--|---|--|--|--|----------------------------|--|-------|
| 1.12<br>.10 |  |  |  |  | drugs from vegetable kingdom, animal kingdom, nosodes, sarcodes & imponderabilia. |  |  |  | 2. Practical Demonstration |  | ation |
|-------------|--|--|--|--|---|--|--|--|----------------------------|--|-------|

**TOPIC:** Cleansing

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to clean the instruments used in homoeopathic pharmaceutical laboratory.

| Sr. No | Generic Competencies | Subject Area | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies | Specific Learning Objectives | Bloom's Domain | Guilbert's Levels | Must to know/ desirable to know/ Nice to know | Teaching Learning Method | Assessment /Evaluation |           |
|--------|----------------------|--------------|---|-----------------------|------------------------------|----------------|-------------------|---|--------------------------|------------------------|-----------|
|        |                      |              |   |                       |                              |                |                   |   |                          | Formative              | Summative |

|                                 |  |  |       |   |  |               |                                  |              |  |  |                                   |
|---------------------------------|--|--|-------|---|--|---------------|----------------------------------|--------------|--|--|-----------------------------------|
| Hom<br>UG-<br>HP-<br>1.13.<br>1 | Integration<br>of<br>Knowledge<br><br>Synthesis<br>and<br>application<br>of<br>knowledge | Clean<br>sing<br>of<br>instru<br>ments | Knows | Must be<br>able to<br>clean the<br>instrume<br>nts used<br>in<br>homoeo<br>pathic<br>pharmac<br>eutical<br>laborato<br>ry | 1. Explain<br>the<br>cleansing of<br>mortar &<br>pestle. | Cogniti<br>ve | Level 2<br><br>Understand<br>ing | Must<br>know | 1.Lecture<br>Demonstrati<br>ons<br><br>2. Small<br>Group<br>Discussions/<br>Peer<br>teaching<br>(Think-Pair-<br>Share, Jigsaw<br>Strategy)<br><br>3. Quiz<br><br>4. Student<br>Seminars<br><br>5. Flipped<br>Classroom | 1.Structured<br>Oral<br>Examination<br><br>2. Tutorials<br><br>3. Assignments<br><br>4. MCQ's<br><br>5. 2 marks<br>question<br><br>6.SAQ's<br><br>7.Projects | LAQ<br>SAQ<br>MCQ<br>Viva<br>Voce |
| Hom<br>UG-<br>HP-<br>1.13.<br>2 | Classroom<br>to Lab<br>transfer  |  | Knows |   | 2. Explain<br>the<br>cleansing of<br>spatula.            |               | Level 2<br><br>Understand<br>ing | Must<br>know |  |  |                                   |
| Hom<br>UG-<br>HP.1<br>.13.3     | Practice<br>based<br>learning<br>and<br>improveme<br>nt                                  |  | Knows |   | 3. Explain<br>the<br>cleansing of<br>glass<br>bottles.   |               | Level 2<br><br>Understand<br>ing | Must<br>know |  |  |                                   |
| Hom<br>UG-                      |  |  | Knows |   | 4. Explain<br>the  |               | Level 2<br><br>Understand<br>ing | Must<br>know |  |  |                                   |

|                             |  |  |       |  |   |                 |                                  |              |  |  |   |
|-----------------------------|--|--|-------|--|---|-----------------|----------------------------------|--------------|--|--|---|
| HP.1<br>.13.4               |  |  |       |  | cleansing of<br>corks.  |                 |                                  |              |  |  |   |
| Hom<br>UG-<br>HP.1<br>.13.5 |  |  | Knows |  | 5. Explain<br>the<br>cleansing of<br>wooden<br>instruments<br>. |                 | Level 2<br><br>Understand<br>ing | Must<br>know |  |  |   |
| Hom<br>UG-<br>HP.1<br>.13.6 |  |  | Does  |  | 6. Demonstrat<br>e the<br>cleansing of<br>mortar &<br>pestle.   | Psycho<br>motor | Level 3<br><br>Automatis<br>m    | Must<br>know | 1. Practical<br>Demonstrati<br>ons<br><br>2. Procedural<br>Skills<br>Teaching<br><br>3.Experientia<br>l Learning | 1.DOPS<br><br>2.OSPE<br><br>3.Spotting | Practical<br>Examina<br>tion /<br>Checklist |
| Hom<br>UG-<br>HP.1<br>.13.7 |  |  | Does  |  | 7. Demonstrat<br>e the<br>cleansing of<br>spatula               |                 | Level 3<br><br>Automatis<br>m    | Must<br>know |  |  |   |

|                                  |  |  |              |  |  |           |                       |                 |                             |                  |   |
|----------------------------------|--|--|--------------|--|--|-----------|-----------------------|-----------------|-----------------------------|------------------|---|
| Hom<br>UG-<br>HP-<br>1.13.<br>8  |  |  | Does         |  | 8.<br>Demonstrate the<br>cleansing of<br>glass<br>bottles.           |           | Level 3<br>Automatism | Must<br>know    |                             |                  |   |
| Hom<br>UG-<br>HP-<br>1.13.<br>9  |  |  | Does         |  | 9.<br>Demonstrate the<br>cleansing of<br>corks.                      |           | Level 3<br>Automatism | Must<br>know    |                             |                  |   |
| Hom<br>UG-<br>HP-<br>1.13.<br>10 |  |  | Does         |  | 10.<br>Demonstrate the<br>cleansing of<br>wooden<br>instruments<br>. |           | Level 3<br>Automatism | Must<br>know    |                             |                  |   |
| Hom<br>UG-<br>HP-<br>1.13.<br>11 |  |  | Shows<br>how |  | 11.<br>Demonstrate care while<br>cleaning the                        | Affective | Level 1<br>Receiving  | Nice to<br>know | 1. Lecture<br>Demonstration | 1.DOPS<br>2.OSPE | Practical<br>Examination /<br>Checklist |

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|  |  |  |  |  | instruments |  |  |  | 2. Practical Demonstration |  |  |
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**TOPIC:** Lab Methods

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to select and apply a particular lab method for preparation of homoeopathic medicines and for standardization of homoeopathic medicines.

| Sr. no | Generic Competencies | Subject Area |  | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies | Specific Learning Objectives | Bloom's Domain | Guilbert's Levels | Must to know/ desirable to know/ Nice to know | Teaching Learning Method | Assessment /Evaluation |           |
|--------|----------------------|--------------|--|---|-----------------------|------------------------------|----------------|-------------------|---|--------------------------|------------------------|-----------|
|        |                      |              |  |   |                       |                              |                |                   |   |                          | Formative              | Summative |

|                   |   |             |  |       |  |   |           |                   |           |   |  |                                   |
|-------------------|---|-------------|--|-------|--|---|-----------|-------------------|-----------|---|--|-----------------------------------|
| Hom .UG-HP-1.14.1 | <p>Problem solution</p> <p>Integration of Knowledge</p> <p>Synthesis and application of knowledge</p> <p>Classroom to lab transfer</p> <p>Practice based learning and improvement</p> | Lab Methods |  | Knows | Must be able to select and apply a particular lab method for preparation of homoeopathic medicines and for standardization of homoeopathic medicines | 1. Define decantation, sedimentation, filtration, distillation, sublimation, precipitation. | Cognitive | Level 1<br>Recall | Must know | <p>1.Lecture Demonstrations</p> <p>2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy)</p> <p>3. Quiz</p> <p>4. Student Seminars</p> <p>5. Guest Lecture</p> <p>6. Problem based learning</p> <p>7. Flipped Classroom</p> | <p>1.Structured Oral Examination</p> <p>2. Tutorials</p> <p>3. Assignments</p> <p>4. MCQ's</p> <p>5. 2 marks question</p> <p>6.SAQ's and LAQ's</p> <p>7.Projects</p> | LAQ<br>SAQ<br>MCQ<br>Viva<br>Voce |
|-------------------|---|-------------|--|-------|--|---|-----------|-------------------|-----------|---|--|-----------------------------------|

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|----------------------------------|--|--|--|-------|--|--|--|---|--------------|-----------|--|--|
|                                  |  |  |  |       |  |  |  |   |              | 8. Videos |  |  |
| Hom<br>.UG-<br>HP-<br>1.14.<br>2 |  |  |  | Knows |  | 2. Explain the process of decantation, sedimentation, filtration, distillation, sublimation, precipitation |  | Level<br>2<br><br>Under<br>standi<br>ng | Must<br>know |           |  |  |
| Hom<br>.UG-<br>HP-<br>1.14.<br>3 |  |  |  | Knows |  | 3.Explain the homoeopathic uses of decantation, sedimentation, filtration, distillation, su                |  | Level<br>2<br><br>Under<br>standi<br>ng | Must<br>know |           |  |  |

|                                  |  |  |  |              |  |   |  |  |                          |  |  |  |
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|                                  |  |  |  |              |  | blimation,pre<br>cipitation   |  |  |                          |  |  |  |
| Hom<br>.UG-<br>HP-<br>1.14.<br>4 |  |  |  | Knows<br>how |  | 4.Differentiat<br>e between<br>filtration&di<br>stillation  |  | Level<br>2<br><br>Under<br>standi<br>ng      | Must<br>know             |  |  |  |
| Hom<br>.UG-<br>HP-<br>1.14.<br>5 |  |  |  | Knows<br>how |  | 5. Differentiate<br>between<br>decantation<br>&filtration<br>in detail.                               |  | Level<br>2<br><br>Under<br>standi<br>ng      | Must<br>know             |  |  |  |
| Hom<br>.UG-<br>HP-<br>1.14.<br>6 |  |  |  | Does         |  | 6. Select a<br>specific lab<br>method<br>according to<br>the different<br>processes<br>carried out in |  | Level<br>3<br><br>Probl<br>em<br>solvin<br>g | Desirabl<br>e to<br>know |  |  |  |

|                                  |  |  |  |              |  |   |                 |                                 |                          |  |                                    |   |
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|                                  |  |  |  |              |  | a<br>homoeopathi<br>c pharmacy<br>laboratory.   |                 |                                 |                          |  |                                    |   |
| Hom<br>.UG-<br>HP-<br>1.14.<br>7 |  |  |  | Does         |  | 7.<br>Demonstrate<br>the processes<br>decantation,<br>sedimentatio<br>n,filtration,<br>distillation,su<br>blimation,pre<br>cipitation | Psycho<br>motor | Level<br>2<br><br>Contr<br>ol   | Desirabl<br>e to<br>know | 1. Practical<br>Demonstrati<br>ons<br><br>2. Procedural<br>Skills<br>Teaching<br><br>3.Experienti<br>al Learning | 1.DOPS<br>2.OSPE<br>3.Projec<br>ts | Practi<br>cal<br>Exam<br>inatio<br>n /<br>Chec<br>klist |
| Hom<br>.UG-<br>HP-<br>1.14.<br>8 |  |  |  | Shows<br>how |  | 8.Demonstra<br>te care &<br>commitment<br>while<br>carrying out<br>the different<br>lab methods<br>involved in<br>preparation<br>of   | Affecti<br>ve   | Level<br>1<br><br>Recei<br>ving | Nice to<br>know          | 1. Lecture<br>Demonstrati<br>on<br><br>2. Practical<br>Demonstrati<br>on   | DOPS                               | Practi<br>cal<br>Exam<br>inatio<br>n /<br>Chec<br>klist |

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|  |  |  |  |  |  | homoeopathic medicine |  |  |  |  |  |  |
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**TOPIC:** Standardization of homoeopathic drugs

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to select an appropriate method for standardization of homoeopathic medicines.

| Sr. No            | Generic Competencies   | Subject Area                          | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies   | Specific Learning Objectives                             | Bloom's Domain | Guilbert's Levels | Must to know/ desirable to know/ Nice to know | Teaching - Learning Method                                   | Assessment /Evaluation                             |                                |
|-------------------|--|---------------------------------------|---|---|--|----------------|-------------------|---|--|--|--------------------------------|
|                   |  |                                       |   |   |  |                |                   |   |  | Formative  | Summative                      |
| Hom. UG-HP-1.15.1 | Integration of Knowledge<br><br>Synthesis and application of knowledge | Standardization of homoeopathic drugs | Knows   | Must be able to select an appropriate method for standardization of | 1. Enumerate the different methods of standardization of | Cognitive      | Level 1 Recall    | Must know                                     | 1. Lecture Demonstrations<br><br>2. Small Group Discussions/ | 1. Structured Oral Examination<br><br>2. Tutorials | LAQ<br>SAQ<br>MCQ<br>Viva Voce |

|                   |   |  |       |                        |  |             |                       |                   |   |                     |  |
|-------------------|---|--|-------|------------------------|--|-------------|-----------------------|-------------------|---|---------------------|--|
|                   | Classroom to Lab transfer               |  |       | homoeopathic medicines | homoeopathic drugs   |             |                       |                   | Peer teaching (Think-Pair-Share, Jigsaw Strategy) | 3. Assignments      |  |
| Hom. UG-HP-1.15.2 | Practice based learning and improvement |  | Knows |                        | 2. Explain the individual method of standardization of homoeopathic drugs                                | Cognitive   | Level 2 Understanding | Must know         | 3. Quiz   | 4. MCQ's            |  |
| Hom. UG-HP-1.15.3 |   |  | Does  |                        | 3. Estimate the standard of homoeopathic drugs before and after manufacturing of homoeopathic medicines. | Psychomotor | Level 2 Control       | Desirable to know | 4. Student Seminars                               | 5. 2 marks question |  |
|                   |   |  |       |                        |  |             |                       |                   | 5. Flipped Classroom                              | 6.SAQ's             |  |
|                   |   |  |       |                        |  |             |                       |                   | 6. Videos   | 7.Projects          |  |

|                              |  |  |      |  |  |              |                            |                   |  |   |  |
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| Hom.<br>UG-<br>HP-<br>1.15.4 |  |  | Does |  | 4. Demonstrate the microscopic study of triturations.                                    | Psycho motor | Level 2<br>Control         | Desirable to know | 1. Practical Demonstrations<br>2. Procedural Skills Teaching | 1. Spotting<br>2. Assessment of research project output<br>3. Experiential Learning<br>4. Research Projects | Viva Voce & Practical Examinations / Checklist |
| Hom.<br>UG-<br>HP-<br>1.15.5 |  |  | Does |  | 5. Identify the drug specimen applying the different methods of standardization of drugs | Cognitive    | Level 3<br>Problem solving | Desirable to know |  |   |  |
| Hom.<br>UG-<br>HP-<br>1.15.6 |  |  | Does |  | 6. Analyze the purity of mother tincture with the help of HPTLC.                         | Psycho motor | Level 2<br>Control         | Nice to know      |  |   |  |

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| Hom.<br>UG-<br>HP-<br>1.15.7 |  |  | Does      |  | 7. Analyze and identify the purity of mother substances and dilutions with the help of U.V. Spectroscopy.  | Psycho motor |                       | Nice to know |   |                       |           |
| Hom.<br>UG-<br>HP-<br>1.15.8 |  |  | Shows how |  | 8. Abide by the rules of standardization of homoeopathic drugs laid down by HPL & value the importance of genuine medicine in homoeopathic practice. | Affective    | Level 3 Internalizing | Nice to know | 1. Lecture Demonstration<br>2. Monographs | Herbarium Assignments | Viva Voce |

**TOPIC:** Quality Control in Homoeopathy

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to conduct the quality control as per the appropriate method

| Sr. No                   | Generic Competencies   | Subject Area    | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies   | Specific Learning Objectives                           | Bloom's Domain | Guilbert's Levels        | Must to know/ desirable to know/Nice to know | Teaching-Learning Method  | Assessment /Evaluation  |                                |
|--------------------------|--|-----------------|---|---|--|----------------|--------------------------|--|---|---|--------------------------------|
|                          |  |                 |   |   |  |                |                          |  |   | Formative   | Summative                      |
| Hom.U<br>G-HP-<br>1.16.1 | Integration of Knowledge<br><br>Synthesis and application of knowledge | Quality control | Knows   | Must be able to conduct the quality control as per the appropriate method | 1. Enumerate the different methods of quality control. | Cognitive      | Level 1<br>Recall        | Must Know                                    | 1.Lecture Demonstrations<br>2. Small Group Discussions/<br>Peer teaching (Think-Pair- | 1.Structured Oral Examination<br>2. Tutorials<br>3. Assignments | LAQ<br>SAQ<br>MCQ<br>Viva Voce |
| Hom.U<br>G-HP-<br>1.16.2 | Classroom to Lab transfer  |                 | Knows   |   | 2. Explain the individual method of                    |                | Level 2<br>Understanding | Must Know                                    |   |   |                                |

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|                          | Practice based learning and improvement |  |       |  | quality control in homoeopathy   |  |                            |              | Share, Jigsaw Strategy)                                  | 4. MCQ's<br>5. 2 marks question<br>6. SAQ's<br>7. Projects |  |
| Hom.U<br>G-HP-<br>1.16.3 |   |  | Knows |  | 3.Explain the functions of HPL in quality control of Homoeopathic medicines                  |  | Level 2<br>Understanding   | Must Know    | 4. Student Seminars<br>5. Flipped Classroom<br>6. Videos |  |  |
| Hom.U<br>G-HP-<br>1.16.4 |   |  | Does  |  | 4. Determine the quality of homoeopathic medicine based on the parameters of quality control |  | Level 3<br>Problem solving | Nice to Know |  |  |  |

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| Hom.U<br>G-HP-<br>1.16.5 |  |  | Does                      |  | 5. Take part in the process of quality control at different stages of preparation of homoeopathic medicines. |              | Level 3<br>Problem solving | Nice to Know |  |  |   |
| Hom.U<br>G-HP-<br>1.16.6 |  |  | D<br>oes,<br>shows<br>how |  | 6. Demonstrate the microscopic study of triturations.  | Psycho motor | Level 2<br>Control         | Nice to Know | 1. Practical Demonstrations<br>2. Procedural Skills Teaching<br>3. Experiential Learning | 1. Spotting<br>2. Assessment of the outcome of research projects | Viva Voce & Practical Examinations / Checklists |
| Hom.U<br>G-HP-<br>1.16.7 |  |  |                           |  | 7. Analyze the purity of mother tinctures  |              | Level 2<br>Control         | Nice to know |  |  |   |

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|                          |  |  |      |  | with the help of HPTLC.  |           |                       |              | 4. Research Projects                                     |                              |                                   |
| Hom.U<br>G-HP-<br>1.16.8 |  |  | Does |  | 8. Analyze and identify the purity of mother substances and dilutions with the help of U.V. Spectroscopy.                      |           |                       | Nice to know |  |                              |                                   |
| Hom.U<br>G-HP-<br>1.16.9 |  |  | Does |  | 9. Abide by the rules of quality control laid down by HPL & value the importance of genuine medicine in homoeopathic practice. | Affective | Level 3 Internalizing | Nice to know | 1. Lecture Demonstrations<br>2. Practical Demonstrations | SAQ/LAQ Projects Assignments | Practical Examination / Checklist |

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**TOPIC:** Ideal Laboratory

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to –

1. State the pre requisites of an Ideal Laboratory

| Sr. No   | Generic Competencies | Subject Area | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies | Specific Learning Objectives | Bloom's Domain | Guilbert's Levels | Must to know/ desirable to know/Nice to know | Teaching Learning Method | Assessment /Evaluation |            |
|----------|----------------------|--------------|---|-----------------------|------------------------------|----------------|-------------------|--|--------------------------|------------------------|------------|
|          |                      |              |   |                       |                              |                |                   |  |                          | Formative              | Summative  |
| Hom .UG- |                      |              | Knows   | Must be able to state | List the pre requisites for  | Cognitive      | Level 2           | Must Know                                    |                          | 1.Structure            | LAQ<br>SAQ |

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|-------------------|--|------------------|-------|---|---------------------|--|-------------------------|-------------------|---|---|---------------|
| HP-1.17.1         | Integration of Knowledge                             | Ideal Laboratory |       | the pre requisites of an ideal laboratory | an ideal Laboratory |  | Understand              |                   | 1.Lecture Demonstrations<br>2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) | d Oral Examination<br>2. Tutorials<br>3. Assignments<br>4. MCQ's<br>5. 2 marks question<br>6.SA Q's and LAQ's | MCQ Viva Voce |
| Hom .UG-HP-1.17.2 | Synthesis and Application of knowledge               |                  | Knows |   |                     |  | Level 3 Problem solving | Nice to know      |   |   |               |
| Hom .UG-HP-1.17.3 | Problem formulation<br><br>Classroom to lab transfer |                  | Knows |   |                     |  | Level 2 Understanding   | Desirable to know | 3. Quiz<br>4. Student Seminars<br>5. Guest Lecture<br>6. Problem based learning                           |   |               |

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**TOPIC:** Industrial Pharmacy

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to –  
Correlate the provisions under Schedule M-I

| Sr. No | Generic Competencies | Subject Area | Miller's Level<br>Does/<br>Shows<br>how/<br>Knows<br>how/ Know | Specific Competencies | Specific Learning Objectives | Bloom's Domain | Guilbert's Levels | Must to know/<br>desirable<br>to know/Nice to | Teaching - Learning Method | Assessment /Evaluation |           |
|--------|----------------------|--------------|--|-----------------------|------------------------------|----------------|-------------------|---|----------------------------|------------------------|-----------|
|        |                      |              |  |                       |                              |                |                   |   |                            | Formative              | Summative |
|        |                      |              |  |                       |                              |                |                   |   |                            |                        |           |

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|                              |   |                                |       |   |   |           |                                  | know      |  |  |                                       |
| Hom.<br>UG-<br>HP-<br>1.18.1 | Integration<br>of<br>Knowledge<br><br>Synthesis<br>and<br>Applicatio<br>n of<br>knowledge<br><br>Problem<br>formulatio<br><br>Classroom<br>to lab<br>transfer | Industri<br>al<br>Pharma<br>cy | Knows | Must be<br>able to<br>correlate<br>provisions<br>related to<br>Schedule<br>M1 | Explain in<br>details the<br>provisions<br>under<br>Schedule<br>M-I | Cognitive | Level 2<br><br>Understan<br>ding | Must Know | 1.Lecture<br>Demonstra<br>tions<br><br>2. Small<br>Group<br>Discussion<br>s/<br>Peer<br>teaching<br>(Think-<br>Pair-Share,<br>Jigsaw<br>Strategy)<br><br>3. Field<br>Visit | 1.Stru<br>ctured<br>Oral<br>Exami<br>nation<br><br>2. Tutori<br>als<br><br>3. Assign<br>ments<br><br>4. MCQ's<br><br>5. 2<br>marks<br>questi<br>on<br><br>6.SAQ<br>'s and<br>LAQ's | LAQ<br>SAQ<br>MC<br>Q<br>Viva<br>Voce |

**TOPIC:** Homoeopathic Vehicles- Solid Vehicles

**Topic:** Homoeopathic Vehicles- Solid Vehicles

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to select a particular solid vehicle for preparation or dispensing of homoeopathic medicines.

| Sr. No            | Generic Competencies                                      | Subject Area | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies   | Specific Learning Objectives | Bloom's Domain | Guilbert's Levels | Must to know/ desirable to know/ Nice to know | Teaching - Learning Method                                   | Assessment /Evaluation        |                                |
|-------------------|---|--------------|---|---|------------------------------|----------------|-------------------|---|--|-------------------------------|--------------------------------|
|                   |   |              |   |   |                              |                |                   |   |  | Formative                     |                                |
| Hom .UG-HP-1.19.1 | Integration of Knowledge<br><br>Synthesis and Application | Vehicles     | Knows   | Selecting a particular solid vehicle for preparation or dispensing of | 1.Define Vehicle             | Cognitive      | Level 1 Recall    | Must Know                                     | 1.Lecture Demonstrations<br><br>2. Small Group Discussions / | 1.Structured Oral Examination | LAQ<br>SAQ<br>MCQ<br>Viva Voce |

|                   |                           |  |       |                         |   |  |                       |           |   |                     |  |
|-------------------|---------------------------|--|-------|-------------------------|---|--|-----------------------|-----------|---|---------------------|--|
|                   | of knowledge              |  |       | homoeopathic medicines. |   |  |                       |           | Peer teaching (Think-Pair-Share, Jigsaw Strategy) | 2. Tutorials        |  |
| Hom .UG-HP-1.19.2 | Problem formulation       |  | Knows |                         | 2. Classify vehicles in detail  |  | Level 2 Understanding | Must Know | 3. Quiz   | 3. Assignments      |  |
| Hom .UG-HP-1.19.3 | Classroom to lab transfer |  | Knows |                         | 3. List all the solid vehicles used in homoeopathy.                   |  | Level 1 Recall        | Must Know | 4. Student Seminars                               | 4. MCQ's            |  |
| Hom .UG-HP-1.19.4 |                           |  | Knows |                         | 4. Explain the preparation, properties and uses of all solid vehicles |  | Level 2 Understanding | Must Know | 5. Guest Lecture                                  | 5. 2 marks question |  |
|                   |                           |  |       |                         |   |  |                       |           | 6. Problem based learning                         | 6. SAQ's and LAQ's  |  |

|                                  |  |  |          |  |  |             |                            |           |  |                   |                                   |
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| Hom<br>.UG-<br>HP-<br>1.19.<br>5 |  |  | Does     |  | 5. Select the appropriate solid vehicle for dispensing of homoeopathic medicines, potentisation etc. |             | Level 3<br>Problem Solving | Must Know |  |                   |                                   |
| Hom<br>.UG-<br>HP-<br>1.19.<br>6 |  |  | Does     |  | 6. Identify the given solid vehicle.   | Cognitive   | Level 3<br>Problem solving | Must Know | 1.Practical Demonstration<br>2.Procedural Skills Teaching<br>3. Problem Based Learning | 1.DOPS<br>2. OSPE | Practical Examination / Checklist |
| Hom<br>.UG-<br>HP-<br>1.19.<br>7 |  |  | Show How |  | 7. Estimate the purity of the given solid vehicle.   | Psychomotor | Level 2<br>Control         | Must know | 4. Experiential learning   |                   |                                   |

|                                  |  |  |           |  |   |           |                      |                 |   |            |   |
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| Hom<br>.UG-<br>HP-<br>1.19.<br>8 |  |  | Shows how |  | 8.Demonstra<br>te care and<br>commitment<br>in preparing<br>& dispensing<br>of<br>homoeopath<br>ic medicine<br>with<br>accuracy | Affective | Level 1<br>Receiving | Nice to<br>know | 1.Lecture<br>Demonstrat<br>ion<br><br>2.Procedur<br>al Skills<br>Teaching<br><br>3. Problem<br>Based<br>Learning<br><br>4.<br>Experiential<br>learning<br><br>5. Practical<br>Demonstrat<br>ion | 1.DOP<br>S | Practi<br>cal<br>Exami<br>nation<br>/ Check<br>list |
|----------------------------------|--|--|-----------|--|---|-----------|----------------------|-----------------|---|------------|---|

**TOPIC:** Homoeopathic Vehicles- Liquid Vehicles

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to select a particular liquid vehicle for preparation or dispensing of homoeopathic medicines.

| Sr. No            | Generic Competencies                   | Subject Area | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies  | Specific Learning Objective                          | Bloom's Domain | Guilbert's Levels     | Must to know/ desirable to know/ Nice to know | Teaching - Learning Method  | Assessment /Evaluation   |                                |
|-------------------|--|--------------|---|--|--|----------------|-----------------------|---|---|--|--------------------------------|
|                   |  |              |   |  |  |                |                       |   |   | Formative  | Summative                      |
| Hom. UG-HP-1.20.1 | Integration of Knowledge               | Vehicles     | Knows   | Selecting a particular liquid vehicle for preparation or dispensing of homoeopathic medicines. | 1. Define Vehicle                                    | Cognitive      | Level 1 Recall        | Must Know                                     | 1. Lecture Demonstrations<br>2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy)<br>3. Quiz | 1. Structured Oral Examination<br>2. Tutorials<br>3. Assignments<br>4. MCQ's | LAQ<br>SAQ<br>MCQ<br>Viva Voce |
| Hom. UG-HP-1.20.2 | Synthesis and Application of knowledge |              | Knows   |  | 2. Classify vehicles in detail                       |                | Level 2 Understanding | Must Know                                     |   |  |                                |
| Hom. UG-HP-1.20.3 | Problem formulation                    |              | Knows   |  | 3. List all the liquid vehicles used in homoeopathy. |                | Level 1 Recall        | Must Know                                     |   |  |                                |

|                              |                                 |  |       |  |  |               |                                   |              |  |   |                                    |
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| Hom.<br>UG-<br>HP-<br>1.20.4 | Classroom<br>to lab<br>transfer |  | Knows |  | 4. Explain<br>the<br>preparation,<br>properties<br>and uses<br>of all<br>liquid<br>vehicles.   |               | Level 2<br><br>Understa<br>nding  | Must<br>Know | 4. Student<br>Seminars<br><br>5. Guest<br>Lecture<br><br>6. Problem<br>based<br>learning | 5. 2<br>marks<br>questio<br>n<br><br>6.SAQ'<br>s and<br>LAQ's |                                    |
| Hom.<br>UG-<br>HP-<br>1.20.5 |                                 |  | Does  |  | 5. Select<br>the<br>appropria<br>te liquid<br>vehicle for<br>dispensin<br>g of<br>homoeop<br>athic<br>medicines<br>,<br>potentisa<br>tion etc. |               | Level 3<br><br>Problem<br>solving | Must<br>Know |  |   |                                    |
| Hom.<br>UG-<br>HP-<br>1.20.6 |                                 |  | Does  |  | 6. Identify<br>the given<br>liquid<br>vehicle.   | Cognit<br>ive | Level 2<br><br>Understa<br>nding  | Must<br>Know | 1.Practical<br>Demonstrat<br>ion   | 1.DOPS<br><br>2.<br>OSPE                                      | Practic<br>al<br>Examin<br>ation / |

|                   |  |  |           |  |  |             |                   |              |  |        |                                   |
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|                   |  |  |           |  |  |             |                   |              | 2.Procedural Skills Teaching   |        | Checklist                         |
| Hom. UG-HP-1.20.7 |  |  | Shows how |  | 7. Estimate the purity of the given liquid vehicle.  | Psychomotor | Level 2 Control   | Must Know    | 3. Problem Based Learning<br>4. Experiential learning  |        |                                   |
| Hom. UG-HP-1.20.8 |  |  | Shows how |  | 8.Demonstrate care and commitment in preparing & dispensing of homoeopathic medicine with accuracy | Affective   | Level 1 Receiving | Nice to Know | 1.Lecture Demonstration<br>2.Procedural Skills Teaching<br>3. Problem Based Learning<br>4. Experiential learning | 1.DOPS | Practical Examination / Checklist |

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|  |  |  |  |  |  |  |  |  | 5. Practical Demonstration |  |  |
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**TOPIC:** Homoeopathic Vehicles- Semi-solid Vehicles

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to select a particular semi solid vehicle for preparation or dispensing of homoeopathic medicines.

| Sr. No      | Generic Competencies | Subject Area       | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies             | Specific Learning Objectives | Bloom's Domain | Guilbert's Levels | Must to know/ desirable to know/ Nice to know | Teaching Learning Method | Assessment /Evaluation        |                   |
|-------------|----------------------|--------------------|---|-----------------------------------|------------------------------|----------------|-------------------|---|--------------------------|-------------------------------|-------------------|
|             |                      |                    |   |                                   |                              |                |                   |   |                          | Formative                     | Summative         |
| Hom .UG-HP- | Integration of       | Semisolid Vehicles | Knows   | Selecting a particular semi-solid | 1.Define Vehicle             | Cognitive      | Level 1 Recall    | Must know                                     | 1.Lecture Demonstrations | 1.Structured Oral Examination | LAQ<br>SAQ<br>MCQ |

|                   |  |  |           |   |  |  |                         |           |   |                     |           |
|-------------------|--|--|-----------|---|--|--|-------------------------|-----------|---|---------------------|-----------|
| 1.21.1            | Knowledge                              |  |           | vehicle for preparation or dispensing of homoeopathic medicines |  |  |                         |           | 2. Small Group Discussions/                       | 2. Tutorials        | Viva Voce |
| Hom .UG-HP-1.21.2 | Synthesis and Application of knowledge |  | Knows how |   | 2. Classify vehicles   |  | Level 2 Understanding   | Must Know | Peer teaching (Think-Pair-Share, Jigsaw Strategy) | 3. Assignments      |           |
| Hom .UG-HP-1.21.3 |  |  | Knows     |   | 3. List all the semi-solid vehicles used in homoeopathy                    |  | Level 2 Understanding   | Must Know | 3. Quiz   | 4. MCQ's            |           |
| Hom .UG-HP-1.21.4 | Problem formulation                    |  | Knows     |   | 4. Explain the preparation, properties and uses of all semi-solid vehicles |  | Level 2 Understanding   | Must Know | 4. Student Seminars                               | 5. 2 marks question |           |
| Hom .UG-HP-       | Classroom to lab transfer              |  | Does      |   | 5. Select the appropriate semi-solid vehicle for dispensing of             |  | Level 3 Problem solving | Must Know | 5. Guest Lecture                                  | 6. SAQ's and LAQ's  |           |
|                   |  |  |           |   |  |  |                         |           | 6. Problem based learning                         |                     |           |

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| 1.21.5            |  |  |           |  | homoeopathic medicines, preparation of external applications etc.           |             |                         |              |   |                   |                                   |
| Hom .UG-HP-1.21.6 |  |  | Does      |  | 6. Identify the given semi-solid vehicle.                                   | Cognitive   | Level 3 Problem solving | Must know    | 1.Practical Demonstration<br>2.Procedural Skills Teaching | 1.DOPS<br>2. OSPE | Practical Examination / Checklist |
| Hom .UG-HP-1.21.7 |  |  | Shows how |  | 7. Estimate the purity of the given semisolid vehicle.                      | Psychomotor | Level 2 Control         | Must know    | 3. Problem Based Learning<br>4. Experiential learning     |                   |                                   |
| Hom .UG-HP-1.21.8 |  |  | Shows how |  | 8.Demonstrate care and commitment in preparing & dispensing of homoeopathic | Affective   | Level 1 Receiving       | Nice to know | 1.Lecture Demonstration<br>2.Procedural Skills Teaching   | 1.DOPS            | Practical Examination Checklist   |

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|  |  |  |  |  | medicine<br>accuracy | with |  |  |  | 3. Problem<br>Based<br>Learning<br><br>4. Experiential<br>learning<br><br>5. Practical<br>Demonstrati<br>on |  |  |
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**TOPIC:** External Applications

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to prescribe an external application as per the scope and limitations of external applications.

| Sr.<br>No | Generic<br>Competen<br>cies | Subject<br>Area | Miller's<br>Level<br>Does/<br>Shows<br>how/<br>Knows<br>how/ Know | Specifi<br>c<br>Compe<br>tencies | Specifi<br>c<br>Learnin<br>g<br>Objecti<br>ves | Bloom'sD<br>omain | Guilber<br>t's<br>levels | Must to<br>know/<br>desirab<br>le | Teaching<br>Learning<br>Method | Assessment<br>/Evaluation |                   | Integra<br>tion |
|-----------|-----------------------------|-----------------|---|----------------------------------|--|-------------------|--------------------------|-----------------------------------|--------------------------------|---------------------------|-------------------|-----------------|
|           |                             |                 |   |                                  |  |                   |                          |                                   |                                | Formative                 | Sum<br>mativ<br>e |                 |

|                   |   |                       |       |  |                               |           |                |                      |   |   |                                |                                     |
|-------------------|---|-----------------------|-------|--|-------------------------------|-----------|----------------|----------------------|---|---|--------------------------------|-------------------------------------|
|                   |   |                       |       |  |                               |           |                | to know/Nice to know |   |   |                                |                                     |
| Hom .UG-HP-1.22.1 | Integration of Knowledge<br><br>Synthesis and Application of knowledge<br><br>Problem formulation | External Applications | Knows | Prescribing an external application as per its scope and limitations | 1.Define External Application | Cognitive | Level 1 Recall | Must know            | 1.Lecture Demonstrations<br>2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy)<br>3. Quiz<br>4. Student Seminars<br>5. Guest Lecture | 1.Structured Oral Examination<br>2. Tutorials<br>3. Assignments<br>4. MCQ's<br>5. 2 marks question<br>6.SAQ's and LAQ's | LAQ<br>SAQ<br>MCQ<br>Viva Voce | Horizontal with Organon of Medicine |

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|-------------------|---------------------------|--|-------|--|---|--|-----------------------|-----------|---|--|--|--|
| Hom .UG-HP-1.22.2 | Classroom to lab transfer |  | Knows |  | 2. List all the external applications used in homoeopathy                       |  | Level 1 Recall        | Must know | 6. Problem based learning<br>7. Flipped Classroom |  |  |  |
| Hom .UG-HP-1.22.3 |                           |  | Knows |  | 3. Explain the preparation &uses of specific homoeopathic external applications |  | Level 2 Understanding | Must know |   |  |  |  |

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| Hom<br>.UG-<br>HP-<br>1.22.<br>4 |  |  | Knows |  | 4.<br>Explain<br>the<br>scope &<br>limitati<br>ons of<br>externa<br>l<br>applica<br>tions in<br>homoe<br>opathy    |  | Level 2<br><br>Unders<br>tanding      | Must<br>know |  |  |  |  |
| Hom<br>.UG-<br>HP-<br>1.22.<br>5 |  |  | Does  |  | 5.<br>Select<br>the<br>approp<br>riate<br>vehicle<br>for<br>prepara<br>tion of<br>externa<br>l<br>applica<br>tion. |  | Level 3<br><br>Proble<br>m<br>solving | Must<br>know |  |  |  |  |

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| Hom<br>.UG-<br>HP-<br>1.22.<br>6 |  |  | Does           |  | 6. Select appropriate external application as per the case.      |             | Level 3 Problem solving | Desirable to Know |  |                    |                                    |  |
| Hom<br>.UG-<br>HP.1<br>.22.7     |  |  | Does Shows how |  | 7. Demonstrate the preparation of specific external applications | Psychomotor | Level 2 Control         | Must know         | 1. Practical Demonstration<br>2. Procedural Skills Teaching<br>3. Problem Based Learning<br>4. Experiential learning | 1. DOPS<br>2. OSPE | Practical Examination / Check list |  |

|                                  |  |  |                   |  |   |           |                      |              |  |        |                                    |  |
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| Hom<br>.UG-<br>HP-<br>1.22.<br>8 |  |  | Shows how<br>Does |  | 8.Demonstrate care and commitment in preparing & dispensing of external application with accuracy | Affective | Level 1<br>Receiving | Nice to know | 1.Lecture Demonstration<br><br>2.Procedural Skills Teaching<br><br>3. Problem Based Learning<br><br>4. Experiential learning<br><br>5. Practical Demonstration | 1.DOPS | Practical Examination / Check list |  |
|----------------------------------|--|--|-------------------|--|---|-----------|----------------------|--------------|--|--------|------------------------------------|--|

**TOPIC:** Metrology

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to select appropriate scale of measurement in the homoeopathic pharmaceutical laboratory.

| Sr. No            | Generic Competencies   | Subject Area | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies  | Specific Learning Objectives   | Bloom's Domain | Guilbert's levels     | Must to know/ desirable to know/ Nice to know | Teaching - Learning Method  | Assessment /Evaluation  |                                   |
|-------------------|--|--------------|---|--|--|----------------|-----------------------|---|---|---|-----------------------------------|
|                   |  |              |   |  |  |                |                       |   |   | Formative   | Summative                         |
| Hom .UG-HP-1.23.1 | Problem solving<br><br>Problem formulation<br><br>Integration of | Metrology    | Knows   | Must be able to select appropriate scale of measurement in the homoeopathic pharmaceutical | 1. Enumerate the different scales of measurement for preparation of homoeopathic drugs | Cognitive      | Level 1<br><br>Recall | Must Know                                     | 1.Lecture Demonstrations<br><br>2. Small Group Discussions/<br><br>Peer teaching (Think-Pair-Share, Jigsaw Strategy)<br><br>3. Quiz | 1.Structured Oral Examination<br><br>2. Tutorials<br><br>3. Assignments<br><br>4. MCQ's | LAQ<br>MCQ<br>SAQ<br>Viva<br>Voce |

|                   |  |  |       |            |   |  |                       |           |   |                                |  |
|-------------------|--|--|-------|------------|---|--|-----------------------|-----------|---|--------------------------------|--|
|                   | Knowledge                              |  |       | laboratory |   |  |                       |           | 4. Problem Based learning<br>5. Flipped classroom | 5. 2 marks question<br>6.SAQ's |  |
|                   | Synthesis and application of knowledge |  |       |            |   |  |                       |           |   |                                |  |
|                   | Classroom to lab transfer              |  |       |            |   |  |                       |           |   |                                |  |
| Hom .UG-HP-1.23.2 |  |  | Knows |            | 2. Explain the different scales of measurement for preparation of |  | Level 2 Understanding | Must Know |   |                                |  |

|                   |  |  |      |  |   |             |                         |           |   |                    |  |
|-------------------|--|--|------|--|---|-------------|-------------------------|-----------|---|--------------------|--|
|                   |  |  |      |  | homoeopathic drugs  |             |                         |           |   |                    |  |
| Hom .UG-HP-1.23.3 |  |  | Does |  | 3. Select appropriate scale of measurement for preparation of homoeopathic drugs.                         |             | Level 3 Problem solving | Must Know |   |                    |  |
| Hom .UG-HP-1.23.4 |  |  | Does |  | 4. Measure the given quantity of the drug substance and vehicle for preparation of homoeopathic medicines | Psychomotor | Level 3 Automatism      | Must know | 1. Practical Demonstrations<br>2. Experiential Learning | 1. DOPS<br>2. OSPE | Viva Voce & Practical Examinations / Checklist |

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| Hom .UG-HP-1.23.5 |  |  | Shows how |  | 5.Show care while measuring the drugs for preparation of homoeopathic medicines | Affective | Level 2 Respond | Must know | 1. Lecture Demonstration<br>2. Practical Demonstration | 1.DOPS<br>2.OSPE | Theory & Practical Examination / Checklist |
|-------------------|--|--|-----------|--|---|-----------|-----------------|-----------|--|------------------|--|

**TOPIC:** Potentisation& Scales of Potentisation

**Learning Outcomes (LO):** At the end of the topic of Potentisation, I-BHMS student must be able to:

10. Prepare Homoeopathic Medicine according to the scale.

| Sr. No | Generic Competencies | Subject Area | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies | Specific Learning Objectives | Bloom's Domain | Guilbert's level | Must to know/ desirable to know /Nice to know | Teaching Learning Method | Assessment /Evaluation |           | Integration |
|--------|----------------------|--------------|---|-----------------------|------------------------------|----------------|------------------|---|--------------------------|------------------------|-----------|-------------|
|        |                      |              |   |                       |                              |                |                  |   |                          | Formative              | Summative |             |
|        |                      |              |   |                       |                              |                |                  |   |                          |                        |           |             |

|                   |   |              |       |  |   |           |                       |           |  |   |                                |                                |
|-------------------|---|--------------|-------|--|---|-----------|-----------------------|-----------|--|---|--------------------------------|--------------------------------|
| Hom .UG-HP-1.24.1 | Problem solution<br><br>Integration of knowledge<br><br>Practice based learning and improvement | Potentiation | Knows | Prepare Homeopathic Medicine according to the scale. | 1. Explain the different scales of potentiation | Cognitive | Level 2 Understanding | Must Know | 1.Lecture Demonstrations<br>2.Practical Demonstrations<br>3. Small Group Discussions/Peer teaching (Think-Pair-Share, Jigsaw Strategy)<br>4. Problem based learning<br>5. Student Seminars | 1.Structured Oral Examination<br>2. Tutorials<br>3. Assignments<br>4. SAQ's and LAQ's<br>5. MCQ's | LAQ<br>SAQ<br>MCQ<br>Viva Voce | Organon of Medicine-Horizontal |
| Hom .UG-HP-1.24.2 | Synthesis and Application of  |              | Knows |  | 2.Explain the two methods potentiation          | Cognitive | Level 2 Understanding | Must Know | 6.Study Tour (Field Visit)<br>7. Integrated Teaching with Organon of Medicine  | 1.Structured Oral Examination<br>2. Tutorials<br>3. Assignments                                   |                                |                                |

|                   |  |  |           |  |  |             |                            |           |   |   |                                   |  |
|-------------------|--|--|-----------|--|--|-------------|----------------------------|-----------|---|---|-----------------------------------|--|
|                   | knowledge                                |  |           |  |  |             |                            |           |   | 4. SAQ's and LAQ's<br>5. MCQ's                |                                   |  |
| Hom .UG-HP-1.24.3 | Classroom to lab<br><br>Practical skills |  | Does      |  | 3. Select the appropriate vehicles used for potentiation.          | Cognitive   | Level 3<br>Problem solving | Must Know |   | DOPS<br>Spotting<br>OSPE<br>Assessment of PBL |                                   |  |
| Hom .UG-HP-1.24.4 |  |  | Shows How |  | 4. Demonstrate trituration according to the scale of potentiation. | Psychomotor | Level 3<br>AUTOMATISM      | Must Know | 1. Practical Demonstration<br>2. Procedural Skills Teaching | 1.DOPS<br>2. OSPE                             | Practical Examination / Checklist |  |
| Hom .UG-HP-       |  |  | Shows How |  | 5. Demonstrate succussion according                                | Psychomotor | Level 3<br>AUTOMATISM      | Must Know | 1. Practical Demonstration<br>2. Procedural Skills Teaching | 1.DOPS<br>2. OSPE                             |                                   |  |

|                   |  |  |                        |  |  |              |                    |              |   |                   |                                   |  |
|-------------------|--|--|------------------------|--|--|--------------|--------------------|--------------|---|-------------------|-----------------------------------|--|
| 1.24.5            |  |  |                        |  | to the scale of potentisation.   |              |                    |              |   |                   |                                   |  |
| Hom .UG-HP-1.24.6 |  |  | Shows How              |  | 6. Prepare 8X (Liq) potency from 6X (Triturate) (Jumping Potency)      | Psycho motor | Level 3 AUTOMATISM | Must Know    | 1. Practical Demonstration<br>2. Procedural Skills Teaching | 1.DOPS<br>2. OSPE |                                   |  |
| Hom .UG-HP-1.24.7 |  |  | Knows how<br>Shows how |  | 7. Demonstrate care and commitment in preparing medicine with accuracy | Affective    | Level 1 RECEIVING  | Nice to Know | Practical Demonstration                                     | DOPS              | Practical Examination / Checklist |  |

**TOPIC:** Old Methods of Preparation of Homoeopathic Drugs

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to prepare the homoeopathic medicines as per the old methods.

| Sr. No                   | Generic Competencies   | Subject Area                                     | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies   | Specific Learning Objectives                                  | Bloom's Domain | Guilbert's Levels     | Must to know/ desirable to know/ Nice to know | Teaching Learning Method   | Assessment /Evaluation   |   |
|--------------------------|--|--|---|---|---|----------------|-----------------------|---|--|--|---|
|                          |  |  |   |   |   |                |                       |   |  | Method   | Type (Formative /Summative)                       |
| Hom.U<br>G-HP-<br>1.25.1 | Problem solution<br><br>Integration of Knowledge<br><br>Synthesis and applicatio | Old Methods of Preparation of Homoeopathic Drugs | Knows   | Must be able to prepare the homoeopathic medicines as per the | 1. Classify Old Methods of preparation of homoeopathic drugs. | Cognitive      | Level 2 Understanding | Must know                                     | 1.Lecture Demonstrations<br><br>2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy)<br><br>3. Quiz | 1.Structured Oral Examination<br><br>2. Tutorials<br><br>3. Assignments<br><br>4. MCQ's<br><br>5. 2 marks question | LAQ SAQ MCQ, Viva Voce(For formative & Summative) |

|                          |  |  |           |                    |  |  |                              |              |   |  |  |
|--------------------------|--|--|-----------|--------------------|--|--|------------------------------|--------------|---|--|--|
| Hom.U<br>G-HP-<br>1.25.2 | n of<br>knowledg<br>e  |  | Know<br>s | old<br>meth<br>ods | 2.Enlist the<br>fundamental<br>rule, drug<br>strength,<br>drug: vehicle<br>ratio nature<br>of drug<br>substances &<br>5 examples of<br>drugs under<br>Class I-IX<br>according to<br>Old methods. |  | Level 1<br>Recall            | Must<br>know | 4. Student<br>Seminars<br><br>5. Guest<br>Lecture<br><br>6. Problem<br>based<br>learning<br><br>7. Flipped<br>Classroom | 6.SAQ's and<br>LAQ's<br><br>7.Projects |  |
| Hom.U<br>G-HP-<br>1.25.3 | Classroom<br>to lab<br>transfer<br><br>Practice<br>based<br>learning<br>and<br>improvement |  | Know<br>s |                    | 3. Explain the<br>preparation<br>&potentisation of mother<br>tinctures<br>under class I-<br>IV according<br>to the scale.  |  | Level 2<br>Understa<br>nding | Must<br>know |   |  |  |

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| Hom.U<br>G-HP-<br>1.25.4 |  |  | Know<br>s |  | 4.Explain the<br>preparation<br>&potentisati<br>on of mother<br>solutions<br>under Class V<br>& VI<br>according to<br>the scale. |                 | Level 2<br>Understa<br>nding | Must<br>know |   |                    |  |
| Hom.U<br>G-HP-<br>1.25.5 |  |  | Know<br>s |  | 5.Explain the<br>potentisation<br>of mother<br>substances<br>under Class<br>VII, VIII & IX<br>according to<br>the scale.         |                 | Level 2<br>Understa<br>nding | Must<br>know |   |                    |  |
| Hom.U<br>G-HP-<br>1.25.6 |  |  | Does      |  | 6.<br>Demonstrate<br>the<br>preparation<br>of mother<br>tincture<br>under Class I-<br>IV according                               | Psycho<br>motor | Level 3<br>Automati<br>sm    | Must<br>know | 1. Practical<br>Demonstratio<br>ns<br>2. Procedural<br>Skills<br>Teaching | 1. DOPS<br>2. OSPE | Practical<br>Examinati<br>on /<br>Checklist<br>(Formativ<br>e/Summat<br>ive) |

|                              |  |  |      |  |  |  |                               |              |  |  |  |
|------------------------------|--|--|------|--|--|--|-------------------------------|--------------|--|--|--|
|                              |  |  |      |  | to Old<br>Methods.   |  |                               |              |  |  |  |
| Hom.U<br>G-<br>HP.1.25<br>.7 |  |  | Does |  | 7.<br>Demonstrate<br>the<br>potentisation<br>of mother<br>tincture<br>according to<br>the scale<br>under Class I-<br>IV according<br>to Old<br>Method. |  | Level 3<br><br>Automati<br>sm | Must<br>Know |  |  |  |
| Hom.U<br>G-HP-<br>1.25.8     |  |  | Does |  | 8.<br>Demonstrate<br>the<br>preparation<br>of mother<br>solution<br>under Class<br>V-VI<br>according to<br>Old Methods.                                |  | Level 3<br><br>Automati<br>sm | Must<br>Know |  |  |  |

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| Hom.U<br>G-HP-<br>1.25.9  |  |  | Does |  | 9.<br>Demonstrate<br>the<br>potentisation<br>of mother<br>solution<br>according to<br>the scale<br>under Class<br>V-VI<br>according to<br>Old Method               |  | Level 3<br><br>Automati<br>sm | Must<br>Know |  |  |  |
| Hom.U<br>G-HP-<br>1.25.10 |  |  | Does |  | 10.<br>Demonstrate<br>the<br>potentisation<br>of mother<br>substances<br>according to<br>the scale<br>under Class<br>VII, VIII & IX<br>according to<br>Old Method. |  | Level 3<br><br>Automati<br>sm | Must<br>Know |  |  |  |

|                           |  |  |              |  |   |           |                      |              |                            |      |   |
|---------------------------|--|--|--------------|--|---|-----------|----------------------|--------------|----------------------------|------|---|
| Hom.U<br>G-HP-<br>1.25.11 |  |  | Show<br>show |  | 11.Demonstrate care & commitment in preparing and dispensing medicine with accuracy according to the scale and Class under Old Methods. | Affective | Level 1<br>Receiving | Nice to know | 1. Practical Demonstration | DOPS | Practical Examination / Checklist (Formative/Summative) |
|---------------------------|--|--|--------------|--|---|-----------|----------------------|--------------|----------------------------|------|---|

**TOPIC:** New Methods of Preparation of Homoeopathic Drugs

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to prepare the homoeopathic medicines as per the new methods.

| Sr. No | Generic Competencies | Subject Area | Miller's Level Does/ Shows how/ Know | Specific Competencies | Specific Learning Objectives | Bloom's Domain | Guilbert's Levels | Must to know/ desirable | Teaching Learning Method | Assessment /Evaluation |           |
|--------|----------------------|--------------|--------------------------------------|-----------------------|------------------------------|----------------|-------------------|-------------------------|--------------------------|------------------------|-----------|
|        |                      |              |                                      |                       |                              |                |                   |                         |                          | Formative              | Summative |
|        |                      |              |                                      |                       |                              |                |                   |                         |                          |                        |           |

|                         |  |  | s<br>how/<br>Know |  |   |               |                              | to<br>know/N<br>ice to<br>know |   |   |                                   |
|-------------------------|--|--|-------------------|--|---|---------------|------------------------------|--------------------------------|---|---|-----------------------------------|
| HomU<br>G-HP-<br>1.26.1 | Proble<br>m<br>solutio<br>n                              | New<br>Method<br>s of<br>Preparat<br>ion of<br>Homoeo<br>pathic<br>Drugs | Know<br>s         | Must be<br>able to<br>prepare<br>the<br>homoeo<br>pathic<br>medicine<br>s as per<br>the new<br>methods | 1. Define<br>Maceratio<br>n &<br>Percolatio<br>n. | Cognitiv<br>e | Level 1<br>Recall            | Must<br>know                   | 1.Lecture<br>Demonstrations<br>2. Small Group<br>Discussions/<br>Peer teaching<br>(Think-Pair-<br>Share, Jigsaw<br>Strategy)<br>3. Quiz | 1.Structured<br>Oral<br>Examination<br>2. Tutorials<br>3. Assignments<br>4. MCQ's<br>5. 2 marks<br>question | LAQ<br>SAQ<br>MCQ<br>Viva<br>Voce |
| HomU<br>G-HP-<br>1.26.2 | Synthe<br>sis and<br>applica<br>tion of<br>knowle<br>dge |  | Know<br>s         |  | 2. Explain<br>the process<br>of<br>maceratio<br>n |               | Level 2<br>Understan<br>ding | Must<br>know                   | 4. Student<br>Seminars<br>5. Guest Lecture<br>6. Problem<br>based learning  | 6.SAQ's and<br>LAQ's<br>7.Projects  |                                   |
| HomU<br>G-HP-<br>1.26.3 |  |  | Know<br>s         |  | 3.Explain<br>the process<br>of<br>percolation     |               | Level 2<br>Understan<br>ding | Must<br>know                   | 7. Flipped<br>Classroom   |   |                                   |

|                         |   |  |               |  |   |                 |                                  |              |                                |                                |   |
|-------------------------|---|--|---------------|--|---|-----------------|----------------------------------|--------------|--------------------------------|--------------------------------|---|
| HomU<br>G-HP-<br>1.26.4 | Classro<br>om to<br>lab<br>transfe<br>r                   |  | Know<br>s how |  | 4.Different<br>iate<br>between<br>old & new<br>methods of<br>preparatio<br>n of<br>homoeopa<br>thic drugs |                 | Level 2<br><br>Understan<br>ding | Must<br>know | 8. Videos                      |                                |   |
| HomU<br>G-HP-<br>1.26.5 | Practic<br>e based<br>learnin<br>g and<br>improv<br>ement |  | Know<br>s how |  | 5.Different<br>iate<br>between<br>maceratio<br>n &<br>percolation<br>in detail.                           |                 | Level 2<br><br>Understan<br>ding | Must<br>know |                                |                                |   |
| HomU<br>G-HP-<br>1.26.6 |   |  | Know<br>s     |  | 6. Define<br>the terms-<br>merc,<br>magma,<br>menstrum  |                 | Recall                           | Must<br>know |                                |                                |   |
| HomU<br>G-HP-<br>1.26.7 |   |  | Does          |  | 7. Demonstra<br>te the<br>preparatio<br>n of  | Psychom<br>otor | Level 2<br><br>Control           |              | 1. Practical<br>Demonstrations | 1.DOPS<br>2.OSPE<br>3.Projects | Practical<br>Examina<br>tion /<br>Checklist |

|                              |  |  |               |  |   |           |                      |                          |  |      |   |
|------------------------------|--|--|---------------|--|---|-----------|----------------------|--------------------------|--|------|---|
|                              |  |  |               |  | mother<br>tincture by<br>maceratio<br>n   |           |                      | Must<br>know             | 2. Procedural<br>Skills Teaching<br><br>3.Experiential<br>Learning |      |   |
| HomU<br>G-HP-<br>1.26.8      |  |  | Does          |  | 8.Demonst<br>rate the<br>preparatio<br>n of<br>mother<br>solution by<br>percolation |           | Level 2<br>Control   | Must<br>know             |  |      |   |
| HomU<br>G-HP-<br>1.26.9      |  |  | Does          |  | 9. Demonstra<br>te the<br>towing of a<br>percolator                                 |           | Level 2<br>Control   | Desirab<br>le to<br>know |  |      |   |
| HomU<br>G-HP-<br>1.26.1<br>0 |  |  | Show<br>s how |  | 10.Demons<br>trate care<br>&commit<br>ment in<br>preparing                          | Affective | Level 1<br>Receiving | Nice to<br>know          | 1. Lecture<br>Demonstration<br><br>2. Practical<br>Demonstration   | DOPS | Practical<br>Examina<br>tion /<br>Checklist |

|  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  | of<br>homoeopa<br>thic<br>medicine<br>with<br>accuracy<br>according<br>to the New<br>methods of<br>preparatio<br>n of<br>homoeopa<br>thic drugs. |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|

**TOPIC:** Pharmaconomy

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to select appropriate route of administration of homoeopathic medicines.

|  |  |  |  |  |  |         |  |         |  |                        |
|--|--|--|--|--|--|---------|--|---------|--|------------------------|
|  |  |  |  |  |  | Bloom's |  | Must to |  | Assessment /Evaluation |
|--|--|--|--|--|--|---------|--|---------|--|------------------------|

| Sr. No           | Generic Competencies                                      | Subject Area | Miller's Level Does / Shows how/ Knows how/ Know | Specific Competencies   | Specific Learning Objectives   | Domain    | Guilbert's Levels | know/ desirable to know/ Nice to know | Teaching Learning Method  | Formative  | Summative             |
|------------------|---|--------------|--|---|--|-----------|-------------------|---------------------------------------|---|--|-----------------------|
| Hom UG-HP-1.27.1 | Integration of Knowledge<br><br>Synthesis and application | Pharmacology | Knows  | Must be able to select appropriate route of administration of homoeopathic medicines. | 1. Enumerate the different routes of administration of homoeopathic medicines. | Cognitive | Level 1 Recall    | Must know                             | 1. Lecture Demonstrations<br><br>2. Small Group Discussions/ Peer teaching (Think-Pair-Share)<br><br>3. Assignments | 1. Structured Oral Examination<br><br>2. Tutorials<br><br>3. Assignments | LAQ SAQ MCQ Viva Voce |

|                             |  |  |              |                    |   |                 |                                   |                          |   |   |           |
|-----------------------------|--|--|--------------|--------------------|---|-----------------|-----------------------------------|--------------------------|---|---|-----------|
| Hom<br>UG-<br>HP-<br>1.27.2 | ion of<br>knowle<br>dge                |  | Know<br>ws   | athic<br>medicines | 2. Explain the<br>different<br>routes of<br>administrati<br>on of<br>homoeopath<br>ic medicines.                        |                 | Level 2<br><br>Understand<br>ing  | Must<br>know             | Share, Jigsaw<br>Strategy)<br>3. Quiz<br>4. Flipped<br>Classroom<br>6. Videos   | 4. MCQ's<br>5. 2 marks<br>question<br>6.SAQ's<br>7.Projects         |           |
| Hom<br>UG-<br>HP-<br>1.27.3 | Classro<br>om to<br>Clinic<br>transfer |  | Does         |                    | 3. Select<br>appropriate<br>route of<br>administrati<br>on of<br>homoeopath<br>ic medicines<br>according to<br>the case |                 | Level 3<br><br>Problem<br>solving | Desirab<br>le to<br>know |   |   |           |
| Hom<br>UG-<br>HP-<br>1.27.4 |  |  | Show<br>show |                    | 4. Administer<br>the<br>homoeopath<br>ic medicine<br>through<br>appropriate<br>route of<br>administrati                 | Psycho<br>motor | Level 2<br><br>Control            | Nice to<br>know          | 1. Practical<br>Demonstratio<br>ns<br>2.Experiential<br>Learning<br>3. Projects | 1. Case based<br>assessment<br>2. Simulation<br>based<br>assessment | Viva Voce |

|                             |  |  |           |  |   |           |                 |                   |  |   |                             |
|-----------------------------|--|--|-----------|--|---|-----------|-----------------|-------------------|--|---|-----------------------------|
|                             |  |  |           |  | on according to the case  |           |                 |                   | 4. Case based Learning<br>5. Simulation teaching   |   |                             |
| Hom<br>UG-<br>HP-<br>1.27.5 |  |  | Knows how |  | 5. Show care while administering homoeopathic medicine via different routes | Affective | Level 2 Respond | Desirable to know | 1. Lecture Demonstration<br>2. Practical Demonstration<br>3. Case based Learning<br>4. Simulation teaching | Case based assessment<br>2. Simulation based assessment | LAQ SAQ<br>MCQ Viva<br>Voce |

**TOPIC:** Dispensing of Medicines

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be to

1. Select an appropriate dosage form for dispensing of homoeopathic medicines.
2. Dispense homoeopathic medicine to patients.

| Sr. No           | Generic Competencies  | Subject Area                        | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies  | Specific Learning Objectives             | Bloom's Domain | Guilbert's Levels | Must to know/ desirable to know/ Nice to know | Teaching Learning Method  | Assessment /Evaluation   |                       |
|------------------|---|-------------------------------------|---|--|--|----------------|-------------------|---|---|--|-----------------------|
|                  |   |                                     |   |  |  |                |                   |   |   | Formative  | Summative             |
| Hom UG-HP-1.28.1 | Problem solution<br><br>Integration of Knowledge<br><br>Synthesis and Application | Dispensing of homeopathic medicines | Knows   | Select an appropriate dosage form for dispensing of homeopathic medicines. | 1. Enumerate the different dosage forms. | Cognitive      | Level 1 Recall    | Must know                                     | 1. Lecture Demonstrations<br>2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy)<br>3. Quiz | 1. Structured Oral Examination<br>2. Tutorials<br>3. Assignments<br>4. MCQ's | LAQ SAQ MCQ Viva Voce |

|                                 |  |  |       |   |   |  |                                  |                 |   |  |  |
|---------------------------------|--|--|-------|---|---|--|----------------------------------|-----------------|---|--|--|
| Hom<br>UG-<br>HP-<br>1.28.<br>2 | on of<br>Knowled<br>ge<br><br>Classroo<br>m to |  | Knows | Dispense<br>homoeop<br>athic<br>medicine<br>to patients | 2. Explain the<br>various modes<br>for dispensing<br>of solid dosage<br>forms               |  | Level 2<br><br>Understand<br>ing | Must<br>know    | 4. Student<br>Seminars<br><br>5. Problem<br>based learning<br><br>6. Guest<br>Lecture | 5. 2 marks<br>question<br><br>6.SAQ's<br>and LAQ's |  |
| Hom<br>UG-<br>HP-<br>1.28.<br>3 | OPD/IPD/<br>Pharmac<br>y transfer              |  | Knows |   | 3. Explain the<br>various modes<br>for dispensing<br>of liquid<br>dosage forms              |  | Level 2<br><br>Understand<br>ing | Must<br>know    |   |  |  |
| Hom<br>UG-<br>HP-<br>1.28.<br>4 |  |  | Knows |   | 4. Enlist the<br>vehicles used<br>for dispensing<br>of various<br>dosage forms              |  | Level 1<br><br>Recall            | Must<br>know    |   |  |  |
| Hom<br>UG-<br>HP-<br>1.28.<br>5 |  |  | Knows |   | 5. Explain the<br>quality<br>assurance<br>while<br>dispensing<br>homoeopathic<br>medicines. |  | Level 2<br><br>Understand<br>ing | Nice to<br>know |   |  |  |

|                                 |  |  |                      |  |   |                 |                      |                 |  |                   |   |
|---------------------------------|--|--|----------------------|--|---|-----------------|----------------------|-----------------|--|-------------------|---|
| Hom<br>UG-<br>HP-<br>1.28.<br>6 |  |  | Shows<br>how<br>Does |  | 6.<br>Demonstrate<br>the dispensing<br>of liquid<br>dosage forms                                    | Psycho<br>motor | Level 2<br>Control   | Must<br>know    | 1.Practical<br>Demonstratio<br>n<br>2.Procedural<br>Skills Teaching<br>3. Problem<br>Based<br>Learning | 1.DOPS<br>2. OSPE | Practical<br>Examinati<br>on /<br>Checklist |
| Hom<br>UG-<br>HP-<br>1.28.<br>7 |  |  | Shows<br>how<br>Does |  | 7.<br>Demonstrate<br>the dispensing<br>of solid dosage<br>forms                                     |                 | Level 2<br>Control   | Must<br>know    | 4. Experiential<br>learning  |                   |   |
| Hom<br>UG-<br>HP-<br>1.28.<br>8 |  |  | Does                 |  | 8.<br>Demonstrate<br>care and<br>commitment<br>while<br>dispensing of<br>homoeopathic<br>medicines. | Affectiv<br>e   | Level 1<br>Receiving | Nice to<br>know | 1.Lecture<br>Demonstratio<br>n<br>3. Problem<br>Based<br>Learning                                      | 1.DOPS            | Practical<br>Examinati<br>on /<br>Checklist |

**TOPIC:** Placebo

### Learning Outcomes (LO):

At the end of the topic, I-BHMS student must be able to indicate placebo in a particular case

|  |  |  |  |  |  |  |  |         |  |                        |
|--|--|--|--|--|--|--|--|---------|--|------------------------|
|  |  |  |  |  |  |  |  | Must to |  | Assessment /Evaluation |
|--|--|--|--|--|--|--|--|---------|--|------------------------|

| Sr. No           | Generic Competencies                             | Subject Area | Miller's Level Does / Shows how/ Knows how/ Know | Specific Competencies                                 | Specific Learning Objectives | Bloom's Domain | Guilbert's levels | know/ desirable to know/Nice to know | Teaching Learning Method   | Formative  | Summative                         |
|------------------|--|--------------|--|---|------------------------------|----------------|-------------------|--------------------------------------|--|--|-----------------------------------|
| Hom UG-HP-1.29.1 | Problem solution<br><br>Integration of Knowledge | Placebo      | Knows  | Must be able to indicate placebo in a particular case | 1. Define Placebo            | Cognitive      | Level 1 Recall    | Must Know                            | 1.Lecture Demonstrations<br>2. Small Group Discussions/<br>Peer teaching (Think-Pair-Share, Jigsaw Strategy) | 1.Structured Oral Examination<br>2. Tutorials<br>3. Assignments<br>4. MCQ's<br>5. 2 marks question<br>6.SAQ's,<br>7.Projects | LAQ<br>MCQ<br>Voce<br>SAQ<br>Viva |
| Hom UG-HP-       | Synthesis and application                        |              | Knows  |   | 2. Enumerate the vehicles    |                | Level 1 Recall    | Must Know                            | 3. Case based learning   |  |                                   |

|                  |                              |  |       |  |   |  |                         |           |  |  |  |
|------------------|------------------------------|--|-------|--|---|--|-------------------------|-----------|--|--|--|
| 1.29.2           | ion of knowledge             |  |       |  | used as placebo                           |  |                         |           |  |  |  |
| Hom UG-HP-1.29.3 | Classroom to clinic transfer |  | Knows |  | 3. Explain the indications of placebo     |  | Level 2 Understanding   | Must Know |  |  |  |
| Hom UG-HP-1.29.4 |                              |  | Does  |  | 4. Select a placebo for a particular case |  | Level 3 Problem solving | Must Know |  |  |  |

**TOPIC:** Preservation of Homoeopathic Medicines

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to preserve homoeopathic medicines for long shelf life.

| Sr. No | Generic Competencies | Subject Area | Miller's Level Does/Show how/ | Specific Competencies | Specific Learning Objectives | Bloom's Domain | Guilbert's Levels | Must to know/desirable | Teaching Learning Method | Assessment /Evaluation |                             |
|--------|----------------------|--------------|-------------------------------|-----------------------|------------------------------|----------------|-------------------|------------------------|--------------------------|------------------------|-----------------------------|
|        |                      |              |                               |                       |                              |                |                   |                        |                          | Method                 | Type (Formative /Summative) |

|                                 |   |   |                        |  |   |               |                               |                               |   |  |  |
|---------------------------------|---|---|------------------------|--|---|---------------|-------------------------------|-------------------------------|---|--|--|
|                                 |   |   | Know<br>s how/<br>Know |  |   |               |                               | to<br>know/Nice<br>to<br>know |   |  |  |
| Hom<br>UG-<br>HP-<br>1.30.<br>1 | Integra<br>tion of<br>Knowle<br>dge   | Preserv<br>ation of<br>Homoe<br>opathic<br>medici<br>ne | Know<br>s              | Must be<br>able to<br>preserve<br>homoeo<br>pathic<br>medicine<br>s for long<br>shell life | 1. Enumerate<br>the different<br>methods of<br>preservation of<br>homoeopathic<br>medicines | Cognitiv<br>e | Level 1<br>Recall             | Must<br>Know                  | 1.Lecture<br>Demonstrati<br>ons<br>2. Small<br>Group<br>Discussions/<br>Peer<br>teaching<br>(Think-Pair-<br>Share, Jigsaw<br>Strategy)<br>3. Quiz | 1.Structured<br>Oral<br>Examination<br>2. Tutorials<br>3. Assignments<br>4. MCQ's<br>5. 2 marks<br>question<br>6.SAQ's<br>7.Projects | LAQ SAQ<br>MCQ Viva<br>Voce(Form<br>ative<br>&Summativ<br>e) |
| Hom<br>UG-<br>HP-<br>1.30.<br>2 | Synthe<br>sis and<br>applica<br>tion of<br>knowle<br>dge                        |   | Know<br>s              |  | 2. Explain the<br>individual<br>method of<br>preservation of<br>homoeopathic<br>medicine.   |               | Level 2<br>Understa<br>nding  | Must<br>Know                  |   |  |  |
| Hom<br>UG-<br>HP-<br>1.30.<br>3 | Classro<br>om to<br>Clinic<br>transfe<br>r<br><br>Practic<br>e based<br>learnin |   | Does                   |  | 3. Select an<br>appropriate<br>mode of<br>preservation of<br>homoeopathic<br>medicines.     |               | Level 3<br>Problem<br>solving | Must<br>Know                  |   |  |  |

|                  |                   |  |      |  |  |              |                 |                   |  |                                 |                         |
|------------------|-------------------|--|------|--|--|--------------|-----------------|-------------------|--|---------------------------------|-------------------------|
|                  | g and improvement |  |      |  |  |              |                 |                   |  |                                 |                         |
| Hom UG-HP-1.30.4 |                   |  | Does |  | 4. Demonstrate the method of preservation of mother substances & preparations  | Psycho motor | Level 2 Control | Desirable to Know | 1. Practical Demonstrations<br>2. Procedural Skills Teaching | Viva Voce Practical Examination | (Formative/ Summative ) |
| Hom UG-HP-1.30.5 |                   |  | Does |  | 5. Demonstrate the method of preservation of potentised homoeopathic medicines |              |                 | Desirable to Know | 3. Experiential Learning<br>4. Projects                      |                                 |                         |
| Hom UG-HP-1.30.6 |                   |  | Does |  | 6. Demonstrate the method of preservation of homoeopathic mother tinctures     |              |                 | Desirable to Know |  |                                 |                         |

|                                 |  |  |               |  |  |               |                    |                 |  |  |                               |
|---------------------------------|--|--|---------------|--|--|---------------|--------------------|-----------------|--|--|-------------------------------|
|                                 |  |  |               |  |  |               |                    |                 |  |  |                               |
| Hom<br>UG-<br>HP-<br>1.30.<br>7 |  |  | Show<br>s how |  | 7.Show care & commitment while preserving homoeopathic preparations and potentised medicine. | Affectiv<br>e | Level 2<br>Respond | Nice to<br>know | 1. Lecture<br>Demonstrati<br>on<br><br>2. Practical<br>Demonstrati<br>on | SAQ,<br>2 marks<br>question<br><br>Projects<br>Assignments<br>Tutorials<br>Viva Voce<br>Practical<br>Examination | (Formative/<br>Summative<br>) |

**TOPIC:** Pharmacovigilance and adverse drug reaction

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to identify any adverse drug reaction and comprehend the necessity of pharmacovigilance in homoeopathy

|  |  |  |  |  |  |         |  |         |  |                        |
|--|--|--|--|--|--|---------|--|---------|--|------------------------|
|  |  |  |  |  |  | Bloom's |  | Must to |  | Assessment /Evaluation |
|--|--|--|--|--|--|---------|--|---------|--|------------------------|

| Sr. No           | Generic Competencies                   | Subject Area                                | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies  | Specific Learning Objectives                                       | Domain    | Guilbert's levels     | know/ desirable to know/ Nice to know | Teaching Learning Method  | Formative  | Summative             |
|------------------|--|---|---|--|--|-----------|-----------------------|---------------------------------------|---|--|-----------------------|
| Hom UG-HP-1.31.1 | Problem solution                       | Pharmacovigilance and adverse drug reaction | Knows   | Must be able to identify any adverse drug reaction<br><br>Comprehend the of pharmacovigilance in homoeopathy | 1. Define adverse drug reaction                                    | Cognitive | Level 1 Recall        | Must Know                             | 1.Lecture Demonstrations<br><br>2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy) | 1.Structured Oral Examination<br><br>2. Tutorials<br><br>3. Assignments<br><br>4. MCQ's<br><br>5. 2 marks question<br><br>6.SAQ's,<br>7.Projects | LAQ SAQ MCQ Viva Voce |
| Hom UG-HP-1.31.2 | Integration of Knowledge               |   | Knows   |  | 2. Enumerate the types of adverse drug reactions                   |           | Level 1 Recall        | Must Know                             |   |  |                       |
| Hom UG-HP-1.31.3 | Synthesis and application of knowledge |   | Knows   |  | 3. Explain the management of adverse drug reactions in homoeopathy |           | Level 2 Understanding | Must Know                             | 3. Case based learning  |  |                       |

|                                 |                                    |  |       |  |  |  |                              |                          |  |  |  |
|---------------------------------|------------------------------------|--|-------|--|--|--|------------------------------|--------------------------|--|--|--|
| Hom<br>UG-<br>HP-<br>1.31.<br>4 | Classroom<br>to clinic<br>transfer |  | Knows |  | 4. Define<br>pharmacovigil<br>ance   |  | Level 1<br>Recall            | Desirabl<br>e to<br>Know |  |  |  |
| Hom<br>UG-<br>HP-<br>1.31.<br>5 |                                    |  | Knows |  | 5. Explain in<br>detail the<br>process of<br>pharmacovigil<br>ance in<br>Homoeopathy |  | Level 2<br>Unders<br>tanding | Desirabl<br>e to<br>know |  |  |  |

**TOPIC:** Doctrine of Signature

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to apply doctrine of signature while selecting a Homoeopathic simillimum.

| Sr.<br>No | Gener<br>ic Comp<br>etenci<br>es | Subj<br>ect<br>Area | Miller's<br>Level Does/<br>Shows how/<br>Knows how/<br>Know | Specifi<br>c Comp<br>etenci<br>es | Specific<br>Learning<br>Objectives | Domain | Guilbe<br>rt's<br>Levels | Must to<br>know/<br>desirable<br>to<br>know/Nice<br>toknow | Teaching<br>-<br>Learning Method | Assessment /Evaluation |               |
|-----------|----------------------------------|---------------------|---|-----------------------------------|------------------------------------|--------|--------------------------|--|----------------------------------|------------------------|---------------|
|           |                                  |                     |   |                                   |                                    |        |                          |  |                                  | Formative              | Summativ<br>e |

|                                 |  |                             |           |  |  |           |                               |                 |   |  |                             |
|---------------------------------|--|-----------------------------|-----------|--|--|-----------|-------------------------------|-----------------|---|--|-----------------------------|
| Hom<br>UG-<br>HP-<br>1.32.<br>1 | Problem<br>formulation                             | Doctrine<br>of<br>Signature | Knows     | Must<br>be<br>able to<br>apply<br>doctrine<br>of<br>signature<br>while<br>selecting a<br>Homo<br>eopathic<br>similimum | 1. Define<br>Doctrine of<br>Signature  | Cognitive | Level 1<br>Recall             | Must<br>Know    | 1.Lecture<br>Demonstrations<br>2. Small Group<br>Discussions/<br>Peer teaching<br>(Think-Pair-<br>Share, Jigsaw<br>Strategy)<br>3. Quiz<br>4. Student<br>Seminars<br>5. Case based<br>learning<br>6.Case<br>Simulation<br>7. Experiential<br>Learning | 1.Structured<br>Oral<br>Examination<br>2. Tutorials<br>3. Assignments<br>4. MCQ's<br>5. 2 marks<br>question<br>6.SAQ's<br>7.Projects<br>8.Assessment<br>of case<br>9. Simulation<br>assessment | LAQ SAQ<br>MCQ Viva<br>Voce |
| Hom<br>UG-<br>HP-<br>1.32.<br>2 | Integration<br>of<br>Knowledge                     |                             | Knows     |  | 2. Explain<br>doctrine of<br>signature with<br>suitable<br>examples  |           | Level 2<br>Under<br>standing  | Must<br>Know    |   |  |                             |
| Hom<br>UG-<br>HP-<br>1.32.<br>3 | Synthesis<br>and<br>application<br>of<br>knowledge |                             | Knows how |  | 3. Apply the<br>logic behind<br>doctrine of<br>signature in<br>patients<br>showing the<br>same signs<br>particularly in<br>one sided case. |           | Level 3<br>Problem<br>solving | Nice to<br>know |   |  |                             |
| Hom<br>UG-<br>HP-<br>1.32.<br>4 |  |                             | Shows how |  | 4.Select a<br>remedy for a<br>one -sided case<br>based on the<br>doctrine of<br>signature  |           | Level 3<br>Problem<br>solving | Nice to<br>know |   |  |                             |

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| Hom<br>UG-<br>HP-<br>1.32.<br>5 |  |  | Shows<br>hows |  | 5.Demonstrate<br>care,<br>professionalism<br>&commitment<br>while<br>prescribing on<br>the basis of<br>doctrine of<br>signature | Affectiv<br>e | Level 2<br>Respo<br>nd | Nice to<br>know | 1. Case based<br>learning<br><br>2. Case<br>Simulation<br><br>3.Experiential<br>Learning | 1. Assessment<br>of case<br><br>2. Simulation<br>assessment | Viva Voce |
|---------------------------------|--|--|---------------|--|---|---------------|------------------------|-----------------|--|---|-----------|

**TOPIC:** Drug Proving

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to prove a given drug on healthy human being

| Sr. No                  | Generic Competencies | Subject Area | Miller's Level<br>Does/<br>Shows<br>how/<br>Knows<br>how/<br>Know | Specific Competencies           | Specific Learning Objectives | Bloom's Domain | Guilbert's level  | Must to know/<br>desirable<br>to know/Nice to know | Teaching Learning Method | Assessment /Evaluation |                     | Integration            |
|-------------------------|----------------------|--------------|---|---------------------------------|------------------------------|----------------|-------------------|--|--------------------------|------------------------|---------------------|------------------------|
|                         |                      |              |   |                                 |                              |                |                   |  |                          | Method<br>Formative    | Type<br>(Summative) |                        |
| HomUG-<br>HP-<br>1.33.1 |                      | Drug         | Knows   | Proving a given drug on healthy | 1. Define Drug Proving.      | Cognitive      | Level 1<br>Recall | Must Know  | 1.Lecture Demonstrations | 1.Structured Oral      | LAQ<br>SAQ<br>MCQ   | Horizontal with Organo |

|                 |   |         |           |             |  |           |                         |                   |   |  |   |               |
|-----------------|---|---------|-----------|-------------|--|-----------|-------------------------|-------------------|---|--|---|---------------|
|                 | Problem Solution  | Proving |           | human being |  |           |                         |                   | 2. Small Group Discussions/ Peer teaching (Think-Pair-Share, Jigsaw Strategy)                         | Examination  | Viva Voce                               | n of Medicine |
| HomUG-HP-1.33.2 | Integration of Knowledge<br><br>Synthesis and application of knowledge<br><br>Problem solving |         | Knows     |             | 2. Illustrate the qualities of an ideal prover.  | Cognitive | Level 1 Recall          | Must Know         | 4. Quiz<br>5. Student Seminars<br>6. Guest Lecture<br>7. Integrated Teaching with Organon of Medicine | 2. Tutorials<br>3. Assignments<br>4. MCQ's<br>5. SAQ's and LAQ's<br>6. 2 marks questions |   |               |
| HomUG-HP-1.33.3 |   |         | Shows how |             | 3. Apply the selection criteria (inclusion & exclusion) for provers during drug proving. | Cognitive | Level 3 Problem Solving | Desirable to know |   |  |   |               |
| HomUG-HP.1.33.4 |   |         | Knows     |             | 4. Explain the methodology for drug proving.   | Cognitive | Level 2 Understand      | Must Know         |   |  |   |               |
| HomUG-HP-1.33.5 |   |         | Does      |             | 5. Design the protocol for Drug Proving.   | Cognitive | Level 3 Problem Solving | Nice to know      | 1. Lecture Demonstration  | 1. Simulation based assessment   | LAQ<br>SAQ<br>MCQ<br>Practical<br>Exami |               |

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| HomUG-HP-1.33.6  |  |  | Does |  | 6. Select ideal prover for drug proving         |  | Level 2 Control | Must know         | 2.Procedural Skills Teaching |  | natio n / Check list |  |
| HomUG-HP-1.33.7  |  |  | Does |  | 7. Prepare the test substance for drug proving. |  | Level 2 Control | Desirable to know | 3. Problem Based Learning    |  |                      |  |
| HomUG-HP-1.33.8  |  |  | Does |  | 8. Formulate the team for drug proving          |  | Level 2 Control | Nice to know      | 4. Role Plays                |  |                      |  |
| HomUG-HP-1.33.9  |  |  | Does |  | 9. Record the symptoms of drug proving          |  | Level 2 Control | Nice to know      | 5. Experiential learning     |  |                      |  |
| HomUG-HP-1.33.10 |  |  | Does |  | 10. Interpret the provers symptoms              |  | Level 2 Control | Nice to know      | 6. Team based learning       |  |                      |  |
| HomUG-HP-1.33.11 |  |  | Does |  | 11. Translate the provers symptoms in Materia   |  | Level 2 Control | Nice to know      |                              |  |                      |  |

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|                          |  |  |              |  | Medica<br>language  |               |                            |                 |  |  |  |  |
| HomUG-<br>HP-<br>1.33.12 |  |  | Shows<br>how |  | 12. Show<br>professionalis<br>m and care<br>during drug<br>proving<br>towards the<br>provers. | Affectiv<br>e | Level 2<br>Respond<br>ing  | Nice to<br>know | 1. Lecture<br>Demonstrati<br>on<br>2.Procedural<br>Skills<br>Teaching<br>3. Problem<br>Based<br>Learning | 1.Simulati<br>on based<br>assessme<br>nt | LAQ<br>SAQ<br>MCQ<br>Practi<br>cal<br>Exami<br>nation /<br>Check<br>list |  |
| HomUG-<br>HP-<br>1.33.13 |  |  | Does         |  | 13. Value the<br>privacy &<br>integrity of the<br>provers.                                    |               | Level 3<br>Internali<br>ze | Nice to<br>know | 4. Role Plays<br>5. Experiential<br>learning   |  |  |  |
| HomUG-<br>HP-<br>1.33.14 |  |  | Does         |  | 14. Value the<br>consent of the<br>prover.  |               | Level 3<br>Internali<br>ze | Nice to<br>know | 6. Team<br>based<br>learning   |  |  |  |
| HomUG-<br>HP-<br>1.33.15 |  |  | Does         |  | 15. Value the<br>ethical<br>considerations  |               | Level 3<br>Internali<br>ze | Nice to<br>know |  |  |  |  |

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|  |  |  |  |  | during drug<br>proving. |  |  |  |  |  |  |  |
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**TOPIC:** Posology

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to

1. Select a particular potency for a particular case.
2. Select a particular dose for a particular case.
3. Repeat the dose as per the criteria for repletion of doses.

| Sr. No | Generic Competencies | Subject Area | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies | Specific Learning Objectives | Bloom's Domain | Guilbert's Levels | Must to know/ desirable to know/ Nice to know | Teaching - Learning Method | Assessment /Evaluation |                  | Integration |
|--------|----------------------|--------------|---|-----------------------|------------------------------|----------------|-------------------|---|----------------------------|------------------------|------------------|-------------|
|        |                      |              |   |                       |                              |                |                   |   |                            | Formative              | Type (Summative) |             |
|        |                      |              |   |                       |                              |                |                   |   |                            |                        |                  |             |

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| Hom<br>UG-<br>HP-<br>1.34.1 | Proble<br>m<br>solutio<br>n<br><br>Integra<br>tion of<br>Knowle<br>dge<br><br>Practic<br>e based<br>learnin<br>g and<br>improv<br>ement | Pos<br>olo<br>gy | Knows        | Selectin<br>g a<br>particula<br>r<br>potency<br>for a<br>particula<br>r case.<br>Selectin<br>g a<br>particula<br>r dose for<br>a particula<br>r case.<br>Repeatin<br>g the<br>dose as<br>per the<br>criteria<br>for<br>repletion<br>of doses. | 1.Define<br>posology  | Cogniti<br>ve | Level 1<br>Recall             | Must<br>Know             | 1.Lecture<br>Demonstrations<br>2. Small Group<br>Discussions/<br>Peer teaching<br>(Think-Pair-<br>Share, Jigsaw<br>Strategy)<br>3. Quiz<br>4. Student<br>Seminars<br>5. Guest Lecture<br>6. Integrated<br>Teaching with<br>Organon of<br>Medicine<br>7. Case based<br>learning<br>8. Case<br>simulation<br>learning | 1.Structured<br>Oral<br>Examination<br>2. Tutorials<br>3. Assignments<br>4. MCQ's<br>5. 2 marks<br>question<br>6.SAQ's and<br>LAQ's<br>7. Simulation<br>based<br>assessment<br>8. Case based<br>assessment | LAQ SAQ<br>MCQ Viva<br>Voce | Horizont<br>al with<br>Organon<br>of<br>Medicine |
| Hom<br>UG-<br>HP-<br>1.34.2 | Synthe<br>sis and<br>applica<br>tion of<br>knowle<br>dge  |                  | Knows        |   | 2.Explain<br>the criteria<br>for<br>selection of<br>potency                         |               | Level 2<br>Understa<br>nd     | Must<br>know             |   |  |                             |  |
| Hom<br>UG-<br>HP-<br>1.34.3 |   |                  | Knows<br>how |   | 3.Apply the<br>criteria for<br>selection of<br>potency for<br>a particular<br>case. |               | Level 3<br>Problem<br>solving | Desirab<br>le to<br>know |   |  |                             |  |

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|                  | Classroom to OPD/IPD transfer |  |           |  |  |  |                            |                   |   |  |   |  |
| Hom UG-HP-1.34.4 |                               |  | Knows     |  | 4. Enlist the different types of doses                               |  | Level 1<br>Recall          | Must know         |   |  |   |  |
| Hom UG-HP-1.34.5 |                               |  | Knows     |  | 5. Explain the criteria for repetition of doses.                     |  | Level 2<br>Understanding   | Must know         |   |  |   |  |
| Hom UG-HP-1.34.6 |                               |  | Shows how |  | 6. Apply the criteria for repetition of doses for a particular case. |  | Level 3<br>Problem Solving | Desirable to know |   |  |   |  |
| Hom UG-HP-1.34.7 |                               |  | Does      |  | 7. Choose the correct potency for a particular case                  |  | Level 3<br>Problem Solving | Desirable to know | 1. Lecture Demonstration<br>2. Procedural Skills Teaching | 1. Simulation based assessment<br>2. Case based assessment | LAQ SAQ MCQ Practical Examination / Checklist |  |

|                  |  |  |      |  |   |  |                         |                   |  |         |  |  |
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|                  |  |  |      |  |   |  |                         |                   | 3. Problem Based Learning<br>4. Experiential learning<br>5. Team based learning<br>6. Case based learning<br>7. Case simulation learning | 3. OSPE |  |  |
| Hom UG-HP-1.34.8 |  |  | Does |  | 8. Choose the proper dosage for a particular case         |  | Level 3 Problem Solving | Desirable to know |  |         |  |  |
| Hom UG-HP-1.34.9 |  |  | Does |  | 9. Design the dosage and repetition for a particular case |  | Level 3 Problem Solving | Nice to know      |  |         |  |  |

|                                  |  |  |              |  |   |               |                            |                 |  |                                     |   |  |
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| Hom<br>UG-<br>HP-<br>1.34.1<br>0 |  |  | Shows<br>how |  | 10.Show<br>professiona<br>lism and<br>care while<br>selection of<br>potency &<br>dose.                                  | Affecti<br>ve | Level 2<br>Respond         | Nice to<br>know | 1.Lecture<br>Demonstration<br><br>2.Procedural<br>Skills Teaching<br><br>3. Problem Based<br>Learning<br><br>4. Experiential<br>learning | 1.Simulation<br>based<br>assessment | LAQ SAQ<br>MCQ<br>Practical<br>Examinati<br>on /<br>Checklist |  |
| Hom<br>UG-<br>HP-<br>1.34.1<br>1 |  |  | Shows<br>how |  | 11. Value<br>the privacy<br>& integrity<br>of the<br>patient/cas<br>e   |               | Level 3<br>Internali<br>ze | Nice to<br>know | 5. Team based<br>learning<br><br>6. Case based<br>learning<br><br>7. Case simulation<br>learning   |                                     |   |  |
| Hom<br>UG-<br>HP-<br>1.34.1<br>2 |  |  | Shows<br>how |  | 12. Value<br>the ethical<br>considerati<br>ons during<br>selection of<br>potency,<br>dose and<br>repetition<br>of doses |               | Level 3<br>Internali<br>ze | Nice to<br>know |  |                                     |   |  |

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| Hom<br>UG-<br>HP-<br>1.34.1<br>3 |  |  | Shows<br>how |  | 13. Value<br>the<br>importance<br>of rational<br>prescription |  | Level 3<br>Internali<br>ze | Nice to<br>know |  |  |  |  |
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**TOPIC:** Prescription Writing

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must have knowledge of writing an ideal prescription

| Sr.<br>No | Generic<br>Compete<br>ncies | Subject<br>Area | Miller's<br>Level<br>Does/<br>Shows<br>how/<br>Knows<br>how/<br>Know | Specific<br>Competen<br>cies | Specific<br>Learning<br>Objectives | Bloom's<br>Domain | Guilbert's<br>Level | Must to<br>know/<br>desirable<br>to<br>know/Ni<br>ce to<br>know | Teaching<br>Learning<br>Method | Assessment /Evaluation |               |
|-----------|-----------------------------|-----------------|--|------------------------------|------------------------------------|-------------------|---------------------|---|--------------------------------|------------------------|---------------|
|           |                             |                 |  |                              |                                    |                   |                     |   |                                | Formative              | Summativ<br>e |

|                                 |   |                         |       |                                     |   |           |                          |              |   |  |                              |
|---------------------------------|---|-------------------------|-------|-------------------------------------|---|-----------|--------------------------|--------------|---|--|------------------------------|
| Hom<br>UG-<br>HP-<br>1.35.<br>1 | Integration<br>of<br>Knowledge                      | Prescription<br>Writing | Knows | Writing an<br>ideal<br>prescription | 1. Define<br>Prescription<br>writing.   | Cognitive | Level 1<br>Recall        | Must<br>Know | 1. Lecture<br>Demonstrations<br>2. Small Group<br>Discussions/<br>Peer teaching<br>(Think-Pair-Share, Jigsaw<br>Strategy)<br>3. Quiz<br>4. Student<br>Seminars<br>5. Guest<br>Lecture<br>6. Case based<br>learning<br>7. Case<br>simulation<br>learning | 1. Structured Oral<br>Examination<br>2. Tutorials<br>3. Assignment<br>s<br>4. MCQ's<br>5. 2 marks<br>question<br>6. SAQ's<br>and LAQ's | LAQ SAQ<br>MCQ Viva<br>Voice |
| Hom<br>UG-<br>HP-<br>1.35.<br>2 | Practice<br>based<br>learning<br>and<br>improvement |                         | Knows |                                     | 2. Explain the<br>parts of an<br>ideal<br>prescription.                             |           | Level 2<br>Understanding | Must<br>Know |   |  |                              |
| Hom<br>UG-<br>HP-<br>1.35.<br>3 | Synthesis<br>and<br>application<br>of<br>knowledge  |                         | Knows |                                     | 3. List the<br>abbreviations<br>used in<br>prescription<br>writing with<br>meaning. |           | Level 1<br>Recall        | Must<br>Know |   |  |                              |
| Hom<br>UG-<br>HP-<br>1.35.<br>4 | Problem<br>solution                                 |                         | Knows |                                     | 4. Explain the<br>advantages<br>of<br>prescription<br>to the<br>patients and        |           | Level 2<br>Understanding | Must<br>Know |   |  |                              |

|                  |                               |  |           |  |  |             |                         |              |  |   |   |
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|                  | Classroom to OPD/IPD Transfer |  |           |  | to the physician.                                    |             |                         |              |  |   |   |
| Hom UG-HP-1.35.5 |                               |  | Shows how |  | 5. Critically analyse a prescription for any faults. |             | Level 3 Problem solving | Nice to know |  |   |   |
| Hom UG-HP-1.35.6 |                               |  | Does      |  | 6. Write an ideal prescription                       | Psychomotor | Level 2 Control         | Must know    | 1. Lecture Demonstration<br>2. Procedural Skills Teaching<br>3. Problem Based Learning<br>4. Experiential learning<br>5. Team based learning<br>6. Case based learning | 1. Simulation based assessment<br>2. Case based assessment<br>3. OSPE | LAQ SAQ MCQ Practical Examination / Checklist |
| Hom UG-HP-1.35.7 |                               |  | Shows how |  | 7. Criticize a wrong prescription                    | Cognitive   | Level 3 Problem solving | Nice to know |  |   |   |

|                  |  |  |           |  |  |           |                     |              |  |                                |   |
|------------------|--|--|-----------|--|--|-----------|---------------------|--------------|--|--------------------------------|---|
|                  |  |  |           |  |  |           |                     |              | 7. Case simulation learning<br>8. Practical Demonstration  |                                |   |
| Hom UG-HP-1.35.8 |  |  | Shows how |  | 8. Show professionalism and commitment while writing a prescription with accuracy. | Affective | Level 2 Respond     | Nice to know | 1. Lecture Demonstration<br>2. Procedural Skills Teaching<br>3. Problem Based Learning<br>4. Experiential learning<br>5. Team based learning<br>6. Case based learning | 1. Simulation based assessment | LAQ SAQ MCQ Practical Examination / Checklist |
| Hom UG-HP-1.35.9 |  |  |           |  | 9. Value the privacy & integrity of the prescription.                              |           | Level 3 Internalize | Nice to know |  |                                |   |

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| Hom<br>UG-<br>HP-<br>1.35.<br>10 |  |  |  |  | 10. Value the<br>ethical<br>consideratio<br>ns during<br>writing a<br>prescription |  | Level 3<br>Internalize | Nice to<br>know | 7. Case<br>simulation<br>learning<br><br>8. Practical<br>Demonstratio<br>n |  |  |
| Hom<br>UG-<br>HP-<br>1.35.<br>11 |  |  |  |  | 11. Value the<br>importance<br>of rational<br>prescription                         |  | Level 3<br>Internalize | Nice to<br>know |  |  |  |

**TOPIC:** Legislation

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to follow and practice ethically all the laws that govern homoeopathic pharmacy.

| Sr. No           | Generic Competencies     | Subject Area | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies                                 | Specific learning Objectives  | Bloom's Domain | Guilbert's Levels | Must to know/ desirable to know/ Nice to know | Teaching Learning Method                                | Assessment /Evaluation                        |                       |
|------------------|--------------------------|--------------|---|---|---|----------------|-------------------|---|---|---|-----------------------|
|                  |                          |              |   |   |   |                |                   |   |   | Formative                                     | Summative             |
| Hom UG-HP-1.36.1 | Integration of Knowledge | Legislation  | Knows   | Must be able to follow and practice ethically all the | 1.List all the acts that govern the legal aspects of homoeopathic pharmacy. | Cognitive      | Level 1 Recall    | Must know                                     | 1.Lecture Demonstrations<br>2. Small Group Discussions/ | 1.Structured Oral Examination<br>2. Tutorials | LAQ SAQ MCQ Viva Voce |

|                  |  |  |       |   |   |  |                       |           |   |                     |  |
|------------------|--|--|-------|---|---|--|-----------------------|-----------|---|---------------------|--|
|                  | Synthesis and Application of knowledge |  |       | laws that govern homoeopathic pharmacy. |   |  |                       |           | Peer teaching (Think-Pair-Share, Jigsaw Strategy) | 3. Assignments      |  |
| Hom UHP-1.36.2   |  |  | Knows |   | 2. Illustrate the provisions under the Drugs & Cosmetic Act               |  | Level 2 Understanding | Must know | 3. Quiz   | 4. MCQ's            |  |
| Hom UG-HP-1.36.3 | Problem solution                       |  | Knows |   | 3. Illustrate the provisions under the Schedule M1                        |  | Level 2 Understanding | Must know | 4. Student Seminars                               | 5. 2 marks question |  |
| Hom UG-HP-1.36.4 |  |  | Knows |   | 4. Illustrate the provisions under the Drugs & Magic Remedies Act         |  | Level 2 Understanding | Must know | 5. Guest Lecture                                  | 6.SAQ's and LAQ's   |  |
| Hom UG-HP-1.36.5 |  |  | Knows |   | 5. Illustrate the provisions under the Medicinal & Toilet Preparation Act |  | Level 2 Understanding | Must know | 6. Problem based learning                         |                     |  |
|                  |  |  |       |   |   |  |                       |           | 7. Flipped Classroom                              |                     |  |

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|                                 |  |  |                      |  |  |                 |                              |              |                                   |                    |  |
| Hom<br>UG-<br>HP-<br>1.36.<br>6 |  |  | Knows                |  | 6. Illustrate the provisions under the Dangerous Drugs Act   |                 | Level 2<br>Understa<br>nding | Must<br>know |                                   |                    |  |
| Hom<br>UG-<br>HP-<br>1.36.<br>7 |  |  | Knows                |  | 7. Illustrate the provisions under the Prevention of Illicit Traffic in Narcotic Drugs & Psychotropic Substances Act |                 | Level 2<br>Understa<br>nding | Must<br>know |                                   |                    |  |
| Hom<br>UG-<br>HP-<br>1.36.<br>8 |  |  | Knows                |  | 8. Illustrate the provisions under the Homoeopathic Central Council Act  |                 | Level 2<br>Understa<br>nding | Must<br>know |                                   |                    |  |
| Hom<br>UG-<br>HP-               |  |  | Does<br>Shows<br>how |  | 9. Demonstrate the labelling of homoeopathic medicine  | Psycho<br>motor | Level 2<br>Control           | Must<br>know | 1. Practical<br>Demonstratio<br>n | 1. DOPS<br>2. OSPE | LAQ SAQ<br>MCQ<br>Practical<br>Examinati |

|                   |  |  |       |  |   |           |                   |              |   |                      |   |
|-------------------|--|--|-------|--|---|-----------|-------------------|--------------|---|----------------------|---|
| 1.36.9            |  |  |       |  | according to Part IX of the Drugs & Cosmetic Act 1940   |           |                   |              | 2.Procedural Skills Teaching<br>3. Problem Based Learning<br>4. Experiential learning |                      | on / Checklist                                |
| Hom UG-HP-1.36.10 |  |  | Knows |  | 10.Demonstrate care and commitment and abide by the provisions laid down in the various acts. | Affective | Level 1 Receiving | Nice to know | 1.Lecture Demonstration<br>3. Problem Based Learning                                  | Role Play Assessment | LAQ SAQ MCQ Practical Examination / Checklist |

**TOPIC:** Drug Action

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to differentiate the different mechanisms of drug action of homoeopathic medicines

| Sr. No | Generic Competencies | Subject Area | Miller's Level Does/ Shows how/ Knows | Specific Competencies | Specific learning Objectives | Bloom's Domain | Guilbert's Levels | Must to know/ desirable | Teaching Learning Method | Assessment /Evaluation |           |
|--------|----------------------|--------------|---------------------------------------|-----------------------|------------------------------|----------------|-------------------|-------------------------|--------------------------|------------------------|-----------|
|        |                      |              |                                       |                       |                              |                |                   |                         |                          | Formative              | Summative |
|        |                      |              |                                       |                       |                              |                |                   |                         |                          |                        |           |

|                                 |  |                    |              |  |   |               |                                  |                               |   |   |                    |             |
|---------------------------------|--|--------------------|--------------|--|---|---------------|----------------------------------|-------------------------------|---|---|--------------------|-------------|
|                                 |  |                    | how/<br>Know |  |   |               |                                  | to<br>know/Nice<br>to<br>know |   |   |                    |             |
| Hom<br>UG-<br>HP-<br>1.37.1     | Integra<br>tion of<br>Knowl<br>edge                      | Drug<br>Actio<br>n | Knows<br>how | Must be<br>able to<br>differentia<br>te the<br>different<br>mechanis<br>ms of drug<br>action of<br>homoeop<br>athic<br>medicines | 1. Classify the<br>different<br>types of drug<br>action.  | Cognitiv<br>e | Level 2<br><br>Understan<br>ding | Nice to<br>Know               | 1.Lecture<br>Demonstratio<br>ns<br><br>2. Small Group<br>Discussions/<br>Peer teaching<br>(Think-Pair-<br>Share, Jigsaw<br>Strategy)<br><br>3. Quiz<br><br>4. Flipped<br>Classroom<br><br>6. Videos | 1.Structured<br>Oral<br>Examination<br><br>2. Tutorials<br><br>3. Assignments<br><br>4. MCQ's<br><br>5. 2 marks<br>question<br><br>6.SAQ's<br><br>7.Projects<br><br>8. Spotting | LAQ<br>MCQ<br>Voce | SAQ<br>Viva |
| Hom<br>UG-<br>HP-<br>1.37.<br>2 | Synthe<br>sis and<br>applica<br>tion of<br>knowl<br>edge |                    | Knows        |  | 2. Explain the<br>individual<br>family drug<br>action<br>according to<br>their sphere<br>of action. |               | Level 2<br><br>Understan<br>ding | Desirable<br>to Know          |   |   |                    |             |
| Hom<br>UG-<br>HP-<br>1.37.3     | Classr<br>oom to<br>Clinic<br>transfe<br>r               |                    | Knows        |  | 3. Explain the<br>individual<br>family drug<br>action<br>according to<br>nature of                  |               | Level 2<br><br>Understan<br>ding | Desirable<br>to Know          | 7. Integrated<br>Teaching   |   |                    |             |

|                  |  |  |       |  |  |           |                         |              |   |  |                                   |
|------------------|--|--|-------|--|--|-----------|-------------------------|--------------|---|--|-----------------------------------|
|                  |  |  |       |  | drug & family relationship.  |           |                         |              |   |  |                                   |
| Hom UG-HP-1.37.4 |  |  | Does  |  | 4. Analyze the action of drug on patients.                                     | Cognitive | Level 3 Problem solving | Nice to know | 1. Practical Demonstrations<br>2. Experiential Learning                                 | 1. Spotting<br>2. Pharmacological action of 30 drugs as specified in journal | Practical Examination / Checklist |
| Hom UG-HP-1.37.5 |  |  | Does  |  | 5. Co-relate the action of drugs with the family characteristics.              |           |                         | Nice to know | 3. Projects   | 3. Projects  |                                   |
| Hom UG-HP-1.37.6 |  |  | Knows |  | 6. Show care in prescribing homoeopathic medicine based on action of drugs and | Affective | Level 2 Respond         | Must know    | 1. Lecture<br>2. Integrated teaching of Pharmacological drug action with Materia Medica | Journal Assessment   |                                   |

|  |  |  |  |  |                     |  |  |  |  |  |  |
|--|--|--|--|--|---------------------|--|--|--|--|--|--|
|  |  |  |  |  | drug relationships. |  |  |  |  |  |  |
|--|--|--|--|--|---------------------|--|--|--|--|--|--|

**TOPIC:** Relation of Pharmacy with Materia Medica

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to correlate homoeopathic pharmacy with Materia Medica, Anatomy and Physiology

| Sr. No             | Generic Competencies | Subject Area              | Miller's Level Does/ Shows how/ Knows how/ Know | Specific Competencies                           | Specific Learning Objectives  | Bloom's Domain | Guilbert's Levels     | Must to know/ desirable to know/Nice to know | Teaching - Learning Method                 | Assessment /Evaluation        |                                |
|--------------------|----------------------|---------------------------|---|---|---|----------------|-----------------------|--|--|-------------------------------|--------------------------------|
|                    |                      |                           |   |   |   |                |                       |  |  | Formative                     |                                |
| HomUG-HP<br>1.38.1 | Problem formulation  | Relation of Pharmacy with | Knows   | Must be able to correlate homoeopathic pharmacy | 1. Explain the correlation of homoeopathic pharmacy with the basics of Homoeopathic | Cognitive      | Level 2 Understanding | Desirable to Know                            | 1.Lecture Demonstrations<br>2. Small Group | 1.Structured Oral Examination | LAQ<br>SAQ<br>MCQ<br>Viva Voce |

|                 |  |                |           |  |   |           |                         |                   |  |   |  |
|-----------------|--|----------------|-----------|--|---|-----------|-------------------------|-------------------|--|---|--|
|                 | Integration of Knowledge               | Materia Medica |           | with material medica, Anatomy and Physiology | Materia Medica.   |           |                         |                   | Discussion s/<br>Peer teaching (Think-Pair-Share, Jigsaw Strategy) | 2. Tutorials<br>3. Assignments<br>4. MCQ's<br>5. 2 marks question<br>6.SAQ's, LAQ's<br>7.Projects |  |
| HomUG-HP-1.38.2 | Synthesis and application of knowledge |                | Knows     |  | 2. Explain the correlation of homoeopathic pharmacy with the basics of Anatomy                            |           |                         | Desirable to Know | 3. Quiz<br>4. Student Seminars<br>5. Flipped Classroom             |   |  |
| HomUG-HP-1.38.3 |  |                | Knows     |  | 3. Explain the correlation of homoeopathic pharmacy and Physiology  |           |                         | Desirable to Know |  |   |  |
| HomUG-HP-1.38.4 |  |                | Knows how |  | 4. Apply the principles of posology during case taking after selection of similimum based on knowledge of | Cognitive | Level 3 Problem Solving | Desirable to know | 1. Practical Demonstration<br>2. Lecture Demonstration             | 1. DOPS<br>2. OSPE<br>3. Evaluation of projects<br>4. Evaluation                                  | LAQ<br>SAQ<br>MCQ<br>Practical Examination / |

|                 |  |  |           |  |   |  |                   |   |  |                        |                |
|-----------------|--|--|-----------|--|---|--|-------------------|---|--|------------------------|----------------|
|                 |  |  |           |  | Homoeopathic Materia Medica.  |  |                   |   | 3. Experimental Research projects                        | of case based learning | Checklist Viva |
| HomUG-HP-1.38.5 |  |  | Knows how |  | 5. Apply the knowledge of drug action based on familial relationship and remedy relationship as noted in Homoeopathic Materia Medica and organ affection with anatomy |  | Desirable to know | 4. Case based learning<br>5. Problem based learning<br>6. Case simulation | 5. Evaluation of PBL<br>6. Evaluation of Case simulation |                        |                |
| HomUG-HP-1.38.6 |  |  | Knows how |  | 6. Apply the knowledge of sources of drugs and collection of  |  | Desirable to know |   |  |                        |                |

|                 |  |  |           |  |   |           |                   |                   |  |  |           |
|-----------------|--|--|-----------|--|---|-----------|-------------------|-------------------|--|--|-----------|
|                 |  |  |           |  | drugs while preparation of homoeopathic medicines according to the scale of potentisation.  |           |                   |                   |  |  |           |
| HomUG-HP-1.38.7 |  |  | Knows how |  | 7. Apply the knowledge of pharmacological action of drugs with the normal physiology of human body                                |           |                   | Desirable to know |  |  |           |
| HomUG-HP-1.38.8 |  |  | Knows how |  | 8. Demonstrate care, professionalism & commitment & follow all the guidelines meticulously as given in 6 <sup>th</sup> edition of | Affective | Level 1 Receiving | Nice to know      | 1. Practical Demonstration<br>2. Lecture Demonstration | 1. DOPS<br>2. OSPE<br>3. Evaluation of projects<br>4. Evaluation of case | Viva Voce |

|                 |  |  |  |   |  |  |  |  |  |  |
|-----------------|--|--|--|---|--|--|--|--|--|--|
|                 |  |  |  | Organon of medicine while selecting a particular homoeopathic medicine in a particular potency.   |  |  |  | 3. Experimental Research projects<br>4. Case based learning<br>5. Problem based learning<br>6. Case simulation | based learning<br>5. Evaluation of PBL<br>6. Evaluation of Case simulation |  |
| HomUG-HP-1.38.9 |  |  |  | 9. Demonstrate care, professionalism & commitment & follow all the guidelines meticulously as given in 6 <sup>th</sup> edition of Organon of medicine while preparation of homoeopathic medicine according to |  |  |  |  |  |  |

|                          |  |  |  |  |  |  |  |  |  |  |  |
|--------------------------|--|--|--|--|--|--|--|--|--|--|--|
|                          |  |  |  |  | the scale of<br>potentisation.   |  |  |  |  |  |  |
| HomUG-<br>HP-<br>1.38.10 |  |  |  |  | 10.<br>Demonstrate<br>care,<br>professionalis<br>m &<br>commitment<br>& follow all the<br>guidelines<br>meticulously<br>as given in 6 <sup>th</sup><br>edition of<br>Organon of<br>medicine while<br>prescribing a<br>particular<br>external<br>application for<br>a particular<br>case. |  |  |  |  |  |  |

|                          |  |  |  |  |   |  |  |  |  |  |  |
|--------------------------|--|--|--|--|---|--|--|--|--|--|--|
| HomUG-<br>HP-<br>1.38.11 |  |  |  |  | 11. Should ensure that all the resources are used to the fullest without any wastage while preparing homoeopathic medicine. |  |  |  |  |  |  |
|--------------------------|--|--|--|--|---|--|--|--|--|--|--|

**TOPIC:** Recent advancements and scope of research in Homoeopathic Pharmacy

**Learning Outcomes (LO):**

At the end of the topic, I-BHMS student must be able to undertake a short term research in Homoeopathic Pharmacy

| Sr. No | Generic Competencies | Subject Area | Miller's Level Does/ Shows how/ Knows | Specific Competencies | Specific Learning Objectives | Bloom's Domain | Guilbert's levels | Must to know/ desirable | Teaching Learning Method | Assessment /Evaluation |           |
|--------|----------------------|--------------|---------------------------------------|-----------------------|------------------------------|----------------|-------------------|-------------------------|--------------------------|------------------------|-----------|
|        |                      |              |                                       |                       |                              |                |                   |                         |                          | Formative              | Summative |
|        |                      |              |                                       |                       |                              |                |                   |                         |                          |                        |           |

|                                     |  |   |              |   |   |               |                                   |                           |  |   |                                   |
|-------------------------------------|--|---|--------------|---|---|---------------|-----------------------------------|---------------------------|--|---|-----------------------------------|
|                                     |  |   | how/<br>Know |   |   |               |                                   | to<br>know/Nice<br>toknow |  |   |                                   |
| Ho<br>mU<br>G-<br>HP-<br>1.39<br>.1 | Proble<br>m<br>solutio<br>n<br><br>Integra<br>tion of<br>Knowle<br>dge | Recent<br>advance<br>ments<br>and<br>scope of<br>research<br>in<br>Homoe<br>opathic<br>Pharma<br>cy | Knows        | Must be<br>able to<br>undertak<br>e a short<br>term<br>research<br>in<br>Homoeo<br>pathic<br>Pharmac<br>y | 1.Enumerate<br>the types of<br>research in<br>homoeopathi<br>c pharmacy                     | Cognitiv<br>e | Level 1<br><br>Recall             | Desirable<br>to know      | 1.Lecture<br>Demonstratio<br>ns<br><br>2. Small Group<br>Discussions/<br><br>Peer teaching<br>(Think-Pair-<br>Share, Jigsaw<br>Strategy) | 1.Structured<br>Oral<br>Examination<br><br>2.<br>Assignments<br><br>3. MCQ's<br><br>4.SAQ's | LAQ<br>SAQ<br>MCQ<br>Viva<br>Voce |
| Ho<br>mU<br>G-<br>HP-<br>1.39<br>.2 | Synthe<br>sis and<br>applica<br>tion of<br>knowle<br>dge               |   | Knows        |   | 2.Explain the<br>recent<br>advancemen<br>ts in the field<br>of<br>homoeopathi<br>c pharmacy |               | Level 2<br><br>Understa<br>nding  | Nice to<br>Know           | 3. Visit to<br>research<br>laboratories  |   |                                   |
| Ho<br>mU<br>G-<br>HP-               | Classro<br>om to<br>lab  |   | Does         |   | 3.Design the<br>protocol for a<br>short term<br>research<br>proposal in                     |               | Level 3<br><br>Problem<br>solving | Desirable<br>to know      |  |   |                                   |

|            |              |  |  |  |                           |  |  |  |  |  |  |
|------------|--------------|--|--|--|---------------------------|--|--|--|--|--|--|
| 1.39<br>.3 | transfe<br>r |  |  |  | homoeopathi<br>c pharmacy |  |  |  |  |  |  |
|------------|--------------|--|--|--|---------------------------|--|--|--|--|--|--|

### Non-Lecture Activities

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

### 8. PRACTICAL TOPICS

| Homoeopathic Pharmacy Practicals |                                      |
|----------------------------------|--------------------------------------|
| Sr<br>No.                        | Particulars of Experiments           |
| 1                                | Estimation of size of globules       |
| 2                                | Medication of globules (Small Scale) |

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

|    |   |
|----|---|
| 21 | Preparation of external applications – Ointment   |
| 22 | Writing of prescription & Dispensing the Medicine in Water with preparation of Doses          |
| 23 | Writing of prescription & Dispensing the Medicine in Sugar of Milk with Preparation of Doses  |
| 24 | Preparation of mother tinctures according to Old Hahnemannian method (Class I, II, III, IV)   |
| 25 | Preparation of mother solutions according to Old Hahnemannian method (Class Va, Vb, VIa, VIb) |

### **Demonstration**

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

### **Activities**

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

### **Demonstration**

1. Homoeopathic pharmaceutical instruments and appliances with their cleaning (List provided in Appendix C)-06 Hours
2. Estimation of moisture content using water bath-02 Hours
3. Paper chromatography & TLC of any mother tincture-04 Hours
4. Laboratory methods – Sublimation, distillation, decantation, filtration, crystallization. -04 Hours
5. Preparation of mother tincture – Maceration and Percolation- 04 Hours
6. Study & demonstration of Drug Substances (listed in Appendix B)- 10 Hours
  - i) Macroscopic Characteristic (Any 15)
  - ii) Microscopic characteristic (Any 05)
7. Study & demonstration of vehicles (Solid, Liquid & Semi solid – as available)- 02 Hours
8. Microscopical study of Trituration (One drug up to 3X Potency)-02 Hours
9. Medication of Globule (Large Scale)-1 Hour

**Clinical Hospital Work** – Maintain Record (Activities/Posting in Dispensing Section, Prescriptions based on Homoeopathic Principles in IPD/OPD) – Record to be maintained as per format in Appendix G- 20 Hours

**Seminar** – Maintain Record on Seminar Presentation on Topics of Homoeopathic Pharmacy as assigned- 07 Hours

## 9. ASSESSMENT

### Assessment Summary

#### 9A- Number of papers and Mark Distribution

| Sr. No. | Course Code | Papers | Theory | Practical | Viva Voce | Internal Assessment- Practical | Electives Grade Obtained |  | Grand Total |
|---------|-------------|--------|--------|-----------|-----------|--------------------------------|--------------------------|--|-------------|
| 1       | HomUG-HP    | 1      | 100    | 50        | 40        | 10                             |                          |  | 100         |

#### 9B - Scheme of Assessment (formative and Summative)

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

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

#### 9C - Evaluation Methods for Periodical Assessment

| Sr. No | Evaluation Criteria |
|--------|---------------------|
|--------|---------------------|

|          |   |
|----------|---|
| <b>1</b> | Practical Performance   |
| <b>2</b> | Viva Voce, MCQs, MEQ(Modified Essay Questions/Structured Questions) |

#### 9 D- Paper Layout

|            |                 |               |
|------------|-----------------|---------------|
| <b>MCQ</b> | <b>10 marks</b> | <b>15 min</b> |
| <b>SAQ</b> | <b>50 marks</b> | <b>85 min</b> |
| <b>LAQ</b> | <b>40 marks</b> | <b>80 min</b> |

#### 9 E- I - Distribution of Theory exam

| <b>Sr. No</b> | <b>Paper</b>               |                  |                   | <b>D</b><br>Type of Questions<br>"Yes" can be asked.<br>"No" should not be asked. |                         |                          |
|---------------|----------------------------|------------------|-------------------|---|-------------------------|--------------------------|
|               | <b>A</b><br>List of Topics | <b>B</b><br>Term | <b>C</b><br>Marks | <b>MCQ</b><br>(1 Mark)  | <b>SAQ</b><br>(5 Marks) | <b>LAQ</b><br>(10 Marks) |

|   |  |     |                        |     |     |     |
|---|--|-----|------------------------|-----|-----|-----|
| 1 | General Concepts and Orientation                 | I   | Refer<br>Next<br>Table | Yes | Yes | No  |
| 2 | Raw Material: Drugs and Vehicles                 | I   |                        | Yes | Yes | Yes |
| 3 | Homoeopathic Pharmaceutics                       | II  |                        | Yes | Yes | Yes |
| 4 | Pharmacodynamics                                 | III |                        | Yes | Yes | Yes |
| 5 | Quality Control                                  | II  |                        | No  | Yes | No  |
| 6 | Legislations pertaining to Homoeopathic Pharmacy | III |                        | No  | No  | Yes |
| 7 | Homoeopathic Pharmacy - Relationships            | III |                        | No  | Yes | No  |

**9 E – II - Theme table**

| <b>Theme*</b> | <b>Topics</b>                                    | <b>Term</b> | <b>Marks</b> | <b>MCQ's</b> | <b>SAQ's</b> | <b>LAQ's</b> |
|---------------|--|-------------|--------------|--------------|--------------|--------------|
| A             | General Concepts and Orientation                 | I           | 11           | Yes          | Yes          | No           |
| B             | Raw Material: Drugs and Vehicles                 | I           | 25           | Yes          | Yes          | Yes          |
| C             | Homoeopathic Pharmaceutics                       | II          | 23           | Yes          | Yes          | Yes          |
| D             | Pharmacodynamics                                 | III         | 16           | Yes          | Yes          | Yes          |
| E             | Quality Control                                  | II          | 10           | No           | Yes          | No           |
| F             | Legislations pertaining to Homoeopathic Pharmacy | III         | 10           | No           | No           | Yes          |
| G             | Homoeopathic Pharmacy - Relationships            | III         | 05           | No           | Yes          | No           |

## 9 F Question paper Blueprint

| A<br>Question Serial Number | B<br>Type of Question  | Question Paper Format<br>(Refer table 7 F II Theme table for themes)   |
|-----------------------------|--|--|
| Q1                          | <p>Multiple choice Questions<br/>(MCQ)</p> <p>10 Questions</p> <p>1 mark each</p> <p>All compulsory</p> <p>Must know part: 6 MCQ</p> <p>Desirable to know: 2 MCQ.</p> <p>Nice to know: 2 MCQ</p> | <p>1. Theme A</p> <p>2. Theme B</p> <p>3. Theme B</p> <p>4. Theme B</p> <p>5. Theme B</p> <p>6. Theme B</p> <p>7. Theme C</p> <p>8. Theme C</p> <p>9. Theme C</p> <p>10. Theme D</p> |

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

## 9 G - Distribution of Practical Exam

**Practical, Viva & Internal Assessment** → 100 marks

|                     |          |
|---------------------|----------|
| Spotting            | 20 marks |
| Experiment          | 20 marks |
| Journal             | 10 marks |
| Viva voce           | 40 marks |
| Internal assessment | 10 marks |

## 10. LIST OF RECOMMENDED BOOKS

### Text Books

1. Dr. Partha Mandal & Dr. Biman Mandal, A Textbook of Homoeopathic Pharmacy, Revised and Enlarged 3rd Edition, 2012, New Central Book Agency Publishers.
2. Dr. D.D. Banerjee, Augmented Textbook of Homoeopathic Pharmacy, 2 nd Edition, 2012, B. Jain Publishers.
3. Dr. K.P. Mujumdar, Textbook of Homoeopathic Pharmacy, 2013, New Central Book Agency Publishers

### Reference Texts

1. Banerjee SK & Sinha N. (Reprint edition, 1993). A Treatise on Homoeopathic Pharmacy. B Jain Publishers, New Delhi.
2. Govt. of India, Ministry of Health & Family Welfare, New Delhi (1971 to 2006). Homoeopathic Pharmacopoeia of India (1-9 Vol.)
3. Hughes R (Reprint edition, 1999). A Manual of Pharmacodynamics. B Jain Publishers, New Delhi.
4. Dr. P.N. Verma & Dr. (Mrs.) InduVaid, Encyclopaedia of Homoeopathic Pharmacopoeia, Vol- I,II,III, Edition 2002,B. Jain Publishers.

| APPENDIX – A   |                          |
|--|--------------------------|
| List of drugs included in the syllabus of Homoeopathic Pharmacy for study of Pharmacological action: - |                          |
| 1. Aconitum Napellus   | 16. Glonoinum            |
| 2. Adonis vernalis   | 17. Hydrastis Canadensis |
| 3. Allium cepa   | 18. Hyoscyamus niger     |
| 4. Argentum Nitricum   | 19. Kali bichromicum     |
| 5. Arsenicum album   | 20. Lachesis             |
| 6. Atropa Belladonna   | 21. Lithium carbonicum   |
| 7. Cactus grandifloras   | 22. Mercurius corrosivus |
| 8. Cantharis vesicatoria   | 23. Najatripudians       |
| 9. Cannabis indica   | 24. Nitricumacidum       |
| 10. Cannabis sativa  | 25. Nux vomica           |
| 11. Cinchona officinalis   | 26. Passiflora incarnate |
| 12. Coffea cruda   | 27. Stannummetallicum    |
| 13. Crataegus oxyacantha   | 28. Stramonium           |
| 14. Crotalus horridus  | 29. Symphytum officinale |
| 15. Gelsemium sempervirens   | 30. Tabacum              |

| APPENDIX – B                     |                           |
|----------------------------------|---------------------------|
| List of drugs for identification |                           |
| i. Vegetable Kingdom             |                           |
| 1.                               | Aegle folia               |
| 2.                               | Anacardium orientale      |
| 3.                               | Andrographis paniculata   |
| 4.                               | Calendula officianlis     |
| 5.                               | Cassia sophera            |
| 6.                               | Cinchona officinalis      |
| 7.                               | Cocculus indicus          |
| 8.                               | Coffea cruda              |
| 9.                               | Colocynthis               |
| 10.                              | Crocus sativa             |
| 11.                              | Croton tiglium            |
| 12.                              | Cynodondactylon           |
| 13.                              | Ficus religiosa           |
| 14.                              | Holarrhenaantidysenterica |
| 15.                              | Hydrocotyle asiatica      |
| 16.                              | Justicia adhatoda         |

17. Lobelia inflata
18. Nux vomica
19. Ocimum sanctum
20. Opium
21. Rauwolfia serpentina
22. Rheum
23. Saraca indica
24. Senna
25. Stramonium
26. Vinca minor

**ii. Chemicals or Minerals**

1. Acetic acid
2. Alumina
3. Argentum Metallicum
4. Argentum Nitricum
5. Arsenicum Album
6. Calcareo Carbonica
7. Carbo Vegetabilis
8. Graphites

|                            |                      |
|----------------------------|----------------------|
| 9.                         | Magnesium Phosphoric |
| 10.                        | Natrum Muriaticum    |
| 11.                        | Sulphur              |
| <b>iii. Animal Kingdom</b> |                      |
| 1.                         | Apis mellifica       |
| 2.                         | Blatta orientalis    |
| 3.                         | Formica rufa         |
| 4.                         | Sepia                |
| 5.                         | Tarentula cubensis   |

| <b>Appendix C</b>  |                  |              |                |
|--|------------------|--------------|----------------|
| <b>List of Instrument &amp; Appliances for Demonstration &amp; Study</b> |                  |              |                |
| Crucible with lid  | Test Tube        | Tripod stand | Hot Air Oven   |
| Porcelain Basin  | Conical Flask    | Wire gauze   | Water bath     |
| Mortar & Pestle Porcelain  | Volumetric flask | Spatula      | Macerating Jar |
| Ointment Slab  | Minim glass      | Leather pad  | Percolator     |

|                  |                         |                |            |
|------------------|-------------------------|----------------|------------|
| Chemical Balance | Thermometer             | Stop watch     | Microscope |
| Hydrometer       | Mortar & Pestle - Glass | Chopping Board | pH Meter   |
| Alcoholometer    | Glass Phials            | Chopping Knife | Burette    |
| Lactometer       | Pyknometer              | Sieve          | Pipette    |
| Spoon            | Measuring Cylinder      | Tincture Press | Dropper    |
| Beaker           | Graduated Conical Flask | Funnel         | Glass Rod  |

#### Appendix – D (List of Important Vehicles for Study)

| Appendix – D (List of Important Vehicles for Study) |  |            |
|---|--|------------|
| Solid   | Liquid   | Semisolid  |
| Sugar of Milk                                       | Water  | Vaseline   |
| Globules  | Ethyl Alcohol                                      | Beeswax    |
| Tablets   | Glycerine  | Lanolin    |
| Cane Sugar  | Olive Oil  | Spermaceti |
|   | Simple Syrup                                       | Isin glass |
|   | Lavender Oil, Sesame Oil, Rosemary Oil, Almond Oil |            |

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| <b>Appendix E</b>  |
| <b>Format for Maintaining Record on visit to Homoeopathic Manufactory (GMP Compliant)</b>  |
| <p>Date of Visit</p> <p>No. of Visiting Students &amp; Teaching Faculty</p> <p>Name of Teaching Faculty</p> <p>Detail of the Instructor/s at the Manufactory</p> <p>How the Tour was arranged</p> <p>Name &amp; Location of the Homoeopathic Manufactory</p> <p>History about the Manufactory</p> <p>Different Sections of the manufactory with its working process</p> <p>Activities of R&amp;D Dept</p> <p>How the visit helped in correlation with topics studied in Theory</p> <p>Conclusion</p> <p><b>(Any other related information, not mentioned in format, if required can be included)</b></p> |

|   |
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| <b>Appendix F</b>   |
| <b>Format for Maintaining Record on visit to Medicinal Plant Garden</b>   |
| <p>Date of the Visit</p> <p>No. of visiting Students &amp; Teaching Faculty</p> <p>Name of Teaching Faculty</p> <p>Detail of Instructor/s</p> <p>How the Tour was arranged</p> <p>Name &amp; Location of the Medicinal Plant Garden</p> <p>History &amp; about the Medicinal Plant Garden</p> <p>A list Medicinal Plants seen with brief description,</p> <p>Conclusion</p> |

|  |
|--|
| <b>Appendix G</b>  |
| <b>Format for maintaining record on Hospital Activities (Visit to OPD/IPD &amp; Dispensing Section)</b>  |
| <p>Record on Prescriptions based on Homoeopathic Principles in IPD/OPD</p> <p>No of Cases: Total 10 cases (5 Acute, 5 Chronic)</p> <p>Format -</p> <p>Patient ID</p> |

|  |
|--|
| Complaint<br>Diagnosis<br>Details of 1 <sup>st</sup> Prescription – Name of Medicine, Potency, Dose with its Repetition,<br>Second Prescription (if Record is available)<br>Conclusion at the end of Acute & Chronic Cases on Lessons learnt on Homoeopathic Principles                                  |
| Record on Activities/Posting in Hospital Dispensing Section<br>Total No. of Patients Date wise,<br>Sl No as per Prescription Register,<br>Dosage form- Liquid/solid,<br>Name of Vehicle used,<br>Medication Process etc<br>Conclusion at the end on Lessons learnt on Homoeopathic Dispensing Techniques |

|   |
|---|
| <b>Appendix H</b>   |
| <b>Format for Maintaining record on Departmental Seminars</b> |

Maintenance of Record on Seminar Presentation on Topics of Homoeopathic Pharmacy as assigned

Circular/Notice of Departmental Seminar

Title of Topic for Presentation,

Date

Presented by Name of Student/s

Brief Report on the Seminar

Any New Information provided by the Speakers

Rating on a Scale of 10

No of Students & Faculty Members attending the Seminar

Photos

Signed by the Departmental Head

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